



Mundingburra State School

Reading Plan for Improvement

Mission Statement:

At MSS we believe that building leadership capabilities in curriculum teams will allow us to establish sustainable whole-school approaches which will support teachers to effectively teach reading within the teaching and learning cycle resulting in improved reading outcomes for students.

Beliefs:

At Mundingburra State School we believe that reading is:

- A social practice that is always **purposeful**.
- A problem-solving process involving making meaning from traditional and multimodal texts.
- A dynamic and complex practice drawing on a repertoire of social, cultural and cognitive resources.

The approach to **reading** in this plan will be on:

- considering reading as a process, not a program, focussing on understanding the word and the world
- linking reading tightly to the curriculum with a focus on reading to learn
- situating the teaching of reading firmly within the Teaching and Learning Cycle
- developing teachers' and students' knowledge of language and how texts work using a model of language to draw on when reading to learn
- developing a metalanguage for thinking and talking about language and literacy
- clarifying reading processes, reading strategies; reading behaviours; reading comprehension and teaching strategies and the relationship between each.

We believe **ALL** teachers are responsible for the teaching of reading. We believe that the purpose of **reading instruction** is to develop independent problem solvers who read a variety of texts for different purposes both in and out of school.

Goals:

1. To establish a shared vision about whole school reading approaches that address the systemic, regional and school based priorities
2. To build a professional learning teams that plan and facilitate regular and focussed meetings at which evidence is used to inform all decisions around reading
3. To develop a whole school approach that uses continual cyclical processes of action and reflection to build both capability and capacity with regards to the effective teaching of reading

Systemic Priorities:	Regional Priorities	School Priorities
<ol style="list-style-type: none"> 1. Instructional Leadership 2. Quality teaching 3. Systematic Curriculum delivery 	<ol style="list-style-type: none"> 1. Reading 2. Writing 	<ol style="list-style-type: none"> 1. Guided reading practices 2. Data analysis 3. Expert teaching teams 4. Differentiated instruction

Ways we are currently gathering evidence of student reading achievement:

Systemic: <ul style="list-style-type: none"> NAPLAN 	School based: <ul style="list-style-type: none"> PROBE PM BENCHMARKS 	Classroom based: <ul style="list-style-type: none"> Running Records Ark Weekly Reading Behaviour Observation Reading Comprehension responses from reading schemes Magic words
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Questions for consideration

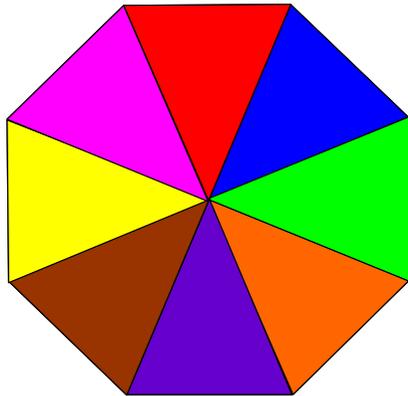
- How balanced and informative is our data?
- How do we assess reading?
- What data do we collect?
- How do we collect the data?
- How do we interpret the data?
- How do we record the data?

Alignment and Correlation of Data

Source of evidence	What is the purpose of this data?	How does this data describe achievement?
Systemic: <ul style="list-style-type: none"> NAPLAN School based: <ul style="list-style-type: none"> PROBE PM BENCHMARKS DATA WALLS VENN DIAGRAMS Classroom based: <ul style="list-style-type: none"> Running Records ARK Weekly Reading Behaviour Observation Reading Comprehension responses from reading schemes Magic words Word boxes 	To: <ul style="list-style-type: none"> inform teaching and identify strengths and deficits in learning track improvement make comparisons against National, State and Like Schools inform teaching and identify strengths and deficits in learning gather data and track improvement allow goal-setting with students inform teaching and identify strengths and deficits in learning gather data and track improvement allow goal-setting with students provide formative assessment records inform the teaching and learning cycle 	<ul style="list-style-type: none"> Scaled Reports – relative gain reports for individual students Whole school cohort, class and individual student progress through reports or graphs Measures – <ul style="list-style-type: none"> print concepts, meaning cues, structural cues, visual information, self-monitoring, self-correcting, fluency, expression active comprehension strategies vocabulary knowledge world knowledge use textual understanding

All classroom reading programs are centred on the curriculum and informed by the following frames:

