C:\Users\Andrew Tagg\Desktop\Capture.PNG Become an aspect expert for the reading framework

In this activity a teacher (or a small group of teachers) explores a single aspect of the reading framework so that they can then share their understanding with their colleagues. After a couple of aspect-sharing sessions, teachers will have enough of a sense of the framework to start thinking about it in relation to their students and class programme.

The resources referred to in this activity can be found by going to the Learning Progressions Frameworks <https://curriculumprogresstools.education.govt.nz/lpf-tool/> or to the resources column at <https://curriculumprogresstools.education.govt.nz/lpfs/understanding-the-reading-framework/>.

A useful preparation for this activity is reading the two-page more information resource, *A rationale for the seven aspects in the reading framework*.

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| **1.** | **Consider one of the aspects** | | |
| Select an aspect to explore. Read the description of that aspect in the rationale paper and consider how it relates to the New Zealand Curriculum and the *Literacy Learning Progressions*. | | | |
|  |  | | |
| **What to do …** | |  | **Record your answers** |
| What is the big idea that underpins the selected aspect?  How does this aspect relate to different sections of the New Zealand Curriculum? In particular, think about the Key Competencies, the English Essential Learning Area as well as the other Essential Learning Areas.  How does this aspect relate to the *Literacy Learning Progressions*? | |  |  |

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| --- | --- | --- | --- |
| **2.** | **Turning to the aspect in the LPF** | | |
| Explore the big ideas in the signposts for the selected aspect. | | | |
|  |  | | |
| **What to do …** | |  | **Record your answers** |
| Read the big ideas that are associated with each signpost.  Summarise how these big ideas progress from the first to the last signpost in the aspect. | |  |  |

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| **3.** | **A closer look at the illustrations in the selected aspect** |
| Investigate each of the illustrations at the first signpost. Pay particular attention to the annotations that emphasise what you should focus on when observing how your students respond to similar tasks. Consider each illustration at the signpost and notice how they form a set which provides a comprehensive view of student expertise at that place on the progression.  Record your notes in the table at the end of this document.  Now look at the second signpost. As you consider the illustrations at this signpost think about the “step-up” from the illustrations in the first signpost.  Repeat with the remaining signposts. | |
|  |  |
| **4.** | **Take turns being aspect experts** | |
| In subsequent sessions, teachers take turn sharing their expertise on a single aspect. We suggest that you allow about 20 minutes per aspect and that you share the aspects over a couple of sessions. | | |

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Aspect:

|  |  |  |
| --- | --- | --- |
| **Signpost** | **Ideas underpinning the signpost / things notice** | **One illustration to discuss** |
| 1st |  |  |
| 2nd |  |  |
| 3rd |  |  |
| 4th |  |  |
| 5th |  |  |
| 6th |  |  |
| 7th |  |  |
| 8th |  |  |
| 9th |  |  |