



Benarkin

State School

BENARKIN STATE SCHOOL – Reading Policy

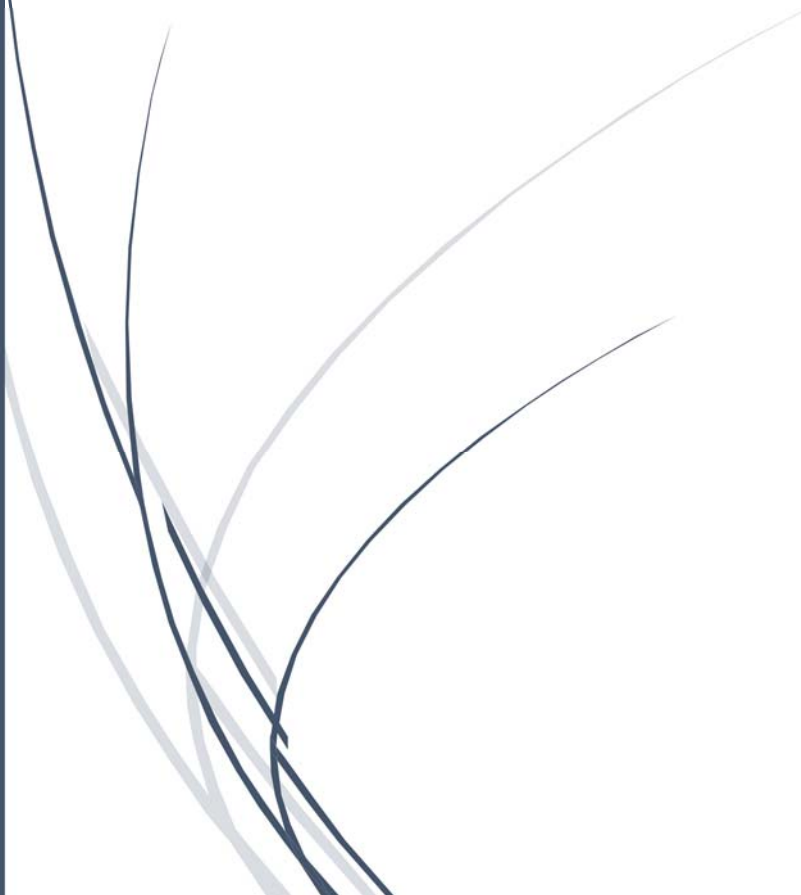


Table of Contents

Rationale	2
Balanced Program	4
Reading at Benarkin State School	5
ACARA Reading Descriptors and Elaborations	6
QSA- Literacy Indicators	16
What to Teach	18
How to Teach Phonics	24
How to Teach Word Knowledge	25
How to Teach Reading Strategies	26
How to Teach Comprehension	28
How to Teach Text Structure and Conventions	31
Reading to Learn	31
Planning for reading	31
Reading Groups	32
Reading Assessment	32
Choosing reading material	34
Homework	35
Support Staff	35
Computer based reading tools	36
Appendix A - Reading to Students	37
Appendix B - Modelled Reading	38
Appendix C - Guided Reading	39
Appendix D - Shared Reading	40
Appendix E - Independent Reading	41
Appendix F - The 4 Resource Model	42
Appendix G - THRASS	44
Appendix H - MI00W Sight Words	45
Appendix I - Comprehension Guides	47
Appendix J - Running Records	48
Appendix K - Prep C2C Concepts	52
Appendix L - Reading Benchmarks	53
Appendix M - Reading Observation Checklist	55
Appendix N - Top 10 practices of highly proficient teachers of reading	56
Acknowledgements	57

Rationale



What is Reading?

Reading is the decoding of symbols to derive meaning. To develop as independent readers students need to learn how to recognise, recall and understand written English texts.

Students need to be explicitly taught six aspects of reading in order to become independent readers:

Phonics (P-3)

This is the ability to match graphemes to phonemes and includes teaching students:

- to recognise letters by shape and name
- the sounds of English
- graphemes including graphs, digraphs, trigraphs and quadgraphs; and matching phonemes

Word Knowledge (P-6)

This is the ability to recall and understand words and terminology and includes teaching students:

- to instantly recall frequently used words on sight without sounding them out (sight words)
- to recognise, understand and use a widening vocabulary range

Reading Strategies (P-6)

This involves having a bank of strategies to decode unknown words and includes teaching students:

- how to decode unknown words
- how to recognise errors and self correct
- how to self monitor to check for meaning

Comprehension (P-6)

This is the ability to understand and recall texts and includes teaching students:

- to predict, remember and recall the events/information
- to find the main idea and purpose of the text
- to connect literal and inferential information with their own knowledge

Author's language choices (P-6)

This is an understanding of why authors choose particular vocabulary and includes teaching students:

- to analyse and identify what language has been used and why it has been used in a particular way

Text structure and conventions (P-6)

This is an understanding of print concepts and conventions and includes teaching students:

- how to hold and use books
- organisation and layouts of different text types

Reading to Learn (P-6)

This is the ability to learn about various topics through reading and includes teaching students:

- techniques to find desired information
- techniques to recall what is read
- techniques to summarise what is read

Balanced Program



In a balanced reading program teachers must plan for students to be actively engaged in the learning and practice of 'reading'. Teachers must make explicit to students that *reading is about correctly decoding a text to understand the author's meaning*. To ensure teachers do this effectively they must have a balanced reading program where students have a variety of teacher directed activities to independent reading. Weekly Reading should include a balance of the following:

Reading to Children

- The teacher reads aloud to students for enjoyment.
- **Modelled Reading** The teacher explicitly shares reading knowledge with students by showing, explaining and instructing while they observe, listen, engage and respond.
- **Shared Reading** The teacher interacts with the students to decode and comprehend together.
- **Guided Reading** The teacher works with a small group of students who have been grouped according to reading level to explicitly teach reading knowledge and strategies that have been carefully chosen to meet the group's specific needs.
- **Independent Reading** The students use skills and display understandings learnt during modelled and guided reading.

Detailed information about these instruction types can be found on pages 50-54.

Four Resource Model

- **Code breaker "How do I crack this code?"**
This involves being able to decode language at an appropriate level of proficiency. It includes recognising words and sentences and it incorporates phonics.
- **Text Participant "What does this mean to me?"**
Students use their knowledge of the world, knowledge of vocabulary and knowledge of how language works, to comprehend and texts.
- **Text User "What do I do with this text?"**
Students understand how language varies according to context, purpose, audience and content, and are able to apply this knowledge.
- **Text Analyst "What does this text do to me?"**
Students critically analyse and challenge the way texts are constructed to convey particular ideas and to influence people.

Detailed information about the Four Resource Model can be found on page 55.

Reading at Benarkin State School



At Benarkin State School we believe that:

- all students will learn to read
- a planned whole-school approach will ensure continuity in the development of each student's knowledge and understanding about reading
- the knowledge, skills and strategies will be taught in an explicit and systematic way

In the classroom this means:

- daily teaching of reading
- establishing a routine weekly process for teaching, monitoring and assessing reading
- explicit teaching of decoding and comprehension strategies
- catering for individual needs through a variety of learning experiences
- establishing a print-rich environment
- conferencing between teacher and student to provide feedback

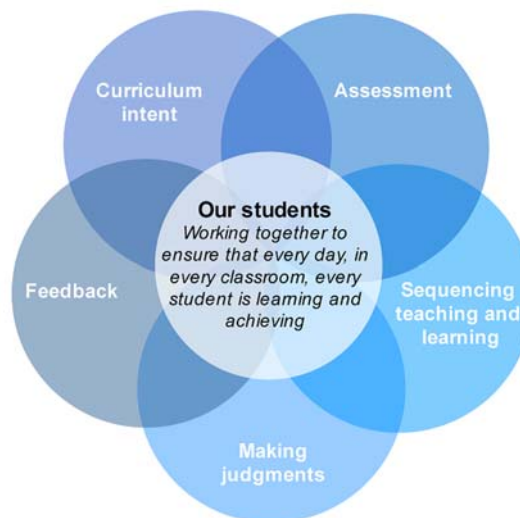
Planning for Reading

What do the students need to

Refer to curriculum documentation and diagnostic assessments and data

How will I let students know how to improve their performance in reading?

Providing feedback during guided reading sessions, conferencing



What standards will I apply to student learning in reading?

Criteria from assessment tasks, expected reading levels for age and year group

How will I confirm what students have learnt about reading?

Running records, checklists, observations, comprehension tasks

How will I plan, scaffold and differentiate to ensure that all students improve in reading?

Teaching in ability groups, targeted teacher aide support, selecting appropriate texts

ACARA Reading Content Descriptors with Elaborations (P-10)



Below are the ACARA content descriptions which relate to the explicit teaching of reading. These have been taken from the Australian Curriculum: English.

Prep Year

Language- Text Structure and Organisation
Understand that texts can take many forms, can be very short (for example an exit sign) or quite long (for example an information book or a film) and that stories and informative texts have different purposes <ul style="list-style-type: none">• sharing experiences of different texts and discussing some differences• discussing the purpose of texts, for example 'This text will tell a story', 'This text will give information'• repeating parts of texts, for example characteristic refrains, predicting cumulative storylines, reciting poetic and rhyming phrases
Understand that punctuation is a feature of written text different from letters; recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences <ul style="list-style-type: none">• pointing to the letters and the punctuation in a text
Understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, for example directionality <ul style="list-style-type: none">• learning about print: direction of print and return sweep, spaces between words• learning that Standard Australian English in written texts is read from left to right and from top to bottom of the page and that direction of print may differ in other cultures, for example Japanese texts• learning about front and back covers; title and author, layout and navigation of digital/screen texts
Language-Expressing and developing ideas
Recognise that sentences are key units for expressing ideas <ul style="list-style-type: none">• learning that word order in sentences is important for meaning (for example 'The boy sat on the dog', 'The dog sat on the boy')
Recognise that texts are made up of words and groups of words that make meaning <ul style="list-style-type: none">• exploring spoken, written and multimodal texts and identifying elements, for example words and images
Explore the different contribution of words and images to meaning in stories and informative texts <ul style="list-style-type: none">• talking about how a 'different' story is told if we read only the words, or only the pictures; and the story that words and pictures make when combined• exploring how the combination of print and images in texts create meaning
Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school <ul style="list-style-type: none">• discussing new vocabulary found in texts
Language- Sound and Letter Knowledge
Recognise the letters of the alphabet and know there are lower and upper case letters <ul style="list-style-type: none">• identifying familiar and recurring letters and the use of upper and lower case in written texts in the classroom and community
Literature- Literature and context
Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences <ul style="list-style-type: none">• recognising that there are storytellers in all cultures• viewing stories by Aboriginal and Torres Strait Islander storytellers from online sources• comparing experiences depicted in stories with students' own• engaging with texts that reflect the social and cultural groups to which students belong
Literature- Responding to literature
Respond to texts, identifying favourite stories, authors and illustrators <ul style="list-style-type: none">• talking about stories and authors, choosing favourites, discussing how students feel about what happens in stories• engaging with the humour in some stories and repeating favourite lines, jokes and ideas• returning to preferred texts and commenting on reasons for selection
Share feelings and thoughts about the events and characters in texts <ul style="list-style-type: none">• talking about stories and authors, choosing favourites, discussing how students feel about what happens in stories• talking about people, events and ideas in texts, enabling students to connect them to their own experiences and to express their own opinions about what is depicted

Literature- Examining Literature

Identify some features of texts including events and characters and retell events from a text

- identifying some features of culture related to characters and events in literary texts, for example dress, food and daily routines

Recognise some different types of literary texts and identify some characteristic features of literary texts, for example beginnings and endings of traditional texts and rhyme in poetry

- recognising cultural patterns of storytelling, for example 'Once upon a time', 'A long, long time ago', 'Before the Dreamtime...'

Literature- Creating Literature

Retell familiar literary texts through performance, use of illustrations and images

- drawing, labelling and role playing representations of characters or events
- reciting rhymes with actions
- using digital technologies to retell events and recreate characters from favourite print and film texts

Literacy- Texts in context

Identify some familiar texts and the contexts in which they are used

- recognising the meaning of symbols in everyday contexts, for example exit signs, logos, hearts and flowers on greeting cards

Literacy- Interpreting, analysing, evaluating

Identify some differences between imaginative and informative texts

- talking about what is 'real' and what is imagined in texts
- identifying and selecting texts for information purposes and commenting on how the text might help with a task

Read predictable texts, practising phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge

- navigating a text correctly, starting at the right place and reading in the right direction, returning to the next line as needed, matching one spoken word to one written word
- reading aloud with attempts at fluency and intonation
- attempting to work out unknown words by combining contextual, semantic, grammatical and phonic knowledge
- predicting what might happen on the basis of experience of this kind of text; at the sentence level predicting the meaning on the basis of syntax and word meaning

Use comprehension strategies to understand and discuss texts listened to, viewed or read independently

- talking about the meanings in texts listened to, viewed and read
- visualising elements in a text (for example drawing an event or character from a text read aloud)
- providing a simple, correctly sequenced retelling of narrative texts
- relating one or two key facts from informative texts
- finding a key word in a text to answer a literal question
- making links between events in a text and students' own experiences
- making an inference about a character's feelings
- discussing and sequencing events in stories
- drawing events in sequence, recognising that for some Aboriginal and Torres Strait Islander stories the sequence of events may be cyclical

Year 1

Language- Text Structure and Organisation

Understand that the purposes texts serve shape their structure in predictable ways

- discussing and comparing the purposes of familiar texts drawn from local contexts and interests
- becoming familiar with the typical stages of types of text including recount and procedure

Understand patterns of repetition and contrast in simple texts

- identifying patterns of vocabulary items in texts (for example class/subclass patterns, part/whole patterns, compare/contrast patterns, cause-and-effect patterns, word associations/collocation)
- discussing different types of texts and identifying some characteristic features and elements (for example language patterns and repetition) in stories and poetry

Recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands

- using intonation and pauses in response to punctuation when reading
- reading texts and identifying different sentence level punctuation

Understand concepts about print and screen, including how different types of texts are organised using page numbering, tables of content, headings and titles, navigation buttons, bars and links

- learning about how books and digital texts are organised including page numbers, table of contents, headings, images with captions and the use of scrolling to access digital texts



Language- Expressing and developing ideas

Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning

- talking about what is 'real' and what is imagined in texts, for example 'This is the section about platypuses in the book about mammals'

