



READING POLICY

EXIT OUTCOMES

Students will develop functional and critical reading skills. They will learn to control and understand the conventions of reading in Standard Australian English that are valued and rewarded by society and to reflect on and critically analyse their own use of language and the language of others. They will read a wide range of texts with purpose, understanding and critical awareness.

READING GUIDELINES

To become effective readers and to reach their potential as a reader, students need to demonstrate increasing sophistication, complexity, variety and control when comprehending meaning when reading texts; develop a critical awareness of the ways language varies according to context and how language affects the ways students view themselves and the world in which they live; use the conventions of texts with understanding and critical awareness; select from a repertoire of processes and strategies when reading by reflecting on their understanding of the way language works. Teachers will ensure these outcomes are developed by following these guidelines:

LEARNING AND INSTRUCTION

Beliefs

- Strong teacher student relationships
- First Steps Literacy is best practice
- Teaching reflects the principles for teaching and learning as outlined in the Curriculum Framework
- Recognizing that students learn at different rates
- Differentiation of the curriculum is necessary for both students at risk or who have special needs and TAGS students
- A gradual release of responsibility model is the best instructional model
- Instruction is taken from Oral to Literate
- Promotion of reading to happen across all learning areas
- Time for practice should exceed time for modeling
- A range of teaching procedures will be used
- A variety of grouping structures is to be used
- A variety of data-collection tools will be used
- A variety of texts will be used based on the K-10 Syllabus Scope and Sequence document
- Explicit teaching of the reading strategies will happen
- Semantic, graphophonic and syntactic cues will be taught to students

LEARNING AND INSTRUCTION

Timetabling

- Students will be taught reading for a minimum of 4 sessions x 45 minutes per session each week.

LEARNING AND INSTRUCTION

Planning Documents

At East Hamilton Hill Primary School, Standard Australian Reading conventions must be taught and planned for using the following planning documents:

- Curriculum Frameworks – English: Reading
- The DETWA K-10 Syllabus – Reading Strand
- The Draft Australian Curriculum – English (Language, Literature and Literacy)
- First Steps Reading Map of Development (including the Major Teaching Emphases) and Resource Book

- NAPLAN Data 2010 – Reading Assessment
- RPT (Reading Progressive Test ACER) Data – November 2010
- The EHHPS Text Scope and Sequence chart
- First Steps Reading Strategies Scope and Sequence
- C Grade descriptors for reading (Summative Reporting and Assessment)

ASSESSMENT

At East Hamilton Hill Primary School, the following assessment tools are used to collect data and assess reading development. This information should be used to inform the teaching and learning program and reporting to parents. When developing teacher made assessments, please ensure the assessments are valid, fair, educative, inclusive and reliable.

Targets should be set for some or all of the following groups using the listed data sources.

- **ESL**
- **Aboriginal/ITAS Students**
- **Year Cohorts**
- **Boys**
- **Individuals**

Criteria for assessment should be based on the year level C Grade Descriptors for reading. See [Appendix One](#) for the C Grade Descriptors Years 1 -7

Assessment Tools	Focussed Observation	Reading Products	Conversations
<ul style="list-style-type: none"> • PM Benchmarks Running Records • ACER RPT Tests • Reading FS MOD Profile Sheets • Let's Decode Diagnostic Assessment • Swan Speech and Language Service PA Screening Tool (K) • Fremantle Language Development Centre Semantics Assessment • Let's Decode Sight Words Program • Rubrics • Checklists 	<ul style="list-style-type: none"> • Formal and informal observations 	<ul style="list-style-type: none"> • Self-assessments • Think-alouds • Work samples • Retells • Surveys and questionnaires • Teacher made tests • Cloze procedures • Comprehension questions • Oral reading • Book Review • Reading Log • Reading Journal 	<ul style="list-style-type: none"> • Conferences • Interviews

ESSENTIAL LEARNING AND INSTRUCTION - What must be taught

At East Hamilton Hill Primary School, the following reading instruction must be taught to students:

