Hilliard State School Reading Program

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INTRODUCTION

Reading refers to the ability to decode, recognise and draw meaning from the printed word. The key aspects of reading include:

- Oral language
- Phonemic Awareness, letter knowledge and concepts about print
- Decoding
- Fluency
- Vocabulary
- Comprehension

At Hilliard State School, we are united in our pursuit of excellence in the teaching of reading through our shared vision, **Together We Learn, Lead and Succeed**. Our school community is committed to working collaboratively and professionally so that all students can achieve their personal best in reading.

STUDENTS

For our students this means:

- engaging in purposeful reading experiences and striving for personal best
- making the most of reading opportunities provided
- working towards a personal reading goal.

STAFF

For our staff this means:

- implementing challenging and engaging reading experiences which are tailored to individual student’s needs
- using data effectively to measure and track progress and inform future planning
- teachers working with students to set individual reading goals and provide feedback
- teachers working with parents to support and extend students reading.

PARENTS

For our parents this means:

- being informed of and supportive of our school reading program
- where possible, taking part in a) before school reading program b) Ready-Reader

MALT (Management and Leadership Team)

For MALT this means:

- working alongside staff to deliver quality reading experiences
- providing staff with opportunities to engage in PD around reading
- supporting staff with the implementation of the HSS reading program.

Included in this Reading Program:

- Hilliard SS values about Reading
- Reading Development
- How we teach reading at HSS
- The teaching of reading – Research and Frameworks
- What are the Aspects of Reading? Oral Language, Phonological Awareness, Phonics, Comprehension, Vocabulary, Fluency
- Planning for Reading
- Literacy Block at Hilliard SS
- Reading Assessment at Hilliard SS
- Supporting Documents
HILLIARD SS READING VALUES

At Hilliard State School we value and aim for personal best student learning outcomes in reading. We value caring and supportive learning environments which cater for individual student reading needs.

We believe:
✓ Students bring with them prior experiences to which students make connections when reading.
✓ Students benefit from social interaction.
✓ Students need to perceive reading as adding value to their lives.
✓ Students need to engage with authentic purposes for reading.
✓ Students require explicit instruction to assist their reading.
✓ Students respond to quality modelling and scaffolding experiences.
✓ Students need practice and frequent opportunities to read in order to become competent and confident readers.
✓ Students are more likely to demonstrate commitment and continued interest in reading tasks when they are provided with a range of choices.
✓ Students have varied learning styles and capabilities which teachers are cognisant of and cater for.

We believe:
✓ Teachers make a difference!
✓ Teachers of reading foster a passionate interest in texts and curiosity about words. They create caring communities of learners who think deeply about texts, engage in substantive conversations about texts and value each other’s ideas.
✓ Effective teachers believe that all children can learn to read.
✓ Effective reading teachers understand reading development.
✓ Effective teachers have strong content and pedagogical knowledge.
✓ Effective teachers manage classrooms so there is a high level of engagement.
✓ Effective teachers have high expectations for children’s achievement.
✓ Effective teachers use screening tools and reading assessment to inform future planning.
✓ Effective teachers provide opportunities for intervention for students who are having difficulty with reading.
✓ Effective teachers set individual student reading goals.
✓ Effective teachers use different reading procedures (eg. shared reading, independent reading, modelled reading, guided reading, and read aloud) on a weekly basis to ensure a well-balanced reading program.
✓ Effective teachers offer a variety of materials and texts for children to read.
✓ Effective teachers use flexible grouping strategies to tailor instruction to individual students.
✓ Effective reading teachers visibly learn themselves with personal literacy skills, see reading as a key priority, and engage in regular evidence-based professional learning.
✓ Effective teachers use school based reading resources to support the explicit teaching of reading in their classroom.

We believe:
✓ Effective reading classrooms have timetables where reading is explicitly taught each day.
✓ Effective reading classrooms are a print rich environment.
✓ Effective reading classrooms have a classroom library encompassing a variety of different levelled texts and genres.
✓ Effective reading classrooms provide spaces and time where children can engage in discussions and cognitive collaborations around reading.
✓ Effective reading classrooms have a high level of student engagement.
✓ Effective reading classrooms display the intent of the lesson using WALT & WILF.
✓ Effective reading classrooms uses support personnel in an effective way to assist with the teaching of reading.

READING DEVELOPMENT OVERVIEW

Reading mastery is a complex process that requires the learner to interact with print on many levels. Students must first learn the knowledge and strategies to be able to decode text, as outlined in Learning to Read. Once students have developed efficient methods of decoding texts rapidly they move to a Transitioning stage. In this Transition stage, more focus is placed on fluency and meaning of text. In the final developmental stage of reading, Reading to Learn students look further into complexity of the text structure and how the print features assist with the construction of meaning and fluency.
### INSTRUCTIONAL ROUTINES AND PRACTICES

<table>
<thead>
<tr>
<th>Reading Procedures</th>
<th>Aspects of Reading</th>
<th>Resources and Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explicit teaching</td>
<td>Phonemic Awareness</td>
<td>Questions Answer Response (QAR)</td>
</tr>
<tr>
<td>Reading to students</td>
<td>Letter knowledge</td>
<td>Jolly Phonics song and HSS sequence of teaching</td>
</tr>
<tr>
<td>Modelled Reading</td>
<td>Concepts About Print (CAP)</td>
<td>HSS Sight word program (300 words)</td>
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<tr>
<td>Shared Reading</td>
<td>Decoding</td>
<td>PM</td>
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<td>Guided Reading</td>
<td>Fluency</td>
<td>PROBE</td>
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<td>Book discussion groups</td>
<td>Vocabulary</td>
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<tr>
<td>Independent</td>
<td>Comprehension</td>
<td>Words Their Way (WTW)</td>
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### THE TEACHING OF READING - RESEARCH AND FRAMEWORKS

<table>
<thead>
<tr>
<th>Research/ Framework</th>
<th>School based use</th>
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<tbody>
<tr>
<td>ACARA</td>
<td>Setting objective and outcomes</td>
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<tr>
<td>C2C</td>
<td>Integrating reading into daily literacy program</td>
</tr>
<tr>
<td>DAP (Developing Awareness Program)</td>
<td>Support Metalinguistics, Phonological and Phoneme awareness</td>
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<tr>
<td>Hilliard SS Pedagogical Framework</td>
<td>Planning and assessment cycle</td>
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Hilliard State School Reading Program

Reading is the process of understanding texts through problem solving, and the process of acquiring knowledge of texts. Reading must take place within an active literacy framework and a supportive environment which involves reading, writing, listening, questioning, thinking and engagement in substantive conversations about thinking and texts.

There are 6 “big” aspects of reading used at Hilliard SS which work together simultaneously to facilitate effective reading.

<table>
<thead>
<tr>
<th>ORAL LANGUAGE</th>
<th>DECODING</th>
<th>VOCABULARY</th>
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<tbody>
<tr>
<td>• Explicit teaching of active listening</td>
<td>• Semantic / Syntactic / Graphophonics cues</td>
<td>• Explicit teaching the study of words</td>
</tr>
<tr>
<td>• Provide opportunities daily for social interaction</td>
<td></td>
<td>• Explicit teaching of the phonological, visual, morphemic, and etymological systems of words (WTW)</td>
</tr>
<tr>
<td>• Model clear and correct use of oral language</td>
<td></td>
<td>• STRIVE</td>
</tr>
<tr>
<td>• Monitoring and intervention of student understanding</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>PHONETICAL AWARENESS</th>
<th></th>
<th>FLUENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Explicit instruction of phonics through the Jolly Phonics song and the Hilliard SS sequence of teaching</td>
<td></td>
<td>• To be able to read fluently, students need to be accessing knowledge from a combination of all three cueing systems: semantic, syntactic and graphophonical</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Repeated exposure and teaching of sight words</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Frequent opportunities to read familiar texts repeatedly</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Teacher models fluent reading daily</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PHONICS</th>
<th>COMPREHENSION</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Explicit teaching of the authors purpose</td>
<td>• Explicit teaching of reading strategies as part of comprehension</td>
</tr>
<tr>
<td>• Explicit teaching of reading strategies as part of comprehension</td>
<td>• QAR (Question Answer Response)</td>
</tr>
<tr>
<td></td>
<td>• Higher order thinking (thinking skills framework)</td>
</tr>
</tbody>
</table>

