

Reading Teaching and Learning Model

Launch

What can it look like?

- Share the Learning Intention and Success Criteria – displayed and referred to throughout the lesson.
- Explicit teaching of the skills and strategies as determined by formative assessment.
- Reading To or With – start with a brief read aloud or shared reading experience.
- Explicit teaching could include highlighting punctuation, how to read dialogue or a comprehension strategy such as questioning.
- Codevelop anchor charts are displayed in the learning space to support learning.
- Exposure to relevant vocabulary.

Independent Reading

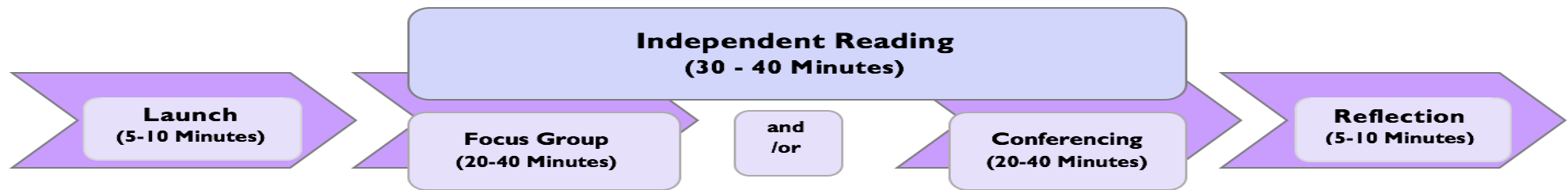
What can it look like?

- Independent Reading is an opportunity for students to practise reading skills.
- Students self-select 'Just Right Books/Texts' that include a wide range of reading materials (trade books, magazines, newspapers etc.).
- Class time during which students are on task and accountable for their Reading.
- Independent reading provides opportunities for **differentiated independent reading guidance** based on your students' reading development and **small focus groups** such as book clubs or guided reading.

Reflection

What can it look like?

- Opportunity to self-assess against the success criteria and identify direction for future learning goals.
- Students articulate what they have learnt and the strategies/processes they used.
- Recognise and celebrate student learning.
- Reflections strategies vary from lesson to lesson e.g. partner, individual, journal/diary entry, reflection strategies such as thinking routines.



Formative Assessment and Feedback

Examples: teacher questioning, observation notes during turn and talk tasks, conferencing and goals setting records, running records, standardised assessment, anecdotal records, collecting work samples, photographing or filming students, checklists, rubrics, journal entries, exit strategies such as an exit pass, peer and self-assessment tools etc.

Givens

- Reading is taught every day.
- Teachers confer with students to set goals and these goals are visible and can be articulated by the students.
- Genres and text types are taught according to the CNPS Scope and Sequence for Reading.

Conferencing

What can it look like?

- The teacher confers with 2-3 students (est. 3-5 mins), engaging in purposeful conversations regarding student learning, progress towards learning goals and assessing understanding.
- Students articulate and explain their thinking.
- Teachers identify areas of need and perform on-the-spot teaching in order to demonstrate a targeted strategy.
- Teachers maintain anecdotal notes as a record of formative assessment – observations are noted.
- Feedback is timely, specific and allows students to adjust their thinking and work towards meeting their learning goals and criteria for success.
- A running record may be a conference.

Focus Group

What can it look like?

- A small group of students with similar needs (skills, concept or content).
- Explicit teaching at point of need.
- Focus groups could include guided reading, shared reading, book clubs, socratic circles etc.
- Formative assessment used to identify students and the focus.

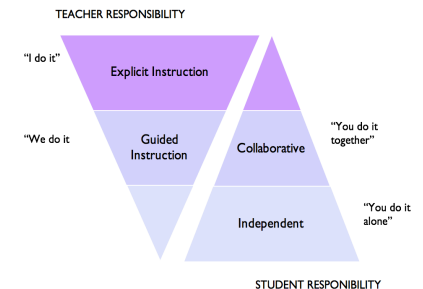
Classroom Libraries

- All classrooms have a classroom library.
- Classes work collaboratively with their teacher to determine the different genres and text types that they would like in their classroom library.
- Students regularly select 2-5 'Just Right Books' and read these each day during Independent Reading.

Comprehension Strategies

1. Getting Knowledge Ready
2. Predicting
3. Visualising
4. Questioning
5. Clarifying
6. Inferring
7. Summarising and Synthesising

At CNPS all staff acknowledge the importance of student voice and agency within their learning. Students are provided with opportunities to contribute to what they learn, how they learn and how they demonstrate their learning.



Reading Teaching and Learning Model



Trust • Respect • Clear + High Expectations • Responsibility