

What We Teach



A Balanced and Effective Reading Program



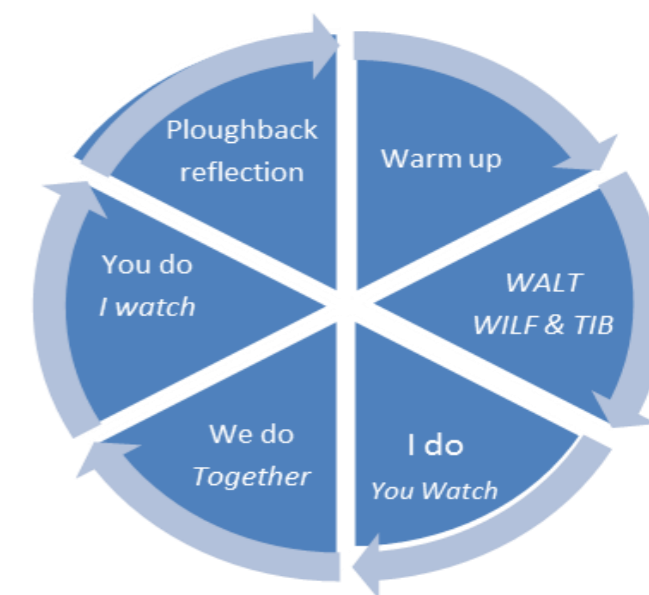
How We Teach

What Good Readers Do		
Before Reading	Activate Prior knowledge Predict Question	What do I already know about this topic? I predict this book will be about...because... I wonder why...
During Reading	Make connections Visualise Make inferences Question Revise/adjust predictions	I know what that feels like because... I can make pictures in my mind I think what the author is trying to tell me is... I wonder why... I predicted... would happen, but now I think...
After Reading	Retell/summarise Synthesise Revisit predictions Question Evaluate the text	The main idea of the story is... My ideas have changed after reading this... At the beginning I predicted that... I'd like to find out why... I found this book useful for my report because...

QAR	
IN THE BOOK	
Right There	Think and Search
<ul style="list-style-type: none"> The answer is in one place in the text Re-read the text Scan the text Look for key words in the text 	<ul style="list-style-type: none"> The answer is in several places in the text Skim or re-read the text Look for important relevant information Summarise
IN MY HEAD	
Author and You	On my Own
<ul style="list-style-type: none"> The answer can be found using your own thoughts and knowledge as well as information in the text. Re-read the text Think about what you already know and what the author says Predict the author's intent 	<ul style="list-style-type: none"> The answer can be found using your own thoughts and knowledge Think about what you already know Think about what you have read before Make connections

Anita Archer

Explicit Instruction



Reading Strategies for Explicit Instruction	
Explicitly taught and practices throughout Prep-6 years	
Decoding Strategies	Comprehension Strategies <i>(Sheena Cameron, 2009)</i>
Beanie Babies Eagle Eye Lips the fish Stretchy snake Chunky Monkey Skippy Frog Tryin' Lion Flippy Dolphin Helpful Kangaroo	Activating prior knowledge Self-monitoring Predicting Questioning Making connections Visualising Inferring Summarising Synthesising Skimming Scanning Key Into Kits Reorganisation Evaluation Inference
Supporting Programs	
Oral Language Programs Read it Again/Foundation Q Chatter Box Prep Oracy	Phonics Program Jolly Phonics Prep-year 2 Sight Words Magic Words 100, 200, 300 sight words
Reader Of The Week / Reading Club	

Vocabulary
S - Structured
T - Tier two
R - Robust
I - Instruction
V - Vocabulary
E - Experiences

At WoodLinks State School we believe:

- > Reading and the explicit teaching of reading is the core business of every teacher
- > Teachers have high expectations of students and teach to high standards
- > Every student can achieve high standards in reading
- > Data today is tomorrow's instruction

If you read, you will succeed!

Balanced Instructional Reading Approach

Assessment	Benchmarks
<ul style="list-style-type: none"> C2C English Assessment Magic Words test Concepts of print test Jolly Phonics 42 letters/sounds 	<ul style="list-style-type: none"> PM Benchmark (<i>One student per day</i>) PROBE (<i>One student per day</i>) PAT R NAPLAN Australian Curriculum Standards Early Start Metalinguistic

	Modelled reading	Shared Reading	Guided Reading—4 reads model	Independent Reading	Reading to students
1 • Individual student goals					
Definition	Demonstrating reading behaviours and verbalising the cognitive processes involved with those behaviours	A teacher-managed blend of modelling, choral reading and focused discussion	Teacher scaffolds and supports a group of students as they read a familiar text over 4 reads, to build fluency and comprehension. Teacher provides feedback.	Students select texts to read by themselves	Reading a text aloud to students
2 • Observation					
Key Features	Explicit focus—WALT/WILF/TIB Clear 'think aloud' statements Multiple demonstrations Brief sessions from 10-15 minutes daily	Explicit focus—WALT/WILF/TIB Short sessions from 10min to 15min min. Daily 1 x 30 min plough back a week Every lesson has an explicit learning purpose Text visible and accessible to all Differentiated activities Multiple readings of the text	Explicit focus—WALT/WILF/TIB Clearly defined purpose A group of students with identified common need Most reading done silently Guiding questions, reading and discussing Min. 4 times per week	Students select texts Uninterrupted time span Daily	Primary purpose is to share enjoyment of reading Reading is uninterrupted
3 • Feedback					