1. Oral language development: the ability to speak and listen
2. Phonological and phonemic awareness: the ability to hear and manipulate the sounds in oral language
3. Decoding: the ability to apply strategies to correctly pronounce written words
4. Fluency: the ability to read quickly and naturally, recognise words automatically, and group words quickly
5. Vocabulary knowledge: new words and what they mean; and
6. Text comprehension: understanding what is being read and developing higher-order thinking skills

At Hilliard State School we use the following programs to implement the “big 6” across the school

- Jolly Phonics Song and Hilliard SS sequence of teaching (Prep and Year 1)
- Words Their Way – WTW (P-6)
- Question Answer Response – QAR (P-6)
- STRIVE (P-6)
- Hilliard SS Sight Word list (Prep – Year 2)
**Oral Language**

Oral language is often associated with vocabulary as the main component but oral language consists of phonology, grammar, morphology, vocabulary, discourse, and pragmatics. The acquisition of these skills begins at a young age, before students can begin focusing on print-based concepts such as sound-symbol correspondence and decoding.

“Oral language has a direct effect on other elements of the “Big Six” – it positions the child as an active, literate oral language learner, prepared for the challenge of learning to read. Without this early preparation, the child will be unable to capitalise on even the best learning environment at school.” R Research into Practice: DECS, South Australia.

**ORAL LANGUAGE STRATEGIES**

1. **Teach active listening**
   - Listening is a core component of oral language. Some students can hear, but are not active listeners. Active listening requires selective and sustained attention, working memory, cognitive processing, and information storage and recall mechanisms. Teachers can help students develop these skills by giving them tasks such as listening for specific or key information, listening to answer specific questions, and listening to follow instructions.
   - Barrier games and story grammar activities require active listening;
   - For older students, teaching note-taking skills from oral input also develops listening skills.

2. **Build on student language**
   - Students’ spontaneous communications and responses to questioning are also opportunities for development of communication skills;
   - Elaborate on student’s language by adding new information;
   - Extend the conversation through questioning;
   - Reinforce the language through repetition;
   - Model self-talk;
   - Build other communication skills - taking turns, eye contact and appropriate social distance.

3. **Build oral language development into daily routines**
   - Oral language development can occur anytime, anywhere.
   - Daily routines such as roll call, distribution and collection of materials, classroom organisation, entry and exit routines and instructions;
   - Open-ended questions e.g. problem-solving in maths (Can you think of another way to...?);
   - Daily shared reading (How did that make you feel?);
   - Conflict resolution (How do you think he felt when...?);
   - Classroom organisation (How might we...?);

4. **Provide opportunities for interactions** - oral language develops most effectively through one-to-one conversations with a better language user who can model more sophisticated structures and vocabulary.
   - Equalise the talking time between teachers and students;
   - Increase the contact with better language users in pairs or very small groups;
   - Develop appropriate turn-taking, intonation, expression and eye contact;
   - Provide material such as play dough, pictures or objects to prompt the discussion;
   - Incorporate many opportunities for students to engage in discussions and conversations.

5. **Explore texts together**
   - Use texts as motivation and stimulation;
   - Use open ended questions;
   - Encourage language and broader cognitive development;
   - Retell to draw on memory and logical reasoning and build sequencing skills;
   - Practise different tenses and use of time-related connecting words;
   - Talk about the story or content to build world knowledge, promote imagination, help children draw information from different sources to make inferences, engage them in critical thinking, and develop vocabulary and understanding of language structures;
   - Stimulate language and promote a rich discussion of ideas;
   - Expose the students to more sophisticated vocabulary and syntactic structures than students would be able to read alone, and that can promote discussion about diverse and important topics that may not otherwise be raised.

6. **Model thinking processes** through “Think alouds” - Making the teacher’s thinking processes transparent by thinking aloud reveals for many students the

7. **Consider the language demands of each lesson** - considered with explicit teaching of new vocabulary and other elements of language incorporated into planning and target a particular aspect of oral language in each lesson increases the opportunities for practice.
iPad Apps for supporting Oral Language:

Explain Everything  Educreations  Keynote  Sparklefish  SPEAK

**Phonological Awareness**

Phonological awareness is processing the sound patterns in language, not understanding how the sounds map against text. Phonological awareness occurs before phonemic awareness.

- General Hierarchy of skills:
- Word Awareness;
- Rhythm;
- Rhyme;
- Repetition and Alliteration;
- Syllable counting and identification;
- Onset and rime → sound manipulation;
- Phonemic Awareness.

**Phonemic Awareness Strategies**

1. Pre-assess levels of understanding;
2. Develop guided and small instructional groups based on need for all students;
3. Increase the volume of opportunities to hear, compare, categorise and manipulate sounds;
4. Physical manipulation of letters to model and rehearse isolating, blending, segmenting, substitution and deletion e.g. using magnetic letters or cut-up strips;
5. Focus teaching on one skill followed by formative data to confirm understanding before moving on;
6. Push and say – pushing or moving magnetic letters or letter tiles as they say the sounds (segmenting) the blend the part back together to say the whole word;
7. Read alouds to model rhyme and rhythm.

iPad Apps for supporting Phonological Awareness:

ABC Phonics Rhyming Words  Spelling City  Syllable Word Search  ABC Reading Magic

**Phonics Program – Hilliard SS**

Developing phonemic awareness, graphophonetic knowledge and letter/sound relationships.

There are no rules dictating one effective sequence for the teaching of graphophonetic relationships, but there are some valuable guidelines. Teachers need to consider these in the context of their overall classroom program and the experiences and needs of their students.

Important pre concepts prior to commencing a phonics program are that students know the difference between letters/words/pictures. Early print concepts are best tested through tools such as Concepts about Print (M. Clay)
Developing awareness of letter names and recognition using charts, posters, environmental print and *hooks* such as alphabet songs/chants such as the one developed by Jolly Phonics.

The teaching guidelines for teaching phonemic awareness are explained below:
1. One of the most important guidelines is that you should take advantage of current classroom events that help to create a meaningful context for learning a particular letter-sound relationship. This may be done by tapping into the students’ names, a significant event or a story read to students.

2. Consonants provide more clues about a word’s identity when reading and writing than vowels. Teachers should plan to assist students to learn consonant letters and sounds first.

3. Part of phonics teaching is helping children to hear specific sounds. The consonants where the name of the letter contains the common sound of the letter are often easier for students to recall.

<table>
<thead>
<tr>
<th>letter</th>
<th>name</th>
<th>common sound</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>'bee’</td>
<td>/b/</td>
</tr>
<tr>
<td>D</td>
<td>‘dee’</td>
<td>/d/</td>
</tr>
<tr>
<td>F</td>
<td>‘ef’</td>
<td>/f/</td>
</tr>
<tr>
<td>J</td>
<td>‘jay’</td>
<td>/j/</td>
</tr>
<tr>
<td>C (hard) K</td>
<td>’kay’</td>
<td>/k/</td>
</tr>
<tr>
<td>L</td>
<td>‘al’</td>
<td>/l/</td>
</tr>
<tr>
<td>M</td>
<td>‘em’</td>
<td>/m/</td>
</tr>
<tr>
<td>N</td>
<td>‘en’</td>
<td>/n/</td>
</tr>
<tr>
<td>P</td>
<td>‘pee’</td>
<td>/p/</td>
</tr>
<tr>
<td>Q</td>
<td>‘kyoo’</td>
<td>/k/</td>
</tr>
<tr>
<td>R</td>
<td>‘ar’</td>
<td>/r/</td>
</tr>
<tr>
<td>S (soft ci, ce, cy)</td>
<td>’es’</td>
<td>/s/</td>
</tr>
<tr>
<td>T</td>
<td>‘tee’</td>
<td>/t/</td>
</tr>
<tr>
<td>V</td>
<td>‘vee’</td>
<td>/v/</td>
</tr>
<tr>
<td>Z</td>
<td>‘zed’</td>
<td>/z/</td>
</tr>
</tbody>
</table>

The initial consonants that students find easiest to identify aurally are the initial consonant sounds that we can ‘stretch’ as we say words starting with that sound. We can emphasise these ‘stretchable consonants’ (known as ‘continuants’ and ‘nasal sounds’) simply by exaggerating these consonants in the initial position, they are usually the easiest ones for students to hear and identify.