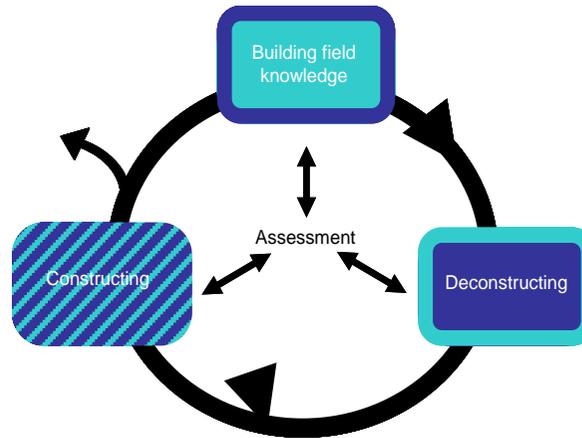
QCAR – The KLAs



Teachers

- Use the Essential Learnings from each KLA to direct planning, teaching, assessment and reporting
- Clearly identify which Essential Learnings will be evidenced through reading assessment techniques
- Consider the most appropriate text types and their language features when planning sequenced teaching episodes

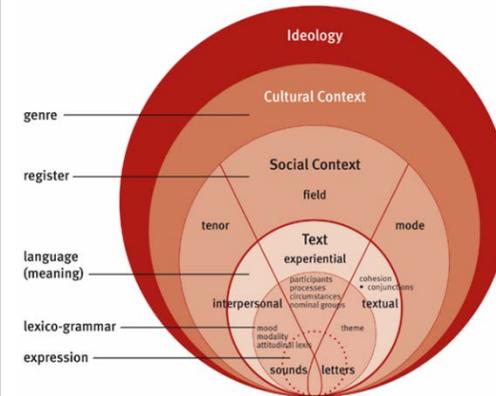
The Teaching and Learning Cycle



Teachers

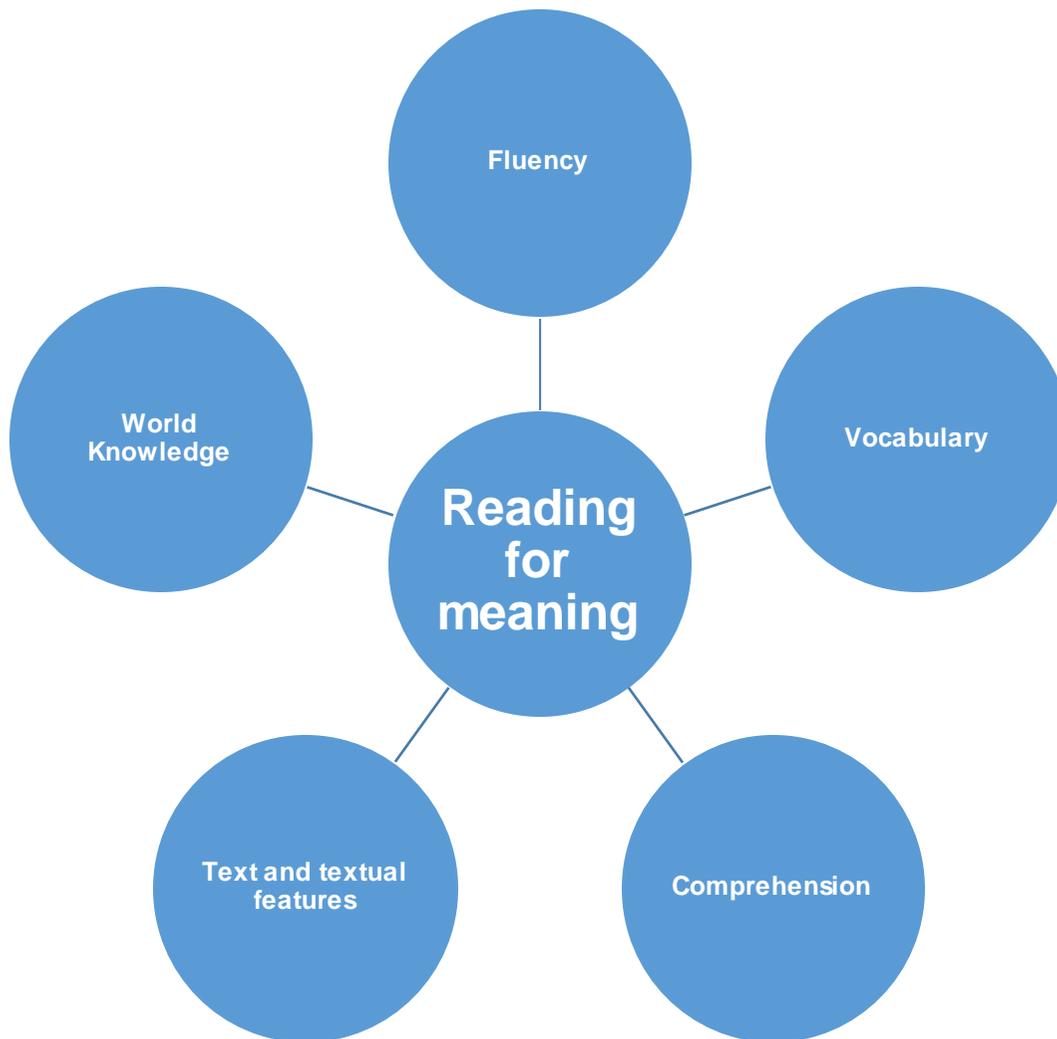
- Use the teaching and learning cycle to front-end assessment opportunities at each stage of learning
 - Select appropriate texts and plan and sequence explicit teaching lessons
- Year Level Unit Plans**
- Clearly identify the teaching of reading, AND consideration of the most appropriate strategy that may support the teaching and learning at each stage
 - Clearly identify the assessment techniques that will be used throughout the unit

