

## Guide to using the resources for the reading framework Years 9–10

The resources on the *Understanding the reading framework* webpage<sup>1</sup> are designed to help you develop your understanding of the reading framework. There are a variety of resources that you can use by yourself, with a small group of teachers, or within your school or Kāhui Ako.

### For introductory information about the framework ...

1. Read the key messages about the framework on the webpage.
2. Watch the video *Understanding the reading framework*, which describes the purpose, design, and structure of the framework.

### If you're looking for more detailed information about the framework ...

1. Watch the screencasts *How to navigate the reading framework* and *The components of a reading illustration* to help you find your way around the framework.
2. Read the more info resource *A rationale for the seven aspects in the reading framework*.
3. Read the case studies *Using the frameworks to understand literacy progression in years 9 and 10 at Birkenhead College* and *The impact of the LPFs on literacy across the curriculum at Onehunga High School*.
4. Work through the PLD activity *Become an aspect expert for the reading framework* to develop a comprehensive understanding of a single aspect that you can then share with colleagues.
5. Note the more info resource *The big ideas of the reading framework*. This is a compilation of all of the big ideas associated with the signposts of the reading framework, which you may find useful as a reference.

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<sup>1</sup> <https://curriculumprogresstools.education.govt.nz/lpfs/understanding-the-reading-framework/>

## If you want to explore how you might use the reading framework to guide your teaching and learning programme ...

Work through one of the PLD activities. These activities support teachers to identify the reading demands that are integral to their programme, and consider the implications for their teaching:

- *Consider the range of texts that years 9 and 10 students need to be able to read as they undertake different learning tasks: science.* This activity focuses on teachers from the same department thinking about the reading demands of their subject. Although it describes the work of a science department, the same process can be used by teachers in any subject area.
- *Consider the range of texts that years 9 and 10 students need to be able to read as they undertake a variety of learning tasks: several subjects.* This activity focuses on teachers from different departments working together as they think about the reading demands of their subject.