Bribie Island State School

Reading Program
A whole school approach to the teaching of reading and comprehension ensures consistency and continuity in the development of each student's knowledge and understanding about reading. At Bribie Island State School, a whole school approach to the teaching of reading and comprehension includes the following core priorities:

- Clear Curriculum Intent
- Consistency of Approach
- Differentiated Instruction
- Alignment of planning, teaching and assessment
- Understanding the elements of a Balanced Reading Program
- Understanding the interrelated aspects of reading
- Explicit teaching of Reading and Comprehension Skills

BELIEFS ABOUT READING

- All students can be successful readers.
- Skilled readers are active readers – drawing on a variety of skills and knowledge in order to comprehend text.
- All teachers are teachers of reading.
- Monitoring and Assessment inform teaching and learning.
- Teachers need a repertoire of skills/practices.
- A common language for instruction assists in optimising student achievement.
NATIONAL CURRICULUM

ENGLISH

<table>
<thead>
<tr>
<th>Language</th>
<th>Literature</th>
<th>Literacy</th>
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| Mathematics | Science | History | Geography |

In the Australian Curriculum, students become literate as they develop the knowledge, skills and dispositions to interpret and use language confidently for learning and communicating in and out of school and for participating effectively in society. Literacy involves students in listening to, reading, viewing, speaking, writing and creating oral, print, visual and digital texts, and using and modifying language for different purposes in a range of contexts.

**QCARF—Essential Learnings**

| Languages | The Arts | Health and PE | Technology |

Our School Curriculum Framework, incorporating both National curriculum and QCARF.

Our whole school planning expectations

Our whole school differentiation expectations

Term overview expectations, including GTMJ to ensure teaching and learning are clear to students and families.

Our term/week/lesson explicit teaching and learning focus

Tracking learning
CONSISTENCY OF APPROACH
Pedagogical Framework: THE ART AND SCIENCE OF TEACHING.

The Effective Teacher at Bribie Island State School:

**ROUTINES**
- Sets clear Learning Goals
- Is a reflective practitioner
- Uses effective tools to gauge and track student success
- Is well organised
- Seeks feedback
- Uses data to inform planning
- Establishes and maintains clear rules and procedures
- Is consistent
- Regularly uses formative and summative assessment to inform planning and track student progress
- Organises the physical layout of the classroom to enhance learning.

**ADDRESSING CONTENT**
- Has a deep curriculum knowledge
- Plans effectively
- Facilitates the development of deep knowledge and understanding
- Facilitates the development of Higher Order Thinking Skills
- Demonstrates a variety of pedagogical skills/strategies
- Is aware of resources available/evaluates their effectiveness
- Has a knowledge of varied learning styles
- Scaffolds learning (Gradual Release of Responsibility)
- Revisits/Revises content already taught (practices and deepens knowledge)
- Engages students in linking what is new to what is already known.

**ENACTED ON THE SPOT**
- Motivates and engages students
- Is part of the wider school community
- Knows their students
- Is an effective communicator
- Is flexible
- Is supportive
- Uses a range of effective management strategies
- Is student responsive
- Establishes and maintains effective relationships
- Differentiates to cater for student needs
- Is enthusiastic, positive, friendly and approachable
- Listens to parents, students and colleagues
- Follows SWPBS policies/procedures.

**CONSISTENT PRACTICE – ACROSS THE SCHOOL**
- Reading is taught every day, in every class.
- Teachers use a balanced approach to teaching reading that includes a variety of teaching approaches that scaffold students from fully supported instruction to independent reading.
- Teachers explicitly teach students how to comprehend texts using Key Comprehension Strategies.
- There is on-going assessment and monitoring of every student.
- Reading instruction is differentiated according to the needs of students.
- Support for students with reading difficulties is on-going and is provided within a whole-school support network.
- Training and development in the teaching of reading is provided for all teachers.
- The school works with parents to build effective partnerships, which support students.
- Literacy Learning Goals are created each term.
- Jolly Phonics is taught in the Early Years to establish phonemic awareness.
DIFFERENTIATED INSTRUCTION

**Differentiated Curriculum** refers to teaching that is adapted to take into account the individual differences and needs of students in any one classroom. *(Van Kraayenoord, 1997)*

At Bribie Island State School we differentiate based on;

**CONTENT** – The knowledge and skills that students need to learn, apply, master a concept.

**PROCESS** – The way we teach lessons/ activities or alternate ways the students learn the content.

**PRODUCT** – What the students know and produce.

**LEARNING ENVIRONMENT** – The way the classroom is structured. The physical space and how it looks.

*Teachers routinely record differentiation.*

**TOOLS FOR DIFFERENTIATING AT BRIBIE ISLAND STATE SCHOOL**

- Differentiation Checklist
- Class Groupings
- Class Mapping (With STLaN)
- Support Folders (Teacher Aide/ Volunteer)
- ISPs/ ILPs
- Student Support Referrals
- Class Dashboard
- Diagnostic Testing Data on One School
ALIGNMENT OF PLANNING, TEACHING AND ASSESSMENT OF READING AT BISS.

