



Reading Policy

For students to develop an enjoyment of reading and grow as competent readers that contribute toward a literate society.

Foster in our students reading strategies that enable them to develop a desire to read, understand text and to use reading as communicative tool in our world.

Beliefs about Reading

- Reading is a necessary life skill.
- Students learn Reading in a motivating, challenging and positive environment.
- Students learn in an environment whereby reading is valued by the classroom teacher and modelled effectively.
- Students learn in an environment where they are engaged in discussions about reading.
- Students learn in a print rich environment.
- Explicit teaching of skills and strategies is necessary for students to learn to decode and make meaning from texts.
- Students learn in an environment that enriches oral reading with fluency and expression and comprehension strategies using a variety of text.
- Students learn in an environment where they are given daily opportunities to read at school and be read to.
- Home reading is a whole school approach.

Agreed Whole School Approach

- All Year levels explicitly teach reading strategies outlined in whole school scope and sequence documents.
- Teachers use the Western Australian Curriculum in conjunction with First Steps Reading and the Reading Scope and Sequence documents, Critical Learning Pathways (WCLDC) to plan programs of work.
- The Literacy Block is used to provide a balanced program for reading instruction. Reading is taught and modelled explicitly.
- Reading is applied in a meaningful context to empower students to become autonomous learners.
- Students are taught and exposed to a variety of texts.
- Reading should be taught using a multi-sensory approach which incorporates ICT.
- Recognition that some students require intense ongoing systematic instruction (SAER and provide necessary support).
- To become independent readers there must be clear and structured reading routines operating in the classroom.
- The majority of students should be able to read designated sight words (Fry Words) at age appropriate level in context.
- Teachers read a variety of texts to the students and share reading on a daily basis.
- Teachers utilise a variety of First Steps reading procedures in their instructional repertoire (Reading to Students, Modelled Reading, Language Experience, Shared Reading, Guided Reading, Book

Discussion Groups and Independent Reading) in conjunction with the Gradual Release Model of Responsibility.

- Teachers explicitly deliver the Inferential Training Program.
- Students are taught the 3 levels of comprehension – literal, inferential and evaluative.
- Students are taught to reflect about reading and teachers model reflection.
- Teachers work collaboratively across year levels to plan teaching programs to cater for students' skills and concepts.

WHOLE CLASS STRATEGIES

Daily Reading	Providing frequent opportunities to read across all Key Learning Areas. This includes the Home Reading Program, Guided Reading, U.S.S.R
Literature	Teachers are encouraged to set aside time each day in which they read to the class. This also often happens in a small group focussed teaching situation. Before reading the book the teacher helps the students activate prior knowledge so they are able to make the links between what they know and the new information they are receiving. The questioning and discussion before and after reading the book helps students understand the structure, setting, plot, sequence, characterisation, and values of the story. This is a key strategy for those students needing the most assistance. <i>See Pie Corbett Literature Spine for additional ideas</i>
Warm Ups/Print Walks	The Reading Warm Up should consolidate content and allow it to be automatized by transferal into students' long term memories.
Shared Reading	<p>Shared Reading involves the students participating in the reading of a text. They observe what a teacher 'appears' to do as they read and listen for the signals in the story or shared texts being presented. These signals may include the text form the teacher has used, the structure of the text, or specific features incorporated in the text.</p> <p>The aim of shared reading is for children to become familiar with different text types. Through this familiarity, the children are able to anticipate and predict the shape and form of a rhyme, poem, chant, recipe etc., if and when they experience it in the future.</p> <p>Focuses of a Shared Reading session may include opportunities for the teacher to:</p> <ul style="list-style-type: none"> • Demonstrate the roles of authors, illustrator and reader. • Model strategies students will require in 'Guided' and independent reading sessions. • Provide students with a supported reading environment. • Introduce new or more complex and varied language. This is particularly relevant when teachers are introducing a new writing genre. • Model fluent and expressive reading. • Identify particular features of words.
Guided Reading	Guided reading is a formal, instructional reading activity conducted one-on-one or with small, ability-level or needs based groups formed from a research based assessment, PM Benchmarks. Each student in a group uses the same short text. The session begins with an orientation to the text. The orientation provides an opportunity to introduce new vocabulary and concepts that students may not be familiar with. Deep discussion centred on the illustrations and other key features of the text is important. This enables all students to access the text and succeed in reading the text. Following the orientation all students read the text on their own. The teacher moves to each child and listens to them read a section of the text.

	<p>From here the teacher is able to determine a focus for teaching. The focus for teaching varies and may include:</p> <ul style="list-style-type: none"> • fluency • expression • comprehension • sight word identification, and • practice with phonics concepts <p>This allows targeted teaching in subsequent sessions as the teacher has observed the students reading behaviours.</p>
Independent Reading	<p>Independent reading involves students not only reading books, but using all the written materials in the classroom, including wall charts and environmental print. Independent reading promotes fluency and challenges students to become independent problem solvers. During independent reading, students can read on their own or with partners. By having students read quietly but not silently, you can monitor student reading and they can hear their own reading to help them determine if their reading makes sense. Have students choose their books from book baskets that are arranged by genre, level, or class-made books.</p>

INTERVENTION STRATEGIES

Reading Assistance Program (Students At Risk)	<p>The Reading Assistance Program is for identified students with reading difficulties or disabilities. Students in Years 1-6 who are experiencing difficulty with reading are provided with explicit, direct instruction lessons involving decoding and comprehension strategies. Students are assessed prior to entering the program and progress is continually monitored. Students attend 4 x 40 minute sessions per week. Two programs used are SRA Reading Mastery and Cars and Stars Program.</p>
Toe by Toe	<p>Individualised reading program delivered by Education Assistants to individual students requiring additional support.</p>
Extension Programs	<p>Classroom teachers provide extension programs for students, levelled resources, links with ICT for extension, STEM integrated into reading</p>
Individual Education Plans	<p>Individualised plans are developed by the classroom teacher to ensure students at academic risk needs are met.</p>

ASSESSMENT

- Rainbow Assessment Tool (K-Year 1)
- Kindergarten Assessment Tool (Comprehension)
- SCSA Pointers
- Teacher prediction and judgement
- Focused observations-formal and informal
- Self-assessment rubrics
- Work samples
- Surveys/questionnaires
- NAPLAN
- On Line Assessment (PP)
- NEALE Analysis (SAER Students)