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.

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

MODELLED READING
The introduction and modelling of a strategy

SHARED READING
Whole class practise of a strategy

GUIDED READING
Differentiated small group practise of a strategy

INDEPENDENT READING
Independent practice

GUIDED READING SESSIONS
P-2 = 3-5 times a week
Yrs3-6 = 2-3 times a week