- NAPLAN, - Reading - data collected Term 4
- PAT R Comprehension - Data collected term 1 and 4
- RUNNING RECORDS—PM & HR RUNNING RECORDS—data collected term 1, 2, 3, 4

Analysis of Data—This informs unit planning

Data entered onto one school to track student growth across the school, and assist with data collection for reporting on students.

Return to school target setting document to review school expectations for student achievement.

Unit plan for English/term planner for reading (additional to C2C unit plan for English.)

Reading learning goals each term, with success criteria and tracking.

Differentiation documents to support.

Criteria/reading goals/all made clear to students and parents

Reading Comprehension—Questioning—QAR—Whole of school focus
⇒ Whole of school language
⇒ Whole of school implementation
⇒ Growth in student results in this area

READING ROUTINES—At BISS we expect to see
⇒ Guided reading experiences (twice weekly)
⇒ Shared book experiences
⇒ Modelled
⇒ Independent

Assessment of reading (on report card, this will form part of the students overall English mark).
⇒ Diagnostic—Assessment for learning
⇒ Formative—Assessment as learning
⇒ Summative—Assessment of learning

Moderation of judgements around reading within year level PLC (and coalition schools at key junctures throughout the year).

Reporting on students (reading to be included in all students report comments). Comments are locked, so new comments must be submitted to Karena.

Parent/teacher feedback sessions

Celebration of student growth
UNDERSTANDING THE ELEMENTS OF A BALANCED READING PROGRAM

BALANCED APPROACH TO TEACHING READING

MODELLED READING
Teacher reads to students to model effective reading skills/strategies.
Gradual Release of Responsibility Model – I DO (Teacher is doing all of the reading work).
Involves teachers ‘thinking aloud’ to articulate strategies being used and why they are most effective.
Allows students to hear how the teacher decodes and comprehends the text.
Teacher is explicit in their demonstration of strategies.
Teacher models phrased, fluent, expressive reading.
Students participate by actively listening.
Because the teacher is doing the decoding, texts can be chosen that are too difficult for the students to read themselves.
Critical Literacy is developed as students and teachers unpack the meaning of the text.

SHARED READING
Teacher reads with the children – enabling them to be involved in the reading process.
Teacher and students work together to decode and comprehend the text → Gradual Release of Responsibility – WE DO (The teacher is doing most of the reading work, inviting students to participate.)
Student success is guaranteed as reading is supported by the teacher.
Teacher does most of the reading – students join in where able.
Teacher models strategies – making explicit ways to solve problems when reading.
Teacher models phrased, fluent and expressive reading.
Students all need to be able to see the text.

GUIDED READING
Teacher guides the students to focus on particular aspects of the text. Reading strategies are practiced by the students, with the teacher as a support.
Teacher listens to a small group of students’, monitoring reading attempts and providing appropriate prompts.
Teacher observes reading behaviours and responses, for future planning and to provide feedback.
Gradual Release of Responsibility – WE DO (The children do the reading work, with assistance, prompt and questioning from the teacher).
Students develop confidence in using reading strategies by; answering questions, exploring personal feelings and ideas about the text, building vocabulary knowledge and making and monitoring reading attempts. (While being supported by the teacher).

INDEPENDENT READING
Students engage in independent reading to reinforce skills that have been taught and practiced through modelled, shared and guided reading.
Gradual Release of Responsibility – YOU DO (The student is doing all the reading work).
Students select their own texts. (Teachers monitor for appropriate levelling).
Students can re-read text used in modelled, shared or guided reading experiences.
Teacher creates opportunities, and encourages students to read independently.
UNDERSTANDING THE INTERELATED (5) ASPECTS OF READING.

Effective readers bring together their skills and knowledge of each of the following aspects to make sense of what they are reading. Each aspect is interrelated and of equal importance. Effective teachers make DELIBERATE choices about emphasising particular aspects, depending on the year level, the ability level of the students and the learning goals each lesson.

