

Reading at Girraween

Guiding Beliefs:

At Girraween, we believe:

1. Reading is a meaning-making process
2. Learning to read floats on a sea of talk- oral language programs are essential links to reading programs



3. Students need to be exposed to , engaged with and have the opportunity to explore quality texts at all stages

The use of high quality books within the reading curriculum is at the heart of a school's successful approach to engage and support children to become motivated and independent readers. If children enjoy reading, they read more frequently and become better readers. If teachers and those who work in schools know about the best children's literature available they will be able to share that with the children they teach and encourage them to be inspired as readers and motivated to read for themselves.

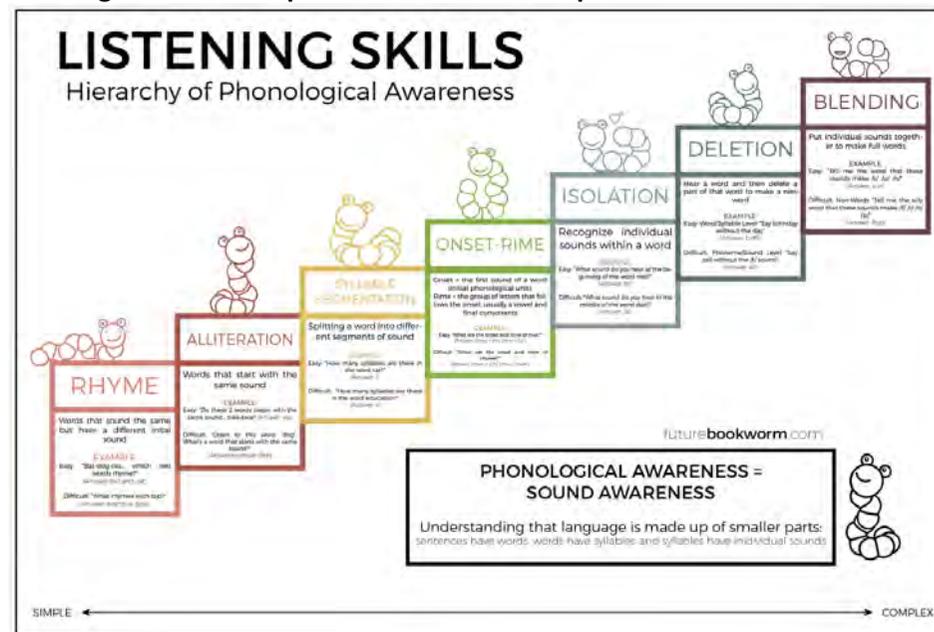
4. Every child should be read to every day

The Top Ten Benefits of Reading for Children

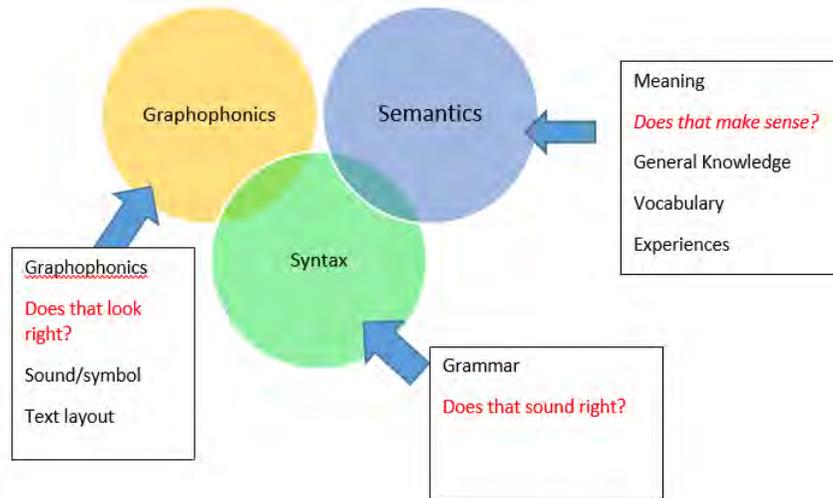
Based on what we've discussed above, here are the top 10 benefits of reading for children:

1. Their vocabulary is larger and more extensive.
2. They perform better academically.
3. Their imagination can run wild.
4. Their creativity skills develop.
5. They develop empathy.
6. They gain a deeper understanding of their world.
7. Their concentration levels improve.
8. The parent and child bond improves.
9. Their cognitive development is supported.
10. Their social skills and interaction improve.