A Functional Model of Language



Teachers

- Use this model as a framework for explicitly identifying and teaching the patterns of language and grammar in a range of social and cultural contexts
- determine language features for teaching and assessment
- make criteria for assessment explicit to students
- develop a common and consistent metalanguage for talking about language



Reading for Meaning

These five aspects of reading are connected. Effective readers bring together their skills and knowledge of each aspect to make sense of what they are reading. Each aspect is of equal importance, although effective teachers may make choices about emphasis, depending on the year level and language resources of their students.

Effective and supportive reading instruction enables students to become fluent readers. It supports students to comprehend what they are reading, to apply and communicate knowledge and skills in new contexts, and to have a strong desire and motivation to read.

Effective teaching of reading across the Learning Areas provides planned and explicit opportunities for students to develop:

- Fluency
- Vocabulary
- Comprehension
- Text and Textual features
- World Knowledge

Fluency

Students who read fluently are able to read a text quickly, accurately and efficiently and are more likely to comprehend what they are reading.

Fluency is a skill for achieving comprehension. It provides a bridge between word recognition and comprehension by freeing the reader to interpret and construct meaning. Fluency relies on fast and accurate decoding at the word and sentence levels. It is connected with vocabulary knowledge.

The key interdependent elements of reading fluency are:

- automaticity - of word recognition and the ability to work out unknown words
- phrasing - the ability to use the cueing systems to maintain meaning
- expression - the ability to use pitch, tone and rhythm to construct and enhance meaning.

A broad and deep vocabulary

Students with broad and deep vocabulary knowledge are more likely to be able to comprehend what they are reading. Teachers are to implement the **STRIVE program** to explicit teach vocabulary in the text. \

Oral vocabulary is a key to learning and to making the transition from oral to written texts. Reading vocabulary is crucial to the comprehension processes of the skilled reader. However, vocabulary knowledge alone is not sufficient to make meaning of most texts. Field or discipline knowledge is essential for deep understanding. Acquiring word knowledge and field or discipline knowledge is a gradual and cumulative process. Teachers need to encourage optimal vocabulary growth from Prep through the early and middle years and beyond. The Spelling Words their Way program is also another means for students to develop rich vocabulary that can be linked to their reading.

Active decoding and comprehension strategies

Students who have a range of active comprehension strategies are more likely to be able to comprehend what they are reading.

The processes involved in reading comprehension require readers to:

- retrieve information explicitly stated in texts
- make inferences based on ideas and information in texts
- interpret and integrate ideas and information in texts
- Evaluate texts by critically reflecting on and assessing content, structure and language used.

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

Support

- **Into the Book comprehension strategies G drive/ teachers/ into the book (mandatory)**
- **Key into Inferencing and Reorganisation comprehension strategies**
- **P-3 Decoding Strategies (Bean's - Lippy Lizard, Stretch Snake, Chatty Batty, Possum Pattern etc)**

Knowledge of texts and textual features

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

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

Knowledge of the world

Students who possess knowledge about the field or discipline they are reading often understand what they are reading better than those with little knowledge about the field or discipline. Knowledge of the world allows readers to make rapid connections between new and previously learned content. Knowledge of the world as well as of the field or discipline enables readers to make sense of the vocabulary and word combinations, choose from multiple possible meanings, make links across the text and make inferences. If readers are able to access their world knowledge effectively and appropriately, they are more likely to relate what they know to the texts they are reading.

Reading and the English Language

Whilst at Mundingburra SS, we believe that the teaching of reading needs to be explicitly taught in all key learning areas, we do have a particular focus on [the teaching of reading in English](#). This need for this focus is evidenced in our NAPLAN, school based and classroom based data.

Teachers use the following process when planning to embed the teaching of reading within their C2C units of work.

