Reading Policy

RATIONALE

Active and effective participation in Australian society depends on the ability to speak, listen, read, view and write with confidence, purpose and enjoyment in a wide range of contexts.

The study of English and the broader concept of literacy, is about the appropriate and effective use of language, the use of language as a means of learning and the development of knowledge about language. Through language use, students convey and discover information, work through ideas and express feelings. Students learn how language works and how to use it well.

Learning about texts and language is important to the social and personal development of the individual. Students need to control and understand the English language to develop the confidence and competence to meet the demands of society, school, further education and employment.

Students need to read, explore and engage in a wide range of literature, everyday and media texts from their own and different cultures, to take pleasure in using texts to explore ideas and to think critically about their world and the global community.

Knowledge about how language functions and how it both reflects and shapes social attitudes, assists students to achieve a better understanding of themselves, their culture and the contemporary world. They are then able to use the texts they read and listen to as resources for shaping their own.

BELIEF STATEMENTS

We believe that:

- Reading is a necessary life skill.
- Learning to read is part of the process of learning language and learning about the use of language.
- The central purpose of reading is to gain meaning from print.
- Reading is an active process of constructing meaning.
- Reading involves the integration of the cuing systems of language.
- Reading strategies are important for the construction of meaning.
- Readers bring a range of experiences, background knowledge and feelings to the text.
- Reading development is a continuous process throughout life.
- Children learn to read by being active in the process of controlling language.
- All children can and have the right to learn to read.
- Reading should be enjoyable.
- Reading should have significance for all children; they should understand the purpose for reading.
- Reading requires knowledge of the linguistic system.
- Reading requires children to become responsible for applying skills and strategies.
- Children learn through immersion when they are exposed to demonstrations of how language is used in many, varied situations.
- Explicit teaching of skills and strategies is necessary and should be taught in the context of a whole language approach.
- Children need to have the opportunity to read every day.
- Children’s attitudes to reading largely depend on what has happened to them during previous reading encounters and on the attitude to reading of important people in their lives.
Reading Policy

AIMS

We aim to assist children to:

- Construct meaning from text.
- Read widely, selecting texts from a range of sources and genres.
- Read every day.
- Become confident users of reading’s three cuing systems - visual, meaning, structure.
- Understand the links between reading and writing.
- Identify and use important information from text.
- Become confident users of language in a variety of forms / genres / contexts appropriate to their level of development.
- Develop knowledge of the ways in which language varies according to the context, purpose, audience and content, and the capacity to apply this knowledge.
- Develop a range of skills and strategies to assist them to derive meaning from text.
- Select and use appropriate strategies when reading for different purposes, i.e. for pleasure, for information, for research etc.
- Develop a knowledge of the linguistic patterns, structures and features which are used to construct different texts.
- Develop knowledge of the ways that textual understanding and interpretation may vary according to cultural, social and personal differences.
- Respond critically to the texts they have read.
- Assess the effect of a text on his/her own thinking.
- Develop optimism in their potential as readers.
- Develop a love of reading.

STRATEGIES

In accord with our beliefs about how children best learn to read, teachers at St Joseph’s School use a combination of the following strategies:

<table>
<thead>
<tr>
<th>Daily Reading</th>
<th>Providing frequent opportunities to read across all Key Learning Areas. This includes the Home Reading Program, Buddy and Group Reading, U.S.S.R , D.E.A.R, Reading Stations, Learning Centres etc. etc.</th>
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</thead>
<tbody>
<tr>
<td>Reading to Children</td>
<td>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. In terms of language skills, reading to children leads to vocabulary acquisition. 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.</td>
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<tr>
<td>Language Experience - Reading</td>
<td>Language experience is a process that leads students to understand that what they think about they can talk about, what they talk about can be written down, and what has been written can be read. It is a process that precedes the reading of formal texts and forms the basis for the program for pre-emergent readers. Teachers help students to record their own experiences and ideas in their own words. They then work these stories into texts which the students can read independently. Because the students have been involved in the formulation of the content they are provided with the semantic,</td>
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syntactic, and graphophonic prior knowledge that acts as a scaffold in the reading process. Within CLaSS language experience is a strategy that is recommended to be used in conjunction with Guided Reading.

**Shared Reading**

Shared Reading involves the children participating in the reading of a text. Children are seen as co-readers of the text with the teacher. They observe what a teacher ‘appears’ to do as they read and listen for the signals in the story, chant, rhyme, song, poem or other 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. 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.