5. Phonemic awareness is an essential pre-reading skill and all aspects need to be developed.



6. The three cueing systems are developed simultaneously



7. Grapho-phonetic knowledge is best taught in context

We have a scope and sequence for teaching phonics for reading and writing. We encourage teachers to use a range of methods to help students make connections between letters and sounds. We believe that all teaching should start with looking at words in context- student's names, books, songs. Matching the symbols to sounds may include sensory, kinaesthetic hands on learning, matching, making connections. The links between learning to write and read are very obvious as students learn about grapho-phonics and this link should be made obvious to students. Refer to Girraween's Spelling/Word Study document to support your phonics program.

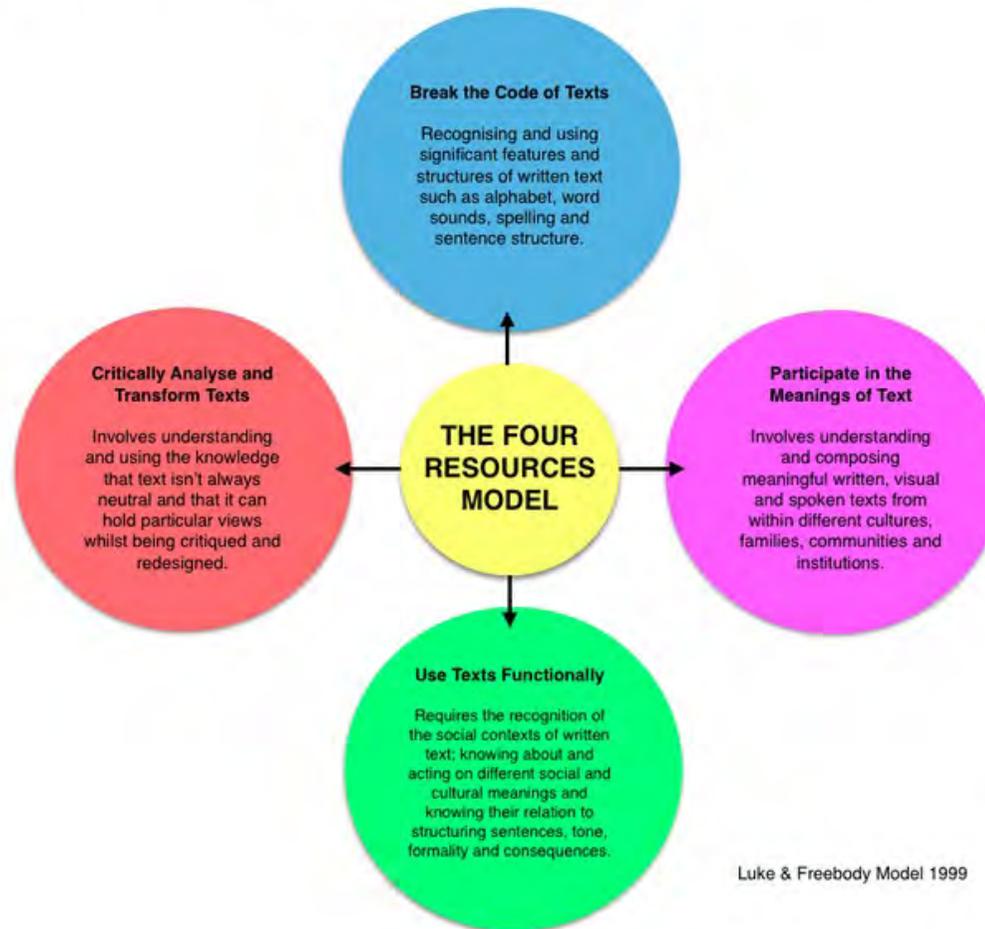
8. Students should have choice in what they read

I PICK METHOD For choosing a good-fit book

- I** I choose a book
Look it over inside and out.
- P** Purpose
Why do I want to read it?
- I** Interest
Does this interest me?
- C** Comprehend
Do I understand what I am reading?
- K** Know the words
Do I know most of the words?