**Fluency**
Students who read fluently are able to read a text quickly, accurately and efficiently and are more likely to comprehend what they are reading. Fluency is a skill for achieving comprehension. It provides a bridge between word recognition and comprehension by freeing the reader to interpret and construct meaning. Fluency relies on fast and accurate decoding at the word and sentence levels. It is connected with vocabulary knowledge.

The key interdependent elements of reading fluency are:
- automaticity - of word recognition and the ability to work out unknown words
- phrasing - the ability to use the cueing systems to maintain meaning
- expression - the ability to use pitch, tone and rhythm to construct and enhance meaning.

**A Broad and Deep Vocabulary**
Students with broad and deep vocabulary knowledge are more likely to be able to comprehend what they are reading. Oral vocabulary is a key to learning and to making the transition from oral to written texts. Reading vocabulary is crucial to the comprehension processes of the skilled reader. However, vocabulary knowledge alone is not sufficient to make meaning of most texts. Field or discipline knowledge is essential for deep understanding. Acquiring word knowledge and field or discipline knowledge is a gradual and cumulative process. Teachers need to encourage optimal vocabulary growth from Prep through the early and middle years and beyond.

**Active Comprehension Strategies**
Students who have a range of active comprehension strategies are more likely to be able to comprehend what they are reading. The processes involved in reading comprehension require readers to:
- retrieve information explicitly stated in texts
- make inferences based on ideas and information in texts
- interpret and integrate ideas and information in texts
- evaluate texts by critically reflecting on and assessing content, structure and language used.

Effective readers are extremely active as they read, using a repertoire of active comprehension strategies. In their attempts to construct meaning, they are aware of when they are confused by what they are reading. They select comprehension strategies to suit their needs and purposes, and integrate the use of these strategies throughout the reading.

**Knowledge of Texts and Textual Features**
Students who use their knowledge of texts and textual features to construct meaning are more likely to be able to comprehend what they are reading. Comprehension is enhanced when readers are able to identify what kind of text they are reading, quickly identify words and understand the grammatical connections between these words.

Teaching reading requires constant attention to both the meanings constructed in texts and the language structures used to construct the meaning.
Knowledge of the World

Students who possess knowledge about the field or discipline they are reading often understand what they are reading better than those with little knowledge about the field or discipline. Knowledge of the world allows readers to make rapid connections between new and previously learned content. Knowledge of the world as well as of the field or discipline enables readers to make sense of the vocabulary and word combinations, choose from multiple possible meanings, make links across the text and make inferences.
If readers are able to access their world knowledge effectively and appropriately, they are more likely to relate what they know to the texts they are reading.
Reading is an active process. Skilled readers draw on and combine a range of strategies and processes to comprehend texts. Research has shown that the explicit teaching of particular reading comprehension skills is essential to reading success. **Deliberate and explicit instruction** of each of these strategies is important so that students come to understand what each strategy involves, why and when they should use them and how to apply them.

**ESSENTIAL READING COMPREHENSION STRATEGIES** *(Sheena Cameron)*

**Activating Prior Knowledge**
By activating prior knowledge, students are able to connect with what they already know. This gives them a base on which to build further knowledge. Some students may have prior knowledge but not make connections to the text so it is important to help students make those links. The more connections students make the more likely it is they will comprehend the text.

Key questions for **Activating Prior Knowledge**:  
- What do you already know about this topic?  
- What have you already read that seems similar to this text?  
- Do you recognise the author or illustrator’s name?  
- What type of text is this?  
- What language features do we expect to see?  
- Does anything in the text remind you of something you have read/ done or seen before?  
- When you hear (a word or text) what does it make you think of?

**Predicting**
Predicting is a key pre-reading strategy as it helps set a purpose for reading. Continuing to make predictions and confirming or revising them throughout the reading process keeps students interested and focused in their reading. Questions and activities that ask students to predict encourage them to stay actively engaged in reading because they are required to think about and consider upcoming events.

It is important that teachers demonstrate how predictions can be formed, through *think-alouds, demonstrations, explanation, telling and questioning.*

Key Questions for **Predicting**:  
- What do you think the text will be about? Why?  
- What do you predict will happen next?  
- Consider what you have read so far, what do you predict will happen next/ later?  
- What can you see in the pictures? How can this help you to predict the theme/ plot of the story?  
- Considering the pictures, what do you predict will happen in the text?  
- Thinking about this author and their style, what do you predict may happen in the text?  
- What ideas from this sentence/ paragraph/ page/ chapter helped you to make this prediction?  
- Now that you have read this part of the text, has your prediction changed? Was your prediction confirmed? How do you know?
Self-Monitoring
Self-Monitoring supports comprehension by giving the reader control of the reading process. When students are self-monitoring they are aware of their own thinking. The important part is knowing when they have stopped understanding what they are reading, so that they can stop, reread and correct themselves.