Know that regular one-syllable

words are made up of letters and common letter clusters that correspond to the sounds heard, and how to use visual memory to write high-frequency words

- learning an increasing number of high frequency sight words recognised in shared texts and in texts being read independently (for example 'one', 'have', 'them', 'about')

Recognise and know how to use morphemes in word families for example 'play' in 'played' and 'playing'

- using morphemes to read words (for example by recognising the 'stem' in words such as 'walk/ed')

Language- Sound and letter knowledge

Understand the variability of sound — letter matches

- recognising that letters can have more than one sound (for example 'u' in 'cut', 'put', 'use')

Literature- Literature and context

Discuss how authors create characters using language and images

- identifying similarities between texts from different cultural traditions, for example representations of dragons in traditional European and Asian texts, and how spiritual beings are represented in Aboriginal and Torres Strait Islander stories
- identifying some features of characters and how particular words and images convey qualities of their nature, for example some characters are portrayed as shy, others adventurous
- discussing the characters of fictional animals and how they relate to those of humans

Literature- Responding to literature

Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences

- discussing characters from books and films and whether these are lifelike or imaginary (for example talking animals)
- comparing characters and events in texts to students' own experiences

Express preferences for specific texts and authors and listen to the opinions of others

- sharing favourite texts and authors and some reasons for preferences
- discussing different texts and considering what is entertaining or appealing and why
- using arts methods and role play to express personal responses to characters and events in stories
- identifying who is telling the story in different texts

Literature- Examining Literature

Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts

- examining different types of literature including traditional tales, humorous stories and poetry
- discussing similarities and differences between texts (for example features of main characters in different stories)
- discussing features of book settings including time (year, season) and place (country or city, realistic or imagined)
- discussing how plots develop including: beginnings (orientation), how the problem (complication) is introduced and solved (resolution)

Literacy- Interpreting, analysing, evaluating

Describe some differences between imaginative informative and persuasive texts

- comparing and discussing texts identifying some features that distinguish those that 'tell stories' from those that 'give opinions'
- selecting texts for a particular purpose or task, for example a website that will give information about whales, a book that will tell a story about a possum

Read supportive texts using developing phrasing, fluency, contextual, semantic, grammatical and phonic knowledge and emerging text processing strategies, for example prediction, monitoring meaning and rereading



- using contextual and semantic knowledge to make predictions about a text's purpose and content
- combining knowledge of context, meaning, grammar and phonics to decode text
- recognising most high frequency sight words when reading text
- self-correcting when reading does not make sense, using pictures, context, meaning, phonics and grammatical knowledge
- reading aloud with developing fluency and intonation

Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features

- using elements in books and screen texts, for example illustrations, diagrams, sound and movement, to support reading
- making connections between the text and students' own experiences, and between information in print and images
- finding key information in a text
- making inferences about characters' feelings and motives
- building knowledge about the topic of the text and learning new vocabulary before and during reading
- making predictions from the cover, from illustrations and at points in the text before reading on
- retelling the events or key information in the text orally, in writing and/or through digital or arts media

Year 2

Language- Text Structure and Organisation

Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose

- identifying the topic and type of a text through its visual presentation, for example cover design, packaging, title/subtitle and images

Understand how texts are made cohesive through resources, for example word associations, synonyms, and antonyms

- exploring how texts develop their themes and ideas, building information through connecting similar and contrasting dissimilar things
- mapping examples of word associations in texts, for example words that refer to the main character

Know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams, for example timelines

- recognising how chapters and table of contents, alphabetical order of index and glossary operate to guide access to information

Language- Expressing and developing ideas

Identify visual representations of characters' actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words

- comparing two versions of the same story, for example 'Jack and the Beanstalk', identifying how a character's actions and reactions are depicted differently by different illustrators

Language- sound and letter knowledge

Recognise most sound-letter matches including silent letters, vowel/consonant digraphs and many less common sound-letter combinations

- recognising when some letters are silent, for example knife, listen, castle, and providing the sound for less common sound-letter matches, for example 'tion'

Literature- Responding to literature

Compare opinions about characters, events and settings in and between texts

- discussing each others' preferences for stories set in familiar or unfamiliar worlds, or about people whose lives are like or unlike their own

Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences

- describing features of texts from different cultures including recurring language patterns, style of illustrations, elements of humour or drama, and identifying the features which give rise to their personal preferences
- connecting the feelings and behaviours of animals in anthropomorphic stories with human emotions and relationships

Literature- Examining Literature

Discuss the characters and settings of different texts and explore how language is used to present these features in different ways

- describing features of text settings including time, colours used to portray year, season, and (country or city) and how this impacts on the characters
- describing plots including beginnings (orientation), how the problem (complication) is introduced and solved (resolution), and considering how these features construct meanings
- identifying features of imaginary or fantasy texts, for example magic powers, shifts in time
- investigating Aboriginal stories, found from online sources, that explain physical features of the landscape and identify and describe the common features of language used
- comparing two or more versions of the same story by different authors or from different cultures, describing similarities and differences in authors' points of view



Literacy- Texts in context

Discuss different texts on a similar topic, identifying similarities and differences between the texts

- comparing two or more versions of the same topic by different authors or from different cultures, describing similarities and differences

Literacy- Interpreting, analysing, evaluating

Identify the audience of imaginative, informative and persuasive texts

- identifying the main purpose of a text, including whether the author wants to entertain, explain or persuade and considering how audiences might respond to those texts

Read less predictable texts with phrasing and fluency by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies, for example monitoring meaning, predicting, rereading and self-correcting

- using prior and learned knowledge and vocabulary to make and confirm predictions when reading text
- using grammatical knowledge to predict likely sentence patterns when reading more complex narratives and informative texts
- using knowledge of sound–letter relationships and high frequency sight words when decoding text
- monitoring own reading and self-correcting when reading does not make sense, using illustrations, context, phonics, grammar knowledge and prior and learned topic knowledge
- using grammar and meaning to read aloud with fluency and intonation

Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures

- making connections between the text and students' own experiences and experiences with other texts, comparing authors' differing point of view on a topic
- making connections between information in print and images
- building on and using prior knowledge and vocabulary
- making valid inferences using information in a text and students' own prior knowledge
- predicting, asking and answering questions as they read, and summarising and reviewing meaning

Year 3

Language- Expressing and developing ideas

Identify the effect on audiences of techniques, for example shot size, vertical camera angle and layout in picture books,

advertisements and film segments

- noting how the relationship between characters can be depicted in illustrations through: the positioning of the characters (for example facing each other or facing away from each other); the distance between them; the relative size; one character looking up (or down) at the other (power relationships); facial expressions and body gesture
- observing how images construct a relationship with the viewer through such strategies as: direct gaze into the viewer's eyes, inviting involvement and how close ups are more engaging than distanced images, which can suggest alienation or loneliness

Recognise high frequency sight words

- becoming familiar with most high-frequency sight words

Literature- Literature and context

Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons

- reading texts in which Aboriginal and Torres Strait Islander children/young people are the central characters/protagonists and making links to students' own lives, noting similarities
- exploring the ways that the same story can be told in many cultures, identifying variations in the storyline and in music (for example 'The Ramayana' story which is told to children in India, Indonesia, Thailand, Cambodia, Burma, Laos, Tibet and Malaysia)

Literature- Responding to literature

Draw connections between personal experiences and the worlds of texts, and share responses with others

- discussing relevant prior knowledge and past experiences to make meaningful connections to the people, places, events, issues and ideas in the text
- exploring texts that highlight issues and problems in making moral decisions and discussing these with others
- drawing on literature from Aboriginal, Torres Strait Islander or Asian cultures, to explore commonalities of experience and ideas as well as recognising difference in lifestyle and world view

Develop criteria for establishing personal preferences for literature

- building a conscious understanding of preference regarding topics and genres of personal interest (for example humorous short stories, school and family stories, mysteries, fantasy and quest, series books)
- selecting and discussing favourite texts and explaining their reasons for assigning greater or lesser merit to particular texts or types of texts

Literacy- Texts in context

Identify the point of view in a text and suggest alternative points of view

- discussing how a text presents the point of view of the main character, and speculating on what other characters might think or feel
- recognising that there is more than one way of looking at the same event and that stories seen through the eyes of one character privileges some aspects of the story over others
- speculating about what other characters might think or feel and retelling the story from other perspectives (for example 'Cinderella' from the view of the 'Ugly Sisters')

Literacy- Interpreting, analysing, evaluating

Identify the audience and purpose of imaginative, informative and persuasive texts

- identifying the author's point of view on a topic and key words and images that seem intended to persuade listeners, viewers or readers to agree with the view presented

Read an increasing range of different types of texts by combining contextual, semantic, grammatical and phonic knowledge, using text processing strategies, for example monitoring, predicting, confirming, rereading, reading on and self-correcting

- combining different types of knowledge (for example world knowledge, vocabulary, grammar, phonics) to make decisions about unknown words, reading on, reviewing and summarising meaning
- analysing the way illustrations help to construct meaning and interpreting different types of illustrations and graphics
- reading text types from a student's culture to enhance confidence in building reading strategies
- reading aloud with fluency and intonation
- reading a wider range of texts, including chapter books and informative texts, for pleasure

Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features

- making connections between the text and students own experience and other texts
- making connections between the information in print and images
- making predictions and asking and answering questions about the text drawing on knowledge of the topic, subject-specific vocabulary and experience of texts on the same topic
- using text features and search tools to locate information in written and digital texts efficiently
- determining important ideas, events or details in texts commenting on things learned or questions raised by reading, referring explicitly to the text for verification
- making considered inferences taking into account topic knowledge or a character's likely actions and feelings

Literature- Literature and context
<p>Make connections between the ways different authors may represent similar storylines, ideas and relationships</p> <ul style="list-style-type: none"> commenting on how authors have established setting and period in different cultures and times and the relevance of characters, actions and beliefs to their own time comparing different authors' treatment of similar themes and text patterns, for example comparing fables and allegories from different cultures and quest novels by different authors
Literature- Responding to literature
<p>Discuss literary experiences with others, sharing responses and expressing a point of view</p> <ul style="list-style-type: none"> sharing and discussing students' own and others' understanding of the effects of particular literary techniques on their appreciation of texts drawing comparisons between multiple texts and students' own experiences. Commenting orally, in written form and in digital reviews on aspects such as: 'Do I recognise this in my own world?'; 'How is this text similar to or different from other texts I've read?'; 'How common is it to human experience in the real world?'; 'What new ideas does it bring?'; 'How do they fit with what I believe?'
<p>Use metalanguage to describe the effects of ideas, text structures and language features of literary texts</p> <ul style="list-style-type: none"> examining the author's description of a character's appearance, behaviour and speech and noting how the character's development is evident through his or her dialogue and changing relationships and the reactions of other characters to him or her sharing views using appropriate metalanguage (for example 'The use of the adjectives in describing the character really helps to create images for the reader')
Literature- Examining Literature
<p>Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension</p> <ul style="list-style-type: none"> examining the author's description of a character's appearance, behaviour and speech and noting how the character's development is evident through his or her dialogue and changing relationships and the reactions of other characters to him or her identifying pivotal points in the plot where characters are faced with choices and commenting on how the author makes us care about their decisions and consequences
<p>Understand, interpret and experiment with a range of devices and deliberate word play in poetry and other literary texts, for example nonsense words, spoonerisms, neologisms and puns</p> <ul style="list-style-type: none"> defining spoonerisms, neologisms and puns and exploring how they are used by authors to create a sense of freshness, originality and playfulness discussing poetic language, including unusual adjectival use and how it engages us emotionally and brings to life the poet's subject matter (for example 'He grasps the crag with crooked hands/wee timorous beastie')
Literacy- Texts in context
<p>Identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts</p> <ul style="list-style-type: none"> viewing documentaries and news footage from different periods, comparing the style of presentation, including costumes and iconography with contemporary texts on similar topics and tracking changing views on issues, for example war, race, gender
Literacy- Interpreting, analysing, evaluating
<p>Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text</p> <ul style="list-style-type: none"> describing the language which authors use to create imaginary worlds; how textual features such as headings, subheadings, bold type and graphic organisers are used to order and present information, and how visual codes are used, for example those used in advertising to represent children and families so that viewers identify with them
<p>Read different types of texts by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies for example monitoring meaning, cross checking and reviewing</p> <ul style="list-style-type: none"> reading new and different kinds of texts with the use of established word identification strategies, including knowledge of the topic and of text type together with self monitoring strategies; including rereading, self questioning and pausing, and including self correction strategies such as confirming and crosschecking reading aloud with fluency and expression reading a wide range of different types of texts for pleasure

Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts

- making connections between the text and students' own experience and other texts
- making connections between information in print and images
- building and using prior knowledge and vocabulary
- finding specific literal information
- asking and answering questions
- creating mental images
- finding the main idea of a text
- inferring meaning from the ways communication occurs in digital environments including the interplay between words, images, and sounds
- bringing subject and technical vocabulary and concept knowledge to new reading tasks, selecting and using texts for their pertinence to the task and the accuracy of their information



Year 5

Language- Text Structure and Organisation

Investigate how the organisation of texts into chapters, headings, subheadings, home pages and sub pages for online texts and according to chronology or topic can be used to predict content and assist navigation

Language- Expressing and developing ideas

Explain sequences of images in print texts and compare these to the ways hyperlinked digital texts are organised, explaining their effect on viewers' interpretations

- interpreting narrative texts told as wordless picture books
- identifying and comparing sequences of images revealed through different hyperlink choices

Literature- Literature and context

Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts

- describing how aspects of literature, for example visuals, symbolic elements, dialogue and character descriptions, can convey information about cultural elements, such as beliefs, traditions and customs
- identifying variability within cultural contexts in literary texts, recognising the diversity of people's experiences within a cultural group such as differences in setting and lifestyle between urban and remote Aboriginal and Torres Strait Islander peoples

Literature- Responding to literature

Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others

- posing and discussing questions, such as 'Should this character have behaved as they did?', and beginning to make balanced judgments about the dilemmas characters face and relative merit and harm

Use metalanguage to describe the effects of ideas, text structures and language features on particular audiences

- orally, in writing or using digital media, giving a considered interpretation and opinion about a literary text, recognising that a student's view may not be shared by others and that others have equal claims to divergent views

Literature- Examining Literature

Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses

- identifying the narrative voice (the person or entity through whom the audience experiences the story) in a literary work, discussing the impact of first person narration on empathy and engagement
- examining texts written from different narrative points of view and discussing what information the audience can access, how this impacts on the audience's sympathies, and why an author might choose a particular narrative point of view
- examining the narrative voice in texts from Aboriginal and Torres Strait Islander traditions, which include perspectives of animals and spirits, about how we should care for the Earth, for example reflecting on how this affects significance, interpretation and response