9. The four roles of the reader need to be taught

Luke & Freebody's Four Resources Model



10. Reading Strategies need to be explicitly taught

Reading Strategies

Cracking the Code	Comprehension strategies	Self-Monitoring Strategies	Fluency and Expression
<p>Includes learning to read words, sentences and using the conventions of written language in order to gain meaning from texts. This involves using visual and graphophonic information. Grapho-phonics is linking letter/s (grapheme) and sound (phoneme) knowledge to decode unknown words. This is more than phonic knowledge. It includes using word parts (morphemes) and known words to decode new words.</p>	<p>Understanding and being able to use a range of reading strategies flexibly equips students with the tools they need to comprehend what they read and to be independent problem solvers. Using texts that are engaging and relevant to introduce and practice strategies will make the experience more interesting and meaningful to students.</p>	<p>Self monitoring is the reader's ability to recognize when meaning has broken down, identify what they don't understand (at word, sentence or paragraph level) and use appropriate 'fix up' strategies to restore meaning.</p>	<p>Reading accurately with expression and appropriate reading pace assists understanding. To support the development of fluency, students need to read appropriate level texts that are a good fit. The more they read, the more fluent they will become.</p>
<p>Graphophonic Information Hear and identify the initial, medial and final phoneme in a word. (Sounding out CVC words) Blend sounds – stretch and re-read</p> <p>Morphology Chunk groups of letters based on meaning e.g. prefixes. Chunk in syllables</p> <p>Analogy Generate rhyming words from a known word Using word parts to determine meaning of words.</p> <p>Build a bank of high frequency words Build sight word knowledge (Recommended resource Oxford Word Lists) Vocabulary Development (through inquiry units)</p> <p>(See Girraween Word Study / Spelling document to support students development of word knowledge)</p>	<p>Explicitly teach the following strategies: Activating prior knowledge Predicting Making Connections : text to self, text to text, text within text, text to world. Inferring Questioning Visualising Summarising: main idea and supporting detail Sunthesising</p>	<p>Check for understanding Back up and re-read Stop and think Monitor and fix up- self correct Trade a word that makes sense Pay attention to punctuation to enhance expression and fluency Check visual information Read on and read back to make or check predictions Scan and look for clues</p>	<p>Adjust and apply different reading rate to match text. Use punctuation to enhance phrasing and prosody. Read like you are talking- with expression and fluently.</p>

11. Reading and Writing programs are interdependent

Instructional Practices:

Reading Workshop

Explicit teaching through a balanced approach – modelled, shared, guided practise, independent (gradual release of responsibility) – **whole-part-whole**

Guided Reading

Students read the same text which may be levelled and engage in a lesson where the teacher guides the use of selected strategies to improve the students's reading. Best practice- students read inside their heads and the adult asks them to read a page to them- not choral reading.

Shared Reading

Literature Circles book circles. Students read the same novel and engage in conversation about the story. They may have specific roles when reading which determines how they interact in their discussions.

Language Experience

Teacher and students co-create text after engaging in a shared experience. This is turned into a wall story or a book and is read in different groupings.

Reciprocal Reading

This is a cross between guided reading and literature circles and involves students working on specific strategies using different role cards.

Cozy Reading

Purpose- modelling, giving students exposure to stories

Parents are invited to stay for the first 10-20 minutes in the morning and read to students from a box of quality books.