- a. Understand the literacy demands (reading and writing demands of the C2C Unit.)
- b. Analyse planned or provided texts to determine reading demands – the required vocabulary, fluency, comprehension strategies, textual features, knowledge of the world to read that text
- c. Use consistent metalanguage to describe curriculum knowledge
- d. Make clear links between curriculum content and reading skills
- e. Demonstrate the problem solving of reading (decoding and comprehending)
- f. Make links between what has been read and what is being written
- g. Determine what students will read with consideration given to the LASD
- h. Analyse the text and identify salient language features
- i. Identify opportunities for assessment within the teaching and learning cycle. Eg: Three level guide to check students understanding.
- j. Select appropriate strategies that will best support the intended learning, the purpose of the learning and the students' needs.

GUIDED READING - SHARED READING - INDEPENDENT READING

Teachers use a range of approaches and strategies to explicitly teach students how to read a range of text and text types and understand how effective readers draw upon a range of strategies and practices to support reading.

[Guided, shared and independent reading](#) are approaches to the teaching of reading. These approaches contribute to a balanced and effective reading program. A balanced approach includes;

1. Modelling good reading
2. Guided reading
3. Shared reading
4. Independent reading

An example of explicit guided reading behaviours are in the appendices.

Plan Developed by:

Lesley Pecchiar

Principal

Updated April 2014.

List of Appendices

Appendix 1 – PM Running Record

Appendix 2 – PROBE Record

Appendix 3 – How are we doing?

Appendix 4 – A model for using reading and comprehension data for classroom instruction

Appendix 5 – Improvement Planning – What more do we need to do? Where to from here?

Appendix 6 – Intervention and support – What will we do to ensure success?

Appendix 7 – Guided Reading observation record

Appendix 1 - PM Running Records

Running records are teacher administered assessments of students' oral reading. The ongoing use and analysis of running records enables teachers to:

- Identify patterns of effective and ineffective reading behaviour of individual and groups of students
- Measure and document student progress in reading
- Identify appropriate text levels for students
- Assess the effectiveness of their teaching program and inform planning.

At a school level, running record data enables progress monitoring of year level cohorts, specific student groups and individual over time. It provides evidence of program effectiveness across the school and informs improvement planning.

Administration

To establish consistency across the school, it is expected that teachers will administer running records as follows:

1. Using a seen text:

A seen text is one that has been introduced to a student (or small group) and read once independently. The running record is taken on the second reading of the text, preferably the next day.

2. Analysing students' reading behaviour :

Analysing and calculating accuracy rates, patterns of self correction and checking fluency and phrasing, enables the teacher to develop a picture of the strategies the student uses to make sense of their text.

3. Checking text comprehension:

Asking the student to summarise the text or engaging them in conversation (with prompts if necessary), assesses their ability to draw

Monitoring

Minimum administration and analysis is four running records at an instructional level for Prep, Year 1 2 and 3 students. Students in other year levels who have not achieved an independent reading PM level 30 (and are case managed) will require the same level of monitoring until they have reached PM level 30.

Recording

PM instructional level from the Running record data will be recorded on One School each term as per the Data Action Plan. Prep only need to record in terms 2 3 4. Teachers' copies of the running records administered to students don't need to be submitted to admin,

however it is encouraged that you keep the sample of the students' running record in the students' file for oral reporting purposes and to discuss the analysis of the student's reading ability if necessary.

School Analysis

Schools are required to submit their PM reading data to regional office at the end of each term. Leadership team members, STL&Ns and class teachers will analyse running record data at least once per term during data conversations and when reviewing case managed students' learning plans.

Appendix 2 - PROBE Record

PROBE – Prose Reading Observation, Behaviour and Evaluation of Comprehension test a student's ability to answer question types:

- Literal
- Reorganisation
- Inference
- Vocabulary
- Evaluation
- Reaction

Preparation for Administering PROBE

- Establish a starting point (Determiner – helps select which age levelled texts to start on)
- Select the text (Fiction or Non Fiction)
- Student's Texts book and copy of assessment sheet (Section 3 of the Manual)
- Answers for your reference and clarification of student answers (Section 2 of the Manual)

Considerations for the Determiner

- Words in isolation can be difficult for some readers
- Good decoding does not automatically mean good comprehension
- The Determiner only has to be used initially. The starting point for the next PROBE will follow on from the previous final result.

Using the Determiner

- All students start at **Set 1**
- On the DETERMINER recording sheet put a tick above correct words and write the response for incorrect words including omissions of suffixes and plurals
- Stop when the reader is making a consistent pattern of errors – 2 or more errors in consecutive sets
- The word reluctant for reluctance may be accurately decoded in context and may just indicate a lack of attention to detail.
- Wildly inaccurate attempts reon for region mean decoding difficulties will interfere with comprehension
- Which SET do you start on?
- As a general rule start on the set before the set where the attempts are wildly inaccurate. See back page.