### Stretchable consonants

<table>
<thead>
<tr>
<th>letter</th>
<th>name</th>
<th>common sound</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>’eff’</td>
<td>/f/</td>
</tr>
<tr>
<td>L</td>
<td>‘al’</td>
<td>/l/</td>
</tr>
<tr>
<td>M</td>
<td>‘em’</td>
<td>/m/</td>
</tr>
<tr>
<td>N</td>
<td>‘en’</td>
<td>/n/</td>
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<td>R</td>
<td>‘ar’</td>
<td>/r/</td>
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<tr>
<td>S</td>
<td>‘ess’</td>
<td>/s/</td>
</tr>
<tr>
<td>V</td>
<td>‘vee’</td>
<td>/v/</td>
</tr>
<tr>
<td>Z</td>
<td>‘zed’</td>
<td>/z/</td>
</tr>
</tbody>
</table>

4. Other letters include the ‘plosive’ consonants, these are not harder to hear and learn, in fact they may be easier to hear than some of the continuants, especially when the continuants are in the medial positions. However, it is more difficult for teachers to give the short plosive sounds emphasis in speech. It is a good idea to separate the introduction of similar sounds, such as p/b, t/d, k/g, s/z

<table>
<thead>
<tr>
<th>letter</th>
<th>name</th>
<th>common sound</th>
<th>voiced/unvoiced</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>‘bee’</td>
<td>/b/</td>
<td>unvoiced</td>
</tr>
<tr>
<td>D</td>
<td>‘dee’</td>
<td>/d/</td>
<td>voiced</td>
</tr>
<tr>
<td>G</td>
<td>‘gee’</td>
<td>/g/</td>
<td>voiced</td>
</tr>
<tr>
<td>J G (soft ge, gi, gy)</td>
<td>’jay’</td>
<td>/j/</td>
<td>voiced</td>
</tr>
<tr>
<td>K</td>
<td>‘kay’</td>
<td>/k/</td>
<td>voiced</td>
</tr>
<tr>
<td>P</td>
<td>‘pee’</td>
<td>/p/</td>
<td>unvoiced</td>
</tr>
<tr>
<td>T</td>
<td>‘tee’</td>
<td>/t/</td>
<td>unvoiced</td>
</tr>
</tbody>
</table>
5. The letter x and the sound that it represents should be introduced through words that have an ‘x’ in the final position (i.e. in words such as box, fox, fix, six).

6. Consonant sounds of ‘h’, ‘w’ ‘y’ are not obvious from the names of the letters. It is easier for students to learn these letters in their initial position as ‘h’ ‘w’ are often diagraphs in final positions.

7. Vowels should be introduced through activities focusing on common rimes, to start with focus on simple word endings such as – at, -en, -it, -op, -ug (vowel + single consonant). Then move to rimes such as –ack, -ell, -ish (vowel + consonant blend; or vowel + consonant diagraph). While the pronunciation of vowel sounds is variable the vowel sounds within rimes are generally constant.

8. Approximately 500 of the most common words used during the first three years of school can be derived from a set of only 37 rimes:

<table>
<thead>
<tr>
<th>ack</th>
<th>ank</th>
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<tbody>
<tr>
<td>ail</td>
<td>ap</td>
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<tr>
<td>ain</td>
<td>ash</td>
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<td>op</td>
<td>or</td>
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<td>ore</td>
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<tr>
<td>uck</td>
<td>uge</td>
</tr>
<tr>
<td>ump</td>
<td>unk</td>
</tr>
</tbody>
</table>

9. Introduce students to short medial vowels. The /o/ sound is distinct and is best introduced first, attempt to keep a, u and e, i apart as they do cause confusion. Focus student’s attention on the formation of their lips when making short vowel sounds. Using a hook can provide a point of reference. Jolly phonics song.

10. After the short vowels have been introduced through rimes, introduce students to the long vowels through –vCe words. These words include rimes such as –ake, -ide, -oke. Then move on to the other long vowel rimes such as – ain, -eat, -ight.

Always start with an authentic text. This may be a text read and shared or writing either modelled or shared.

- Create a hook by rote learning letter and sound through accessing Jolly Phonics Youtube to revise and consolidate letter/sound relationship. [http://www.youtube.com/watch?v=Djz82FBYiug](http://www.youtube.com/watch?v=Djz82FBYiug)
- Application of letter sound understanding through toy sort, picture cards, picture sorts taken from Words Their Way resources.
- Practise letter through commercial electronic resources.

iPad Apps for supporting Phonics:

<table>
<thead>
<tr>
<th>Spellosaur</th>
<th>Oz Phonics</th>
<th>SkoolBo Aussie</th>
<th>Beginning Sounds</th>
</tr>
</thead>
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<tr>
<td><img src="image1.png" alt="Spellosaur" /></td>
<td><img src="image2.png" alt="Oz Phonics" /></td>
<td><img src="image3.png" alt="SkoolBo Aussie" /></td>
<td><img src="image4.png" alt="Beginning Sounds" /></td>
</tr>
</tbody>
</table>

**Decoding**

Decoding is the process of converting printed word into its spoken form. Readers are strategic when they figure out unknown words by decoding, analysing or predicting.

**Three Cuing System**
**Vocabulary**
The growth in reading power means continuous growth in word knowledge. Vocabulary is critically important in oral reading instruction. There are two types of vocabulary—oral and print.

**VOCABULARY STRATEGIES**
1. Teach vocabulary both directly and indirectly;
2. Repetition and multiple exposures to vocabulary items are important;
3. Learn vocabulary in rich contexts;
4. Value and display more specific or sophisticated language choices;
5. Use of computer technology can enhance the acquisition of vocabulary;
6. Restructured tasks to meet individual learning needs;
7. Actively engage students and make links to prior knowledge;
8. A range of strategies and opportunities is required for optimal learning;
9. Teach about the connections and patterns in language;
10. Analyse sentence structure, awareness of word parts, origins and word relationships;
11. Explicitly teach structure, morphemic and etymological knowledge as clues to building meaning when encountering new words and concepts;
12. Reading mileage and conversations indirectly build most word learning.

**Fluency**
To be able to read fluently, students need to be accessing knowledge from a combination of all three cueing systems: semantic, syntactic and graphophonic.

Fluent readers are able to read orally with speed, accuracy, and proper expression. The ability to read text fluently is necessary, but not sufficient for understanding the meaning of text. When students struggle with the mechanics of reading there is no mental energy left to devote to understanding what they are reading. Fluency is therefore one of several critical factors necessary for reading comprehension.

**FLUENCY STRATEGIES**
1. Model fluent reading behaviour (Read-alouds, modelled and shared reading);
2. Teach common, high frequency words to fluency that are currently being used in texts;
3. Teach common word-parts and spelling patterns-prefixes, suffixes, morphemes, word origins (alphabetic, visual, morphemic and etymological) so students can take words apart on the run;
4. Build strategies for self-monitoring and self-correction and allow wait time;
5. Allow rehearsal time and repeated readings of known texts at easy levels;
6. Choose texts carefully considering text features and characteristics;
7. Teach punctuation for meaning;
8. Teach rates and styles of reading for different texts and purposes;
9. Partner reading -with even and uneven capabilities;
10. Encourage peer feedback and encouragement;
11. Guided repeated oral reading;
12. Choose a text at student’s independent/easy reading level;
13. Model fluent reading;
14. Students reread the text quietly on their own several times (rehearsal);
15. Students read text aloud and may reread several times;
16. Developing reading mileage and stamina through high volumes of text at easy levels.