Readers' Theatre

Students take on a character in a book and read the part.

Process Drama

The use of quality picture story books and drama activities to build vocabulary and deep understanding of a text.

Read Alouds

Reading Responses

Assessment and Reporting Practices: moving learning forward.

Feedback – Conferencing (teacher-student, student-student)

Peer feedback

Setting, monitoring and evaluating goals

Running records- to assess reading behaviours and give an overall level. These are used as both Formative and Summative Assessment

PAT Reading in term 4 for years 1-6

Foundation Early Literacy Assessment for Transition

Rubrics

We want to develop:

A community of readers

Students who love to read for enjoyment and to gather information

Students who are able to read critically and make informed choices and judgements

Students who are competent in the four roles of the reader.

We do this by differentiating our programs based on student need:

Tier One

- **Quality Whole Class Programs**
- Reading Workshops- Modelled, Shared, Guided practice, Independent
- Guided Reading
- Book Clubs, Literature Circles

Tier Two

- **In Class Scaffolded intervention or extension**
- Modified tasks
- Differentiated texts
- Support based on data

Tier Three

- **Intervention Programs**
- Levelled Literacy Intervention
- Buddy Reading

Tier Four

- Students with Additional Needs Tailored Programs

Resources that support our beliefs and practices:

All resources are available from the library and in addition, each teacher has access to a curriculum box containing the essentials

Teacher Reference Materials

First Steps –

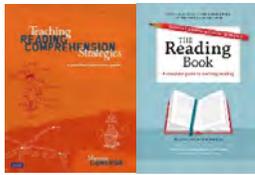
Map of Development

<http://det.wa.edu.au/stepsresources/detcms/education/stepsresources/first-steps-literacy/reading-map-of-development.en?cat-id=13601995>

Resource Book

http://det.wa.edu.au/stepsresources/redirect/?oid=com.arsdigita.cms.contenttypes.FileStorageItem-id-13797081&stream_asset=true

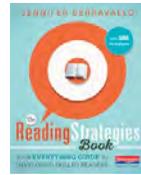
Some of the excellent resources available in our library:



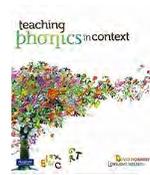
Sheena Cameron



Debbie Miller



Jennifer Serravallo



David Hornsby



Boushey and Moser



Christine Topfer



Christine Topfer



Linda Hoyt

Australian Curriculum including literacy progressions
 Girraween Spelling Scope and Sequence
 Christine Topfer 'Guided Thinking for Effective Practice'

Student Resources

We have a very well-resourced library which reflects our love of reading.

<p>Take Home Reading Books are organised in broad band levels e.g levels 1-3. You can take a full box for your home reading program.</p> 	<p>Guided Reading Gold boxes contain 6 copies of each levelled text. Please only take the books you need, not the whole box.</p> 	<p>Big Books These are in hanging bags as well as on the display shelf and cover a range of topics and subjects.</p> 
<p>Books and CDs</p> 	<p>Multiple copies of picture story books, some set up for author studies</p> 	<p>Wider Reading 6 copies of novels for book clubs or literature circles.</p> 

<p>Independent Home reading boxes</p> 	<p>Strategy Card Sets</p> 	<p>Picture Story Books</p> 
<p>Junior Novels</p> 	<p>Novels</p> 	<p>Non-Fiction</p> 
<p>Cozy Reading Collections</p> 	<p>Levelled Literacy Intervention <i>resources located in B block</i></p> 	

School and Class Organisation for reading

Whole School

- Collaborative release for each year level teaching team scheduled weekly in the whole school timetable
- PLC meetings to analyse data
- Learning Walks to observe practice in action
- Each student has an EOL folder for teachers to include evidence of reading behaviours at the end of the year
- Portfolios to showcase student progress in reading
- Promoting learning to families – class letters, school reading challenges
- Teachers update reading data on the data wall in the training room and in grade expert after completing assessments

Class

Every class should have a well presented class library which contains fiction and non-fiction books and magazines. These libraries should be updated regularly and provide a range of genres for students to choose to read.

