



Kilmore Primary School Literacy Program – Reading

Introductory Statement

We believe that all students learn differently and develop at different rates. Our students need to receive a consistent approach to teaching reading that is constantly reinforced as the students move from year to year. If teachers model common strategies when teaching reading, students will be encouraged to apply the skills themselves.

We teach reading strategies across all year levels using goal-setting with students in individual conferences, posting of goals on a whole-class board, developing small group instruction based on clusters of students with similar goals, and targeting whole-class instruction based on emerging student needs.

As students' progress with their reading they will apply a variety of reading strategies successfully when reading more demanding levelled texts.

Students will be taught a variety of reading strategies from (but not limited to) the CAFÉ menu.

- Comprehension – *'I understand what I read'*
 - Searching for and using information
 - Remembering information in summary form
 - Making Predictions
 - Synthesizing new information
 - Making connections
 - Inferring
 - Thinking analytically
 - Thinking critically about a text

- Accuracy – *'I can read the words'*
 - solving words using a flexible range of strategies

- Fluency – *'I can read accurately with expression and understand what I read'*
 - Sustaining fluent, phased reading

- Expanding Vocabulary – *'I know, find and use interesting words'*

Duration and Frequency

There is a minimum expectation that teachers will teach 5 X 60 minute sessions for reading each week.

The reading program will include the following approaches to the teaching of reading:

Our Reading program is carefully designed and structured to include demonstrating, teaching, guiding, monitoring, evaluating and goal setting along with voluntary reading of books students choose to cater for the individual needs of students.

Our daily reading sessions are structured and planned using the KPS instructional model based on the KPS Literacy Placemat and the Gradual Release of Responsibility Model.

Lessons are structured to include:

- Independent reading - students practice the whole class and individual reading goal)
- Student conferences – teachers conference with individual students at least once per fortnight (as per CAFÉ coach to a target)
- Whole class focus with an explicit learning intention and success criteria – these are articulated, displayed, demonstrated and practices
- Explicit teaching groups – students are selected for strategy groups according to learning needs and ability levels. At least one strategy groups will be completed each day with all students in a minimum of one group per week.
- Independent practice – students not in a teacher group will be engaged in independent tasks based on the learning intention.

Assessment

Ongoing assessment of students enables teachers to measure progress, plan for the next learning goal and effectively group children. Ongoing assessment is conducted as per the KPS Literacy Assessment schedule

What to look for in a Reading classroom:

- **CAFE Menu** -- You will see a board that has the letters C A F E as a heading. This is the CAFE menu that holds strategies students use to read and comprehend text. Depending on the grade level and especially if it is early in the year, you will not see many strategies posted. The menu is created throughout the year as strategies are introduced, thus anchoring students learning to the menu.
- **Student ownership** -- The strategies on the CAFE board are mostly written by students, as they will become the "experts" on these strategies. You will also see student names posted somewhere on the board. This indicates a literacy goal they are working to master. Students will be able to clearly articulate their reading goal.
- **Individualised instruction** -- Teachers will have a deep understanding of where each child is in the reading process. They will have an electronic conferring pensieve that has specific information on each child (assessments, reading level, goals, strategy groups, etc.). They should have a calendar that includes appointments of strategy groups and individual student conferences.
- **Academic language** -- Students are taught many literacy strategies (comprehension, accuracy, fluency, and vocabulary). They are taught these strategies using true academic language. This academic language provides consistency to students as they move from grade to grade. Students will be able to tell you what strategy they are working on and what it means.
- **I-charts** – These are designed at the start of the year to establish effective classroom routines and behaviours (eg. Read to Self, Independent practise expectaions). These are created with the students and remain posted for easy reference.
- **Book boxes** -- Each child will have a book box/bag to hold good-fit book
- **Lesson Structure** – Every classroom will have a blend of whole group, small group, and one-on-one instruction. Whole group lessons should be brief and focused.
- **Student behaviour** – During a reading session, students should be engaged in the tasks they are working on. They will be in one spot, working the whole time. The teacher will be working with an individual student, small group or roving the room ensuring academic success for all students