**Comprehension**
Reading comprehension is an active and complex cognitive process that requires an intentional and thoughtful interaction between the reader and the text.

**COMPREHENSION STRATEGIES**
QAR strategies will be explicitly taught as a tool for clarifying how students can approach the task of reading texts and answering questions. It will assist students to consider both information in the text and information from their own background knowledge.

- Explicitly show the relationship between questions and answers.
- Categorise different types and levels of questions.
• Help students to analyse, comprehend and respond to text concepts.
• Help refute the common misconception held by students that the text has all the answers.

Explicit strategy instruction is at the core of good comprehension instruction and should be used in a before, during, and after reading format:
- Before strategies activating students' prior knowledge and set a purpose for reading;
- During strategies helping students make connections, monitor their understanding, generate questions, and stay focused;
- After strategies providing students an opportunity to summarize, question, reflect, discuss, and respond to text.

<table>
<thead>
<tr>
<th>QAR</th>
<th>Sample Comprehension strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Right There</td>
<td>1. Scanning to locate information</td>
</tr>
<tr>
<td></td>
<td>2. Note-taking strategies to support easier recall of key information</td>
</tr>
<tr>
<td></td>
<td>3. Using context clues for creating definitions</td>
</tr>
<tr>
<td>Think &amp; Search</td>
<td>1. Identifying important information</td>
</tr>
<tr>
<td></td>
<td>2. Summarising</td>
</tr>
<tr>
<td></td>
<td>3. Using text organisation (e.g. comparison-contrast, problem-solution, list, explanation)</td>
</tr>
<tr>
<td></td>
<td>4. Visualising (e.g. setting, mood, procedures)</td>
</tr>
<tr>
<td></td>
<td>5. Using context to describe symbols and figurative language</td>
</tr>
<tr>
<td></td>
<td>6. Clarifying</td>
</tr>
<tr>
<td></td>
<td>7. Making text-to-text connections</td>
</tr>
<tr>
<td></td>
<td>8. Making simple inferences</td>
</tr>
<tr>
<td>Author &amp; Me</td>
<td>1. Predicting</td>
</tr>
<tr>
<td></td>
<td>2. Visualising</td>
</tr>
<tr>
<td></td>
<td>3. Making simple and complex inferences</td>
</tr>
<tr>
<td></td>
<td>4. Making text-to-self connections</td>
</tr>
<tr>
<td>On My Own</td>
<td>1. Activating prior knowledge (about genre, experiences, authors, text.)</td>
</tr>
<tr>
<td></td>
<td>2. Connecting to the topic (self-to-text)</td>
</tr>
</tbody>
</table>

**PLANNING FOR READING**

The five dimensions of teaching and learning form the basis of every teacher’s professional practice. At its centre are students. Each dimension links to and supports the others. No one dimension exists in isolation.

<table>
<thead>
<tr>
<th>Curriculum Intent</th>
<th>Assessment</th>
<th>Sequencing Teaching and Learning</th>
<th>Making Judgements</th>
<th>Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do the students need to know about reading?</td>
<td>How will I confirm what the students have learnt about reading to inform future planning?</td>
<td>How will I plan, scaffold and differentiate to ensure that all students improve in reading?</td>
<td>What standards will I apply to student learning in reading?</td>
<td>How will I let students know how to improve their performance in reading?</td>
</tr>
<tr>
<td>Teachers will use the following documents for establishing</td>
<td>Teachers will use the following documents to assess and inform</td>
<td>Teachers will use the following documents to sequence teaching</td>
<td>Teachers will make judgements based on</td>
<td>Teachers will use individual student data to provide</td>
</tr>
</tbody>
</table>
curriculum intent in reading:

- ACARA achievement standards
- C2C Planning Documents
- Hilliard SS Reading Program
- Hilliard State School “Big 6”
- Individual and class student goal setting
- Pre-Assessment
- Diagnostic Testing

future planning in reading:

- Hilliard SS Assessment Schedule
- Student Feedback on goal setting
- Guide to making Judgements
- Plan4me pre and post assessment
- C2C Assessment tasks
- Diagnostic Assessment
- Monitoring and tracking tools eg.PM, PAT R, PROBE.

and learning to ensure student improvement in reading:

- Hilliard SS Reading Program
- Hilliard SS Guide to implementing a Literacy Block
- ACARA C2C planning documents

student reading through:

- Guide to Making Judgements
- Year level moderation
- Assessment criteria sheets
- Monitoring and tracking tools eg.PM, PAT R, PROBE.

quality feedback to students against their explicit individual student reading goal using the 2014 class student goals template and 2014 Individual Student Literacy and Numeracy Goals template

<table>
<thead>
<tr>
<th>LITERACY BLOCK HILLIARD SS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning blocks give classroom teachers scope to implement the components of effective literacy and numeracy programs, including ongoing assessment, targeted or differentiated instruction, and student-based, open-ended activities that encourage higher-order thinking (Ontario Ministry of Education, 2004a, p. 29). The most effective schools demonstrate a commitment to uninterrupted time for learning (Campbell, Fullan, &amp; Glaze, 2006, p. 23). Hilliard SS has 2 allocated Literacy Blocks to ensure resources are spread evenly and effectively across the school.</td>
</tr>
</tbody>
</table>

| Years  P-2 | 8.50am-10.50am |
| Years 3-7 | 11.30am-1.30pm |

NOTE: The allocation of Teacher Aide support during these priority learning times is to assist with the implementation of the Hilliard SS Reading Program.

Differentiation
Access to Learning Support and Enrichment Mentor for the differentiation of the teaching of reading for identified students.

BALANCED READING INSTRUCTION
Balanced reading instruction should include the gradual release of responsibility of a particular tasks. At Hilliard SS, we use the “I do, We do, You do” model of gradual release.

Reading Instruction must explicitly state the intent of the lesson, WALT and WILF. Across a weekly timetable, teachers must provide students with a variety of instructional practises.
<table>
<thead>
<tr>
<th>Whole Group</th>
<th>Modelled Reading</th>
<th>Shared Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Explicit Focus</td>
<td>*Teacher uses text and think aloud language to model the use of strategies.</td>
<td>*Teachers and students share in the reading process together, applying strategies as they move towards more independent work.</td>
</tr>
<tr>
<td>• Decoding or comprehension strategies</td>
<td>*They explicitly and visibly verbalise the thinking processes of effective readers.</td>
<td></td>
</tr>
<tr>
<td>• Use of metalanguage</td>
<td></td>
<td>*Lesson focus on the process, language and the demands of reading.</td>
</tr>
<tr>
<td>• Visible Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Reading process as a whole</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

OR

<table>
<thead>
<tr>
<th>Whole Group</th>
<th>Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Reflection and share</td>
<td>Whole group meets to reflect on their learning. This may include partner and small group sharing.</td>
</tr>
<tr>
<td>• Communicate</td>
<td></td>
</tr>
<tr>
<td>• Justify</td>
<td></td>
</tr>
<tr>
<td>• Question</td>
<td></td>
</tr>
</tbody>
</table>

Phonics/ Word study/ Spelling/ STRIVE

Word study includes explicit teaching of phonics, phonemic awareness and spelling patterns.