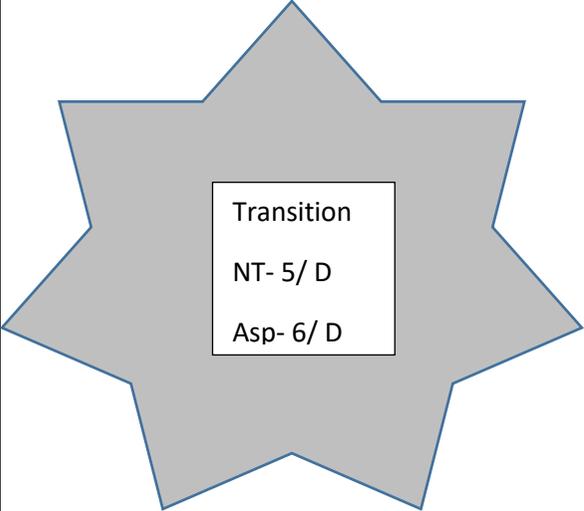
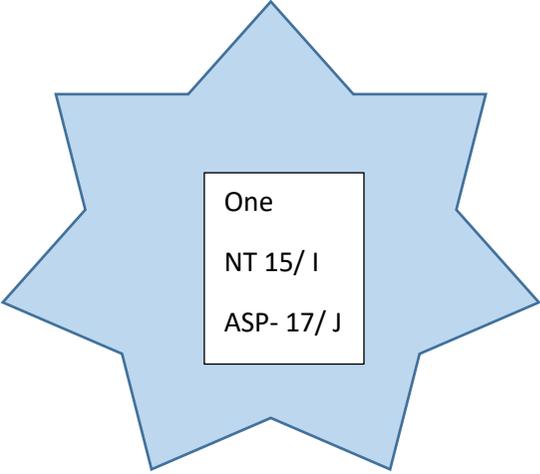
Every room has a 'boomerang' table to support small group reading work.

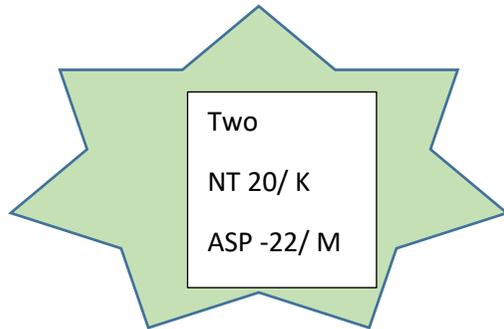
Flexible teaching spaces allow time and inviting spaces to enjoy books.

Programming Expectations:

- Start with the curriculum – what students need to know and be able to do
- Yearly/termly overview along with weekly Planning/Day Book detailed with LI and SC - responsive to students' needs
- Diagnostic and formative assessments that inform teaching and learning of reading in accordance with the school's assessment strategy
- Consider Girraween Reading targets and the associated reading behaviours to inform your program
- Links between reading and writing
- Differentiation through task design, assessment to cater for different needs of students
- Instructional walks by leadership