Procedure

- Students can read text to themselves first then read aloud then answer questions
- Comp questions are to find out what they understand and children can find answers in the text
- Comp questions are not a memory test – the book can be open throughout
- Assessor cannot give unknown words except when readers become stuck and cohesion of concepts is lost. Use discretion. Record as TT (Teacher Told)
- Before beginning comprehension questions students can be asked to retell the main points or events in their own words to show their ability to follow the storyline or sequence. **Not a total comprehension tool.**

- Record responses
- If children are improvising or using prior knowledge ask student to show you where it says that.
- If you need further elaboration ask if they can tell you a little bit more

Oral Observation and Analysis

- Page 14 -15 of the Manual.
- Suggested symbols to use on the Assessment sheets (Section 3 of Manual)
- Word Accuracy – hyphenated words count as one word
 - Numbers including dates are included in the word count.
 - All proper nouns are included in the word count except irregular proper nouns like Herman Cortes, Montezuma etc which are not counted as errors.

Recording Behaviours – Slower Speed, Dependence on the assessor for approval or confirmation and hesitations may indicate they are struggling to decode at this level. Insertions and Omissions may indicate a lack of comprehension or they may be using known word or phrase patterns and not reading accurately what is written.

These behaviours are then recorded in the Oral Reading Analysis Box at the bottom of the Assessment Sheet.

Recording Comprehension

- Page 19 of the Manual – You must use PROBE answers to correct responses.
- Two part questions – both need to be correct to get a mark. No half marks.
- Record the score for each type of question. Then total to get the overall score and the percentage.

Interpreting Comprehension Results

- Page 20 – 22 of the Manual
- Analysing responses to questions.
- Use the Key into Inference, Reorganisation and Evaluation Resources to teach specific skills.

PROBE Percentages for Comprehension.

Number Correct	%	Number Correct	%
4/5	80%		
5/6	83%		
5/7	71%	6/7	86%
6/8	75%	7/8	88%
7/9	78%	8/9	89%
7/10	70%	8/10	80%

Reading Age

PROBE definitions

- **Decoding Age** – decoding skills only
- **Reading Age** is a combination of the decoding level 96% and comprehension 70% (indicates main points and details have been grasped)
- **Comprehension Age** – comprehension ability is higher than decoding level

Using Probe

- Assesses Decoding and Comprehension

<p>blackberry and ivy. The station windows had been boarded up long since, but Nick could just make out the lettering on the sign above the entrance to the ticket-office. The platform sprouted a crop of healthy weeds. Belinda waited with impatience at the end of the platform. She called to him. Nick, however, was not in any hurry to leave. Standing on one of the rusty rails, he was sure he could feel a vibration.</p>	<p>7. Why did Belinda go with Nick to the railway station? IN</p> <p>8. What do you think had happened to the sign at the railway station? Why do you think that? EV</p> <p>9. What do you think Belinda said when she called out to Nick? Why do you think that? EV</p> <p>10. What do you think the vibration was? Why do you think that? RA</p>																																																					
<p style="text-align: center;">ORAL READING ANALYSIS</p> <table border="1"> <tr> <td>SELF CORRECTIONS</td> <td>ACCURACY</td> <td>(300)</td> <td>%</td> </tr> <tr> <td>READING BEHAVIOURS</td> <td>LOW</td> <td>HIGH</td> <td></td> </tr> <tr> <td>SPEED</td> <td>_____</td> <td></td> <td></td> </tr> <tr> <td>HESTITATIONS</td> <td>_____</td> <td></td> <td></td> </tr> <tr> <td>OMISSIONS</td> <td>_____</td> <td></td> <td></td> </tr> <tr> <td>INSERTIONS</td> <td>_____</td> <td></td> <td></td> </tr> <tr> <td>DEPENDENCE</td> <td>_____</td> <td></td> <td></td> </tr> <tr> <td>OVERALL FLUENCY</td> <td>_____</td> <td></td> <td></td> </tr> </table>	SELF CORRECTIONS	ACCURACY	(300)	%	READING BEHAVIOURS	LOW	HIGH		SPEED	_____			HESTITATIONS	_____			OMISSIONS	_____			INSERTIONS	_____			DEPENDENCE	_____			OVERALL FLUENCY	_____			<p style="text-align: center;">READING COMPREHENSION ANALYSIS</p> <table border="1"> <tr> <td>LI</td> <td>LITERAL</td> <td>/ 6</td> </tr> <tr> <td>IN</td> <td>INFERENCE</td> <td>/ 3</td> </tr> <tr> <td>VO</td> <td>VOCABULARY</td> <td>/ 1</td> </tr> <tr> <td>EV</td> <td>EVALUATION</td> <td>/ 4</td> </tr> <tr> <td>RO</td> <td>REORGANISATION</td> <td>/ 1</td> </tr> <tr> <td>RA</td> <td>REACTION</td> <td>/ 1</td> </tr> <tr> <td>%</td> <td>TOTAL</td> <td>/ 16</td> </tr> </table>	LI	LITERAL	/ 6	IN	INFERENCE	/ 3	VO	VOCABULARY	/ 1	EV	EVALUATION	/ 4	RO	REORGANISATION	/ 1	RA	REACTION	/ 1	%	TOTAL	/ 16
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Appendix 3 – How are we doing?

