

Reading Agreement: Ardtornish Primary School – Draft 5 – teacher feedback

Time Allocation

- A minimum of 300 minutes per week will be allocated to explicit literacy instruction (an hour a day or 200 hours per year to meet the Achievement Standards of the AC.
- Incidental reading instruction will also occur in other curriculum areas to support students achieving the AC General Capabilities in literacy.

Research that informs our practice

- Reading is a complex process that builds on oral language facility, and encompasses both specific skill development (phonemic and decoding strategies) and the use of comprehension strategies.
- A student's initial reading success is linked to their level of phonological awareness. A synthetic phonics approach to developing automaticity, in letter sound recognition, sets the foundation for their ongoing success as readers.
- The reading and writing processes are best taught in tandem so they support each other's development
- Positive parent support can make a significant contribution to the pace of a child's reading development
- Reading needs to be explicitly taught in a systematic manner so every student is successful at their first attempt at 'learning to read'
- Teaching students to 'love reading' is as important as teaching them 'how to read'
- The instant recognition of high frequency words by 'sight' is underpinned by automaticity of letter / sound relationships.
- Reading comprehension starts with the immediate and accurate recognition of 'sight words' as this allows the reader to concentrate on the meaning of the text rather than on decoding.
- Proficient readers are 'active readers' who use a range of 'pre-reading', 'during reading' and 'post-reading' strategies to gain meaning from texts
- Reading development is most effective when reading instruction is integrated across the curriculum
- Fluency emerges from extensive reading practice of independent level texts. The frequent reading of engaging 'familiar texts' helps to make a student's skills automatic and increases their sight vocabulary.

Pedagogy

- We will provide instruction in relation to the 'Big Six' elements so our reading programs effectively develop students:
 1. Oral language
 2. Phonological awareness, especially phonemic awareness
 3. Letter-sound knowledge (phonics) and word knowledge
 4. Vocabulary
 5. Fluency - the ability to recognise words quickly
 6. Comprehension skills.
- Students will be taught the following key comprehension strategies: *(See Teaching Reading Comprehension Strategies by Sheena Cameron)*

1. Activating prior knowledge	4. Making connections	7. Inferring
2. Self monitoring	5. Questioning	8. Synthesizing
3. Predicting	6. Visualising	9. Summarising

* Plus skimming and scanning skills
- All classroom reading programs will be structured in line with the Gradual Release of Responsibility Model to provide students with opportunities to participate in Modelled, Shared, Guided, and Independent reading practices.

To	With		By
Modeled reading	Shared reading	Guided reading	Independent reading
Word work, phonological and language experience connecting reading and writing			

- Comprehension strategies will be explicitly introduced and taught in a way that takes into consideration the following 5 components of good instruction:
 1. Giving an **explicit description** of the strategy including when and how to use it (setting purpose)
 2. Demonstrating, through **teacher modelling** the use of the strategy in action (think alouds) (no student help)
 3. Providing **Collaborative use** of the strategy in action (with students participating and joining in the process)
 4. Giving students **guided practice** in using the strategy (students having a go and taking responsibility in a supportive environment)
 5. Encouraging and expecting **independent use** of the strategy
- We will read to children daily from a range of literature to extend their literary experiences
- Provide independent reading opportunities for students' and support them to engage in a wide range of reading materials **matched to their ability level**. Records will be kept of what and how often they read, with a target of 40 books a year and participation in the Premier's Reading Challenge
- Display information in the classroom related to reading and comprehension strategies that students can refer to when reading e.g. How to summarise your reading
- We will provide parents with information about how they can support their child's reading development
- Reception students will begin formal reading instruction using, the synthetic phonics based, 'Read Write Inc.' program and the initial texts they read will be phonically controlled. Parents will be informed of why we use this specific methodology
- The Spalding Method, will be integrated into the RWI program and all students will be taught to read and write the 44 most common letter patterns to the point of automaticity
- Teachers will differentiate the learning experiences for students, displaying reading difficulties, to address their specific identified needs.

Assessment: as learning, for learning and of learning.

Our aspirational reading targets we want to reach are:

- Level 10: end of Rec - Level 25: end of Year 2
- Level 20: end of Year 1 - Beyond levelled texts: end of Yr 3

Class based assessment:

- We will record student reading achievement /progress using formative and summative assessment tasks related to their reading/comprehension skills and, in the early years, their ability to recognise sound symbol relationships and high frequency words (Dolch list) by sight words. Teachers can use:
 - Excel / numbers / iDoceo spread sheets / checklists.
 - Reading eggs records
 - Anecdotal records
 - Running record data till they reach RR 30.
 - Comprehension testing records
 - Diagnostic tests as required e.g SPA, Burt, Dolch

Whole school assessment & analysis

of student achievement in reading will be collected through:

- PAT R testing in the first week of November
- NAPLAN testing
- Ongoing teacher records of reading performance
- Records of how many books a child reads over the year
- Running Records taken at the end of Terms 1 & 3

Reporting

We will report on a student's reading development twice a year. The language of these reports will reflect a student's learning in relation to the content of the achievement standards and the proficiency strands.