READING CONVENTIONS	USE OF TEXT	CONTEXTUAL UNDERSTANDING	PROCESSES AND STRATEGIES
<ul style="list-style-type: none">• Phonological Awareness<ul style="list-style-type: none">- Book level- Sentence level- Word level- Syllable level- Onset-Rime level- Phoneme level <p>Major Strategies at East Hamilton Hill Primary School Let's Decode Program (Hyperlink) Jolly Phonics FSRRB Page 73</p> <ul style="list-style-type: none">• Graphophonic Knowledge (Sound/symbol relationships) Major Strategies at East Hamilton Hill Primary School Let's Decode Teaching Sequence and List Words Jolly Phonics (Hyperlink) Spelling Mastery The Complete Phonics Handbook Reading Mastery D. Rigg Phonic and Sight Word Sequence <ul style="list-style-type: none">• Vocabulary (the list of words a person knows)<ul style="list-style-type: none">- high-frequency words (nouns, verbs, conjunctions, prepositions, pronouns)- sight words- multi-meaning words- selection-critical words- specific types of words (adjectives, adverbs, homophones, homonyms, etc) <p>Resources FSRRB Page 81</p> <ul style="list-style-type: none">• Text Form Knowledge<ul style="list-style-type: none">- the purpose of the text- the text organisation (the way the text is laid out)- the text structure- language features of the text <p>Resources FSRRB Page 87</p>	<ul style="list-style-type: none">• Reading Procedures Reading must be taught both incidentally and explicitly using the seven reading procedures across the year to provide a strong foundation for a comprehensive reading program. The seven procedures are:<ul style="list-style-type: none">- Reading to Students- Modelled Reading- Language Experience- Shared Reading- Guided Reading- Book Discussion Groups- Independent Reading <p>Guided Reading should form 3 days per week of your reading program.</p> <p>See Appendix Two for an Overview of the seven reading procedures.</p> <p>See Appendix Three for a suggested model of Guided Reading.</p> <p>See Appendix Four for the Guided Reading Flash Cards.</p> <p>Recommendation to also discuss Cooperative Reading as a strategy in Year 5,6, and 7.</p> <ul style="list-style-type: none">• Develop Fluency Resources FSRRB Pages 31- 32 <p>See Appendix Five on Developing Fluency in a reader.</p> <p>See Appendix Six for what texts must be taught in each year level. Text Scope and Sequence form the K-10 Syllabus and Draft Australian Curriculum.</p>	<ul style="list-style-type: none">• Background Students must be taught how the interpretation, choice of language and the shaping of a text varies according to the context in which it is used. <p>Students need to be aware of the following:</p> <ul style="list-style-type: none">- Authors and illustrators present a view of the world that can be challenged.- Authors and illustrators represent facts, events, characters and people in different ways.- Authors and illustrators use devices to achieve a specific purpose. <p>This is taught through imaginative, argument and informational texts and by teaching:</p> <ul style="list-style-type: none">- understanding that texts are created for different purposes- authors and illustrators have particular audiences in mind when they construct texts- readers develop their own tastes in authors, illustrators and types of books- readers interpretations are influenced by their own experiences- texts may contain symbolic meaning- texts may contain stereotypes- readers infer characters qualities, motives and actions- literary devices such as figurative language, metaphors, similes, personification, alliteration, humour, sarcasm, satire etc.- identify how language is used by the author for the context- identify points of view, opinions and facts- make inferences from the information and ideas presented <p>Resources FSRRB Pages 55-68 K-10 Scope and Sequence English: Reading: Contextual Understanding</p> <p>See Appendix Seven for an Overview of Texts and their Purposes</p>	<ul style="list-style-type: none">• Comprehension and Word Identification Strategies Students must be explicitly exposed to the 18 Comprehension and Word Identification Strategies <ul style="list-style-type: none"><input type="checkbox"/> Predicting<input type="checkbox"/> Connecting<input type="checkbox"/> Comparing<input type="checkbox"/> Summarising/paraphrasing<input type="checkbox"/> Inferring<input type="checkbox"/> Synthesising<input type="checkbox"/> Creating Images<input type="checkbox"/> Self-questioning<input type="checkbox"/> Skimming<input type="checkbox"/> Scanning<input type="checkbox"/> Determining importance<input type="checkbox"/> Re-reading<input type="checkbox"/> Reading on<input type="checkbox"/> Adjusting reading rate<input type="checkbox"/> Sounding out<input type="checkbox"/> Chunking<input type="checkbox"/> Using analogies<input type="checkbox"/> Consulting a reference <p>Resources FSRRB Pages 112-170 EHPS Comprehension and Word Identification posters K-10 Scope and Sequence English: Reading: processes and Strategies</p> <p>See Appendix Eight for 3 types of levels of questions for comprehension activities</p> <ul style="list-style-type: none">• Teach students to access and use information using the Information Process Step 1 – Identify and define an investigation Step 2 – Locate appropriate resources Step 3 – Select and record appropriate information Step 4 – Process and organise the information Step 5 – Create and share a presentation Step 6 – evaluate the investigation <p>Resources FSRRB Pages 170-201 K-10 Scope and Sequence English: Reading: processes and Strategies</p>