

ELIMBAH READING PROGRAM AT-A-GLANCE

A WHOLE SCHOOL APPROACH


A whole school approach to the teaching of reading and comprehension ensures consistency and continuity in the development of each student's knowledge and understanding about reading. At Elimbah State School, a whole school approach to the teaching of reading and comprehension includes the following core priorities:

1. Reading is taught every day in every class.
2. Teachers use a **balanced approach to teaching reading** that includes a variety of teaching approaches that scaffold students from fully supported instruction to independent reading.
3. Teachers explicitly teach students how to comprehend texts using **7 Key Comprehension Strategies**.
4. There is on-going **assessment** and monitoring of every student.
5. Reading instruction is **differentiated** according to the needs of students.
6. Support for students with reading difficulties is on-going and is provided within a whole-school support network.
7. Training and development in the teaching of reading is provided for all teachers.
8. The school works with parents to build effective partnerships, which support students.

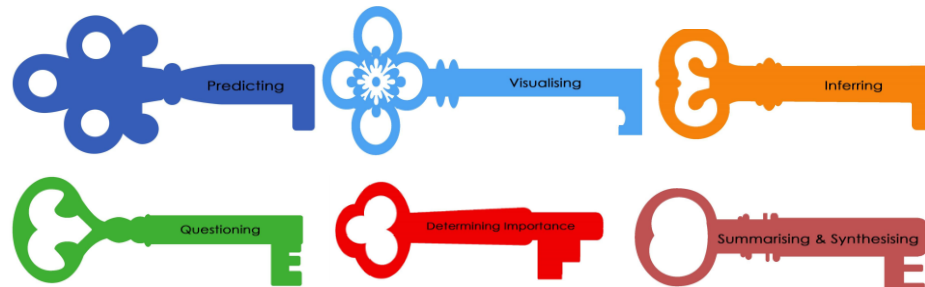
INTERRELATED ASPECTS OF READING

Decoding	Comprehension	Vocabulary	Fluency	World knowledge	Texts and Textual features
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Decoding Strategies

Stretchy Snake St-retch-i-ll out 	Chunky Monkey Look for chunks 	Tryin' Lion Try a word that makes sense 	Lips the Fish Say the first sound 
Skippy Frog Skip over the word 	Flippy Dolphin Flip the vowel sound 	Eagle Eye Look at the picture 	Helpful Kangaroo Ask for help 

7 KEYS to Comprehension



Building Vocabulary Knowledge

Students with broad and deep vocabulary knowledge are more likely to be able to comprehend what they are reading



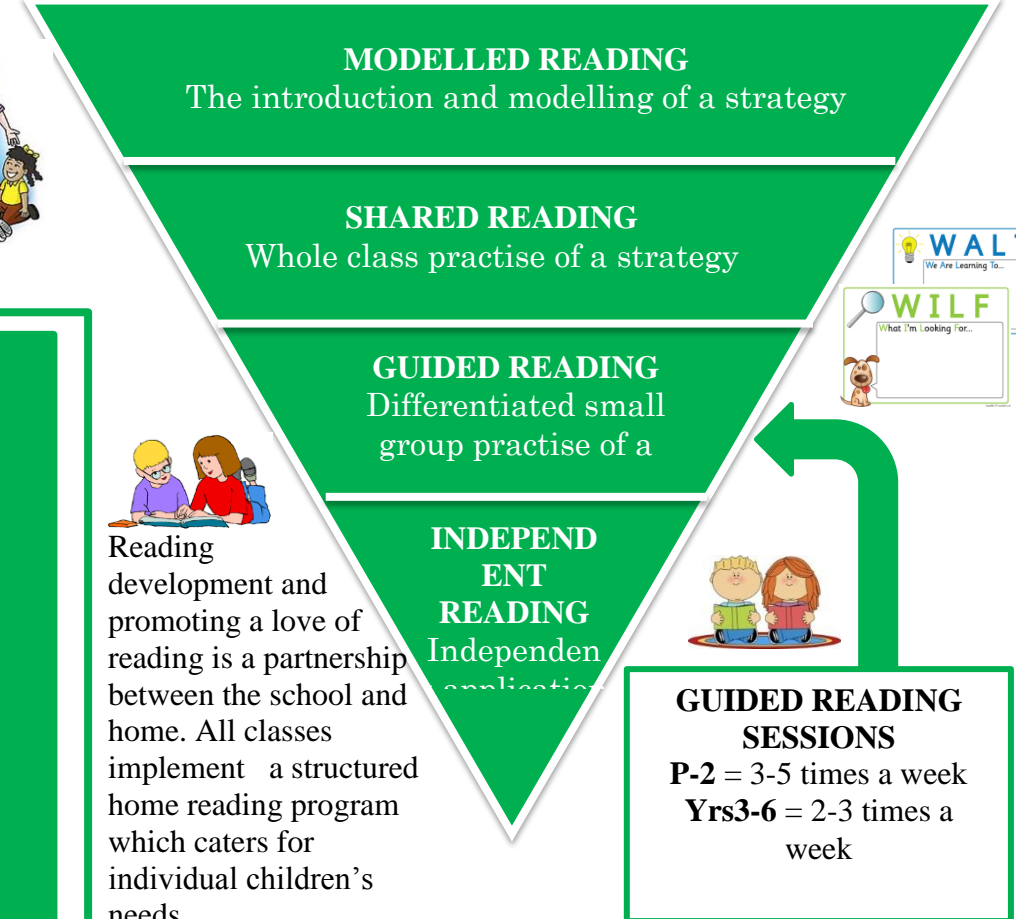
At Elimbah State School we believe effective and supportive reading instruction is about:

1. Believing all students can learn to read.
2. Developing a strong desire and motivation to read.
3. Immersing students in a language rich environment where reading is valued and modelled by others.
4. Teaching students to decode texts as well as providing them with the necessary strategies to assist them in making meaning of what has been read.
5. Using a balance of shared, modelled, guided and independent procedures that require varying degrees of responsibility from the teacher and the student.
6. Providing explicit instruction and opportunities for students to explore a wide variety of traditional and multimodal texts in order for them to develop the skills, knowledge and strategies to read and comprehend a range of texts for a variety of purposes.

At Elimbah State School, teachers utilise a variety of techniques to monitor student progress and inform teaching. These include:




1. **Running Records and miscue analysis** e.g. **PM Benchmarks** and **PROBE**
2. **Work samples** e.g. C2C assessment tasks, class based reading tasks, cloze
3. **Checklists**
4. **Observations**
5. **Conversations** - interviews, conferences
6. **Tests** e.g. teachers generated, NAPLAN, PAT-R

A BALANCED APPROACH TO TEACHING READING



Reading development and promoting a love of reading is a partnership between the school and home. All classes implement a structured home reading program which caters for individual children's needs

The EXPLICIT Teaching Model

I do	 Stop Think Listen Watch	Demonstration/modelling The teacher purposefully explains and models the reading strategy or vocabulary being introduced using think-aloud(s).
We do	 Practise together Think Discuss	Sharing and guiding The teacher continues to demonstrate the reading strategy and invites students to contribute ideas and information and share their thinking. Students practise the strategy and the teacher provides feedback and support.
You do	 Practise Have a go Think Have another go	Applying Students work independently to apply the strategy in a new or more difficult format. The teacher continues to support and encourage the students, feeding their observations and evaluations into further <i>planning</i> .