Literacy- Texts in context
<p>Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context</p> <ul style="list-style-type: none"> identifying the narrative voice (the person or entity through whom the audience experiences the story) in a literary work, discussing the impact of first person narration on empathy and engagement
Literacy- Interpreting, analysing, evaluating
<p>Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning</p> <ul style="list-style-type: none"> bringing subject and technical vocabulary and concept knowledge to new reading tasks selecting and using texts for their pertinence to the task and the accuracy of their information using word identification, self-monitoring and self-correcting strategies to access material on less familiar topics, skimming and scanning to check the pertinence of particular information to students' topic and task reading a wide range of imaginative, informative and persuasive texts for pleasure and to find and use information
<p>Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources</p> <ul style="list-style-type: none"> using research skills including identifying research purpose, locating texts, gathering and organising information, evaluating its relative value and the accuracy and currency of print and digital sources and summarising information from several sources

Year 6

Language- Text Structure and Organisation
<p>Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects</p> <ul style="list-style-type: none"> exploring a range of everyday, community, literary and informative texts discussing elements of text structure and language features and comparing the overall structure and effect of authors' choices in two or more texts examining different works by an author who specialises in humour or pathos to identify strategies such as exaggeration and character embarrassment to amuse and to offer insights into characters' feelings, so building empathy with their points of view and concern for their welfare
Language- Expressing and developing ideas
<p>Explain sequences of images in print texts and compare these to the ways hyperlinked digital texts are organised, explaining their effect on viewers' interpretations</p> <ul style="list-style-type: none"> interpreting narrative texts told as wordless picture books identifying and comparing sequences of images revealed through different hyperlink choices
Literature- Literature and context
<p>Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts</p> <ul style="list-style-type: none"> recognising the influence our different historical, social and cultural experiences may have on the meaning we make from the text and the attitudes we may develop towards characters, actions and events
Literature- Responding to literature
<p>Analyse and evaluate similarities and differences in texts on similar topics, themes or plots</p> <ul style="list-style-type: none"> exploring texts on a similar topic by authors with very different styles, for example comparing fantasy quest novels or realistic novels on a specific theme, identifying differences in the use of narrator, narrative structure and voice and language style and register
Literature- Examining Literature
<p>Identify, describe, and discuss similarities and differences between texts, including those by the same author or illustrator, and evaluate characteristics that define an author's individual style</p> <ul style="list-style-type: none"> exploring two or more texts by the same author, drawing out the similarities, for example subject or theme, characterisation, text structure, plot development, tone, vocabulary, sense of voice, narrative point of view, favoured grammatical structures and visual techniques in sophisticated picture books

Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse

- identifying how language choice and imagery build emotional connection and engagement with the story or theme
- describing how a character's experience expressed through a verse novel impacts on students personally, how the author controls the revelation of the experiences and how the verse story builds meaning to its climax when we understand the whole

Literacy- Texts in context

Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches

- identifying and exploring news reports of the same event, and discuss the language choices and point of view of the writers
- using display advertising as a topic vehicle for close analysis of the ways images and words combine for deliberate effect including examples from the countries of Asia (for example comparing Hollywood film posters with Indian Bollywood film posters)

Literacy- Interpreting, analysing, evaluating

Analyse how text structures and language features work together to meet the purpose of a text

- comparing the structures and features of different texts, including print and digital sources on similar topics, and evaluating which features best aid navigation and clear communication about the topic

Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings

- bringing subject and technical vocabulary and concept knowledge to new reading tasks, selecting, evaluating and using texts for their pertinence to the task and the accuracy of their information
- using word identification, self-monitoring and self-correcting strategies
- using research skills including identifying research purpose, locating texts, gathering and organising information, evaluating and using information
- identifying and using texts for a wide range of purposes, selecting texts by favourite authors and trying new ones

Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts

- making connections between the text and students' own experience or other texts
- making connections between information in print and images
- finding specific literal information
- using prior knowledge and textual information to make inferences and predictions
- asking and answering questions
- finding the main idea of a text
- summarising a text or part of a text

Analyse strategies authors use to influence readers

- identify how authors use language to position the reader and give reasons

Queensland Studies Authority P-2 Literacy Indicators



In Prep, children		In Year 1, children		In Year 2, children	
	Viewing and Reading, Prep: VR P	VR 1	VR 2		
Text knowledge	<p>i. Suggest a purpose for viewing and reading and select learning area texts to meet this purpose</p> <p>ii. View and read familiar, predictable written, visual and multimodal learning area texts (texts which are easily navigated and contain highly regular features such as familiar content, a high degree of repetition, consistent placement of text and visual features, simple sentences and familiar vocabulary)</p> <p>iii. Use text-processing strategies (strategies readers use to decode a text) before, during and after viewing and reading, including: making connections to personal experiences and content predicting from visual features, cover and title predicting and confirming ideas during individual or shared reading</p> <p>iv. Show understanding of predictable texts by demonstrating: knowledge of print concepts, including reading from front to back of a book, using left-to-right progression, working from the top to the bottom of the text online recalling and retelling some information or key ideas from a shared text making simple inferences from visual, print and audio features making simple comparisons to other texts and identifying differences</p>	<p>i. Identify personal, social or learning purposes for viewing and reading learning area texts</p> <p>ii. View and read written, visual and multimodal learning area texts, including less predictable texts with familiar structures</p> <p>iii. Use text-processing strategies before, during and after viewing and reading, including: predicting and confirming the topic, visual features and structure using knowledge of word order in simple sentences reading on and re-reading to make meaning</p> <p>iv. Show understanding of independently viewed and read supportive texts (texts which have logical connections, relate to personal experiences, use natural or first language and are engaging) by: using page numbering, tables of contents, headings and titles, navigation buttons, bars and links recalling and locating literal information and key ideas retelling events in appropriate sequence to summarise making inferences from visual, print and audio features</p>	<p>i. Identify a purpose for viewing and reading learning area texts and give reasons for selections</p> <p>ii. View and read written, visual and multimodal learning area texts</p> <p>iii. Use text-processing strategies before, during and after viewing and reading, including: using knowledge of text types that organise ideas, including cause and effect questioning and crosschecking the text using knowledge of word order in compound sentences</p> <p>iv. Show understanding of independently viewed and read texts, including multimodal texts, by: using page and screen layout, diagram, alphabetical order and menu bars to aid text navigation summarising ideas and information interpreting visual, print and audio features and how they clarify and extend information making obvious inferences from implied ideas and information</p>	Comprehension	
Grammar knowledge	<p>v. Make meaning by interpreting simple conjunctions within texts</p> <p>vi. Track pronoun to the noun it refers to where they are located in the same sentence</p>	<p>v. Make meaning by interpreting conjunctions, topic vocabulary and repetition to link ideas and information in closely located sentences</p> <p>vi. Track pronoun to the noun it refers to where they are located in the same or next sentence</p>	<p>v. Make meaning by interpreting words that add information to link ideas</p> <p>vi. Track pronoun to the noun it refers to where they are closely located in the text</p>	Grammar knowledge	
Word knowledge	<p>vii. Independently read and understand, to develop fluency: predictable learning area texts; practising phrasing (chunking text into appropriate phrases) a small number of high-frequency sight words and personally significant words, including words and symbols from familiar texts</p> <p>viii. Decode words using: semantic cues (smallest units of meaning), familiar words and phrases, connections to prior knowledge of oral and written language grammatical cues, including familiar word order and language patterns phonic cues, including segmented individual sounds, sound-letter relationships for initial and final sounds and consonant blends, onset and rime (the separate sounds in a syllable or in a one-syllable word) and familiar words within words</p>	<p>vii. Independently read and understand, to develop fluency: supportive learning area texts with increasing demonstrations of phrasing a range of high-frequency sight words with automaticity words of personal significance in school and other contexts</p> <p>viii. Decode words using: semantic cues; including morphemes (smallest units of meaning), prior knowledge of oral and written language grammatical cues, including word order, language patterns and punctuation phonic cues, including blended and segmented individual sounds in words, sound-letter relationships for initial, medial (middle) and final sounds and words within words</p>	<p>vii. Independently read and understand, with phrasing and fluency: a range of high-frequency sight words with automaticity common irregular words</p> <p>viii. Decode words using and combining cuing systems, including: semantic cues such as prefixes and suffixes, base words, phrases, and visual features grammatical cues phonetic cues such as syllables, vowel patterns, consonant digraphs and three-letter blends</p>	Word knowledge	
Visual knowledge	<p>ix. Identify visual features that represent people, places, events and things</p>	<p>ix. Describe how visual features contribute to meaning</p>	<p>ix. Compare and describe how visual features add to or contradict information or enhance the meaning of words in the text</p>	Visual knowledge	
Comprehending texts through viewing and reading					



	In Year 3, children	In Year 4, children	In Year 5, children	In Year 6, children
Text knowledge	<p>Viewing and Reading Year 3: VR 3</p> <p>i. View and read for personal and learning purposes. Develop and explain criteria for personal selection</p> <p>ii. View and read written, visual and multimodal learning area texts that: use page and screen layout, diagrams, alphabetical order and menu bars to aid text navigation contain shared or familiar content contain characteristic features</p> <p>iii. Use text-processing strategies when viewing and reading, including: predicting and confirming to monitor meaning using knowledge of word order in compound and complex sentences questioning and crosschecking the text for meaning describing visualisation of key information and concepts to enhance understanding drawing conclusions using literal and inferred information making connections between language and visual features</p> <p>iv. Independently view and read and demonstrate understanding of learning area texts by: using prior knowledge to interpret and draw conclusions identifying and summarising main ideas, information and supporting details at a literal level making connections between literal and inferred information evaluating and discussing language features</p> <p>v. Identify and describe words and word groups that: represent different processes, including understanding that verbs are anchored in time through tense represent ideas and relationships, including pronouns and the nouns they refer to, adjectives and adverbs that intensify meaning link ideas in sentences, including connectives and conjunctions that add information or compare two ideas</p> <p>vi. Independently read with fluency: an increasing range of high-frequency sight words with automaticity familiar learning area vocabulary</p> <p>vii. Predict and confirm the meaning of unfamiliar words and decode them using and combining: semantic cues, including morphemes (units of meaning), prefixes, suffixes, base words and phrases grammatical cues, including word order, language patterns and punctuation phonetic cues, including long vowels, syllables, words within words, and chunks of sound</p> <p>viii. Explain how visual features represent people, characters, places, events, issues and ideas in similar and different ways, e.g. shot size, vertical camera angle</p>	<p>VR 4</p> <p>i. View, read, navigate and select texts for personal and learning purposes</p> <p>ii. View and read written, visual and multimodal learning area texts that: use navigation links, graphics and layout, page and screen layout, simple indexes, tables of contents, different types of diagrams, icons and buttons to aid navigation require knowledge of text structure, including headings, subheadings and paragraphs contain new information expand personal and social contexts</p> <p>iii. Use text-processing strategies when viewing and reading, including: self-correcting to repair comprehension breakdowns reviewing patterns that organise ideas, including compare and contrast</p> <p>iv. Independently view and read and demonstrate understanding of learning area texts by: summarising the main ideas and supporting details locating and synthesising information inferring meaning to expand and link ideas and information across the text analysing and justifying a point of view using information from the text</p> <p>v. Identify and describe words and word groups that: represent ideas and relationships and intensify meaning signal relationships between ideas in sentences, including connectives and conjunctions that compare, cluster ideas and list sequence, time or order</p> <p>vi. Independently read with fluency: words of significance, specialised learning area vocabulary irregular words</p> <p>vii. Predict and confirm the meaning of unfamiliar words and decode them using and combining: semantic cues, including meaning of words in the context of the sentence grammatical cues, including repetitive clause structures phonic cues, including syllables, affixes (prefixes and suffixes), familiar words within larger words, and recognisable sequences of letters within longer words</p> <p>viii. Interpret and compare how visual features: create effects through the framing and placement of elements construct and extract meaning and represent ideas, e.g. maps, graphs, photographs, timelines and illustrations</p>	<p>VR 5</p> <p>i. View, read, navigate and select texts for specific personal, social and learning purposes</p> <p>ii. View and read written, visual and multimodal learning area texts that: use chapters, text boxes, home pages and subpages, topic sentences and paragraphs organised according to chronology to assist navigation and enhance readability connect relationships between ideas and concepts within and between texts</p> <p>iii. Use text-processing strategies when viewing and reading, including: skimming and scanning texts comparing content from sources analysing similarities and differences</p> <p>iv. Independently view and read and demonstrate understanding of learning area texts by: synthesising information to link ideas across texts interpreting, analysing and justifying ideas from literal and inferred ideas and information</p> <p>v. Identify and describe words and word groups that: represent ideas and relationships, including main and subordinate clauses within sentences</p> <p>vi. Independently read with fluency: words of significance, specialised learning area vocabulary and terminology</p> <p>vii. Predict and confirm the meaning of unfamiliar words and decode them using and combining cues within different texts containing new language features, content and ideas and complex sentences, vocabulary and visual features</p> <p>viii. Compare and analyse how visual features: enhance and clarify meaning, including sequences of images in print texts are organised in hyperlinked digital texts, explaining the effect on viewers' interpretations</p>	<p>VR 6</p> <p>i. View, read, navigate and adjust selection of texts for multiple purposes</p> <p>ii. View and read written, visual and multimodal learning area texts that: use contents, home pages and subpages, glossaries, full indexes, and supporting details to enhance readability contain new information that requires reading and research to build background knowledge connect relationships between ideas and concepts</p> <p>iii. Use text-processing strategies when viewing and reading, including: connecting to prior knowledge about the author and specific learning area content questioning, crosschecking and reviewing texts to identify point of view using literal and inferred information to draw conclusions about significant concepts, arguments or descriptions</p> <p>iv. Independently view and read and demonstrate understanding of learning area texts by: synthesising and comparing information and ideas within and between texts comparing texts that represent ideas and events in different ways to determine similarities and differences analysing information and supplying evidence from interrelated parts of texts evaluating and summarising point of view</p> <p>v. Identify and describe words and word groups that: represent ideas and relationships in sentences, including extended noun groups and phrases extend ideas and show relationships</p> <p>vi. Independently read with fluency: learning area specific vocabulary words of significance used to define concepts or ideas</p> <p>vii. Predict and confirm the meaning of unfamiliar words and decode them using and combining cues including knowledge about word origins, base words, prefixes and suffixes</p> <p>viii. Analyse how analytical images e.g. symbols, tables, flowcharts, contribute to understanding and interpretation of texts</p>
Comprehension	<p>iii. Use text-processing strategies when viewing and reading, including: predicting and confirming to monitor meaning using knowledge of word order in compound and complex sentences questioning and crosschecking the text for meaning describing visualisation of key information and concepts to enhance understanding drawing conclusions using literal and inferred information making connections between language and visual features</p>	<p>iii. Use text-processing strategies when viewing and reading, including: self-correcting to repair comprehension breakdowns reviewing patterns that organise ideas, including compare and contrast</p>	<p>iii. Use text-processing strategies when viewing and reading, including: skimming and scanning texts comparing content from sources analysing similarities and differences</p>	<p>iii. Use text-processing strategies when viewing and reading, including: connecting to prior knowledge about the author and specific learning area content questioning, crosschecking and reviewing texts to identify point of view using literal and inferred information to draw conclusions about significant concepts, arguments or descriptions</p>
Grammar knowledge	<p>v. Identify and describe words and word groups that: represent different processes, including understanding that verbs are anchored in time through tense represent ideas and relationships, including pronouns and the nouns they refer to, adjectives and adverbs that intensify meaning link ideas in sentences, including connectives and conjunctions that add information or compare two ideas</p>	<p>v. Identify and describe words and word groups that: represent ideas and relationships and intensify meaning signal relationships between ideas in sentences, including connectives and conjunctions that compare, cluster ideas and list sequence, time or order</p>	<p>v. Identify and describe words and word groups that: represent ideas and relationships, including main and subordinate clauses within sentences</p>	<p>v. Identify and describe words and word groups that: represent ideas and relationships in sentences, including extended noun groups and phrases extend ideas and show relationships</p>
Word knowledge	<p>vi. Independently read with fluency: an increasing range of high-frequency sight words with automaticity familiar learning area vocabulary</p> <p>vii. Predict and confirm the meaning of unfamiliar words and decode them using and combining: semantic cues, including morphemes (units of meaning), prefixes, suffixes, base words and phrases grammatical cues, including word order, language patterns and punctuation phonetic cues, including long vowels, syllables, words within words, and chunks of sound</p>	<p>vi. Independently read with fluency: words of significance, specialised learning area vocabulary irregular words</p> <p>vii. Predict and confirm the meaning of unfamiliar words and decode them using and combining: semantic cues, including meaning of words in the context of the sentence grammatical cues, including repetitive clause structures phonic cues, including syllables, affixes (prefixes and suffixes), familiar words within larger words, and recognisable sequences of letters within longer words</p>	<p>vi. Independently read with fluency: words of significance, specialised learning area vocabulary and terminology</p> <p>vii. Predict and confirm the meaning of unfamiliar words and decode them using and combining cues within different texts containing new language features, content and ideas and complex sentences, vocabulary and visual features</p>	<p>vi. Independently read with fluency: learning area specific vocabulary words of significance used to define concepts or ideas</p> <p>vii. Predict and confirm the meaning of unfamiliar words and decode them using and combining cues including knowledge about word origins, base words, prefixes and suffixes</p>
Visual knowledge	<p>viii. Explain how visual features represent people, characters, places, events, issues and ideas in similar and different ways, e.g. shot size, vertical camera angle</p>	<p>viii. Interpret and compare how visual features: create effects through the framing and placement of elements construct and extract meaning and represent ideas, e.g. maps, graphs, photographs, timelines and illustrations</p>	<p>viii. Compare and analyse how visual features: enhance and clarify meaning, including sequences of images in print texts are organised in hyperlinked digital texts, explaining the effect on viewers' interpretations</p>	<p>viii. Analyse how analytical images e.g. symbols, tables, flowcharts, contribute to understanding and interpretation of texts</p>