Developed by Girraween Staff 2020

 <p>Transition NT- 5/ D Asp- 6/ D</p> <p>Read aloud short, predictable texts with familiar vocabulary, supporting images and with emphasis on 1-1 matching. Listen and respond to quality texts daily.</p> <p>Decoding</p> <ul style="list-style-type: none">• Identify the letters of the English alphabet and use the sounds represented by most letters• Recognise rhyming words• Decode VC, CVC words• Recognise more than 50 high frequency words quickly and easily• Stress words that are in bold <p>Comprehending</p> <ul style="list-style-type: none">• Predict at word, sentence and text level: personal, temporal sequence, cause and effect• Make connections- text to self and text to text• Recall one or two events from texts• Remember order of events• Summarise problem• Infer character traits <p>Responding</p> <ul style="list-style-type: none">• Draw story maps• Draw and label characters, settings• Recognise and understand labels• Retell stories• Listen to stories and join in class discussions.• Art and craft responses	 <p>One NT 15/ I ASP- 17/ J</p> <p>Read a variety of texts including narratives and short information texts on familiar topics with some attention to expression. Listen and respond to quality texts daily.</p> <p>Decoding</p> <ul style="list-style-type: none">• Use phoneme deletion and insertion to create words• Decode words using onset and rime• Read 100+ words quickly and easily• Read plurals• Use word parts to solve multi-syllabic words• Notice simple punctuation <p>Comprehending</p> <ul style="list-style-type: none">• Make predictions based on: background knowledge, understanding of text structures, temporal sequence, illustrations and graphics, grammar at sentence level.• Use prior knowledge to understand content in non-fiction texts• Use background knowledge to understand settings and characters <p>Responding</p> <ul style="list-style-type: none">• Talk, draw and write about what is learned from the characters, the problem and the resolution of the problem.• Character portraits• Story Maps• Sequence events in a story or steps in a procedure• Sort non-fiction information into headings.• Process Drama – role play
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Read a range of genres, some are chapter books, graphic texts, poems. Read short non-fiction texts. They read silently and independently and when they read orally they demonstrated fluency and expression. They listen and respond to quality texts daily.

Decoding

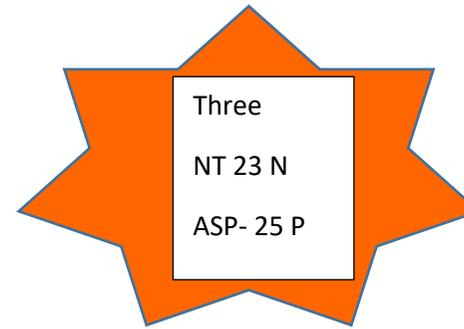
- Use letter, sound relationships to read words of more than one syllable
- Read a wide range of contractions, possessives and compound words
- Recognise a large number of high frequency words quickly and automatically.
- Read without pointing
- Attends to punctuation when reading (full stops)

Comprehending

- Self monitor, re read and self correct using knowledge of phonics, syntax, punctuation, semantics and context. if meaning is lost
- Adjust reading rate to process text
- Make predictions based on knowledge of narrative and non fiction genres
- Predict the end of a story based on knowledge of how plots work and understanding of settings, characters, and the story problem.
- Predict at word, sentence and text level.
- Talk, write and respond about what is learned from the characters, the problem, and the resolution of the problem
- Make connections between personal experience and texts, among books in a series, among texts of the same genre

Responding

- Infer temporal sequences and reasons for each step
- Infer information about characters, setting, plot and action.
- Identify main idea about familiar content
- Respond to literal and inferential meanings.
- Character Portraits
- Sequencing
- Process drama
- Writing, drawing and art responses



Read a growing number of genres, including biographies, persuasive and hybrid texts. They read fiction and non-fiction texts including chapter books with sequels, picture books and series books. They listen and respond to quality texts daily.

Decoding

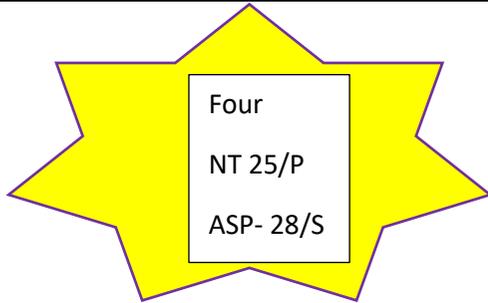
- Respond to a range of punctuation conventions and confirm, re-read and cross-check based on what looks right.
- Decode words rapidly while processing continuous text and with minimum self correction.
- Read accurately at an efficient pace without overt sounding and blending
- Use morphemic knowledge such as prefixes and suffixes and use knowledge of the origins of words when decoding

Comprehending

- Use background knowledge to search for and understand information about settings, geography, history and science concepts.
- Understand how language features, images and vocabulary are specific to different text types.
- Make predictions based on knowledge of: text structures, description, cause and effect, chronological sequence, comparison and contrast, problem and solution, question and answer
- Use self-questioning to seek for meaning
- Adjust reading rate, read on and back
- Make connections between the chapters that are connected in a single plot.