There are a number of ways that current performance and comprehension can be measured. For change to occur at the student level it is imperative that whatever data is used, it is analysed in terms of what students currently know, understand and are able to do and what they currently do not understand and are not able to do.

Knowing that a student is proficient in Band 4 NAPLAN or that they are reading at level 7 does not give diagnostic information that can be used to determine reading strategies. Diagnostic information can be gained through:

- A miscue analysis can determine the level of text the student should be reading, whether they are self-monitoring when they read, and the kinds of decoding strategies they use: M meaning (semantic cues), S – syntax (grammar cues) or V – visual (phonic cues)
- Questions asked after the running record can help to determine how well the student comprehended the text
- Item analysis for NAPLAN reading – which will provide some information about the sort of comprehension skills the student can use- literal, inference, evaluation, synthesis and for which text types

Appendix 4 – A model for using reading and comprehension data for classroom instruction

A model for using reading and comprehension data for classroom instruction

Comprehension analysis
 Questions after Running Record
 NAPLAN analysis
 Standardised Tests
enable you to determine

Instructional Strategies

Whole class instruction

Guided Reading
Independent Reading

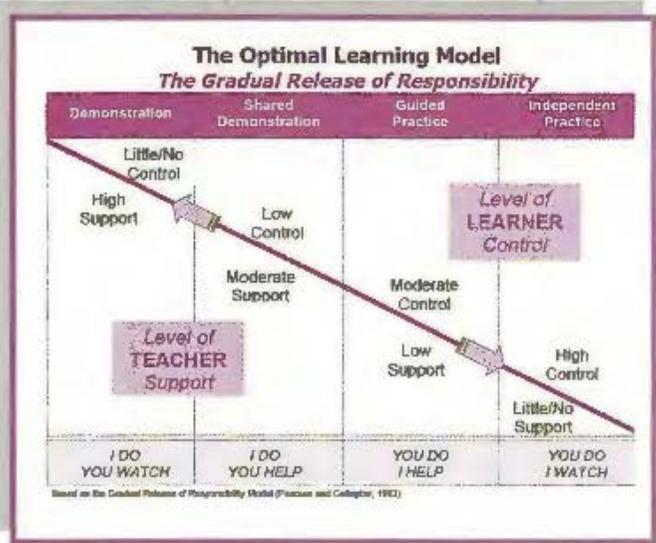
Running Records
enable you to determine

Text difficulty levels for
independent reading
instructional reading

Reading behaviours
Miscue analysis
Fluency
Vocabulary

Groups for
Guided Reading
 (flexible)

Instructional Strategies
 - guided reading
 - shared reading
 - oral reading



Comprehensions Strategies

- Monitoring understanding
- Making connections
- Questioning (asking & answering)
- Inferring (including predicting)
- Visualising & using visual information
- Determining Importance
- Summarising
- Synthesising

Please Note:
 Guided Reading groups are determined on the basis of instructional needs NOT just on reading levels. Students on the same RR level may require very different instructional strategies.

More detailed information about instructional strategies for comprehension can be found in the Appendices and on the NAR website.

Appendix 5 – Improvement Planning – What more do we need to do? Where to from here?