<table>
<thead>
<tr>
<th>Part Groups</th>
<th>Comprehension</th>
<th>Accuracy – Decoding</th>
<th>Fluency</th>
<th>Expanded Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Teacher directed guided groups and independent groups.</td>
<td>Comprehension QAR</td>
<td>Explicit teaching of reading strategies</td>
<td>Fluency</td>
<td>Expanded Vocabulary</td>
</tr>
<tr>
<td>• Opportunities to consolidate understanding</td>
<td>Question Answer Response</td>
<td>• Look at the picture</td>
<td>Repeated exposure and teaching of sight words</td>
<td>Teaching the study and systems of words</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Point to the words</td>
<td>Frequent opportunities to read familiar texts repeatedly</td>
<td>WTW</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Look at the first letter</td>
<td></td>
<td>Strive</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Sound out the words</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Chunk the sounds</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Flip the vowel</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Read on</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Does it sound right?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Does it make sense?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Balanced Reading Instruction

**Conduct Pre-assessment:** What do the students already know?

**Differentiate according to the results of the Pre-assessment:** What do I need to extend? Who do I need to modify the content for?

**Warm Up**
- **What?** Skill focus Eg. Phonics, vocab
- **How?** Eg. IWB, Hands on Materials, iPad

**Explicit Focus Established – WALT & WILF**

- **Modelled Reading**
  - 1 per week
  - **I Do**
  - Provides most teacher support
  - The teacher:
    - Chooses text to support focus
    - Provides a model for fluent reading and appropriate reading behaviours
    - Allows students to read along
    - Provides opportunities for students to read and respond to a variety of texts
    - Presents vocabulary in the context of a text
  - The students:
    - Watch, listen and observe the demonstration
    - Discuss the demonstration identifying the processes used
    - Ask questions to clarify understanding

- **Shared Reading**
  - 1 per week
  - **We Do**
  - The teacher:
    - Chooses a text at instructional level
    - Supports students as they talk, read and think through a text to construct meaning
    - Provides purposeful questioning before, during and after the reading of the text
    - Assesses the success of previous teaching
  - The students:
    - Rehearse a skills strategy or focus with support
    - Work cooperatively with their fellow readers

- **Guided Reading**
  - 3 per week
  - **We Do**
  - The teacher:
    - Provides students with appropriate levelled texts to choose from
    - Provides students with the opportunity to share their independent reading through retell, book rap etc.
  - The students:
    - Make appropriate book choices
    - Read quietly without disturbing others
    - Engage in quality discussions about their book

- **Independent Reading**
  - daily
  - **You Do**
  - The teacher:
    - Provides students with appropriate levelled texts to choose from
    - Provides students with the opportunity to share their independent reading through retell, book rap etc.
  - The students:
    - Make appropriate book choices
    - Read quietly without disturbing others
    - Engage in quality discussions about their book

**Check in with Post Assessment** – Has the curriculum intent been achieved by the individual student?
<table>
<thead>
<tr>
<th>HSS Assessment Schedule Type</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
<th>Officer Responsible for Administration, Collation, Recording</th>
<th>Results recorded to</th>
<th>Analysis</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre Prep Screener Brigance</td>
<td>●</td>
<td></td>
<td></td>
<td></td>
<td>Deputies, HOC, ST:L&amp;N, Hoses</td>
<td>Brigance Data Base</td>
<td>Evaluate data</td>
<td>Inform class composition</td>
</tr>
<tr>
<td>Early Literacy Test</td>
<td>● Wk 8</td>
<td>● Wk 8</td>
<td></td>
<td></td>
<td>Teacher aides administer test, HOC records results in template</td>
<td>Excel template</td>
<td>Prep Teachers</td>
<td>Inform teaching informs when Running Records will begin</td>
</tr>
<tr>
<td>Prep Phonemic Awareness – letter identification and sound association</td>
<td>● ● ● ●</td>
<td></td>
<td></td>
<td></td>
<td>Prep Teachers</td>
<td>Class document</td>
<td>Prep Teachers</td>
<td>*Students not achieving 95% accuracy engage in Metalinguistics Intervention TAs to deliver</td>
</tr>
<tr>
<td>Sight Word Recognition Prep – 1(2)</td>
<td>● ● ● ●</td>
<td></td>
<td></td>
<td></td>
<td>Teachers</td>
<td>Teachers Retain in student file</td>
<td>Teachers monitor</td>
<td>Inform teaching</td>
</tr>
<tr>
<td>PM Benchmark Year 1 - 3</td>
<td>● Wk 5</td>
<td>● Wk 5</td>
<td>● Wk 5</td>
<td>● Wk 5</td>
<td>Year 1 -3 Teachers</td>
<td>End of each term OneSchool</td>
<td>Class Teachers HOC ST:L&amp;N</td>
<td>Students scoring below – Year 1 level 5 (Term 1) directed into LLI Year 2 level 15 (Term 1) directed into LLI Year 3 ≥ level 22 (Term 1) TAs to deliver ST:L&amp;N monitor</td>
</tr>
<tr>
<td>PM Benchmark Prep</td>
<td>● Wk 5</td>
<td>● Wk 5</td>
<td>● Wk 5</td>
<td>● Wk 5</td>
<td>Teachers</td>
<td>Teachers end of year OneSchool</td>
<td>Teachers</td>
<td>Prep running records when developmentally appropriate</td>
</tr>
<tr>
<td>PROBE Yr 4-7</td>
<td>● Wk 5</td>
<td>● Wk 5</td>
<td>● Wk 5</td>
<td>● Wk 5</td>
<td>Teachers</td>
<td>OneSchool</td>
<td>Teachers ST:L&amp;N</td>
<td>Inform teaching &amp; reporting</td>
</tr>
<tr>
<td>PAT R Year 2</td>
<td>● Wk 9</td>
<td></td>
<td></td>
<td></td>
<td>Teachers</td>
<td>Teachers OneSchool</td>
<td>Teachers</td>
<td>Inform teaching</td>
</tr>
<tr>
<td>PAT R Year 3-7</td>
<td>● Wk 9</td>
<td></td>
<td></td>
<td></td>
<td>Teachers</td>
<td>Teachers OneSchool</td>
<td>Teachers</td>
<td>Inform teaching</td>
</tr>
<tr>
<td>Words Their Way Spelling Inventory Years 1 - 7</td>
<td>● By Wk 4</td>
<td>● By Wk 4</td>
<td>● By Wk 2</td>
<td>Teachers</td>
<td>Words Their Way Program OneSchool</td>
<td>Teachers</td>
<td>Inform groupings and teaching phase</td>
<td></td>
</tr>
<tr>
<td>No Excuse Words</td>
<td>● By Wk 4</td>
<td></td>
<td></td>
<td></td>
<td>Teachers</td>
<td>OneSchool</td>
<td>Teachers</td>
<td>Inform teaching</td>
</tr>
<tr>
<td>I Can Do Maths Prep – Year 1</td>
<td>● By Wk 4</td>
<td></td>
<td></td>
<td></td>
<td>Teachers</td>
<td>OneSchool</td>
<td>Teachers</td>
<td>Inform teaching and identification for Number Intervention</td>
</tr>
<tr>
<td>PATMaths Yr 2-7</td>
<td>● Wk 2</td>
<td></td>
<td></td>
<td></td>
<td>Teachers</td>
<td>Analysis grid OneSchool</td>
<td>Teachers</td>
<td>Inform teaching and identification for Number Intervention</td>
</tr>
</tbody>
</table>
Explanation of assessment administration and record of data.

**Words Their Way Spelling Inventory**
- Teacher to refer to previous test to identify starting point.
- Teacher to administer test.
- When student scores 20 or more words correct take student up to the next test.
- Score results into Words Their Way Program as loaded onto laptop.
- Teacher to record student level of development into OneSchool; Raw Score, Phase of Development and Test type (ESI, PSI, USI).

**RED/Blue Box PM Benchmark**
- Teacher to administer Running Record and listed comprehension questions.
- Attainment of a reading level requires a minimum - Reading Accuracy 90% and Comprehension satisfactory.
- Non achievement of these levels requires movement down to the next level.
- Teacher to record student level of development into OneSchool; Reading Accuracy %, Comprehension Proficiency %, Optional Comment.

