



# A BALANCED AND EFFECTIVE READING PROGRAM at MONTVILLE SS

## THE WHAT

At Montville State School we believe that:

- All students will learn to read
- A planned whole-school balanced approach will ensure the continuity in the development of each student's knowledge and understanding about reading
- Knowledge, skills and strategies will be taught in an explicit and systematic way
- All students will become empowered learners for successful futures.
- Successful readers interact with a variety of real world texts with enjoyment, purpose and confidence.
- Reading is an essential skill to function as empowered, lifelong learners
- Every child deserves multiple opportunities to access reading experiences
- Students should read at school and home every day.



## What do good readers do?



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Know your teaching practices

## IN THE CLASSROOM THIS MEANS

- Teaching reading across all learning areas
- Build the teaching of reading into our weekly timetable
- Explicitly teach decoding skills
- Explicitly teach comprehension strategies
- Differentiate our programmes cater for students of all abilities
- Use a variety of types of texts including real life and commercial texts
- Use ICTs to read, view, study and interact with texts and to respond to texts
- Use assessment of and for learning to inform our teaching and to evaluate student learning
- Understand the choice of text and pre-preparation is paramount to the quality of the teaching of reading
- Texts are determined by the teacher's and Australian Curriculum selected focus and student needs
- Set individual and/or group reading goals for students to achieve
- Track student progress as they work towards their goals.

Australian English Curriculum:  
Literacy, Literature and Language

Know your curriculum

- What is Assessed – The Achievement Standards
- What is taught – Content Descriptors
- General Capabilities: literacy, numeracy, ICT, Critical and creative thinking, personal & social capability, ethical and intercultural understanding.

Know your students

## Differentiated Teaching

- \* NAPLAN
- \* PM Benchmarks
- \* PROBE
- \* Assessment C2C units
- \* Work Samples
- \* Portfolios
- \* Observations/Conferences

- == \* Reading Goals
- == \* Targeted teaching groups
- \* Flexible grouping
- \* Adjusting resources
- \* Scaffolding

## Decoding Strategies

- |                               |                                 |
|-------------------------------|---------------------------------|
| ✓ Look at the picture         | ✓ Flip the vowel sound          |
| ✓ Get your lips ready         | ✓ Skip it, skip it              |
| ✓ Stretch it out              | ✓ Listen to what you are saying |
| ✓ Try it again                | ✓ Pay attention to punctuation  |
| ✓ Chunk the word              | ✓ Reading sounds like talking   |
| ✓ What word does it look like |                                 |



# 6 Aspects of Reading

### Oral Language

- Develops through practice – through one to one conversations with a better language user who models more sophisticated structures and vocabulary.
- Oral language is the basis for reading and writing
- It is a child's earliest form of communication.
- Involves children moving through developmental phases building understandings of social convention, syntax, semantics and phonemic awareness.

### Phonemic Awareness and Phonics

- Phonemic - the ability to hear, identify, blend, segment and manipulate the sounds or phonemes in spoken words.
- Identify words and understand word parts - syllables and rhyme.
- Phonics - the knowledge of letter-sound correspondences and their application to reading and spelling.
- Letters are linked to sounds which form patterns for both decoding (reading) and encoding (writing/spelling). (THRASS)
- Skills should be taught explicitly and systematically.

### Vocabulary

- Encompasses the understanding of specific words either orally or written.
- A very important factor for developing reading comprehension and good written expression.
- Most children learn vocabulary indirectly through listening, reading and conversation, some vocabulary should be taught directly.
- High frequency words – word walls.

### Text Knowledge

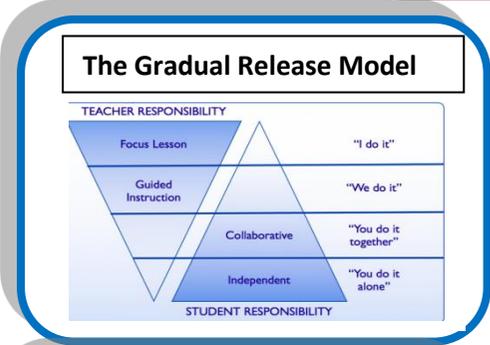
- Identify text types
- Identifying and reading for a range of purposes (instruct, persuade, entertain, teach a lesson, inform, recount, explain, report).
- Expose students to a range of text types including multimodal, online and across KLAS.
- Explicit teaching of text structures and language features – annotated texts
- Focus on -Print concepts and text organisation.

### Fluency

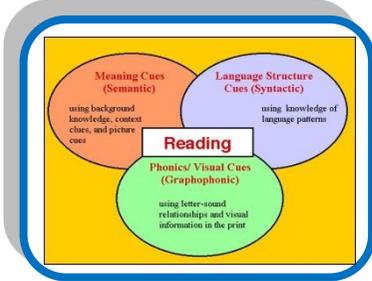
- The ability to read a text automatically and accurately and reading words without conscious effort.
- When reading fluently they are more able to remember and comprehend the text.
- Instruction should focus on three important areas: letter-sound fluency, sight word fluency and oral reading fluency.
- Buddy reading, Daily Rapid Reading, "Good Fit" books, modelling.
- Extensive Sight Word lists to be developed to help with fluency – 1000 words (50 levels) by end of Year 4.

### Comprehension

- Students must engage with texts at all stages of the reading process: at the beginning (setting the scene and purpose); during (monitoring understanding) and at the end (organising and summarising).
- Focus Strategies – Activating prior knowledge, Predicting, Visualising, Making Connections, Inferring, Summarising, Monitoring, Synthesising, Skimming, Scanning, Questioning, Evaluating.



## The Reading Classroom



### Daily Rapid Reading

Daily Rapid Reading was introduced at Montville State School in 2018. The program provides the opportunity for identified students from across all year levels a chance to engage in reading with an adult for 15 minutes per day (4-5 times a week). Student reading behaviours and miscues are analysed. Teacher Aides and volunteers provide feedback and teach appropriate skills and strategies (decoding and comprehension) to help students overcome reading difficulty or extend capable students.

### Modelled Reading

The teacher demonstrates reading behaviours and verbalises the cognitive processes involved with those reading behaviours. The focus is on the explicit planning and demonstration of selected reading behaviours. Students participate by actively listening and watching rather than by contributing, suggesting and pursuing discussion.

### Shared Reading

Teachers and students work together and share their ideas. This offers a teacher-managed blend of modelling, choral reading and focussed discussion. Strategies for making sense, problem-solving and reading fluently are modelled and made explicit. Shared reading provides a springboard for working with smaller groups to extend or consolidate reading behaviours or knowledge at different levels. It enables students to participate in 'real' reading with guaranteed success.

### Guided Reading

Guided reading is the bridge between shared reading and independent reading. Reading strategies are taught during shared reading, so that students can practise them individually. The teacher focuses on the strategy already introduced in shared reading and the students use it with teacher guidance. Students talk, read and think about a text while the teacher observes and then supports.

### Independent Reading

The purpose of independent reading is to build fluency and motivation for reading. Students are encouraged to read texts at their independent level so that the skill of reading is practised. They may re-read familiar books that were used in a guided reading session or shared reading session. The goal in this instance is for the students to read independently for a sustained period of time.