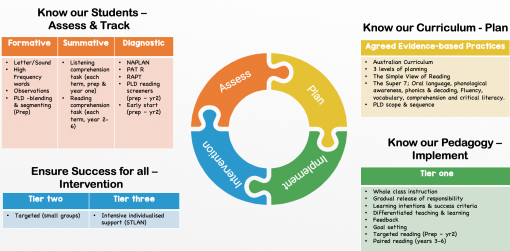


# CANUNGRA STATE SCHOOL READING FRAMEWORK

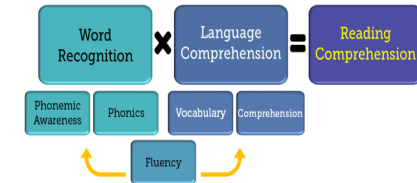


Vision: To provide explicit, targeted instruction to develop critical readers.

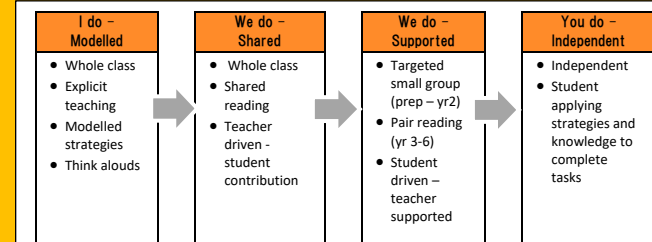
## OUR EFFECTIVE TEACHING OF READING CYCLE



## THE SIMPLE VIEW OF READING



## EXPLICIT INSTRUCTION



## TARGETING TIER 2

**Poor Comprehension**  
Go back to fluency & vocabulary  
**Poor fluency**  
Go back to word recognition  
**Poor word recognition**  
Go back to phonics & decoding  
**Poor Phonics & Decoding**  
Go back to phonemic awareness

Learning to Read

## THE SUPER SEVEN

Reading to Learn

Providing the code to access the language	Decoding			Comprehension			
	Oral Language	Phonological Awareness	Phonics & Decoding Strategies	Fluency	Vocabulary	Comprehension	Critical Analysis
<b>The Effective Teaching of Reading Cycle</b>							
<b>Know Our Students Assess &amp; Track</b>	Diagnostic -RAPT (Identified Prep Students T4 - StLaN) Summative Assessment	PLD - Segmenting & Blending Screener Early Start - Literacy Continuum (TAs)	PLD - Reading Screener Letter/Sound Checklist Summative-oral reading decodable text Reading Data Maps	Formative - Observations of Oral Reading Summative - Oral Reading Reading Data Maps	Diagnostic - PAT-R; NAPLAN Summative: Comprehension Test each term Formative: Rigorous Shared Reading lessons; Graphic Organisers; Writing about texts Reading Data Maps		
<b>Expected Standards</b>	Completed in Prep		Completed by End of year 2 (stage 3 reading screener)	Independently & Fluently read Year Level texts End of year 1 60wpm End of year 2 90-100 wpm Yrs 3-6 100-120 wpm	Comprehend Year level texts C in year Level PAT Scale Score - dependent on Year Level NAPLAN - Strong		
<b>Know Our Curriculum Planning</b>	AC - Language Vocab & Semantics Following & Giving Directions Grammar & Sentence Structure Stories - Story Telling & Comprehension	AC - Literacy PLD Scope & Sequence Word Awareness Rhythm Rhyme Alliteration Syllables Sound manipulation Phonemic Awareness	AC - Literacy PLD Synthetic & Systematic Phonics Scope & Sequence	AC Literacy Accuracy Rate Prosody - Phrasing and Expression	AC Language and Literature Sentence Structure Word Meanings Morphology (base words/synonyms/antonyms)	AC Literacy and Literature TDQ Framework General Understanding Key Details Vocab Text Structure Inference Author's Purpose	AC Literacy and Literature AC Critical and Creative Thinking TDQ Framework Concepts Context Text Form Opinions & Arguments
<b>Know Our Pedagogy Instructional Resources &amp; Strategies</b>	Read it Again program Tell it Again Program Oral to Written Narrative Program Semantic Scenes Vocab sorts Show & Tell - semantic Event Based News Activity/Book Retells Sentence segments	PLD Activities Heggerty Multisensory Activities Aural/oral segmenting and blending of words	PLD Flip Books PLD Lesson Sequence Segmenting and Blending PLD Dictation Targeted Reading with Differentiated Decodable Texts & Decoding Strategies Orthographic mapping of high frequency words	Text Based Units Differentiated passages Timed Repeated Reading Repeated Readings Poet's Corner Reader's Theatre Book Boxes	Text Based Units Cross-Curricular Texts Deconstructing Authentic texts Rigorous Reading & TDQs to teach definitions Word Walls - sort words into morphemic/syntactic categories Frayer Model	Text Based Units - Authentic Texts Cross-Curricular Texts Rigorous Reading & TDQs Graphic Organisers Writing Response to text Concept Maps Story Maps Dramatise Texts Art Response to Texts QAR - questioning	Complex texts Rigorous Reading & TDQs Graphic Organisers Writing critical analysis Concept Maps Dramatise Texts Art Response to Texts Innovate on Texts
<b>Know Our Pedagogy Instructional Routines</b>	Explicit Instruction - Literacy Block - Modelling & Providing Practice Whole Class (Prep) Tier 2 small groups, as required - (prep & Yr 1) TA supported	Explicit Instruction - Literacy Block - Word Work Modelling, Guiding, Repeated practice Whole Class (Prep) Incidental daily practice Tier 2 small groups, as required - TA supported	Explicit Instruction - Literacy Block - Word Work & Reading Modelling, Guiding, Repeated practice Whole Class (Prep-Yr 2) Incidental daily practice Tier 2 small groups, targeted reading - TA supported	Explicit Instruction - Literacy Block - Reading & Text Based Units Model Fluent Reading Guided Choral Reading Whole Class (P-4) Practice - Paired Reading Tier 2 small groups, targeted fluency practice - TA supported	Explicit Instruction - Literacy Block - word work, reading, sentence work, writing & Text Based Units Shared Rigorous Reading Shared construction of word walls Guided Frayer Model Practice using words	Explicit Instruction - Literacy Block - reading, sentence work, writing & Text Based Units Shared Rigorous Reading Guided Graphic Organisers Practice writing and responding to text Independent comprehension work Tier 2 - differentiated support	Explicit Instruction - Literacy Block - reading, sentence work, writing & Text Based Units Shared Rigorous Reading Reciprocal reading Writing Analytical responses Guided innovation Independent critical analysis of extension texts
<b>Ensure Success for All Targeted/Tiered Intervention</b>	SLP/StLaN directed Tier 3 -TAs (Yrs 1 & 2)	StLaN directed Tier 3 - TAs PLD (Prep - Term 2 & 3)	StLaN directed Tier 3 - StLaN & TAs (Yr 1-6) PLD & Mac Lit/Mini Lit Understanding Words (Yr3-6)	StLaN directed Tier 3 -TAs Repeated Readings differentiated texts (Yrs 3 -6)			

PREP  
YEARS 1-2  
YEARS 3-6