What to teach



This is a summary of what should be taught in each of the following areas of reading for each grade. It has been developed by combining ACARA- The Australian Curriculum: English, QSA- P-10 Literacy Indicators and C2C Unit plans.

PREP YEAR

Phonics (stage 1)

- Name all capital and lowercase letters and their initial (most common) sounds
- Blend sounds in CVC words to sound out the word (eg. /c/-/a/-/t/, cat)
- Produce blended sounds as in consonant blends (eg. bl, fr etc)

Word Knowledge

- Identify immediately on sight the first 30 sight words
- Identify words of personal significance

Reading Strategies

- Point to each word as it is read
- Decode using phonic cues- sound-letter relationships, consonant blends, familiar words within words, onset and rime in word families
- Decode using semantic cues- familiar words and phrases, morphemes
- Decode using grammatical cues- familiar word order and language patterns

Comprehension

- Make predictions from visual features, cover and title
- Provide simple, correctly sequenced retells of narrative texts
- Explore how the combination of print and images makes meaning
- Find key words to answer literal questions
- Make simple inferences such as about a character's feelings
- Share feelings and thoughts about characters and events in stories
- Identify aspects of texts which could be real or imagined

Author's language choices

- Recognise cultural patterns of storytelling (eg. Once upon a time, Before the Dreamtime)
- Recognise different language choices between poetry, narratives and information books

Text Structure and Conventions

- Concepts of print- Letters, words, sentences, direction of print, return sweep, spaces between words, front and back covers, title, author, illustrator, page layout, capital letters and full stops
- Compare texts and identify differences in length and purpose

Reading to Learn

- Discuss and understand new vocabulary found in texts
- Relate 1 or 2 key facts from informative texts
- Recognise differences between imaginative and informative texts and choose texts to suit a task

YEAR ONE

Phonics (stages 2 & 3)

- Recognise words with split diagraphs ('the 'e' on the end makes the vowel say its own name')
- Recognise that letters can 'gang up' to make digraphs and trigraphs
- Recognise that graphemes can have more than one sound (eg. 'u' in 'cut', 'put')
- Produce blended sounds as in consonant blends (eg. bl, fr etc)

Word Knowledge

- Identify immediately on sight the first 120 sight words
- Identify words of personal significance

Reading Strategies

- Track reading with a finger
- Combine knowledge of context, meaning, grammar and phonics to decode

- Decode using phonic cues- blends and sound-letter relationships, words within words
- Decode using semantic cues- sentences, visual features, morphemes and common suffixes
- Decode using grammatical cues- word order, language patterns and punctuation
- Read on, re-read and self-correct when reading does not make sense
- Read aloud with developing fluency and intonation with pauses in response to punctuation

Comprehension

- Make predictions from the cover, illustrations and at points in the text before reading on
- Activate knowledge prior to reading by flicking through pictures
- Retell the main events in appropriate sequence
- Discuss what is real or imagined
- Make connections between the text and students' own experiences and by
- Make connections by combining information in print and images
- Make inferences such as about a character's feelings and motives

Author's Language Choices

- Identify who is telling the story (the voice)
- Discuss how authors create characters to be lifelike or imaginary by using language and images
- Understand and track pronoun to the noun it refers to in the same or next sentence

Text Structure and Conventions

- Concepts of print- page numbers, table of contents, headings and titles, images with captions
- Discuss different types of texts and identify some characteristic features such as plot, characters, setting, structure and purpose
- Discuss different texts and authors and share reasons for preferences
- Punctuation

Reading to Learn

- Learn new vocabulary found in reading
- Recall and locate key (literal) information and ideas
- Select texts for a particular purpose or task

Reading Strategies

- Point to each word as it is read
- Decode using phonic cues- sound-letter relationships, consonant blends, familiar words within words, onset and rime in word families
- Decode using semantic cues- familiar words and phrases, morphemes
- Decode using grammatical cues- familiar word order and language patterns

Comprehension

- Make predictions from visual features, cover and title
- Provide simple, correctly sequenced retells of narrative texts
- Explore how the combination of print and images makes meaning
- Find key words to answer literal questions
- Make simple inferences such as about a character's feelings
- Share feelings and thoughts about characters and events in stories
- Identify aspects of texts which could be real or imagined

Author's language choices

- Recognise cultural patterns of storytelling (eg. Once upon a time, Before the Dreamtime)
- Recognise different language choices between poetry, narratives and information books

Text Structure and Conventions

- Concepts of print- Letters, words, sentences, direction of print, return sweep, spaces between words, front and back covers, title, author, illustrator, page layout, capital letters and full stops
- Compare texts and identify differences in length and purpose

Reading to Learn

- Discuss and understand new vocabulary found in texts
- Relate 1 or 2 key facts from informative texts
- Recognise differences between imaginative and informative texts and choose texts to suit a task

YEAR TWO

Phonics (stages 3 & 4)

- Recognise most sound-letter matches including less common combinations
- Recognise that letters can 'gang up' to make digraphs, trigraphs and quadgraphs

Word Knowledge

- Identify immediately on sight the 220 sight words
- Identify familiar learning area vocabulary and common irregular words

Reading Strategies

- Know when to track with a finger or eyes
- Combine knowledge of context, meaning, grammar and phonics to decode
- Decode using phonic cues- syllables, vowel patterns, three-letter blends
- Decode using semantic cues- prefixes, suffixes, base words, phrases, sentences
- Decode using grammatical cues
- Monitor own reading and re-read, read on and self-correct when reading does not make sense
- Read aloud with fluency and intonation, recognising grammar and meaning

Comprehension

- Make and confirm predictions using prior and learned knowledge and vocabulary
- Predict, ask and answer questions
- Make connections between the text, students' own experiences and experiences with other texts
- Make connections by combining information in print and images
- Make valid inferences using information in a text and students' own prior knowledge
- Compare opinions about characters, events and settings

Author's Language Choices

- Compare two versions of the same topic/story to identify differences in the author's point of view
- Identify features of texts from a variety of cultures

Text Structure and Conventions

- Concepts of print- title, subtitles, diagrams, chapters, table of contents, alphabetical order in an index and glossary
- Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose
- Discuss different types of texts and identify some characteristic features texts such as plot, characters, setting- time and place, structure and purpose

Reading to Learn

- Learn new vocabulary found in reading
- Recall and locate literal information and ideas
- Select texts for a particular purpose or task
- Summarise ideas and information to review meaning

YEAR THREE

Phonics (stage 4)

- Recognise all common sound-letter matches and uncommon ones as required

Word Knowledge

- Identify familiar learning area vocabulary and common irregular words

Reading Strategies

- Combine different types of knowledge such as context, vocabulary, grammar and phonics to decode unknown words
- Use phonic cues- syllables, words within words, chunks of sound
- Use semantic cues- morphemes, prefixes, suffixes, base words and phrases
- Use grammatical cues- word order, language patterns and punctuation
- Monitor own reading and re-read, read on and self-correct when reading does not make sense
- Read aloud with fluency and intonation, making use of phrasing

Comprehension

- Predict, ask and answer questions by drawing on knowledge of the topic, subject-specific vocabulary and experience of texts on the same topic
- Draw on prior knowledge to connect with the text
- Make connections between the text, students' own experiences and other texts
- Make considered inferences using topic knowledge or a character's likely actions and feelings
- Begin to evaluate texts
- Compare the way characters, events and settings are portrayed in different texts
- Identify the point of view in a text and suggest alternative ones

Author's Language Choices

- Identify the audience and purpose of imaginative, informative and persuasive texts
- Explore how the same story can be told in many different cultures

Text Structure and Conventions

- Concepts of print- diagrams, paragraphs, chapters, table of contents, alphabetical order in an index and glossary
- Understand that different types of texts have characteristic features, identifiable text structures, themes, text patterns and language features that help the text serve its purpose
- Identify how images can add to a text and effect the audience

Reading to Learn

- Learn new vocabulary found in reading
- Use text features to locate information in texts efficiently
- Develop criteria for establishing personal preferences and selections
- Draw conclusions using literal and inferred information
- Identify and summarise main ideas, information and supporting details at a literal level

YEAR FOUR

Word Knowledge

- Identify specialised learning area vocabulary and irregular words

Reading Strategies

- Combine different types of knowledge such as contextual, semantic, grammatical and phonic to decode unknown words
- Decode using phonic cues- syllables, words within words, recognisable sequences of letters and knowledge of morphemes, prefixes, suffixes and base words
- Decode using semantic cues- word meanings
- Decode using grammatical cues- repetitive clause structures
- Use self monitoring strategies- re-reading, self questioning, pausing, self correct by confirming and crosschecking
- Read aloud with fluency and expression

Comprehension

- Predict, ask and answer questions by drawing on knowledge of the topic, subject-specific vocabulary and experience of texts on the same topic
- Draw on prior knowledge to connect with the text
- Make connections and comparisons between the text, students' own experiences and other texts
- Make connections between information in print and images
- Create mental images
- Infer meaning to expand and link ideas and information across the text
- Find specific literal information
- Find the main idea of a text
- Analyse and evaluate texts

Author's Language Choices

- Identify how authors and illustrators make stories exciting, moving and hold readers' interest eg. character description, literary devices, nonsense words, spoonerisms, neologisms, puns



Text Structure and Conventions

- Concepts of print- headings, sub-headings, paragraphs
- Understand that different types of texts have characteristic features, identifiable text structures, themes, text patterns and language features that help the text serve its purpose
- Discuss different types of texts and identify some characteristic features texts such as plot tension, character development , setting- period, time and place, structure, culture, beliefs and purpose

Reading to Learn

- Learn new subject and technical vocabulary found in reading
- Use text features to locate information in texts efficiently
- Draw conclusions using literal and inferred information to expand content knowledge, integrate and link ideas
- Summarise main ideas and supporting details
- Find specific literal information

YEAR FIVE

Word Knowledge

- Identify specialised learning area vocabulary and terminology

Reading Strategies

- Combine different types of knowledge such as contextual, semantic, grammatical and phonic to decode unknown words
- Use self monitoring and self correcting strategies
- Independently read with fluency

Comprehension

- Predict and confirm
- Analyse information
- Make balanced judgements about character decisions
- Identify the narrative voice in a variety of texts
- Integrate and link ideas from a variety of sources
- Interpret, analyse and justify literal and inferred ideas
- Compare content from different texts to analyse similarities and differences

Author's Language Choices

- Identify the narrative voice and discuss the impact of first person narration on empathy
- Examine the impact of texts written in different narrative view points
- Identify how authors can convey ideas through different vocabulary- idiomatic expressions, objective and subjective language