**PROBE Reading**
- Teacher to refer to previous test to identify starting point. If comprehension satisfactory take to next reading age if not proficient retest on previous level.
- Students not previously tested require a Determiner.
- Student reads through the list until they make two errors in the one line that show no visual similarity to the listed word. The student is the level immediately above.
- Student reads through the text independently first. Then student reads the text to the teacher with the teacher marking; errors, insertions, omissions.
- Teacher asks student listed comprehension questions and records responses. Student is encouraged at all times to refer back to the text when answering.
- Teacher corrects answers using the prepared answers.
- Attainment of a reading level requires a minimum of reading accuracy 96% and comprehension proficiency 70%.
- Teacher to record student results into OneSchool; Reading Age, Reading Accuracy %, Comprehension Proficiency %, Optional Comment.

**Setting Individual Student Reading Goals**
1. Use assessment information to identify need.
2. Meet with students, negotiate student reading goal. Make explicit, students responsibilities and the strategies they need to use to meet the goals.
3. Record individual student goals on class overview template and individual student template.
4. Provide quality feedback to students on the progress of their goals regularly.
SUPPORTING DOCUMENTS

ACARA English Standards

Classroom to Curriculum, Education QLD

Department of Education and Training (2009) The Teaching of Reading, QLD

Hilliard SS Assessment Schedule

Hilliard SS Pedagogical Framework

Hilliard SS 2014 School Priorities

Lockhart SS, (2012) Lockhart State School Reading Program, Lockhart River


Warwick, L (2014) South East Region Guidelines for Developing a Whole School Reading Program, Brisbane

Warwick, L. & Elsby, S. (2014) South East Region Monitoring and Assessment of Reading Growth, Brisbane


www.davidhornsby.com.au
### Introduction to the Target Word

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. TEXT or ACTIVITY</td>
<td>Teacher reads the text to the students or completes other KLA activity</td>
</tr>
<tr>
<td>2. CONTEXT</td>
<td>Teacher contextualises the word within the text/activity</td>
</tr>
<tr>
<td>3. REPEAT</td>
<td>Students repeat the word</td>
</tr>
<tr>
<td>4. FRIENDLY DEFINITION</td>
<td>Teacher provides a student friendly definition of the word</td>
</tr>
<tr>
<td>5. ACTION</td>
<td>Teachers and students create an action for the word</td>
</tr>
<tr>
<td>6. TEACHER EXAMPLES</td>
<td>Teacher provides examples in context other than the one in the text/activity</td>
</tr>
<tr>
<td>7. REPEAT</td>
<td>Students repeat the word</td>
</tr>
<tr>
<td>8. Optional INTERACTION</td>
<td>Teacher creates a situation/activity where the students 'interact' with the word</td>
</tr>
</tbody>
</table>
“Think and Search” questions ask you to find answers that are there in the text but you have to search for them.

The answer might be in one or more sentences or even paragraphs.
Think and Search

What do these questions look like?

These questions are used to explain, summarise, compare, contrast and retell

The main idea is…  What caused…?
Compare/contrast…  How did…?
Retell the story  Explain why…?
Why was…?  For what reason did…?

To answer these questions

- Read the question.
- Underline the key words.
- Re-read the text.
- Look for words, phrases or ideas related to the question.
- The answer is usually a little longer than “right there” questions.
“Right There” questions ask you to go back and find the information in the text.

These are usually the easiest to answer because the answer is RIGHT THERE in the text and the answer is usually short.
Right There

What do these questions look like?

These questions often use the same words found in the text.

- Who did…?
- Who is…?
- When is…?
- When did…?
- How many…?
- Where is…?
- What is…?
- How did…?

To answer these questions

- Re-read the text looking for the key words found in the question.
- The answer is usually short (one or two words)
“On my own” questions want you to think about and use *what you already know or think* about the topic.

They want you to relate what you know to what you have just read.
On My Own

What do these questions look like?

Open ended questions that go beyond the text

*What would happen if…?*  *What if…?*
*In your opinion…?*  *Do you know..?*
*Would you ever…?*  *Have you ever..?*
*What can you do to/about..?*
*Do you agree or disagree..?*
*Think about something/someone you know…?*

To answer these questions

- Underline key words in the question.
- Think about what you already know about the topic in relation to the question.
- The answer is usually long.
“Author and Me” questions want you to use ideas and information not stated directly in the text but you have to read the text to understand what the question is asking.

They are usually about what the author wants you to know or think.
Author and Me

What do these questions look like?

Usually about the reason the text was written or why the author wrote the text.

Would you…?
The author’s attitude…
Did you agree with…?
What did you think of…?
Why did the author choose…?
How does the author want readers to feel about…?

To answer these questions

- Read the question.
- Underline key words.
- Re-read the text.
- Looking for information with links to or supports the key words.
- “Think like the author”.
- Use this information to make your own ideas or opinions.
- Your answer will most likely be long.
**Accuracy:** Reading words in text with no errors.

**After Reading Comprehension Strategies:** Strategies that require the reader to actively transform key information in text that has been read (e.g., summarizing, retelling).

**Automaticity:** Reading without conscious effort or attention to decoding.

**Background Knowledge:** Forming connections between the text and the information and experiences of the reader.

**Before Reading Comprehension Strategies:** Strategies employed to emphasize the importance of preparing students to read text (e.g., activate prior knowledge, set a purpose for reading).

**Blending:** The task of combining sounds rapidly, to accurately represent the word.

**Chunking:** A decoding strategy for breaking words into manageable parts (e.g., /yes /ter/ day). Chunking also refers to the process of dividing a sentence into smaller phrases where pauses might occur naturally (e.g., When the sun appeared after the storm, / the newly fallen snow /shimmered like diamonds).

**Cluster:** Two (or three) letters making two (or three) sounds, e.g. the first three letters of ‘straight’ are a consonant cluster.

**Comprehension:** Understanding what one is reading, the ultimate goal of all reading activity.

**Comprehension Questions:** Address the meaning of text, ranging from literal to inferential to analytical.

**Consonant Blend:** Two or more consecutive consonants which retain their individual sounds (e.g., /bl/ in block; /str/ in string).

**Consonant Digraph:** Two consecutive consonants that represent one phoneme, or sound (e.g., /ch/, /sh/).

**Continuous Sounds:** A sound that can be held for several seconds without distortion (e.g., /m/, /s/).

**Decodable Text:** Text in which a high proportion of words (80%-90%) comprise sound-symbol relationships that have already been taught. It is used for the purpose of providing practice with specific decoding skills and is a bridge between learning phonics and the application of phonics in independent reading.

**Decodable Words:** These words contain phonic elements that were previously taught.
**Decoding**: The ability to translate a word from print to speech, usually by employing knowledge of sound symbol correspondences; also the act of deciphering a new word by sounding it out.

**Derivational Affix**: A prefix or suffix added to a root or base to form another word (e.g., -un in unhappy, -ness in likeness).

**Diagnostic**: Tests that can be used to measure a variety of reading, language, or cognitive skills. Although they can be given as soon as a screening test indicates a child is behind in reading growth, they will usually be given only if a child fails to make adequate progress after being given extra help in learning to read. They are designed to provide a more precise and detailed picture of the full range of a child’s knowledge and skill so that instruction can be more precisely planned.

**Differentiated Instruction**: Matching instruction to meet the different needs of learners in a given classroom.

**Difficult Words**: Some words are difficult because they contain phonics elements that have not yet been taught. Others are difficult because they contain letter-sound correspondences that are unique to that word (e.g., yacht).

**Digraphs**: A group of two consecutive letters whose phonetic value is a single sound (e.g., /ea/ in bread; /ch/ in chat; /ng/ in sing).

**Diphthong**: A vowel produced by the tongue shifting position during articulation; a vowel that feels as if it has two parts, especially the vowels spelled ow, oy, ou, and oi.

**Direct Instruction**: The teacher defines and teaches a concept, guides students through its application, and arranges for extended guided practice until mastery is achieved.

**Direct Vocabulary Instruction**: Planned instruction to pre-teach new, important, and difficult words to ensure the quantity and quality of exposures to words that students will encounter in their reading.