Focuses of a *Shared Reading* session may include opportunities for the teacher to:
- Demonstrate the roles of authors, illustrator and reader.
- Model strategies the children may soon need 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 new writing forms.
- Model fluent and expressive reading.
- Identify particular features of words.

**Guided Reading**

‘Guided Reading’ is an approach that enables the teacher and a group of students to talk, read, and think their way purposefully through a text, making possible an early introduction to silent reading. This is the central teaching strategy during the small group focus section of the daily reading workshop for those students who are already under way with reading. The text is selected by the teacher so that it is at the group’s instructional level of reading; that is, most students in the group will be able to read the text with a minimum 90 percent accuracy level with the help of the teacher. In guided reading, each child is responsible for gaining and maintaining meaning, controlling the choice of strategies and the ways and degree to which accuracy is achieved. The teacher observes, anticipates (offering prompts), questions strategies, or suggests alternatives only when it is obvious that the reader is in danger of losing meaning, becoming frustrated, or likely to meet failure.

Guided Reading is a small group focus on reading. With our students it allows the teacher in the book introduction stage, to focus on concepts and understandings that may be beyond our children’s experiences and language. The steps of guided reading are:
- Selection of an appropriate text by the teacher
- ‘Tuning in’ to reading
- Book introduction
- Independent reading
- Discussion
- Teaching students to integrate cue sources to successfully problem solve on text.
Guided Reading was introduced across the school in 1998. Although it is particularly relied upon as a key strategy in the CLaSS research project, it is referred to in WA First Steps Reading as an important strategy. It is effective both with emergent, early and fluent stages at all classroom levels.

### Reciprocal Reading

Reciprocal reading is a strategy useful for students who are reading fluently and can be used from approximately Year 2 onwards. It involves research based dialogue between group members to jointly construct meaning in text. Material is at an instructional level. Reciprocal reading uses four strategies which shift responsibility to the reader –

1. Predicting
2. Clarifying
3. Question generating
4. Summarising

The teacher models the strategies and then becomes a group member monitoring the use of the strategies.

During the group lesson students discuss the text only in small chunks.

Predicting encourages children to think ahead actively. Students become much more involved in reading activity when they are posing and answering the questions themselves rather than merely responding to the teacher’s questions or pre-set questions.

### Independent Reading

Across all grade levels, every child requires time to read suitable materials independently. In the early years, as part of the CLaSS model, this is built into the daily reading workshops. Similarly, in Years 3-6 independent reading is a daily requirement for English. It is important that all students are able to access a range of reading materials in order to give them the chance to practise their reading strategies on familiar and unfamiliar materials as a way of consolidating and facilitating the learning of reading and writing.

In the Middle and Senior schools, students are required to read at home independently on a daily basis.

Similarly, students in the Junior classes (Prep-Two) have books selected for them from levelled boxes in the classrooms. These ‘take-home’ readers are selected by the classroom teachers to be at a level manageable by the child, based on their reading level according to the ‘running records’. The aim of ‘take home’ reading is that of consolidation and confidence.

### Reading Groups

In Middle and Senior classes, children are involved in ‘Reading Groups’. These are sessions where children may be grouped according to reading competence, or depending on the purpose of the session, the groups may be comprised of mixed abilities in reading. The textual focus varies, but often is relevant to the classroom theme or a specific linguistic structure or language.
function needed in the classroom. Often the focus may be on a particular genre (eg. Narratives-Fables, Traditional Tales, Myths and Legends) and exposing children in the group to that genre. Importantly, the groups often focus on teaching and reinforcing the children’s comprehension of texts, an area where many of our older students with specific language and learning needs require specific skill teaching. ‘Reading Groups’ offer the children a regular opportunity to address specific reading needs. They also enable the classroom teacher to monitor and assess their students at regular intervals.

