C:\Users\Andrew Tagg\Desktop\Capture.PNG

Explore the reading framework and unpack some of the illustrations

This activity is intended to be used by a group of teachers to explore the reading framework and develop their understanding of its structure.

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| **1.** | **Ordering illustrations** | | |
| The reading framework comprises seven progressions which describe the different aspects of reading that should be considered to get a comprehensive view of students’ progress. Each progression is set out using significant signposts that all students are expected to move past as they increasingly develop and apply their knowledge and skills from school entry to the end of year 10.  The level of student expertise at each signpost is clearly described using sets of illustrations. The illustrations are student work that has been annotated to highlight how a student has used their reading-related knowledge and skills to respond to a specific task or problem from different areas of the curriculum. | | | |
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| **What to do …** | |  | **Record your answers** |
| Look at the three illustrations included at the end of this document. They have been taken from the reading framework.  Order the three illustrations from least to most sophisticated, thinking about what makes them more or less sophisticated than the others.  Pay particular attention to the annotations as they are designed to draw teachers’ attention to the most significant elements of the student’s response. | |  | *Type your answers here* |

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| **2.** | **Thinking about the levels of the NZC** | | | | |
| The reading framework, with its signposts for each aspect, provides a high-level map to help you understand what progress looks like from school entry to the end of year 10. It illustrates this progress by showing how students respond when texts become more complex and tasks get more challenging. | | | | | |
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| **What to do …** | | |  | | **Record your answers** |
| Look at the three illustrations again, this time thinking about the reading knowledge and skills that students need as they work in different areas of the curriculum. Which level of the curriculum do you think is associated with the complexity of the text and the difficulty of the reading task shown in each of the three illustrations? | | |  | | *Type your answers here* |
| **3.** | **Identifying the aspect** | | | | |
| Reading is a purposeful, complex, meaning-making activity that is the foundation for all successful learning.  Students need the knowledge and skills to be able to process, understand, and think critically about different types of texts, either in print or online. The first four aspects of the reading framework focus on this set of knowledge and skills. The next three aspects of the reading framework provide illustrations from across the curriculum to show how students use their reading. | | | | | |
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| **What to do …** | |  | | **Record your answers** | |
| Turn to the reading framework and read each of the aspect descriptions. Which aspect of the reading framework do these three illustrations belong to? | |  | | *Type your answers here* | |

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| **4.** | **A look at the signpost descriptors** | | |
| The reading framework describes students’ developing expertise as they respond to the increasingly challenging reading demands that are integral to most rich learning tasks throughout the curriculum. Although the framework incorporates knowledge and skills, its main focus is on supporting teachers to consider how students are using these purposefully to complete literacy-dependent curriculum tasks. | | | |
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| **What to do …** | |  | **Record your answers** |
| Look at the signpost descriptors for the aspect a*cquiring and using information and ideas in informational texts*, and identify the signpost that each of the illustrations belongs to. (Try not to peek at the illustrations themselves!)  Look at the illustrations within the signposts you identified. Did you identify the correct signposts? If not, reconsider the connections between the illustrations and the set descriptors. | |  | *Type your answers here* |