**During Reading Comprehension Strategies**: Strategies that help students engage the meanings of a text (e.g., asking questions at critical junctures; modelling the thought process used to make inferences; constructing mental imagery).

**Emergent Literacy**: The skills, knowledge, and attitudes that are developmental precursors to conventional forms of reading and writing.

**Etymology**: The origin of a word and the historical development of its meaning (e.g., the origin of our word etymology comes from late Middle English: from Old French ethimologie, via Latin from Greek etumologia, from etumologos ‘student of etymology,’ from etimon, neuter singular of etumos ‘true’).
Explicit: Explicit instruction involves direct explanation. The teacher’s language is concise, specific, and related to the objective. Another characteristic of explicit instruction is a visible instructional approach which includes a high level of teacher/student interaction. Explicit instruction means that the actions of the teacher are clear, unambiguous, direct, and visible. This makes it clear what the students are to do and learn. Nothing is left to guess work.

Flexible Grouping: Grouping students according to shared instructional needs and abilities and regrouping as their instructional needs change. Group size and allocated instructional time may vary among groups.

Fluency: Ability to read text quickly, accurately, and with proper expression. Fluency provides a bridge between word recognition and comprehension.

Formal Assessment: Follows a prescribed format for administration and scoring. Scores obtained from formal tests are standardized, meaning that interpretation is based on norms from a comparative sample of children.

Grapheme: A letter or letter combination that spells a phoneme; can be one, two, three, or four letters in English (e.g., e, ei, igh, eigh).

High Frequency Words: A small group of words (300-500) that account for a large percentage of the words in print and can be regular or irregular words (i.e., Dolch or Fry). Often, they are referred to as “sight words” since automatic recognition of these words is required for fluent reading.

Independent Reading Level: The level at which a reader can read text with 95% accuracy (i.e., no more than one error per 20 words read). Independent reading level is relatively easy text for the reader.

Independent-Instructional Reading Level Range: The reading range that spans instructional and independent reading levels or level of text that a student can read with 90% to 95% or above accuracy.

Instructional Reading Level: The level at which a reader can read text with 90% accuracy (i.e., no more than one error per 10 words read). Instructional reading level engages the student in challenging, but manageable text.

Instructional Routines: include the following sequence of steps

Explicit instruction

Modelling

Guided practice
Generalization

**Intervention Program:** Provides content for instruction that is intended for flexible use as part of differentiated instruction and/or more intensive instruction to meet student learning needs in one or more of the specific areas of reading (phonological awareness, phonics, fluency, vocabulary, and comprehension). These programs are used to provide targeted, intensive intervention for small groups of struggling readers.

**Letter Combinations:** Also referred to as digraphs, a group of consecutive letters that represents a particular sound(s) in the majority of words in which it appears (e.g., /ai/ in maid; /ch/ in chair; /ar/ in car; /kn/ in know; /ng/ in ring).

**Letter-Sound Correspondence:** The matching of an oral sound to its corresponding letter or group of letters.

**Literal Comprehension:** Understanding of the basic facts that the student has read.

**Metacognition:** An awareness of one’s own thinking processes and how they work. The process of consciously thinking about one’s learning or reading while actually being engaged in learning or reading. Metacognitive strategies can be taught to students; good readers use metacognitive strategies to think about and have control over their reading.

**Modelling:** Teacher overtly demonstrates a strategy, skill, or concept that students will be learning.

**Morpheme:** The smallest meaningful unit of language.

**Objectives:** Measurable statements detailing the desired accomplishments of a program.

**Oddities:** Vowels that are pronounced differently from the expected pronunciation (e.g., the “o” in old is pronounced /o/ instead of the expected /o/).

**Onset and Rime:** In a syllable, the onset is the initial consonant or consonants, and the rime is the vowel and any consonants that follow it (e.g., the word sat, the onset is “s” and the rime is “at”. In the word flip, the onset is “fl” and the rime is “ip”).

**Oral Language:** Spoken language. There are five components of oral language: phonology, morphology, syntax, semantics, and pragmatics.
**Partner/Peer Reading:** Students reading aloud with a partner, taking turns to provide word identification help and feedback.

**Pedagogy:** How instruction is carried out or the method and practice of teaching.

**Phoneme:** The smallest unit of sound within our language system. A phoneme combines with other phonemes to make words.

**Phoneme Isolation:** Recognizing individual sounds in a word (e.g., /p/ is the first sound in pan).

**Phoneme Manipulation:** Adding, deleting, and substituting sounds in words (e.g., add /b/ to oat to make boat; delete /p/ in pat to make at; substitute /o/ for /a/ in pat to make pot).

**Phonemic Awareness:** The ability to notice, think about, or manipulate the individual phonemes (sounds) in words. It is the ability to understand that sounds in spoken language work together to make words. This term is used to refer to the highest level of phonological awareness: awareness of individual phonemes in words.

**Phonics:** The study of the relationships between letters and the sounds they represent; also used to describe reading instruction that teaches sound-symbol correspondences.

**Phonological Awareness:** One’s sensitivity to, or explicit awareness of, the phonological structure of words in one’s language. This is an “umbrella” term that is used to refer to a student’s sensitivity to any aspect of phonological structure in language. It encompasses awareness of individual words in sentences, syllables, and onset-rime segments, as well as awareness of individual phonemes.

**Prefix:** A morpheme that precedes a root and that contributes to or modifies the meaning of a word as “re” in reprint.

**Rate:** The speed at which a person reads.

**Reading Vocabulary:** The words needed to understand what is read.

**Receptive Language:** Language that is heard.

**Repeated Reading:** Rereading of text until the reader is able to read at a predetermined rate to produce fluency.

**Retelling:** Recalling the content of what was read or heard.
**Rhyming**: Words that have the same ending sound.

**Root**: A bound morpheme, usually of Latin origin, that cannot stand alone but is used to form a family of words with related meanings.

**Scaffolding**: Refers to the support that is given to students in order for them to arrive at the correct answer. This support may occur as immediate, specific feedback that a teacher offers during student practice. For instance, the assistance the teacher offers may include giving encouragement or cues, breaking the problem down into smaller steps, using a graphic organizer, or providing an example. Scaffolding may be embedded in the features of the instructional design such as starting with simpler skills and building progressively to more difficult skills. Providing the student temporary instructional support assists them in achieving what they could not otherwise have done alone.

**Schema**: Refers to prior knowledge, the knowledge and experience that readers bring to the text.

**Schwa**: The vowel sound sometimes heard in an unstressed syllable and is most often sounded as /uh/ or as the short /u/ sound as in cup.

**Scope and Sequence**: A “roadmap” or “blueprint” for teachers that provides an overall picture of an instructional program and includes the range of teaching content and the order or sequence in which it is taught.

**Screening**: An informal inventory that provides the teacher a beginning indication of the student’s preparation for grade level reading instruction. It is a “first alert” that a child may need extra help to make adequate progress in reading during the year.

**Segmenting**: Separating the individual phonemes, or sounds, of a word into discrete units.

**Self-Monitoring**: Refers to metacognition. When students use self-monitoring strategies, they actively think about how they are learning or understanding the material, activities, or reading in which they are engaged.

**Sight Words**: These are words that are recognized immediately. Sometimes sight words are thought to be irregular, or high frequency words. However, any word that is recognized automatically is a sight word. These words may be phonetically regular or irregular.

**Sound to Symbol**: Phonics instruction that matches phoneme to grapheme.

**Speed**: The rate at which a student reads.

**Student Friendly Explanation**: An explanation of the word’s meaning rather than a definition.
1) Characterises the word and how it is typically used.

2) Explains the meaning in everyday language.

**Suffix:** An affix attached to the end of a base, root, or stem that changes the meaning or grammatical function of the word, as “en” in oxen.

**Summarizing:** Reducing large selections of text to their bare essentials: the gist, the key ideas, the main points that are worth noting and remembering.