**INTERVENTION STRATEGIES**

| **Reading Recovery** | The Reading Recovery program has been a vital element in our Literacy program since 1996. Reading Recovery is an early intervention program. Children entering the programme are those from ordinary classes who have the most difficulty in reading and writing after one year of school. The program is delivered and monitored by a specifically trained teacher. It is designed as a one-to-one programme. It is different for every child. The child’s competencies are the starting point and the programme moves from these competencies towards what the child is trying to do. Each child has an intensive programme of daily instruction which supplements the regular class reading/writing instruction activities. The Reading Recovery program helps children acquire efficient patterns of literacy learning to enable them to work at the average reading level of their classmates and to continue to progress satisfactorily in their classroom instructional program. There are various, specific teaching strategies used in Reading Recovery. These are contained in Clay, M. Reading Recovery – A Guidebook for teachers in training (Heinemann 1993) and Clay, M. An Observation Survey (Heinemann 1993) |
| **Corrective Reading** | Children in Years 3-6 who are experiencing difficulty with Reading are taken through the SRA Corrective Reading Program. This program is very prescriptive and has structured daily lessons. There are two main elements to the program. Children are first taken through the ‘Decoding’ program and then through the ‘Reading for Meaning’ program if there are still gaps in the learning. Children are tested prior to entering the program and again at the end of the program to ascertain progress. |
| **Individual Learning Plans** | Individual learning plans are formulated for students who are considered to be ‘at risk’ of not succeeding through the normal classroom program. These plans are formulated and monitored by the Special Education teacher in consultation with the classroom teacher and parent. |
IMPLEMENTATION

The Two-hour Literacy Block

Strategies within the CLaSS model (2 hour Literacy Block)
- Shared Reading
- Learning Centres focused on Reading skills.
- Guided Reading.
- Reading to children.
- Language Experience.
- ‘Share Time’ where children reflect on their own learnings and understandings.
- Modelled Writing
- Shared Writing
- Language Experience
- Interactive Writing
- Guided Writing
- Independent Writing

Program Outline - Part of a Two-Hour Literacy Block

This program provides a structure for planning and organisation, which, together with the teaching of writing and speaking and listening, constitutes a daily two hour literacy block.

PREP – YEAR 2

It is within this three-part, whole-class/ small group / whole-class structure that each of the reading strategies is integrated into effective classroom practice.

WHOLE CLASS FOCUS
The daily reading workshop begins with a whole-class which is based on the shared reading strategy. Shared reading can consist of books, charts, poems, songs etc. this element of the classroom program sets the scene for the workshop, providing an initial teaching focus and a specific teaching of the visual information of print, including direct instruction in phonics. This is a teacher-directed time.

SMALL-GROUP TEACHING FOCUS
This section of the reading workshop focuses on the explicit teaching of small groups of children. During the reading workshop the strategies of reading to children, language experience and guided reading take place at the same time that learning centres are in operation for the remainder of the class. This is a time for students to take responsibility for large sections of their learning time.

WHOLE-CLASS FOCUS: SHARING
This is the concluding section of the reading block and is a time for reflection when students articulate what they have learnt. During this time the teacher encourages the development of the students’ oral language. This share time draws the workshop to a close and the teacher concludes the formal reading component for the day. This is also teacher-directed time.

Whole class focus on reading

Reading with students: shared reading
Demonstration and engagement in problem solving in text using meaning, structure and visual information. Demonstration of how texts work.

Specific teaching of the visual features of print.
Explicit demonstration on how to analyse new or unfamiliar words in text. Showing students how to analyse letters, letter clusters and patterns and the sounds they make.

**Small group focus on reading.**

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<thead>
<tr>
<th>Teaching Groups</th>
<th>Learning Centres</th>
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<tbody>
<tr>
<td><strong>Beginning / emergent readers</strong></td>
<td>Students consolidate and extend their literacy understandings</td>
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<tr>
<td>Reading to students</td>
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<tr>
<td>Language experience</td>
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<td>Shared reading</td>
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<tr>
<td>Guided reading</td>
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<tr>
<td>Tuning in</td>
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<td>Book introduction</td>
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<td>Independent reading</td>
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<td>Teaching students to integrate cue sources to successfully problem solve in text.</td>
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**Learning Centres**
- Writing centre
- Listening post
- Computer centre
- Library corner
- Big book area
- Word games centre
- Poem box
- Alphabet centre

**Book box**
- Familiar texts
- Easy unfamiliar texts.

**Whole class reading share time**

Reflecting on and celebrating students’ learning - individual and group.

**YEARS 3-6**

The following outline displays the major elements of the one-hour reading block for Years 3-6 within the two-hour literacy block.

