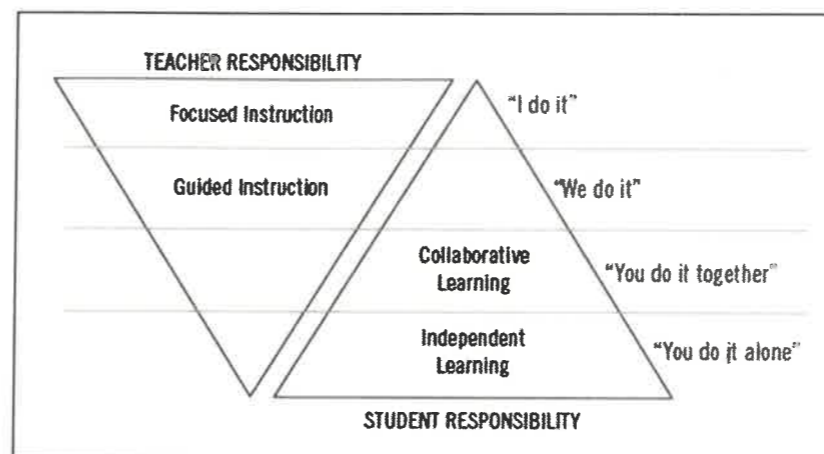


Eppalock Primary School Reading Instructional Model.

Evidence of consistency in Reading Hour:

- Timetabled and committed reading hour each day.
- Learning intentions and success criteria are explicit and visible.
- Teachers monitor/record student reading conferences (minimum 1 per fortnight).
- Individual reading goals are implemented and known by students.
- Precise student data is used to provide personalised instruction and goals.



EPPALOCK
PRIMARY SCHOOL

Structure of the reading hour		Teaching Approaches/Expectations	Evidence
5 Mins I do	<p>Mini Lesson. Lesson Focus. <i>Fountas & Pinnell + Vic Curric Linked EG – Inferring.</i></p> <p>Learning Intention – State and explain WHY Success Criteria – State and explain.</p>	<ul style="list-style-type: none"> • To share specific details of what and why students are learning today. • Making connections between one day and the next. <p>HITS – Setting Goals, Metacognitive Thinking, Explicit Teaching, Questioning, Differentiation (SC)</p>	<ul style="list-style-type: none"> • Active student engagement and questioning. • Students can articulate what and why they are learning today, referring specifically back to the LI and SC.
10 Mins We do	<p>Explicit / Worked Example. Teacher reads with or to the class. Explicit teaching focus based on Fountas and Pinnell Strategies (e.g. Inferring) is articulated and demonstrated to the class.</p>	<ul style="list-style-type: none"> • Learning focus is demonstrated explicitly. Demonstration relates explicitly to LI and SC. • Thinking aloud – modelling strategies and examples to build a vision of what the students will produce. • Turn and Talk. <p>HITS –Explicit Teaching, Worked Examples, Multiple Exposures, Metacognitive Strategies, Questioning, Feedback, Differentiation (SC)</p>	<ul style="list-style-type: none"> • Teacher talk is explicit. • Enlarged text used for all students to see. • Students interact with the texts, teacher and peers.
20 Mins You do it together	<p>Collaborative/Small Group Practice Students are placed in groups with differentiated tasks. This allows students the opportunity to collaborate and work through the set learning task with peers. This stage of the reading block allows the students to build independence as they work towards achieving the discussed success criteria.</p>	<ul style="list-style-type: none"> • To allow students collaborative practice opportunities with their peers. • Guided reading group participated in with one student group and the teacher • Allowing students to be extended and supported (differentiated groups). • Making connections with previous learning. <p>HITS – Collaborative learning, Multiple Exposures, Questioning, Differentiated Teaching</p>	<ul style="list-style-type: none"> • Collaborative student work groups. • Differentiated group tasks. • Student engagement with peers. • Practicing skills/strategy focus.
20 Mins You do it alone	<p>Independent Reading Students are given an independent learning opportunity to apply the skills and/or knowledge learnt to their own 'Just Right' books. Students will work on individual reading goals during this time.</p>	<ul style="list-style-type: none"> • Student reading conferences (minimum 1 per fortnight). • Setting and evaluating student goals. • Providing student feedback. <p>HITS – Setting Goals, Questioning, Feedback, Metacognitive Thinking</p>	<ul style="list-style-type: none"> • Student conference form. • Student reading goals (table & diary) • Using prior knowledge and content when reading. •
5 Mins	<p>Reflection/Debrief. Student-Teacher, Student-Student discussions reflecting on the lesson's learnings, intentions and success criteria.</p>	<ul style="list-style-type: none"> • Reviewing our LI and SC • Posing questions and prompting student discussion (student-student, student-teacher). • Feedback <p>HITS – Questioning, Feedback, Metacognitive Thinking</p>	<ul style="list-style-type: none"> • Students participating in conversation around learning. • Metacognitive thinking about our lesson. • Student – Teacher Feedback (exit tickets, thumbs up, thumbs down, discussion etc).