**Syllable:** A segment of a word that contains one vowel sound. The vowel may or may not be preceded and/or followed by a consonant.

Syllable Types: There are six syllable types:

1. Closed: cat, cobweb

2. Open: he, silo

3. Vowel-consonant-e (VCE): like, milestone

4. Consonant-l-e: candle, juggle (second syllable)

5. R-controlled: star, corner,

6. Vowel pairs: count, rainbow

**Systematic Instruction:** A carefully planned sequence for instruction, similar to a builder’s blueprint for a house. A blueprint is carefully thought out and designed before building materials are gathered and construction begins. The plan for instruction that is systematic is carefully thought out, strategic, and designed before activities and lessons are planned. Instruction is across the five components (phonemic awareness, phonics, fluency, vocabulary, and comprehension). For systematic instruction, lessons build on previously taught information, from simple to complex.

**Systematic Phonics Instruction:** Systematic phonics programs teach children an extensive, pre-specified set of letter-sound correspondences or phonograms.
Target Words: Are specifically addressed, analyzed, and/or studied in curriculum lessons, exercises, and independent activities.

Think-Alouds: During shared read aloud, teachers reveal their thinking processes by verbalising: connections, questions, inferences and predictions.

VC, CVC, CCVC: The abbreviations for vowel-consonant, consonant-vowel-consonant, consonant-consonant-vowel-consonant, which are used to describe the order of letters in words, e.g. am, ham, slam.

Vocabulary: Refers to all of the words of our language. One must know words to communicate effectively. Vocabulary is important to reading comprehension because readers cannot understand what they are reading without knowing what most of the words mean. Vocabulary development refers to stored information about the meanings and pronunciation of words necessary for communication. Four types of vocabulary include listening, speaking, reading and writing.

Vowel Digraph or Vowel Pair: Two vowels together that represent one phoneme, or sound (e.g., ea, ai, oa).

Word Family: Group of words that share a rime (a vowel plus the consonants that follow; e.g., -ame, -ick,-out).
Balanced Reading Instruction

Conduct Pre-assessment: What do the students already know?

Differentiate according to the results of the Pre-assessment: What do I need to extend? Who do I need to modify the content for?

Warm Up

What? Skill focus Eg. Phonics, vocab  How? Eg. IWB, Hands on Materials, iPad

Explicit Focus Established – WALT & WILF

Modelled Reading
1 per week
I Do

Provides most teacher support

The teacher:
- Chooses an enlarged text
- Demonstrates one selected reading behaviour and when why and how they are used in an explicit manner
- Verbalises thinking processes of being an effective reader

The students:
- Watch, listen and observe the demonstration
- Discuss the demonstration identifying the processes used
- Ask questions to clarify understanding

Shared Reading
1 per week
We Do

The teacher:
- Chooses text to support focus
- Provides a model for fluent reading and appropriate reading behaviours
- Allows students to read along
- Provides opportunities for students to read and respond to a variety of texts
- Presents vocabulary in the context of a text

The students:
- Participate in read along
- Discuss and respond to the text
- Use their own words to express a personal connection

Guided Reading
3 per week
We Do

The teacher:
- Chooses a text at instructional level
- Supports students as they talk, read and think through a text to construct meaning
- Provides purposeful questioning before, during and after the reading of the text
- Assesses the success of previous teaching

The students:
- Rehearse a skills strategy or focus with support
- Work cooperatively with their fellow readers

Independent Reading
daily
You Do

The teacher:
- Provides students with appropriate levelled texts to choose from
- Provides students with the opportunity to share their independent reading through retell, book rap etc.

The students:
- Make appropriate book choices
- Read quietly without disturbing others
- Engage in quality discussions about their book

Check in with Post Assessment – Has the curriculum intent been achieved by the individual student?

Reflection

<table>
<thead>
<tr>
<th>By the end of  <strong>PREP YEAR</strong>, students</th>
<th>By the end of  <strong>YEAR 1</strong>, students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use predicting and questioning strategies to make meaning from texts</td>
<td>Understand the different purposes of texts</td>
</tr>
<tr>
<td>Recall one or two events from texts with familiar topics</td>
<td>Make connections to personal experience when explaining characters and main events in short texts</td>
</tr>
<tr>
<td>Understand that there are different types of texts and that these can have similar characteristics</td>
<td>Identify the language features, images and vocabulary used to describe characters and events</td>
</tr>
<tr>
<td>Identify connections between texts and their personal experience</td>
<td>Read aloud, with developing fluency and intonation, short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images</td>
</tr>
<tr>
<td>Read short, predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts about print and sound and letters</td>
<td>Use knowledge of sounds and letters, high frequency words, sentence boundary punctuation and directionality to make meaning, when reading</td>
</tr>
<tr>
<td>Identify the letters of the English alphabet and use the sounds represented by most letters</td>
<td>Recall key ideas and recognise literal and implied meaning in texts when reading</td>
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<table>
<thead>
<tr>
<th>By the end of  <strong>YEAR 2</strong>, students</th>
<th>By the end of  <strong>YEAR 3</strong>, students</th>
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</thead>
<tbody>
<tr>
<td>Understand how similar texts share characteristics by identifying text structures and language features used to describe characters, settings and events</td>
<td>Understand how content can be organised using different text structures depending on the purpose of the text</td>
</tr>
<tr>
<td>Read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high frequency sight words and images that provide additional information</td>
<td>Understand how language features, images and vocabulary choices are used for different effects</td>
</tr>
<tr>
<td>Monitor meaning and self-correct using context, prior knowledge, punctuation, language and phonic knowledge</td>
<td>Read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide additional information</td>
</tr>
<tr>
<td>Identify literal and implied meaning, main ideas and supporting detail when reading</td>
<td>Identify literal and implied meaning connecting ideas in different parts of a text</td>
</tr>
<tr>
<td>Make connections between texts by comparing content</td>
<td>Select information, ideas and events in texts that relate to their own lives and to other texts</td>
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</tbody>
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<thead>
<tr>
<th>By the end of  <strong>YEAR 4</strong>, students</th>
<th>By the end of  <strong>YEAR 5</strong>, students</th>
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</thead>
<tbody>
<tr>
<td>Understand that texts have different text structures depending on purpose and audience</td>
<td>Explain how text structures assist in understanding the text</td>
</tr>
<tr>
<td>Explain how language features, images and vocabulary are used to engage the interest of audiences</td>
<td>Understand how language features, images and vocabulary influence interpretations of characters, settings and events</td>
</tr>
<tr>
<td>Describe literal and implied meaning connecting ideas in different texts</td>
<td>Analyse and explain literal and implied information from a variety of texts</td>
</tr>
<tr>
<td>Express preferences for particular texts, and respond to others’ viewpoints</td>
<td>Describe how events, characters and settings in texts are depicted and explain their own responses to them</td>
</tr>
<tr>
<td>Ask questions to clarify content and challenging others’ ideas</td>
<td>Ask questions to clarify content</td>
</tr>
</tbody>
</table>

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<tr>
<th>By the end of  <strong>YEAR 6</strong>, students</th>
<th>By the end of  <strong>YEAR 7</strong>, students</th>
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</thead>
<tbody>
<tr>
<td>Understand how the use of text structures can achieve particular effects</td>
<td>Understand how text structures can influence the complexity of a text and are dependent on audience, purpose and context</td>
</tr>
<tr>
<td>Analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events</td>
<td>Demonstrate understanding of how the choice of language features, images and vocabulary affects meaning</td>
</tr>
<tr>
<td>Compare and analyse information in different texts, explaining literal and implied meaning</td>
<td>Explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning</td>
</tr>
<tr>
<td>Select and use evidence from a text to explain their response to it</td>
<td>Select specific details from texts to develop their own response, recognising that texts reflect different viewpoints.</td>
</tr>
<tr>
<td>Ask questions to clarify content and challenging others’ ideas</td>
<td>Explain different perspectives in texts</td>
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