From <http://www.eworkshop.on.ca/edu/pdf/UseRunningRecordsInformTeaching.pdf>

What I see in the student's running record	What I can do
Uses 1 or 2 source(s) of information	<ul style="list-style-type: none"> Direct teaching to the other sources of information in Guided Reading and Shared Reading through teacher prompts: <ul style="list-style-type: none"> "Does it make sense?" (direct to meaning) "Does it sound right?" (focus attention on structure) "Does it look right?" (focus attention on visual cues) Encourage the student to check an attempt: <ul style="list-style-type: none"> "It looks like <i>come</i>, but does that sound right?" (structure)
Uses Meaning and Structure and neglects Visual	<ul style="list-style-type: none"> Direct teaching and prompts to focus on visual information Teach effective ways to solve new words (such as chunking, initial sound, repeating and attempting the new word)
Does not address punctuation and text features	<ul style="list-style-type: none"> Model during Read Aloud and writing sessions Teach during Shared Reading and writing activities Provide opportunities to practise in Guided Reading Emphasize punctuation with texts that the student knows well
Applies substitutions, omissions, insertions	<ul style="list-style-type: none"> Emphasize attention to visual information: <ul style="list-style-type: none"> "It makes sense but look at the first letter." "It sounds right but look at the end of the word." Provide comprehension strategies and prompts for meaningless errors: <ul style="list-style-type: none"> "You said..... Does that make sense?"
Neglects meaning (may focus primarily on visual cues)	<ul style="list-style-type: none"> Provide direct teaching: <ul style="list-style-type: none"> "Good readers think about what they are reading." Encourage the student to reread something when it is unclear or doesn't make sense Encourage the student to predict and check what is happening Teach pre-reading comprehension strategies like predicting, taking a picture walk, questioning and making connections during Shared Reading Practice strategies during Guided Reading

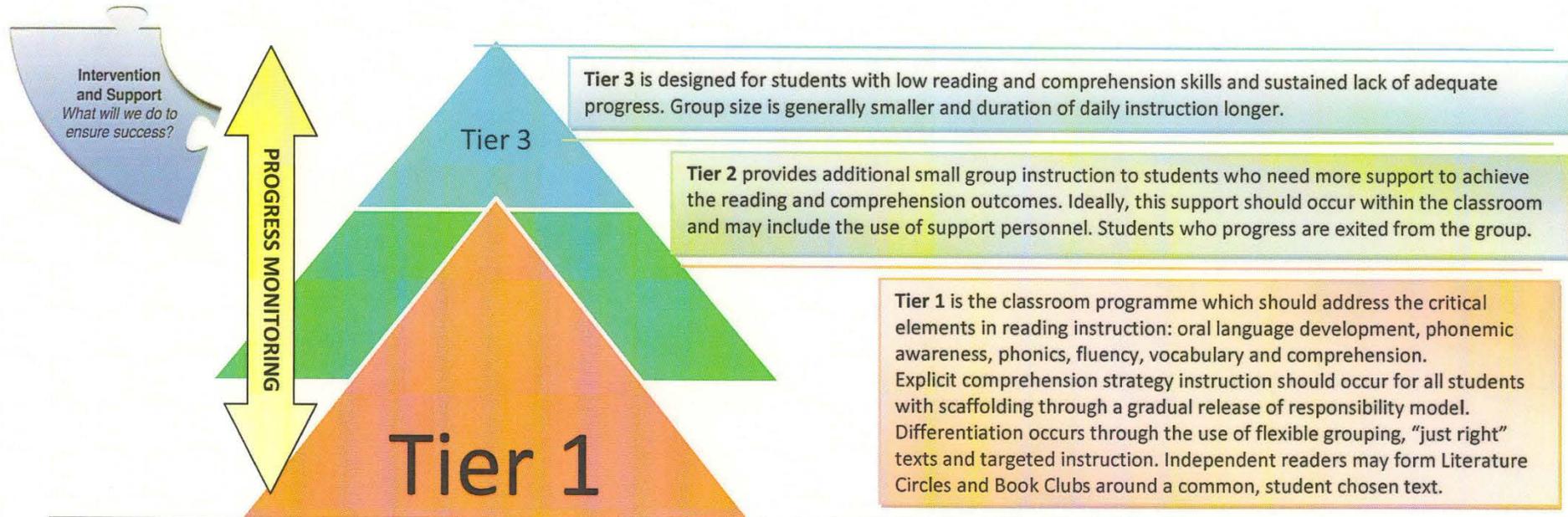


Running Records inform teaching practice:

- Class level – are there strategies **all students** need to be taught through the Gradual Release of Responsibility?
- Cohort level – can students **be grouped based on needs** for guided reading?
- Individuals – what can we **model and prompt** for students during guided and shared reading?

