







# READING- INSTRUCTIONAL CORE- Guided, Reciprocal, Literacy Circles

<p><b>Non-Negotiables</b></p> 	<ul style="list-style-type: none"> <li>▪ Reading is taught for a minimum of 5 hours a week</li> <li>▪ Planning occurs in a collaborative environment, based on the Victorian Curriculum Achievement Standards and reading data from PAT, NAPLAN and ZPD</li> <li>▪ Reading in the Early Years (P-2) is Guided Reading extension 2's - Reciprocal</li> <li>▪ Reading in Grades 3-5 is Reciprocal or Guided Reading</li> <li>▪ Reading in Grade 6 is Reciprocal or Literacy Circles</li> <li>▪ Fountas and Pinnell - A Network of Processing Systems for Reading - Thinking Within, Beyond and About the text is our whole school reading strategy</li> <li>▪ All classrooms are to have displayed the school-wide posters for each of the reading strategies - GR, RR, LC and NPSR</li> <li>▪ There is a strong belief that all students can learn to <b>the standard</b> and above and that every child gains a <b>year's growth</b> for a <b>year's input</b>.</li> <li>▪ Students are taught 'Just Right Books' from the classroom library</li> </ul>		
<b>LESSON STRUCTURE</b>		<b>HITS</b>	<b>PEDAGOGICAL MODEL</b>
<p><b>Whole Class Focus - Explicit Teaching</b></p>  <p style="color: red;">5-10 minutes</p>	<ul style="list-style-type: none"> <li>• Whole class focus - based on the Victorian curriculum and Network of Processing System for Reading.</li> <li>• Rich text used to model the learning of the lesson - links with LI</li> <li>• The Standard - visible</li> <li>• Success criteria built with students</li> <li>• Explicit teaching - modelled through anchor charts/brainstorms/thinking tools</li> <li>• Connections made to prior learning and NPSR</li> </ul>	<ul style="list-style-type: none"> <li>• GOAL SETTING</li> <li>• EXPLICIT TEACHING</li> <li>• QUESTIONING</li> <li>• METACOGNITIVE</li> </ul>	<p>ENGAGE</p> <p>EXPLAIN</p>
<p><b>Reading Task Independent</b></p> 	<ul style="list-style-type: none"> <li>• Linked to Whole Class explicit teaching focus and differentiated through medium used - EG: Computer, Hands On, Supported word work, Double journal entry, thinking tools etc.</li> <li>• Linked to the Fountas and Pinnell - A Network of Processing Systems for Reading - Thinking With, Beyond and About the text is our whole school reading strategy</li> <li>• Linked to learning intention</li> <li>• Planned and purposeful</li> </ul>	<ul style="list-style-type: none"> <li>• WORKED EXAMPLES</li> <li>• MULTIPLE EXPOSURES</li> <li>• DIFFERENTIATION</li> <li>• COLLABORATE LEARNING</li> </ul>	<p>EXPLORE</p> <p>ELABORATE</p>
<p><b>Guided Reading / Reciprocal Teaching / Literacy Circles</b></p> 	<ul style="list-style-type: none"> <li>• P-2 Guided Reading - each group seen weekly and conferencing / feedback done during the session</li> <li>• 3-5 Guided Reading or Reciprocal Teaching - each group is seen weekly and conferencing/feedback done during the session.</li> <li>• 6- Reciprocal Reading or Literacy Circles- seen weekly and conferencing/feedback given during the session</li> <li>• Text selected are targeted and with a purpose to focus on Reading development</li> <li>• Teachers question students thinking and challenge misconceptions and explicitly model new learning.</li> </ul> <p style="color: blue;"><a href="#">Encouraging the 3 levels of thinking - Reading Links</a></p>	<ul style="list-style-type: none"> <li>• EXPLICIT TEACHING</li> <li>• WORKED EXAMPLES</li> <li>• MULTIPLE EXPOSURES</li> <li>• DIFFERENTIATION</li> <li>• COLLABORATE LEARNING</li> <li>• QUESTIONING</li> <li>• FEEDBACK</li> </ul>	<p>EXPLORE</p> <p>EXPLAIN</p> <p>ELABORATE</p> <p>EVALUATE</p>
<p><b>Reflection</b></p>  <p style="color: red;">5 - 10 minutes</p>	<ul style="list-style-type: none"> <li>• Plan to have share time</li> <li>• Prepare students who will be sharing - only need a couple - not the whole class</li> <li>• Focus on students whose thinking has been challenged, a new skill learnt etc. Not on the task - on the learning</li> </ul>	<ul style="list-style-type: none"> <li>• GOAL SETTING - revisit</li> <li>• FEEDBACK</li> <li>• QUESTIONING</li> </ul>	<p>EVALUATE</p>
<p><b>Assessment</b></p> 	<ul style="list-style-type: none"> <li>• Running Records</li> <li>• Fountas and Pinnell benchmarking</li> <li>• PAT reading</li> <li>• GR / RR / LC conferencing notes</li> <li>• Reading Goals from - Fountas and Pinnell - Network of Processing Systems for Reading</li> <li>• Success criteria</li> </ul>	<ul style="list-style-type: none"> <li>• FEEDBACK</li> </ul>	<p>EVALUATE</p>