







READING- INSTRUCTIONAL CORE

Guided, Reciprocal, Literacy Circles

<p>Non Negotiables</p> 	<ul style="list-style-type: none"> • Reading is taught for a minimum of 5 hours a week • Planning occurs in a collaborative environment, based on the Victorian Curriculum Achievement Standards and reading data from PAT, NAPLAN and ZPD • Reading in the Early Years (P-2) is Guided Reading extension 2's - Reciprocal • Reading in Grades 3-5 is Reciprocal or Guided Reading • Reading in Grade 6 is Reciprocal or Literacy Circles • Fountas and Pinnell - A Network of Processing Systems for Reading - Thinking With, Beyond and About the text is our whole school reading strategy • All classrooms are to have displayed the school wide posters for each of the reading strategies - GR, RR, LC and NPSR • There is a strong belief that all students can learn to the standard and above and that every child gains a year's growth for a year's input. • Students are taught 'Just Right Books' from classroom library
<h3>LESSON STRUCTURE</h3>	
<p>Whole Class Focus - Explicit Teaching</p>  <p style="color: red; font-weight: bold;">5-10 minutes</p>	<ul style="list-style-type: none"> • Whole class focus - based on Victorian curriculum and Network of Processing System for Reading. • Rich text used to model the learning of the lesson - links with LI • Learning intention - visible • Success criteria built with students • Explicit teaching - modelled through anchor charts / brainstorms / thinking tools • Connections made to prior learning and NPSR
<p>Reading Task Independent</p> 	<ul style="list-style-type: none"> • 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. • 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 • Linked to learning intention • Planned and purposeful
<p>Guided Reading / Reciprocal Teaching / Literacy Circles</p>  <p style="color: red; font-weight: bold;">10-15 minutes</p>	<ul style="list-style-type: none"> • P-2 Guided Reading - each group seen weekly and conferencing / feedback done during session • 3-5 Guided Reading or Reciprocal Teaching - each group seen weekly and conferencing/feedback done during session. • 6- Reciprocal Reading or Literacy Circles- seen weekly and conferencing/feedback given during session • Text selected are targeted and with purpose to focus on Reading development • Teachers question students thinking and challenge misconceptions and explicitly model new learning.
<p>Reflection</p>  <p style="color: red; font-weight: bold;">5 - 10 minutes</p>	<ul style="list-style-type: none"> • Plan to have share time • Prepare students who will be sharing - only need a couple - not whole class • Focus on students whose thinking has been challenged, a new skill learnt etc. Not on the task - on the learning
<p>Assessment</p> 	<ul style="list-style-type: none"> • Running Records • Fountas and Pinnell benchmarking • PAT reading • GR / RR / LC conferencing notes • Reading Goals from - Fountas and Pinnell - Network of Processing Systems for Reading • Success criteria