What I see in the student's running record	What I can do
Rarely self-corrects	<ul style="list-style-type: none"> Teach self-monitoring (checking that the words read make sense, sound right and look right) Provide checking strategies such as re-reading, checking the picture and confirming visual information: <ul style="list-style-type: none"> "You said..... Does that sound right?" "Look at the picture." "Try this part again. Does that match?" Use Guided and Shared Reading sessions to model and prompt for checking strategies
Reads slowly word for word	<ul style="list-style-type: none"> Read familiar books with the student, focusing on fluency, not on decoding <ul style="list-style-type: none"> "Make it sound smooth, like talking." Model reading with phrasing and fluency Prompt during Guided Reading and Shared Reading: <ul style="list-style-type: none"> "Make it sound like talking." "Let's try smooth reading." Use choral reading Provide the student with books on audiotape Pair the student with a fluent reader Tape the student reading, then play back the tape Encourage reading aloud in shared writing experiences Find books that lend themselves to fluent reading (patterned text, songbooks, rhymes) Choose books that hold a lot of interest for the student
Struggles with high-frequency words	<ul style="list-style-type: none"> Create word banks and a word wall of high frequency words Encourage the student to use the words, sort them and refer to them Select texts that include the high-frequency words. Before reading the text, look at the word(s) with which the student has trouble. Use magnetic letters, little cards or a whiteboard. Then find the word(s) in the text before reading the whole book. Say, "Find 'is'. Good, that says 'He is....'" Emphasize high-frequency words often, such as during shared writing and when working with magnetic letters
Invents text (early stages)	<ul style="list-style-type: none"> Prompt the student to use a finger as a 1:1 guide when reading, and say: <ul style="list-style-type: none"> "Point to the words. Does that match? Did you have enough words? Did you run out of words?"

Appendix 6 – Intervention and support – What will we do to ensure success?



Intervention and Support – What will we do to ensure success?

A differentiated general classroom programme should cater for the needs of 80% of students. Differentiation can occur through:

- Differential levels of support through the modelling, shared demonstration, guided and independent levels of the Gradual Release of Responsibility model. All students should have the opportunity to work within their zone of proximal development, to stretch their learning without making the tasks too easy or too difficult.
- Flexible guided reading groups formed around instructional needs allows for targeted teaching of specific reading and comprehension strategies.
- When students have been explicitly taught how to choose “just right books” they are able to select appropriate texts for independent reading.
- Students who have been explicitly taught comprehension strategies are able to demonstrate their use through reading response strategies such as using post-it notes, journals and graphic organisers. Bookmarks, posters and anchor charts help support students whilst working independently.
- In shared reading groups, students can also practise the use of comprehension strategies through Reciprocal Reading taking on the roles of Connector, Questioner, Inference Detective, Summariser and so on.

Tier 2 interventions occur for about 15% of students who need more support. The instruction is targeted in small groups which may take the form of extra guided reading sessions whilst other students are working independently.

Tier 3 interventions for 5% of student may take the form of extra in class support or of whole school intervention programmes such as Reading Recovery.

1. What is it we expect them to learn?
3. How will we respond if they already know it?

2. How will we know when they have learned it?
4. How will we respond if they don't learn it?

Appendix 7 – Guided Reading observation record

Guided reading lesson - Observation record
Teacher _____

Planning	Groups students according to similar learning needs, use instructional level texts Ensures the rest of the class is working purposefully Plans for support personnel	
Before Reading		
Orientation to the text	Discusses topic and related experiences to activate background knowledge Introduces text – discussed cover, title and author Discusses the purpose of the text and what type of text it might be Asks students to make predictions about the text Focuses on the tense of the text Focuses on potentially difficult words in the text/ pre teach	
During Reading		
Reading the text	Reads title page together. Students read quietly Independently/read aloud to the teacher Makes notes on each student as they read aloud Engages individuals to actively problem solve as they read Pauses to discuss events, characters, information, illustrations Gives descriptive feedback to individuals Highlights specific reading strategies and models how to use them Prompts and praises – re-teaches where necessary Discusses text when finished – respond and reflect	

Working with the text	<p>Focuses on specific teaching points:</p> <ul style="list-style-type: none"> • Problem solving (monitoring, searching, self-correcting) • Grammatical knowledge • Phonological knowledge • Vocabulary development (STRIVE) • Literal, evaluative, inferential and personal comprehension <p>Focuses on <u>students' role</u> as a reader:</p> <ul style="list-style-type: none"> • Code breaker – shows students how to use their knowledge of meanings, grammar and sound/letter relationships to work out unknown words • Text-participant – talks with students about the meanings in the text • Text-user – talks with students about the type of text and how it might be used in various situations • Text-analyst – talks with students about the author's purpose in writing the text 	
After Reading		
After guided reading	<p>Engages students in discussion/activities to reinforce the particular teaching points</p> <p>Encourages students to re-read the text purposefully in pairs or independently</p>	
Overall comments/descriptive feedback		
Teaching goals for future lessons		
What capacity building or resources do you need to achieve your next teaching goal?		
Teacher's signature	Observer's signature	
	Date	