Responding

- Use texts to search for and use information- research in non-fiction
- Compare the ways different authors represent similar storylines, ideas or relationships
- Express preferences for different kinds of texts and suggest alternative viewpoints from those presented
- Infer important information from familiar content as well as topics
- Infer character development from evidence in behaviour as well as reasons for change
- Understand and explain how language features, images and vocabulary choices are used for different effects to engage readers
- Identify main ideas or facts in texts
- Create written, oral and artistic responses to texts



Read a range of genres and show a preference for genres and types of texts. Use of phrasing and fluency indicates their understanding when reading an increasing range of imaginative, informative and persuasive texts. Readers make connections across texts, inferring larger meanings and use of academic language grows. Listen to and respond to a wider range of quality texts.

Decoding

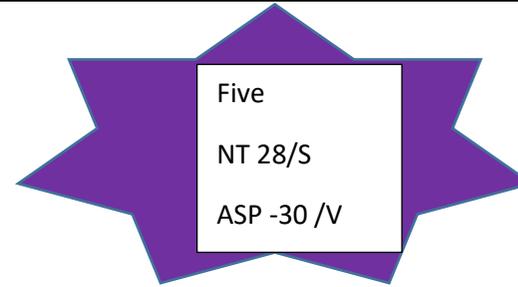
- Demonstrate flexibility in using many different strategies for decoding words
- Respond to a range of punctuation conventions and confirm, re-read and cross-check based on what makes sense.
- Use morphemic knowledge such as prefixes and suffixes and use knowledge of the origins of words.
- Understand and explain how language features, images and vocabulary choices are used for different effects to engage readers.
- Identify spelling patterns within multi syllable words to solve them
- Use knowledge of punctuation when reading and read with expression and fluency

Comprehending

- Readers use text user practices when they recognise differences in text structure depend on the purpose and context of use.
- Understand how language features, images and vocabulary are specific to different text types.
- Connect different parts of a text to understand the literal and implied meaning.
- Select information, ideas and events in texts that connect to their own lives.
- Uses visual and auditory cues to build meaning in multimodal texts (colour, shape and size of images, sound effects)
- Adjusts reading rate, reads on and back to follow meaning of text.

Responding

- Determine importance by identifying key words
- Read and select explicit information from an information text
- State explicitly the nature of connections, e.g. topic, theme, message, characters, genre, writing style
- Individually analyse a text to show understanding of text structure
- Compare the ways different authors represent similar storylines, ideas or relationships.



Read the full range of genres, and texts will be longer, requiring readers to sustain attention, remember information and connect ideas over many days of reading. Most reading is silent and fluency is well developed. Listen to, read and respond to a wide range of quality texts.

Decoding

- Read extended and multi modal texts across a range of genres
- Individually analyse a variety of text types to show understanding of text structure
- Decode unfamiliar words using phonic, grammatical, semantic and contextual knowledge.
- Employ word solving strategies in a flexible way

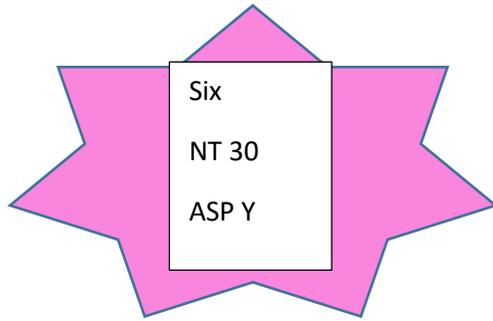
Comprehending

- Skim and scan to locate information
- Analyse and explain literal and implied information from a variety of texts
- Listen and ask questions to clarify content
- Adjust reading rate to search for meaning, and to recognise and respond to embedded texts. (letter within the chapter)
- Make predictions based on: potential solutions to the problem, plot structure, knowledge of special forms, text structure, personal experience and reading.