Text Structure and Conventions

- Concepts of print- chapters, headings, sub-headings, paragraphs, topic sentences
- Explain the effect a sequence of images has on the reader
- Identify aspects of literary texts that portray a particular context- visuals, dialogue, character descriptions
- Investigate how the organisation of texts by chronology or topic can be used to predict content and assist navigation
- Understand that different types of texts have characteristic features, identifiable text structures, themes, text patterns and language features that help the text serve its purpose

Reading to Learn

- Select and use texts for their relevance to the task and the accuracy of their information
- Navigate and read texts for specific purposes
- Summarise information from several sources
- Skim and scan texts to find information
- Compare content from sources

YEAR SIX



Word Knowledge

- Identify specialised learning area vocabulary
- Identify words of significance used to define concepts or ideas

Reading Strategies

- Combine different types of knowledge such as contextual, semantic, grammatical and phonic to decode unknown words
- Use self monitoring and self correcting strategies
- Independently read with fluency

Comprehension

- Use prior knowledge and textual information to predict, infer and confirm
- Find the main idea of a text
- Ask and answer questions
- Make connections between the text and students' own experiences or other texts
- Interpret and analyse information and ideas
- Evaluating and summarising point of view
- Compare content from different texts to identify, describe, analyse and evaluate similarities and differences

Author's Language Choices

- Identify how the author's language choice can effect the meaning of a text
- Understand that authors often play with language features to achieve particular humorous and persuasive purposes
- Identify how language choice and imagery build emotional connection and engagement

Text Structure and Conventions

- Concepts of print- table of contents, glossaries, indexes, chapters, headings, sub-headings, paragraphs, topic sentences
- Explain the effect a sequence of images has on the reader
- Compare the overall structure and effect of authors' choices in different texts
- Analyse how text structures and language features work together to meet the purpose of a text
- Understand that authors often innovate on text structures to achieve particular effects

Reading to Learn

- Select, evaluate and use texts for their relevance to the task and the accuracy of their information
- Use literal and inferred information to draw conclusions
- Navigate and read texts for specific purposes
- Summarise information from several sources
- Skim and scan texts to find information
- Compare content from sources
- Gather and organise information
- Evaluate and use information

How to teach- Phonics



The teaching of phonics should be done in stages as each new aspect builds upon the prior knowledge of earlier stages. Each stage should be explicitly taught, practised and learnt before students learn following stages. However, concepts within the one stage can be taught simultaneously. Once all concepts in one stage are mastered, move straight onto the next stage, regardless of age or grade.

Stage 1- Initial sounds

Stage 1 involves matching a letter to its most common sound (initial sound) and blending and segmenting words containing these phonemes and graphemes.

- Identify letters in contrast to symbols and numbers
- Name capital and lower case letters s, a, t, p, i, n, m, d, g, o, c, k, e, u, r, h, b, f, l, j, v, w, x, y, z, q (if letters are taught in this order, students can begin making, sounding out and writing CVC words after only a few weeks)
- When looking at a letter, produce the most common sound they make. note- q says /k/ or qu says /k/w/, but q does not say /k/w/
- Blend sounds together CVC or CC
- teach the terminology of capital and lower case letters from the outset

Stage 2- Common di/trigraphs

Stage 2 involves teaching new phonemes and their matching grapheme as well as other letter combinations which always make that one sound eg. ee- tree consistently makes that sound whereas ea-beach/bread has multiple phoneme choices.

At the beginning of stage 2, students need to be taught that letters can 'gang up' together to make different sounds, but that individually the letters still make that sound eg. s- says /s/, h-says /h/, but sh- says /sh/. Also, there are multiple graphemes for some phonemes eg. f- says /f/, ph- says /f/.

- combinations that make a new consonant sound- sh- shark, th- thumb/feather (voiced and unvoiced), ng- king, ch- chair, tch- watch
- combinations that make an already learnt consonant sound- double letters, wh- wheel, ck- duck, ph- dolphin, kn- knee, wr- wrist, mb- lamb
- "the e on the end makes the vowel say its own name"- a-e- tape, i-e- kite, o-e- note, u-e- cube
- combinations that make vowel sounds- ai-snail, ay- tray, ee-tree, ey- key, oa-boat, igh-light, ar-car, er-fern, ir-shirt, ur-fur, au-sauce, aw-saw, oor-door, air-hair, ew-screw, ue-glue, oi-coin, oy-toy, ear, eer-deer, ou-house
- teach the terminology of graph, digraph, trigraph and quadgraph; grapheme and phoneme

Stage 2 sounds are taught using THRASS resources as this will enable students to grasp spelling concepts faster because of the prior exposure. Students should become familiar with the chart, all the pictures and words and the purpose of it, however only specifically teach certain graphemes.

For more information on THRASS, see pg 58. Also refer to Benarkin Spelling Program for additional information on THRASS

Stage 3- Graphemes with multiple phonemes

Stage 3 involves teaching less familiar graphemes as well as graphemes which can be sounded out in a variety of different ways eg. ea-beach/bread has multiple phoneme choices.

At the beginning of stage 3, students need to be taught that some graphemes have multiple phoneme choices, so on the THRASS chart you will sometimes see the same grapheme written in several different phoneme boxes. Students should also be taught how the location in the word gives

- less familiar graphemes- ge- cage, dge- bridge, ce- ice, ti- station, ve- sleeve, ze-sneeze
- graphemes with multiple consonant phonemes- g-gate/giant, c-cat/city, s- sun/treasure/laser, u-quilt (/w/ sound), ch- school/chef/chair, n- net/ink, se- horse/cheese
- graphemes with multiple vowel phonemes- oo-book/moon, ea-bread/beach, or-worm/fork, ow-snow/cow, i- tin/tiger, u-bus/bull, e-bed/me/rocket, o-frog/nose/glove, a-ant/baby/banana/swan/ball, y-pony/fly

Stage 3 sounds are taught using THRASS resources as this will enable students to grasp spelling concepts faster because of the prior exposure. Students should become familiar with the chart, all the pictures and words and the purpose of it, as well as all graphemes listed.

Stage 4- More complex and less familiar graphemes

Stage 4 involves teaching less familiar graphemes as well as more complex graphemes including trigraphs and quadgraphs.

At the beginning of stage 4, students need to be taught that the THRASS chart only identifies the most familiar grapheme-phoneme combinations, so some graphemes may not be on the THRASS chart. These can be written on the THRASS charts by the teacher or students in the place of the asterisk. Concepts in stage 4 should only be taught as they arise in reading or spelling, as the student's general level of reading will have progressed far beyond simply sounding out words. Students should be encouraged to explore, question and find new or unusual grapheme-phoneme combinations.

- schwa sound (neutral unstressed vowel sound- a bit like a quick uh). Students just need to know it exists in reading so they articulate words correctly. Many different vowel graphemes produce a schwa sound- er- teacher, ar- collar, ure- measure, a- zebra, e- garden, i- fossil, o- lion, u- circus
- some examples of more complex graphemes are- gh- cough, sc- scissors, are- square, oor- moor, ore- core, oar- board, eigh- eight, gn- gnome, gue- catalogue, que- plaque, ei- receive, ie- grief, ough - through/though, ui- fruit, oul- could, ar- award, ed (saying /t/ as a suffix)-jumped

Stage 4 sounds can be taught using THRASS resources. However, most graphemes will need to be added to THRASS charts when taught or found in texts.

How to teach- Word Knowledge

Word Knowledge consists of two types of teaching and learning

1. Sight Words
2. Vocabulary

Sight Words

Sight Words are words which are learnt in order to be recognised on sight. They should not be sounded out (they may not be able to be sounded out easily) and they should be said instantly and automatically (within 3 seconds).

The teaching of sight words can begin once students are beginning to learn and recognise letters and initial sounds. The Benarkin State School's Sight Word lists have been developed from the MI00W sight words, which are the most commonly used words in the English language.

The Benarkin Sight Word lists can be found G:\Coredata\Teachers\Curriculum\Literacy\Reading\Sight Words or as part of the appendix.

Order

Sight Words should be taught in the order that students need to use them in their reading. When beginning, it is more important that students learn them in context rather than in a specific order. The order for Benarkin State School's Sight Word lists has been designed to best prepare students to be able to read PM readers, and thus make progress in their PM benchmark levels.

Context

Sight Words do need to be repeatedly practised, however to ensure students understand their meaning, teach in context by:

- introducing them by finding in books
- tell students they are a sight word and should be recognised by sight, they are not trying to sound them out
- investigate sentences they are used in
- practise giving oral sentences to show their meaning
- making sight word books eg. This is a cat. This is a dog. This is a pig. etc
- for sight words done as a class, the class should go through them at least once a day
- using as an exit game before breaks where students have to get a word right to leave (the words can be rigged to ensure lower students achieve success)

Practise

Once Sight Words have been introduced, students need to practise recognising them and saying them- linking the visual of what they see to the auditory of what they hear. Practise needs to occur every day.

This can be done by:

- holding SWs up for the class to say
- students swatting the SW spoken by an adult on the wall with a fly swat
- having students pick an upside down SW, saying it, holding it if correct, counting how many they got at the end
- lining the SWs up along the wall and seeing how far the student can get for correct words
- playing games such as around the world, bang or bingo
- finding SWs in books or magazines

Who learns sight words?

It is expected that students should know all their sight words by the end of year 2, however we recognise that some students do not learn them all by then. Students who have not yet learned sight words in year 3 and onwards still need to be learning them and practising them everyday. This might become a task for a teacher aide to work with individuals or small groups, however, the teacher should be planning the words and activities to be done.

Vocabulary

It is important that all students in P-6 build and extend their word recognition and vocabulary knowledge moving from familiar words and school words to specialised, technical and literary terminology. Students should be able to identify words of an appropriate level, understand their meaning and use them correctly. Knowledge of words and vocabulary can be increased by:

- finding new words in books
- creating hand signs/ actions to explain their meaning
- practise giving oral sentences to show their meaning
- using them in wall displays- wall dictionary, wall thesaurus, word web
- looking words up in thesauruses or dictionaries
- using words to label diagrams/ provide illustrations to match words

These words can come from a variety of sources such as:

- students' interests
- events (local to global)
- key vocabulary from different KLAs

Paying particular attention to vocabulary can have a variety of benefits for students such as:

- improving their reading
- improving their understanding of concepts
- improving their oral language skills
- improving their writing through spelling and language choices

How to teach- Reading Strategies

Reading strategies are used to decode a text that is being read. A range of strategies need to be taught so students can decode unknown words as well as read for meaning and using syntactical (sentence structure) clues. Students need to learn strategies in order to become independent readers. Strategies should be explained and linked to a visual or poster, then modelled by the teacher to show how to use them to decode. Students should then be expected to use them in their reading, with the teacher prompting to use the strategy until it becomes automatic.

Decoding Strategies

These strategies help students to work out an unknown word by using visual, syntactical and meaning cues:

- Sound It Out (visual)
- Produce the most common sound from the letter or letter combination then blend them together eg. / c/ /a/ /t/ cat
- Look for Little Words in Big Words (visual)
- See if there is a smaller known (sight) word within the word eg. little
- Try a Popper (visual + meaning)
- Say the first sound of the word, look at the picture and see what pops out of your mouth
- Look for Similarities (visual)
- See if it looks like, sounds like, or rhymes with a word you know
- Sentence signals (syntactical + meaning)
- Listen to what sort of word would make sense eg. (The cat was sitting on the ___)- needs to be an object

- Chunk it (visual)
- Look for known chunks of letters. Separate into chunks then put it all together. (This includes, but isn't limited to, using syllables, base words, prefixes and suffixes.)

Syntactical Strategies

These strategies help students to work out an unknown word by using cues of what would work in standard sentence structure (this can be difficult for ESL students because if they don't know standard sentence patterns, they won't know what sounds right):

- Skip the word and go on
- After trying to decode unsuccessfully, leave the word, read on until the end of the sentence. Then return and try to read the sentence again and the unknown word might be easier
- Backtrack and read again
- Return to the beginning of the sentence and reread to pick up the fluency that was lost when decoding

Checking Strategies

These strategies help students to check what they have said for a difficult word. They check that they fit the meaning and structure.

- Does it sound right?
After decoding a difficult word, check that it sounds right in the sentence.
- Does it look right?
After decoding a difficult word, check that it looks right in the sentence.
- Does it make sense?
Think about what has been read to check it makes sense.

Choosing strategies to teach

Different students will use different skills and strategies when reading, so they will not all require learning the same strategy. Some students will simply learn a skill without needing a label for it, while others will need direct teaching. There are a couple of things to consider when choosing what strategies will help a student increase their reading level

- the reading level of the student
Some strategies are not suitable for beginning readers- such as 'chunk it'. The strategies also should be taught in a relatively logical progression and within each strategy type, they have been listed in teaching order.
- the types of strategies the student already make use of
This can be discovered through observations and running records. If students are already using strategies, teach different ones. If they are sounding out and looking at the pictures, they need to move on and may need strategies of a different type.
- the cueing systems the student takes into account when reading a word in error
This can be discovered through analysing a running record. Students who are making errors and only using one or two of the cueing systems need to be taught strategies to use the other cueing system/s.

How to teach- Comprehension



Comprehension occurs in 3 stages- before reading, during reading and after reading. It is important for students to understand and recall what they have read because adults always read for a purpose. For this reason, students need to know why they are reading a book.

For every book that is read, students should be predicting prior to reading, giving a retell after reading and answering comprehension questions. The comprehension questions chosen may be of one particular type in order to teach and practise those questions, or a variety- moving from literal to inferential to applied. Comprehension questions should be chosen prior to the lesson as it can be difficult to think up suitable questions on the spot.

All comprehension aspects will need to be modelled when first introduced by thinking aloud. Explain and then demonstrate before requiring students to try. Also ensure students are taught how to recognise what information the questions are looking for and where they might find it.

Prediction

- Use picture clues and knowledge of events and text structure to guess what is going to happen
- Any prediction that is reasonable is a good prediction
- If it is not reasonable, explain why you would predict something else
- Predictions can be made before reading, during reading, and after reading
- At the end, reflect on the predictions

Story Retell

- Start at the beginning and tell about the character and setting
- Tell the main events in order
- Make sure the problem and solution are told
- Tell what happened at the end
- Story maps and retell planners such as in G:\Coredata\Teachers\Curriculum\Literacy\Reading can be used

Literal Comprehension

- Literal comprehension refers to comprehending what the author has actually said, however, sometimes it will require consideration of one single point in the text and other times, consideration of chunks of text. Students should be finding key words and pointing/ highlighting the information

Inferential Comprehension

- Inferential comprehension refers to comprehending what the author has implied but not explicitly stated. Students should be rereading parts of text to find related information.