Key questions for Self-Monitoring:
• Did that make sense?
• If it doesn't make sense, what can you do?
• Can you go back and reread the text to see if that helps?
• What is my purpose for reading this text?
• Will reading aloud or reading slower help me to understand what I am reading?
Can the pictures help me to make sense of what I have read?

Questioning
Asking and answering questions helps the reader to engage with the text. It provides a purpose for reading and gives the student a reason to clarify meaning. This connection helps to deepen comprehension. Questioning is when the student poses questions before, during and after reading a text. Questioning plays an important part in the process of self-monitoring as students ask themselves, “Does this make sense?” Encouraging students to become aware of and value the questions they ask naturally is a way of helping them to engage with the text.

Key Questions to assist Questioning:
• I wonder why, where, when, how, if, who,.....?
• What is going to happen next?
• What is the author trying to tell me?
• Do I already know something about this topic?
• What do I think I will learn from this text?
• Do I understand what that was about?
Were there any parts I did not understand?

INCLUDING QAR – FOR INTERPRETING QUESTION-ANSWER RELATIONSHIPS
• RIGHT THERE – The answer is found in the text.
• THINK AND SEARCH – The answer is in the text, but it may not use the same language. Readers may have to look in different places to find it.
• AUTHOR AND ME – The answer is not in the text, readers need to use background knowledge and what the author has told them.
• ON MY OWN – The answer is not in the text – Readers need to ‘stand alone’ when answering.

Making Connections
Making meaningful connections helps students to relate the text to their own prior knowledge and experience. The more a student can connect to the text, the deeper their understanding will be. Making connections to a text also increases a student’s motivation to read.

Key Questions for Making Connections:
• What do you already know about this topic?
• Have you ever experienced…… before?
• What have you read that seems similar to this text?
• Do the words and pictures remind you of something else you have read/seen/experienced?
• Do you recognise the author's name?
When you hear the word (or phrase)......, what does it make you think about?
**Visualising**
Visualising is when the reader uses their prior knowledge and experiences to create a mental image of what is happening in the text. Sensory images are critically important as they make reading vivid, exciting, memorable and fun. Visualising helps the reader connect with and become part of the story. When readers visualise they create mental images by using one or more of their senses. Visualising supports comprehension as students create their own mental images of what they are reading. By doing this, they feel more connected to the story, enjoy the story more and understand it more deeply. Visualising is also useful for self-monitoring. If the ‘movie in your head’ stops, you have stopped understanding what is being read.

**Key Questions for Visualising:**
- What do you ‘see’ as you read?
- Describe the picture/movie in your head.
- What words/phrases help you to ‘see’ these images?
- Do these images help you to understand what you have read?

What do ‘smell’, ‘hear’ or ‘feel’ while you read the text?

**Summarising and Retell**
A summary is a shortened version of the original text which includes all the main ideas and important details and is structurally similar to the original text. In order to summarise, students need to be able to identify the main idea(s), use key information, take notes and retell a shortened version of the text in their own words. Summarising plays an important part in the ability to synthesise- if the students are able to articulate the main points and ideas of a text, they are more ready to synthesise.

**Key Questions for Summarising:**
- What is the main point being made by the author?
- What is the main idea of the sentence/paragraph/chapter/text?
- What is the story/article about (in your own words)?
- What is the most important idea?

**Inferring**
Inferring requires readers to merge their background knowledge with the clues in the text, in order to come up with an idea that is not explicitly stated. INFERENCES ARE BASED ON EVIDENCE, but they are formed by reading ‘between the lines’. Students develop deeper understanding of the text when they ‘read between the lines’ and draw their own conclusions by using prior experiences. They create their own unique meaning of the text. As they read, these understandings may be revised as the reader is exposed to new information and confirms or adjusts their thinking.

**Key Questions for Inferring:**
- What do you think the author is trying to say?
- In your experience, what would that mean?
- What would you expect, considering what we know about ……?
- What conclusions can you make?
- What do you think is really happening?
- Why do you think was the character’s motivation for ……?

**Synthesising**
Synthesising is an ongoing process. It occurs when a student merges new information with prior knowledge to form a new idea, perspective or opinion, or to gain insight.