Responding

- Respond to personal reading
- Describe how events, characters and settings in texts are depicted and explain their own responses to them
- Present a point of view about particular literary texts, using appropriate metalanguage, and reflecting on the view of points of others
- Use metalanguage to describe the affects of ideas, texts structures, and language features on particular audiences
- Locate and record information from a few different sources using different organisational tools
- Present a concise, organised summary that includes all important information
- Infer impact of setting, feelings and motives of characters, plot.
- Use a reading journal to record books read and responses.

- Express preferences for different kinds of texts and suggest alternative viewpoints from those presented.
- View images and discuss how shot size, camera angle and text layout influence a reader's understanding.
- Identify main ideas in texts and justify an opinion.
- Draw inferences about fictional and non fictional characters and events.
- Recall and summarise main ideas.
- Share opinions about a text and give rationales and examples



There is an increased demand for students to bring disciplinary knowledge to their reading and to understand literary qualities. Deep comprehension means getting inside the writers' craft. Readers at this level should think critically about the quality and authenticity of a text, evaluate arguments and detect bias.

Decoding

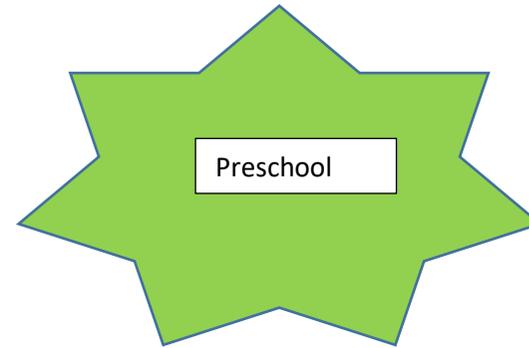
- Building knowledge of subject specific vocabulary
- Use morphemic, orthographic and knowledge of word origins to decode unknown words.
- Access a very large reading vocabulary and, without conscious effort, keep attention on the meaning and language of the text
- Read orally in a way that demonstrates all dimensions of fluency; pausing, phrasing, intonation, word stress, rate.

Comprehending

- Use a wide range of text resources and reference materials to probe the meaning and history of words
- Use disciplinary vocabulary and understanding of text structure to search for and use information
- Make predictions based on current understanding of human behaviour and emotions gained from personal experience and from various experiences in reading fiction and non-fiction texts
- Use content knowledge in the Science and HASS to interpret the information in texts and use it to predict the meaning of further content

Responding

- Read extended and multi modal texts across a range of genres
- Summarise and synthesise information on a topic from different multi modal texts.
- Locate and source information using research skills including summarising and synthesising.
- Read and respond to texts from a range of genres.
- Analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events.



Students will listen to and engage with quality fiction and non-fiction texts throughout their day. They will hear and engage with stories and books from many adult models daily.

Decoding

- Understanding that print relays a message
- Knowledge of letter/sound relationships
- Recognise rhyming words

Comprehending

- Making predictions
- Making links/connections between texts and their own experiences.
- Book handling (e.g. holding a book right way up, turning pages)
- Knowledge about book orientation and directionality of print
- Begin to extend literacy vocabulary - front, back, beginning, middle, end, title, pictures, author, illustrator, fiction/non-fiction imagination, problem

Responding

- Recalling ideas to use in their play, e.g. story scene table
- Transferring and adapting new knowledge
- Emerging knowledge of the role of author/illustrator

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| <ul style="list-style-type: none">• Compare and analyse information in different complex texts explaining literal and implied meaning• Select and use evidence from a text to explain their responses to it• Listen to discussions, clarifying context and challenging others' ideas• Maintain a reading journal• Notice and respond to aspects of a writers' craft, e.g. style, syntax, use of one or more narrators. | |
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