Applied Comprehension

- Applied comprehension refers to going beyond what is written and connecting to what you know about the topic and context. Answers should relate to the text but need additional knowledge to the text. Students should be identifying what the text said about the question, then thinking about what they already know.

There are multiple guides for levels of comprehension. The following table matches the guides together:

3 level guide	QAR	CARS & STARS	Grade to begin teaching	PROBE
Literal- the author said it Reading on the lines	In the book- right there	Recalling Facts and Details	P	Literal
	In the book- think and search	Finding the main idea	1	
		Understanding sequence	P	
		Recognising cause and effect	1	
		Summarising	4	
			2	Reorganisation
Inferential- the author meant it Reading between the lines	In my head- author and me	Comparing and Contrasting	2	
		Making Predictions	P	
		Finding Word Meaning in Context	1	Vocabulary
		Drawing Conclusions and Making Inferences	P (limited)	Inference
		Reading pictures	P-1	
		Identifying Author's purpose	2	
		Distinguishing Between Real and Make Believe	P-3	
Applied- the author would agree with it Reading beyond the lines	In my head- on my own	Distinguishing between Fact and Opinion	2	
		Interpreting figurative language	3	
			2	Reaction
			3	Evaluation

All the different aspects of comprehension are relevant and should be included in teaching. This can be done by melding them all together.



The following table lists the aspects of comprehension the 3 level guide, QAR, CARS and PROBE as well as features tested in NAPLAN:

Before the book	In the book-right there	In the book-think and search	In my head-author and me	In my head-on my own
-make predictions	-recall facts and details	-understand sequence -recognise cause and effect -find main idea -reorganising -summarising -locates detail using a synonymous match	-find word meaning in context -make inferences -compare and contrast -make predictions -reading pictures -identifies reasons for character choices	-interpret figurative language -identify author's purpose -distinguish between real and make believe -distinguish between fact and opinion -give reactions -evaluate -react -use background knowledge -understand text structure -understand punctuation purpose

How to teach- Text Structure and conventions



Students need to understand that there are rules that authors follow when writing so readers can navigate and access them easily. For beginning readers, they need to learn about concepts of print- rules for how all books/ texts in English work. All students also need to learn about the structure and conventions of different text types.

Concepts of Print

Students come to school with different experiences of books. In order for them to read books successfully they all need to understand how to hold books and the way they work. This can be taught by modelling, explaining and letting students practice and role play reading (event if they don't yet know any words). All these concepts should be learnt in Prep Semester One so students can be reading themselves in Semester Two.

See Appendix for Concepts of Print Checklist.

Structures and conventions

Students can learn about different text types by exposure, discussions and observations, however, they need this to be focussed and guided so they understand the differences. Direct teaching may also be required of new or unusual aspects. Each book that is read to or by students should be talked about before and after.

Before reading talk about:

- what type of book it is
- what you expect to find inside
- what you expect it to be about
- clues that give those away

After/During reading talk about:

- whether the prior guesses were accurate
- what the book layout was
- what structural features were included.

How to teach- Reading To Learn

While reading is taught in English, it is expected that students read in all other KLAs. They need to be able to read to complete tasks, as well as read to learn new information. The skill of being able to read to learn is therefore very important, and becomes more important as students progress through school.

Each aspect of reading to learn needs to be explicitly taught, modelled, shared and then practiced before students are expected to have to use it for themselves. Initially, these skills should be practiced on books which are easily read and decoded to narrow the cognitive load simply to practicing the new skill. Then they can be practiced and used on texts suitable for students' reading abilities.

Planning for Reading

Students should engage in the following meaningful reading lessons and activities.

Each day

- Independent levelled reading by students- everybody, everyday
- Reading to students by teacher

Each week

- Guided reading in levelled groups- each group once a week
- Independent reading for pleasure by students- which can occur in library lessons
- Modelled/Shared directly taught lessons focussing on a particular reading strategy, comprehension skill, text structure, author's language choices or reading to learn skill
- During independent levelled reading, students to read to adult- each student once to adult each week

More information on these types of lessons can be found in Appendices

Reading Groups



Reading groups should occur on a rotational basis each week to provide time for teachers to conduct guided reading lessons with small groups of students.

Required activities

These activities must occur as part of reading groups on a weekly basis.

- Guided reading with a teacher (including explicit teaching of a strategy, reading practice and comprehension)
- Follow on activity from guided reading (the group that does guided reading last in the week may complete this the following week)
- Comprehension kit (Years 2-7)

Optional activities

These are suggestions of extra activities that can be done to fill up activities for each group. Ensure any activity chosen is suitable to the reading level of the students and the age of the students.

- Independent levelled reading
- Sight word games
- Sounds and letters games
- NAPLAN style comprehension worksheet
- Spelling activity
- Dictionary/ thesaurus activities
- Close activity
- Comprehension kit (years other than 2-7)
- Cut and paste jumbled sentences from a book

Reading Assessment

PAT-R Test (P-6)

The ACER Progressive Achievement Tests are an Australian, nationally normed series of tests designed to provide objective, norm-referenced information to teachers about their students' skills and understandings in a range of key areas. At the centre of each PAT test is a described proficiency scale, providing both quantitative and qualitative data on student performance, making the PAT tests ideal for understanding students' current strengths and weaknesses, informing teaching and learning, and monitoring progress over time.

PM Benchmark kits (P-6)

The school has 4 PM benchmark kits with a book and recording sheet for each level. These provide the ability to do a running record and determine the instructional level for students. Each term, the kits should be alternated so if students need to repeat a hard level they won't be reading the same book. For more information see the benchmark kit teachers' notes book within the kit.

PROBE (Level 30+)

The PROBE kit has single page texts moving from relatively easy to more difficult. It provides a running record with a range of comprehension questions to work out a student's reading age. It is done with all students who are beyond PM level 30. It can also be done for other students to specifically assess a student's comprehension ability (see Appendix), or provide additional data. For more information see the guide and answers book within the kit.

Sight Words Tests

The MI00W sight words are a list of the most commonly used words in the English language. These should be tested at the beginning of the year then retested on previously unknown sight words at least once a term until they know them all. All students in P-2 should be tested, and any students in years 3 and up who have not yet learnt them all should also be tested. For sight words to be marked correct, they must recognise the word quickly (within 3 seconds) without needing to sound it out.

Observations and Checklists

Teachers should also be conducting informal ongoing reading assessment throughout the year in the form of observations and checklists. This should occur during guided reading groups and independent levelled reading time, and may also occur during other reading lessons. Ongoing reading assessment provides key observations of reading progress to help inform planning and teaching.

Teacher- Student consultations and feedback

Feedback is a very important part of learning reading as it tells the student the aspects they are doing well, and the ones that they need to work on improving. Feedback should be supplied every time a student reads to an adult and should be specific to the skills demonstrated. Saying “well read” does not describe what the student did well, however, saying “That was very fluent reading” is much more descriptive. For more specific feedback, teachers can also use the 3 stars and a wish format where they tell the student 3 things they did well and one thing they can work on. Individual teacher- student consultations should also take place with every student every couple of weeks. See Appendix for an example observation checklist.

Reading Assessment P– 6

Assessment tool	Who uses it?	How is it administered?	When is it used?	Purpose of assessments
PAT-R	P-6	Individually	April- test 1 November- test 2	Diagnostic testing compare progress
PM Benchmark- running records	P-6- Students level 30 and below	individually	3 lots of testing to find the instructional level	RR 1. find a reading level for grouping inform planning and teaching
PROBE- running records	Levels 30+ - Students above PM benchmarks	individually	RR 1. Term 1 week 5 RR 2. Term 2 week 10 RR 3. Term 4 week 5	RR 2. find a reading level for regrouping inform planning and teaching show student progress RR 3. find a reading level for reporting show student progress across the year provide up to date information for following class teacher
Initial sounds	P- until all known	individually	minimum 2x a term	inform planning and teaching
Sight words	P- until all known	individually	minimum 2x a term	inform planning and teaching
Phonological awareness check- list	P- until all known	individually	beginning of the year and at the end of each term	inform planning and teaching show student progress

Choosing reading material

Texts that are selected should

- include a wide range of variety
- be a combination of text types including narratives, non-fiction, letters, poems and persuasive texts
- be suited to the purpose of the reading lesson (eg. if teaching how to decode, the book needs to be too hard for the student to read independently in order to create the need to decode and opportunities to practise)
- be age appropriate

Suitable books for practising reading

	Description	Suggestions
P	familiar, predictable picture books with a high level of repetition and simple sentences	-sight word readers -learn abouts -phonic readers (for those past phonics stage 1)
1	less predictable picture books with familiar structures that are easily decoded using phonic cues	-learn abouts -low level momentum books -phonic readers
2	picture books and chapter books	-momentum books
3	books which contain characteristic features of the text type	-momentum books -gigglers, sparklers etc. -information texts
4	chapter books and information texts which require knowledge of text structures	-barrie books -information texts -lexile books
5	chapter books and information texts	-barrie books -information texts -lexile books
6	chapter books and information texts which contain new information that requires research to build background knowledge	-barrie books -lexile books -novels

Note: students who are reading above or below their year level may require different types of books to those who are reading at their expected level

Reading for homework



At Benarkin State school it is expected that students read as part of their English homework. There are a few different ways this can be done depending on the age and ability level of students.

Home Readers

These are provided in the resource room, grouped in approximate levels. Students should be separated into 3 or 4 ability levels and books should be booked out at the beginning of each term to suit these level groups. Books can be stored in the classroom with a borrowing record. Home readers are given out everyday with homework.

Photocopied texts

For comprehension/NAPLAN practice, short photocopied texts with comprehension questions can be given out as reading homework. These can be taken from BLM comprehension or NAPLAN books.

Reading a book from home

Some students may say that they would prefer to read a book from home. In this case, a reading record sheet will need to go home with the student that a parent/carer can fill out to show they have done reading for homework. This should be filled out and returned each week like a home reader. Generally, this should only be for students or parents who request this type of reading homework.

Support Staff

Teacher Aides can be used to assist in the teaching and practice of reading in a variety of ways.

Tips

- Explain and demonstrate the activity before the teacher aide is expected to run it
- Explain what the activity is, how to do it and why it will help improve students reading
- Make clear any particular testing or teaching rules (eg. sight words can't be sounded out)
- Provide pictures or summaries of games/activities to avoid confusion
- Ensure if they are testing that they know exactly what the expectations are and that you have modelled the testing before hand and checked they can do it accurately

Suggestions for TA assistance

- Test sound/ letter knowledge
- Test sight words
- Test running records (those who have been trained)
- Conduct a group during guided reading time
- Provide practice time for sounds/letters/sight words
- Play sound/letter/sight word games
- Read 1 on 1 with students during independent reading time
- Conduct a lower/higher group (than the main class) when doing focussed teaching

Computer based Reading Tools



PM ecollection

Internet Address: <https://cengage.com.au/subscriptions>

Login: (individual teacher access)

Purpose: The *PM eCollection* is a brand new platform that re-imagines guided and independent reading for the digital age. It comprises three pillars:

- the *PM eBooks* – we've taken the proven strength of our pedagogically sound, carefully levelled *PM Collection* and digitised the books for use on iPads. The 200 titles in the first release of *PM eCollection* are from *PM* levels 1 to 24
- the *PM eCollection app* – we've designed an eReader specifically for guided and independent reading. The features of our eReader support students using *PM eBooks* to learn to read
- the *PM eCollection website* – we've created a sophisticated website for teachers and administrators to easily manage students' guided and independent reading experiences.

How it works: Teachers group students into *PM* reading levels. Teacher then assigns the books that are to be read by each student, either individually or groups. Comprehension questions follow the reading of each book.

Ability level: *PM* reading levels 1-30

Appendix A- Reading to students



Reading to children is a teacher-led activity for a whole class that should occur on a daily basis. The teacher does all of the reading and tries not to interrupt the flow of the text. The text is chosen based on students ages and what they should enjoy. Reading to children:

- provides opportunities for children to enjoy books and become immersed in a story
- provides opportunities for teachers to demonstrate their love of reading
- provides students with models of writing

The ultimate goal of modelled reading is to demonstrate the reading process and reading strategies that readers use. (Fountas and Pinnell, 1996)

BEFORE reading to students, the teacher:

- tells students why they have chosen the text/ allows a student to choose a text
- identifies the title, author, illustrator
- links to any books by the same author or about the same topic
- allows students to look at the cover and predict or discuss the book

DURING reading to students, the teacher:

- enjoys the book
- does not interrupt the flow of the book

DURING reading to students, the students:

- listen to the book
- looks at pictures or visualises it in their heads

AFTER reading to students, the teacher:

- encourages students to talk, think, share, compare, substantiate, extend beyond the text
- allows time for students to discuss what they have heard
- makes the text available so students can enjoy them independently

Appendix B- Modelled Reading



Modelled reading is a teacher-led activity for a whole class or small group using a text that all the children can see. The teacher does all of the reading and uses a think out loud technique to model not only reading behaviours, but the thinking that occurs when reading. The lesson focus will determine the difficulty level of the book. However, because the teacher is modelling, the book will usually be of a difficult level for most students. The text is revisited over time, providing the opportunity to use it for different teaching purposes. Modelled reading:

- provides opportunities for teachers to model the reading process and strategies readers use to make meaning
- provides students with an opportunity to see how to use and choose reading strategies
- allows students to observe new techniques as demonstrated by an expert reader

The ultimate goal of modelled reading is to demonstrate the reading process and reading strategies that readers use. (Fountas and Pinnell, 1996)

BEFORE implementing a modelled reading lesson the teacher:

- determines the focus of the lesson and pre-reads text to align focus
- chooses a text that allows multiple opportunities for teacher demonstration of the focus
- plans follow-up activities

DURING a modelled reading lesson the teacher:

- explains the purpose and focus of the lesson, introduces the text and links to students' prior knowledge
- reads and thinks out loud, showing students how to react to a text as they read
- uses explicit teaching to address the chosen focus

AFTER the modelled reading lesson the teacher:

- provides opportunities for students to practise the taught skill at their own reading level

Linking Modelled Reading to other reading instruction types:

When implementing an effective reading program, modelled reading will not stand on its own. It is designed to coincide with other instruction types that allow students to practice what has been modelled. Because of this, modelled reading may not always be timetabled separately but may become the initial component of a shared or guided reading lesson.