**Whole Class Focus on Reading**
- Reading to students
- Shared Reading

**Small Group Focus on Reading**

<table>
<thead>
<tr>
<th>Teaching Groups</th>
<th>Learning Tasks</th>
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<td><strong>Fluent Readers/ Fluent Developing Readers</strong></td>
<td>Priority Learning Tasks</td>
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<td>Guided Reading</td>
<td>Teacher Selected Learning Tasks</td>
</tr>
<tr>
<td><strong>Fluent-extending Readers</strong></td>
<td>Student Selected Learning Tasks</td>
</tr>
<tr>
<td>Guided Reading</td>
<td>Students consolidate and extend their literacy understandings.</td>
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<tr>
<td>Reciprocal Reading</td>
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**Teaching**
- Priority Learning Tasks
- Teacher Selected Learning Tasks
- Student Selected Learning Tasks

**Speakers**
- Reading response
- Listening post
- Word-building task
- Word-analysis task
- Personal reading
- Research task

**Listeners**
- Reading response
- Listening post
- Word-building task
- Word-analysis task
- Personal reading
- Research task

**Book Boxes**
- Familiar and easy unfamiliar texts to support and challenge the reader.

**Whole Class Reading Share Time**
- Reflecting on and celebrating students’ learning – individual and group.

**Teaching Writers**

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St Joseph's Primary School Collingwood
THE ROLE OF THE TEACHER

At St Joseph’s we expect teachers to:

- Establish a language-rich environment in the classroom where print is presented in natural and meaningful contexts.
- Read to children every day from a range of literature that extends children’s literary experiences.
- Foster an enjoyment and love of reading.
- Present children with a wide range of reading materials.
- Use appropriate assessment strategies and monitor reading development.
- Use appropriate means of recording information about students.
- Plan and implement programs and activities based on student needs.
- Provide intervention strategies for ‘at risk’ students.
- Ensure that children have the opportunity to read independently every day.
- Provide opportunities for individual conferences where children discuss aspects of their reading.
- Model, discuss and teach reading strategies which will assist children to decode and make meaning of text.
- Teach children how to monitor the effectiveness of various reading strategies.
- Encourage children to respond to and reflect on texts critically.
- Encourage children to take risks while making meaning.
- Emphasise strengths rather than weaknesses.
- Inform parents of student progress.
- Participate in a range of professional development activities to ensure a good understanding of the theory and strategies associated with teaching children to read.

ROLE OF THE STUDENTS

We encourage students to:

- Participate in the literacy block every day.
- Read at home.
- Engage in reading activities.
- Enjoy reading (or to appreciate that reading should be enjoyable).
- Borrow books from the classroom and the school library.
- Share new found knowledge.
- Practice and consolidate reading skills in learning centres.
- Be self-motivated to read for pleasure or for a purpose.
- See books as a major source of information.
- Select, monitor, use and reflect on appropriate strategies for different reading purposes.
- Use reading to enter worlds beyond personal experience.
- Respond sensitively and perceptively to literature.
- Identify likes and dislikes about different texts and authors and justify opinions.
- Reflect on and respond to texts critically, providing different levels of interpretation and points of view.
- Recognise and describe the purpose and structure of different genres.
- Read a text to find the main idea and key information.
- Formulate and apply research skills using different texts.
ROLE OF PARENTS

We encourage parents to:

- Support classroom practice by hearing children read at home and borrow from a local library.
- Support the learning process by guiding and advising.
- Join our Classroom Helpers Program and assist in the classroom.
- Read to their children (in their first language if preferred) to encourage a love of reading.
- Assist teachers by providing insights into their children’s reading behaviours at home.
- Recognise and be proud of their children’s successes in reading.
- Provide a quiet, well-lit study area.
- Maintain regular contact with the school.

ASSESSMENT and EVALUATION

At St Joseph’s School we use a combination of the following assessment tools in order to measure and monitor student progress in Reading:

- Observation Survey of Early Literacy Achievement
- Record of Oral Language
- Burt Word Test
- Reading Recovery Records
- Peter’s Spelling in Context
- Running Records
- Neale Analysis
- Corrective Reading Tests
- Guided Reading Sessions
- Take Out Groups
- Reading Conferences
- Reading Journals
- Teacher Observations

Recording of Data.

We use the following in order to record data about student progress in reading:

- CLaSS Record Keeping Requirements
- VELS Standards and Progression Points
- Literacy Planners
- Individual Learning Plans
- Student Progress Reports

Monitoring of Data

Weekly Literacy Team meetings and Literacy planning sessions are used to monitor student needs and program planning.