

Consider the opportunities for years 7 and 8 students to read in different learning areas.

This activity is intended to be used with a group of teachers as they explore the reading framework and consider its implications for their long-term planning.

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| **1.** | **The context** |
| Several year 7/8 teachers are preparing for an upcoming science/technology topic: what is the problem with plastic? As part of their preparation they are reviewing how their students used their reading during a recent social sciences topic. The teachers agree that the students need to be able to use independent processes for organising and integrating information by the end of year 8. Accordingly, they recognise that they need to plan opportunities for them to further develop these skills in this new topic. |
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| **What to do …**  |  | **Record your answers** |
| How do students in years 7 and 8 need to be able to use their reading knowledge and skills in order to plan and carry out inquiries in different areas of the curriculum? |  |  |

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| **2.** | **Turning to the reading framework** |
| The teachers take a closer look at the aspect *reading to organise information and ideas for learning* to identify the particular knowledge and skills their students will need. They notice that there are only six signposts that cover years 0-10 which probably means students take one to two years to make progress from one signpost to the next. They identify the 4th signpost as the best fit for most of their students. After considering the descriptors for the 4th and 5th signposts, they realise that that there is a considerable step up between these two signposts. |
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| **What to do …**  |  | **Record your answers** |
| Describe the step up between the 4th and 5th signposts. What significant developments in knowledge and skills are illustrated? |  |  |

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| **3.** | **The step up** |
| The teachers notice that at the 4th signpost students use a widening range of strategies and developed frameworks to clarify a reading purpose and locate and organise information to support specific learning purposes.At the 5th signpost, the teachers note that students are now making independent choices about the strategies, processes and frameworks that they need to support their particular purpose for reading. They recognise that this is where their students need to be by the end of year 8. However, the teachers notice that most of their students are not independently organising and integrating information across several sources and curriculum areas and consider the possible reasons for this. They agree that they haven’t been providing the kind of opportunities in the tasks they design that would enable their students to develop these important independent reading knowledge and skills. They decide that for their next topic, they need to design rich tasks that give students opportunities to develop more independence in selecting appropriate processes and frameworks that support them to gather and synthesise information from many sources.  |
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| **What to do …**  |  | **Record your answers** |
| Read the tasks in several of the illustrations at the 5th signpost. What are the key components of these tasks that provide an opportunity for students to develop and use increasingly independent skills for locating, organising and using information to support their learning purposes? |  |  |

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| **4.** | **A closer look at the illustrations** |
| The teachers note that the students in the illustrations in the 5th signpost independently carry out complex activities integrating information from a wide range of texts. They compare the tasks they planned for their recent inquiry topic and realise that their students will need more support than the students featured in the illustrations to get them to that point.  |
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| **What to do …**  |  | **Record your answers** |
| In what ways could the teachers design rich tasks so that students have the opportunities for developing these skills in their new science topic?What are the opportunities in other areas of the curriculum for developing these independent reading skills and knowledge? |  |  |