Appendix C- Guided Reading



Guided reading is a teacher-directed activity for small groups of students that

- uses texts at the student's **instructional level** to provide the necessary support and challenges during the lesson
- involves intensive teaching, with the teacher supporting students as they talk, read and think their way through the text
- involves students practicing strategies that will enable them to read independently

The ultimate goal of guided reading is to help children learn how to use independent reading strategies successfully (Fountas and Pinnell, 1996)

BEFORE implementing a guided reading lesson, the teacher:

- selects an appropriate text at the **instructional level** of the students which will allow them to practice the skills/strategies
- ensures that the identified skills/strategies become the focus of the guided reading lesson
- pre-reads the text and plans questions related to the focus, determining where in the text the questions can be asked

DURING a guided reading lesson the teacher:

- states the purpose of the lesson
- gives an introduction to the text and makes links to the students' prior knowledge
- asks students to **predict** what will happen next and asks **why** they think that (using evidence from text, pictures, prior knowledge)
- poses an initial guiding question to direct the reading, and indicates the section of the text to be read silently
- allows time for students to read the section independently
- revisits the guiding question to prompt and encourage the students to share and discuss their responses
- poses the next guiding question and repeats the process
- engages students in substantive conversations about the text as well as about the strategies needed to respond to the guiding questions

AFTER a guided reading lesson, the teacher:

- encourages the students to discuss and reflect on the text
- asks questions to see if students have understood the focus strategy
- sets an independent activity that reflects the students' understanding of the focus strategy taught during the lesson

Guided Reading Planning				
	Group 1 Level __	Group 2 Level __	Group 3 Level __	Group 4 Level __
Text				
Teaching focus				
Comprehension questions				
Focus activity				

Appendix D- Shared Reading



Shared reading is a teacher-led activity for a whole class or small group using a text that all the children can see. The teacher does most of the reading and encourages students to read along. The lesson focus will determine the difficulty level of the book. For lessons focusing on decoding, a harder text should be used. For lessons focusing on comprehension, an instructional or just easy text should be used. For lessons focusing on fluency and expression, an easy text should be used. The text is revisited over time, providing the opportunity to use it for different teaching purposes. Shared reading:

- provides opportunities for teachers to model the reading process and strategies readers use to make meaning
- provides students with an opportunity to see how reading takes place
- stimulates and inspires students to be actively involved in reading
- allows students to practise being readers in an environment that is non-threatening, positive and interactive.

The ultimate goal of shared reading is to demonstrate the reading process and reading strategies that readers use. (Fountas and Pinnell, 1996)

BEFORE implementing a shared reading lesson the teacher:

- determines the focus of the lesson and pre-reads text to align focus
- chooses a text that allows students multiple opportunities to achieve focus
- plans follow-up activities

DURING a shared reading lesson the teacher

- explains the purpose and focus of the lesson, introduces the text and links to students' prior knowledge
- reads and thinks out loud, showing students how to react to a text as they read
- uses explicit teaching to address the chosen focus
- encourages students to predict, recognise, discuss, use and reflect on the focus reading strategies

AFTER the shared reading lesson the teacher:

- sets follow-up tasks which reflect greater understanding of the teaching focus

Appendix E- Independent Reading



Independent reading is an activity where students select an appropriate text and independently apply reading strategies to make meaning. Texts should be provided that students feel comfortable reading independently- either instructional or just easy. Independent reading:

- encourages students to engage in reading for information and enjoyment and to explore a diverse range of topics and texts
- reinforces the importance of reading
- assists students to develop as confident, competent readers able to use a range of reading strategies
- provides students with opportunities to experiment with and evaluate methods of reading and learn from their experiences, with access to assistance from the teacher

The ultimate goal of independent reading is to create independent readers and thinkers

BEFORE an independent reading lesson the teacher:

- plans focussed lessons on book selection and reading strategies
- establishes routines
- builds up reading stamina- by beginning with shorter periods of time, moving into the longer desired length of time
- allocates uninterrupted time for independent reading
- ensures there is a diverse range of levelled texts available for students
- provides groups of levelled readers suitable for the various ability groups and directs students to choose from the group that suits them

DURING an independent reading lesson the student:

- selects appropriate texts with teacher guidance
- keeps a record of books read
- records words that they do not know, that they can read but don't understand or that are interesting or new words that they wish to use in their writing
- reads independently and silently
- reflects on reading
- has the opportunity to make written or oral responses to reading

DURING an independent reading lesson the teacher:

- monitors that all students are engaged and reading
- monitors text selection
- chooses 1 student to read aloud- using a checklist or running record to note reading strategies and ability
- asks comprehension questions (literal, inferential, evaluative) to check for understanding

AFTER an independent reading lesson the teacher:

- notes the student/s they had read to them
- analyses the running record or checklist to identify teaching focus areas
- considers students' needs to plan for further teaching during guided and shared lessons

Appendix F- The 4 Resource Model

The 4 Resource Model was developed by Luke & Freebody to combine traditional literacy, whole language, genre and critical literacy approaches into a balanced approach to literacy. The 4 resources are interconnected and can be used simultaneously, however each should be explicitly taught.

	The code breaker role	The text participant role
description	knowing how to decode and encode the symbols and structures of written, spoken and visual texts	comprehending and composing texts
included aspects	<ul style="list-style-type: none"> • alphabetic awareness • recognising letter-sound relationships • word building • spelling • recognising conventional structures and features • understanding the purposes of page layout and text formatting 	<ul style="list-style-type: none"> • gaining meaning based on prior understanding of similar texts • drawing on own experiences and prior knowledge • comparing own experiences with those in the text • making connections and inferences when comparing texts
Questions to develop understanding	<ul style="list-style-type: none"> • How did you work out that difficult word? • Which words are interesting? • Which letter/s make that sound? • Which other word might you use instead of this one? • Which other words in this text have that sound? • Which other words have that letter pattern? • Is there another word here that has a similar meaning? • What does that word mean in this context? • Which other words come from the same base word? • Which other words have the same prefix (beginning e.g. un/happy) or suffix? (ending e.g. happi/ness) • Is the picture a close up, medium shot or long shot? • Which colours have been used in this picture? • What is happening in this picture? • What do you notice about the body language of the characters? 	<ul style="list-style-type: none"> • Predict what you think this text might be about? • Does the text remind you of something that has happened to you? • What did you feel as you read this text? • What might happen next? Which words or phrases give you this idea? • What would you do in this situation? • How do you feel about the picture? • What extra information does the picture give you? • Is this character like anyone you know? • What are the characters thinking or feeling? • What might lie outside the frame of the picture? • What do you think the next picture will look like? • If you could ask the people in the picture a question, what would it be?

	The text user role	The text analyst role
description	understanding the purposes of texts and using texts for different social and cultural functions	exploring ways in which texts are used to position readers, viewers and listeners
included aspects	<ul style="list-style-type: none"> knowing the function of texts used both in and outside school recognising that purposes and audiences shape the tone, language use and structure of texts using appropriate text types for particular purposes matching the language to particular social situations 	<ul style="list-style-type: none"> recognising that texts are not neutral understanding that texts represent the author's particular views and interests understanding that texts influence people's ideas questioning and/or challenging texts.
Questions to develop understanding	<ul style="list-style-type: none"> What do you notice about the way this text looks? How is this text put together? Which special features does this text have? What is the purpose of this text? Which text type is this? How do you know? In what ways is this text like others you have read? In what ways is this text different from the last one we read? How can you find information in this text? If you wrote a text like this, which words would you make sure you used? If you wrote a text like this, what title would you give it? If you were going to put this text on the web, what changes would you make? How would this text change if you were to use these ideas in a poem or a brochure or a poster? What title would you give this picture? Who might have taken this picture? Where might it have come from? 	<ul style="list-style-type: none"> Why do you think the author chose this title? What opinions has the author expressed? Why? What is fact and what is opinion in this text? What would the story be like if the main character was a girl instead of a boy? (or vice versa?) Why did the author choose that particular word? Whose story is or is not being told here? Why? What sort of life does this text show? Is it real? Is the author of this text being fair? Which kinds of words are used a lot in this text? Why? What do you notice about the types of words used most in this text? How is the author trying to make me feel? Why? How would this text be different if told in another place or time? Whose points of view do or don't we hear? Why do you think the author chose to have this picture? Why do you think the author chose to make the illustration like this? What is this text doing to you?

Appendix G- THRASS



THRASS is a whole school program for teaching handwriting, reading and spelling skills. It involves teaching students the 44 phonemes of spoken English and the graphemes of written English. THRASS has been used over a number of years at NSS, making most students familiar with it. PD in THRASS can be done, however many resources can be used in reading without having completed the PD.

- Resources that can be used
 - * yellow wall charts- enough for each class
 - * yellow student charts
 - * sets of phoneme/grapheme cards
 - * kits of big books and readers

- How THRASS can be used in reading
 - * use phoneme/grapheme cards to introduce digraphs and trigraphs
 - * saying the sounds of particular graphemes
 - * use different graphemes to sound out words

s sun	a ant	t tap	p panda	i tin	n net	m mouse	d dog
g gate	o frog	c cat	k kitten	e bed	u bus	r rain	h hand
b bird	f fish	l leg	j jam	v voice	w water	y yawn	z zip
q queen	sh shark	th thumb	th feather	ng king	ch chair	tch watch	bb rabbit
dd ladder	ff coffee	gg egg	ll bell	mm hammer	nn dinner	pp hippo	rr cherry
ss dress	tt letter	zz fizz	wh wheel	ck duck	ph dolphin	kn knee	wr wrist
mb lamb	a-e tape	i-e kite	o-e note	u-e snail	ai tray	ay tree	ee tree
ey key	oa boat	igh ligh	ar car	er fern	ir shirt	ur fur	au sauce
aw saw	oor door	air hair	ew screw	ue glue	oi coin	oy toy	ear ear
eer deer	ou house	ge cage	dge bridge	ce ice	ti station	ve sleeve	ze sneeze
g giant	c city	s treasure	s laser	u quilt	ch school	ch chef	n ink
se horse	se cheese	oo book	oo moon	ea bread	ea beach	or worm	or fork
ow snow	ow cow	i tiger	u bull	e me	e rocket	o nose	o glove
a baby	a banana	a swan	a ball	y pony	y fly	are square	oor moor

'Special' grapheme combinations

- the last 2 boxes refer to concepts taught in stage 4
- x- is a grapheme that has 2 phonemes /k/s/ and so is not on the chart
- u-e (cube) the 'e' on the end make the vowel say its name, however 'u' has 2 phonemes /y/oo/ (/k/y/oo/b) and so is also not on the chart

Appendix H– MI00W Words

Magic 100 Words 1-100

List 1: GOLD	List 2: RED	List 3: BLUE	List 4: GREEN	List 5: ORANGE	List 6: INDIGO	List 7: VIOLET
a	all	an	big	back	call	about
and	are	by	can	been	come	before
be	as	do	did	came	here	could
I	at	go	get	down	make	first
in	but	if	has	from	must	little
is	for	me	him	into	only	look
it	had	my	new	just	some	more
of	have	no	now	like	then	other
that	he	or	off	made	were	right
the	her	up	old	over	what	their
to	his		our	them	will	there
was	not		out	this	your	want
	on		see	well		where
	one		she	went		which
	said		two	when		
	so		who			
	they					
	we					
	with					
	you					

More Magic Words 101-200

List 8: PINK	List 9: PURPLE	List 10: AQUA	List 11: LIME	List 12: LEMON
after	again	always	another	any
am	ask	away	ate	because
boy	best	bird	bad	cat
day	bring	dog	father	each
eat	far	fast	found	every
five	find	four	got	gave
fly	give	going	head	house
girl	how	hand	know	last
good	kind	keep	live	long
help	left	let	may	morning
home	man	many	name	open
jump	mother	night	once	small
play	own	people	put	soon
ran	room	round	run	than
read	say	school	should	time
saw	stop	take	tell	use
sing	these	thing	three	very
sit	too	tree	under	why
think	walk	water	would	year
use	wish	work	write	yes

Magic 300 Words 201-300

List 13: PEARL	List 14: RUBY	List 15: SAPPHIRE	List 16: JADE	List 17: AMBER
black	baby	book	air	autumn
blue	body	class	cold	ball
brown	brother	draw	earth	beautiful
dark	children	end	field	bike
eight	dad	front	fire	doll
green	eye	hold	flower	fun
hour	face	learn	ground	game
light	family	letter	grow	happy
minute	feet	line	hot	music
month	friend	list	land	party
nine	heart	page	moon	race
orange	kids	paper	plant	ride
red	leg	picture	rain	season
second	love	sentence	sea	song
seven	men	sound	sky	spring
six	mum	spell	space	summer
ten	parent	start	star	together
week	person	story	sun	toy
white	sister	study	wind	watch
yellow	women	word	world	winter

Appendix I- Comprehension guides



3 level guide

This is a reading strategy which is used to develop comprehension skills. Comprehension questions are split into the following 3 levels:

1. Literal comprehension- On the line
Students search for information stated within the text.
2. Inferential comprehension- Between the lines
Students combine literal information from the text and other information such as from previous knowledge or experiences.
3. Applied comprehension- Beyond the lines
Students apply information from previous knowledge or experiences to information from the text and extend it beyond the text itself.

When using the 3 level guide, students are given a list of statements/ questions that align with each of the three levels. They then answer the questions about the text, taking note of key words and reasons for answers.

QAR

This is a comprehension strategy that focuses on teaching students that the question gives clues to where the answer is found. It is referred to frequently in C2C and forms the basis for the NSS comprehension posters. The answer to comprehension questions can be located in one of two places:

1. In the book
 - Right there- the words to answer the question are written, usually in one place in the text
 - Think and search- the answer is in the text, but it may be split up or require some thought
2. In my head
 - Author and me- the answer is in a combination of what was written plus what the student already knows
 - On my own- the answer is not in the text and may be answered without even reading the text

Appendix J- Running Records



The **purpose** of a running record is to

- give a level or reading age for use of comparison
- track students reading progress
- observe students reading behaviours and strategies
- identify what students need to learn for future planning and teaching

Who can complete running records?

- P-6- the class teacher
- or a support teacher who is also working with students

When are running records completed?

- Running records are completed on every student in Year 1 to Year 6.
- Running records must be completed 3 times a year to find an instructional reading level for every student. Data is then recorded and tracked.

How do running records fit into teaching time?

It is suggested that teachers use independent levelled reading time to complete running records. If this is the case, the students and teacher aide continue with independent levelled reading as per usual, with just the teacher changing to test students. The teacher can also use time during other independent learning activities. If extra time is required, teachers may be given extra NCT devoted to completing running records.

What are running records tested with?

P-6 PM Benchmarks
PROBE

Students in P-6 only move onto PROBE when they have successfully demonstrated that PM level 30 is easy and they are ready to move on. This running record is kept in the student's folio and not removed. Students in 7-10 who are still requiring picture support in their reading can also complete PM running records as this will give a more accurate picture of their decoding behaviours, however will still complete PROBE in order to get a comprehension based reading age.

Organising running records

- At the beginning of the year, teachers get running record data of each student's instructional reading level from the previous year. This provides a starting place.
- For new students, data from the previous school can provide a starting place, or the teacher just estimates and goes from there
- An organisational method needs to be set up such as a display book with room at the front for a class overview and pages ready for testing as well as a pocket for every student.
- The previous instructional level is recorded so students can be tested on the next level
- A testing sheet is photocopied for every student and placed in the 'to be tested' sleeve
- Once running records are completed, the results are copied into the class overview and the record sheet is slipped into the student's pocket
- At the end of the term, all students will have at least 1 running record completed and the teacher will have found the current instructional running record, regardless of how many records it requires
- the current instructional levels are entered into OneSchool

Conducting running records

Before testing:

- ensure the correct record sheet is photocopied
- collect the running record kit and the correct text
- sit with the student in a quiet area with no distractions

When testing:

- tell the student you want them to show you how good their reading is
- tell the student what level you are testing them on
- tell the student the title of the text
- PM- have the student flick through the book, looking at the pictures, reading it to themselves and mentioning any new or unusual vocabulary including proper names
- PROBE- encourage the student to read the text quietly to themselves without any assistance before reading aloud

- have the student read the text aloud without teacher prompts
- record what students say using typical running record short hand
- have the student retell the story (narrative) or outline the main points (informational) and record
- ask comprehension questions exactly as written (they may be reworded for ESL/D students, however do not give any hints)
- record comprehension answers exactly as said

After testing:

- thank student
- make a quick calculation to tell student how they went on the book (eg. that was easy, now you're on level 5 but I need to test level 6; good reading you have moved up to level 5; good try, but you'll stay on level 4 because... and we'll try again next time)

After testing, without student present:

- calculate accuracy, self correction rate, comprehension rate
- clearly record whether it was easy, instructional or hard
- analyse errors and corrections for strategies used
- analyse comprehension for areas of difficulty
- decide if student needs to be tested again on a higher or lower level and if so record and photocopy testing sheet for that level

Running record short hand

Always write notes above the words read

- Correct- either tick words, or leave blank (if leaving blank and student reads perfectly, make a note)
- Errors- write what student said (if not a real word, write it phonetically)
- Self correction- write any incorrect words then 'SC' next to it
- Sounding out- write sounds hyphenated (eg. s-t-stuck)
- Omission- write a dash above the word
- Insertion- write '^' and word inserted
- Reread- underline word reread and add a number if reread multiple times
- Appeal- write A
- Tell the student- write T

Calculating results

Accuracy- find the percent= words correct ÷ words read x 100

Self correction= add errors and self corrections ÷ self corrections

Comprehension- find the percent= questions correct ÷ total questions x 100

Analysing errors

Each error that is made (whether self-corrected or not) should be analysed to find out what cueing systems the student is using. This is an important step as it provides valuable knowledge when planning what needs to be taught.

Meaning- the word means the same or a similar thing eg. substituting 'mum' for 'mother'

Visual- the word looks similar in how it is spelt eg. substituting 'what' for 'when'

Sentence structure- the word fits in the sentence, the sentence makes sense eg. 'The ball is red.' substituted for 'The ball is round.'

For each error:

1. Identify which cueing systems have been used (meaning, visual or sentence structure).
2. For every one that has been used, write the corresponding letter (M- meaning, V-visual, S- sentence structure).
3. If the word has been guessed and does not fit any cueing system, write a dash '-'.
4. If the error was self corrected, add the additional cueing systems used to correct it in the self corrections column.

For all errors:

1. Count the number of times each cuing system was used and write it at the bottom.
2. Count the number of times each cuing system was used to self correct and also write it at the bottom.
3. Observe what cuing systems the student is and isn't using- teach reading strategies to match
4. If a student is reading words that don't make sense or aren't even real words, they need to work on reading for meaning

Rikki-Tikki-Tavi level 27 (extract from actual running record)				
	E	S.C.	Errors MSV	S.C. MSV
Rikki-tikki-tavi was very frightened and ^{tangled} tangled all over	1		V	
^{the} with rage. He wondered which would be the best	1	1	S M V	S
<u>place</u> for a good hold.				
Then Rikki jumped ^{up} on the cobra. Nag's head was lying	1		S	
a little clear of the ^{earthware A} earthenware jar; under the curve of	1		V	
<u>it</u> . As his teeth met, Rikki ^{bowns} braced his back against the	1		V	
<u>bulge</u> of the jar and tried to hold down the snake.				
total	5	1	1 2 4 M S V	0 1 0 M S V

This running record shows that the student is using visual knowledge, but is not reading for meaning or thinking about whether what they read has made sense. They should be self-questioning to ensure what they read makes sense, and that they understand it.

PROBE

This is a running record kit that includes more extensive comprehension questions. Not only is the running record very useful for identifying what reading skills and strategies need to be learnt, but it can also identify what types of comprehension requires teaching and practise. Each running record also contains up to 6 different types of comprehension questions which are:

1. Literal- information given directly in the text
2. Inferential- information implied but not given directly in the text
3. Vocabulary- determining the meaning of unknown words from context
4. Evaluation- extrapolating additional information not given in the text
5. Reorganisation- reconstructing two or more pieces of information contained in the text
6. Reaction- expressing an opinion based on information given in the text

After completing a PROBE record with a student,

1. analyse the types of comprehension questions that were correct and incorrect
2. look at the table that aligns different comprehension guides (page 40)
3. identify which of the 4 main comprehension areas need to be taught

Appendix K - Prep C2C Concepts of Print checklist



This checklist has been created by compiling concepts of print expectations and checklists from the 2012 version of C2C Prep English unit plans. Students should be assessed at the beginning of the year and then at the end of each term.

	Start	Term 1	Term 2	Term 3	Term 4
Orientation or layout of text					
1. What is the right way to hold this book?					
2. Show me the front of the book					
3. Show me the back of the book					
4. Point to the title					
Author/Illustrator					
5. Point to where the author's name is written					
6. What does the author do?					
7. Point to where the illustrator's name is written					
8. What does the illustrator do?					
Print not pictures carries the message					
9. Show me the picture					
Direction of print					
10. Open the book to where the story begins					
11. Where do I start reading?					
12. Move your finger to show me what I would read next					
13. Open the book to where the story ends					
Page sequencing					
14. When I get to the end of this page, where do I read next?					
Return sweep					
15. Move your finger to show me where to go after I finish reading this line?					
Sentences/ Letters/ Words					
16. Trace a sentence with your finger					
17. What goes at the beginning of a sentence (capital)					
18. What goes at the end of a sentence (full stop)					
19. Point to a word					
20. Show me the first letter in the word					
21. Why do we have spaces?					
22. Find a short word. How many letters does it have?					
23. Find a long word. How many letters does it have?					
24. Point to a capital letter					
One-to-one correspondence					
25. Point to each word as I read this sentence					

Appendix L - Regional Benchmarks



This document is a guide to Diagnostic Tools and Year Level Benchmarks. Version 2016
Released January 2016.

Reading							
Tools	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Min Age at Year End	5.5	6.5	7.5	8.5	9.5	10.5	11.5
M100W Magic Words (Sight)	First 100 words	First 200 words	See glossary for sight word definition.				
TOWRE Sight Word Efficiency (SWE) Form A or B		6.5 yrs Score 16	7.5 yrs Score 36	8.0 yrs Score 46	9.0 yrs Score 56	10.0 yrs Score 64	11.0 yrs Score 72
TOWRE Phonemic Decoding Efficiency (PDE) Forms A or B		6.5 yrs Score 4	7.5 yrs Score 16	8.0 yrs Score 20	9.0 yrs Score 28	10.0 yrs Score 33	11.0 yrs Score 37
		All with sound comprehension, reading habits and a reading accuracy of at least 95%					
*PM Benchmark Tests (Nelson)	Kit 1, 2 and 3 Level 5	Kit 1, 2 and 3 Level 15	Kit 1, 2 and 3 Level 20	Kit 1 2 and3 Level 24	Kit 1, 2 and 3 Level 27	Kit 1, 2 and 3 Level 30	Triangulate results from other assessment tools for higher levels. Expectation 90% of students at level.
*Neale Analysis of Reading Ability (ACER)		6.5 yrs	7.5 yrs	8.5 yrs	9.5 yrs	10.5 yrs	11.5 yrs
OPI English				Red Level > 50%	Orange Level > 50%	Yellow Level > 50%	Green Level > 50%
NAPLAN NMS	100% of students achieving National Minimum Standard. AIPs are to be used as a tool to customize and/or negotiate targets for Upper Two Bands and Mean Scale Scores in consultation with ARDS						

Reading

Tools	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Min Age at Year End	5.5	6.5	7.5	8.5	9.5	10.5	11.5
*PROBE Prose Reading Observation, Behaviour and Evaluation of Comprehension (TRIUNE) (Probe 2 below available, Probe discontinued)				Hive Drive Glow Worm 8.5 -9.5 yrs	Kevin Blue Whale 9.5 -10.5 yrs	The Parrot Oil 10.5 -11.5 yrs	Bradley Coca Cola 11.5 -12.5 yrs
*PROBE 2				Aunty Bett Cave Homes 8.5-9.5yrs	All to them Selves Instant Fire 9.5-10.5yrs	Grand Idea Silbo Gomero 10.5—11.5	Where's Freddy? Selkirk 11.5 –12.5 yrs
*Informal Prose Inventory		Level 0 RA 6 - 7	Level 1 RA 7 - 8	Level 2 RA 8 - 8.5	Level 3 RA 8.5 - 9	Level 4 RA 9 - 10	Level 5 RA 10 - 11
All with 97% accuracy, 50% retell and 75% comprehension							
*PAT – R Comprehension (ACER) Please Note: 3rd Edition references “Book numbers” 4th Edition references “Test numbers”	Book P Scale Scores Average Range:65-93	Book 1 Test 1 Scale Scores Average Range:79-106 Typical Improvement from Prep is 13 scale score points	Book 2 Test 2 Scale Scores Average Range: 91-115 Typical Improvement from Yr 1is 11 scale score points	Book 3 Test 3 Scale Scores Average Range-102- 122 Typical Improvement from Yr 2 is 9 scale score points	Book 4 Test 4 Scale Scores Average Range:110- 132 Typical Improvement from Yr 3is 8 scale score points	Book 5 Test 5 Scale Scores Average Range:-116- 136 Typical Improvement from Yr 4 is 6 scale score points	Book 6 Test 6 Scale Scores Average Range:120- 138 Typical Improvement from Yr 5is 3 scale score points
PAT R is a standardised test that has been designed to compare students scale scores from year to year, across all tests. In order to capture a snap shot of where students within the DDSW region sit, we have traditionally collected point in time data by requesting students' stanine or scale scores.							
*TORCH Tests of Reading Comprehension 2nd Edition (ACER)				Stanine 4-6	Stanine 4-6	Stanine 4-6	Stanine 4-6
Fountas and Pinnell	A—C	B—I	H—M	L—P	O—T	S—W	U—Y

Appendix M- Reading observation checklist



Student name _____ Reading Level _____ Term _____

	Date:	Book:	
	Observation	Tally	Comment
S t r a t e g i e s u s e d	waits for someone to say the word		
	asks for help		
	uses picture clues/ context		
	leaves word out and reads on		
	comes back to attempt word again after reading on		
	substitutes a similar meaning eg mum/ mother		
	substitutes a word that looks similar- eg middle /muddle		
	sounds out, but doesn't come up with a real word		
	guesses from the first letter only		
	reverses letter – eg pig / dig		
	reverses word – was / saw		
	uses letter names to sound out words		
	reread – guess from the sound		
	Observation	Y / N	Comment
C o m p r e h e n s i o n	can make predictions		
	can give a good retell		
	can answer literal questions		
	makes inferences		
	connects information in different places of the text		
	connects to personal experiences		
	hesitantly		

This book level is: too easy appropriate too hard

Student reads: fluently mostly fluent, slows to decode hesitantly

Teaching Suggestions:

Strategies: _____

Comprehension: _____

Appendix N- Top 10 practices of highly proficient teachers of reading



1. Gather regular, ongoing records
2. Analyse and use data to inform planning
3. Select texts
4. Plan concise, targeted teaching episodes
5. Link instructional goals to both reading and writing
6. Provide expectations for active participation by students
7. Provide strategic support as students practice
8. Listen to students read
9. Provide daily opportunities for students to practice reading
10. Provide regular, specific feedback

Acknowledgements



- Adcock, D. (2000) Comprehensive Assessment of Reading Strategies (Books 1-8) Victoria: Hawker Brownlow Education.
- Adcock, D. (2000) Strategies to Achieve Reading Success (Books 1-8) Victoria: Hawker Brownlow Education.
- Australian Curriculum Assessment and Reporting Authority (ACARA) (2012) The Australian Curriculum: English, Sydney: ACARA.
- Davies, A. & Ritchie, D. (1998) THRASS Teacher's Manual, Osbourne Park, Australia: THRASS.
- Education Department of Western Australia. (1997). Reading Developmental Continuum, Brisbane: Rigby Heinemann.
- Education Department of Western Australia. (1997). Reading Resource Book, Brisbane: Rigby Heinemann.
- Lloyd, S. (2001) The Phonics Handbook, Essex: Jolly Learning Ltd.
- Nelley, E. & Smith, A. (2002). PM Benchmark Kit 2, South Melbourne: Thompson Learning Australia.
- Normanton State School Reading Program
- Parker, D. (2005). SRA Reading Laboratory, Ohio USA: SRA/McGraw-Hill.
- Parkin, C. & C., Pool, B. (2002) PROBE reading assessment with an emphasis on high-level comprehension, Lower Hutt, New Zealand: Triune Initiatives.
- The State of Queensland (2012) Literacy Indicators Years P-10, Brisbane: Queensland Studies Authority.
- Schwenke, M. (2005) Letters and Sounds, Buderim: Firefly Press.
- Tasmania. Curriculum Standards and Support & Tasmania. Dept. of Education (2004), Unlocking literacy keys to success, Hobart: Department of Education.