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Consider your classroom programme in relation to the   
reading framework

These prompts are intended to support teachers to become more familiar with the reading framework and use it to consider the extent to which their classroom programme provides opportunities for students to develop all aspects of reading.

It can be carried out by teachers across the school at a PLD meeting, or as a smaller group or syndicate. The resources referred to in this activity can be found in the resources column at <https://curriculumprogresstools.education.govt.nz/lpfs/understanding-the-reading-framework/>.

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| **1.** | **Take stock of your current reading programme** |
| For the week prior to the activity, record all the opportunities students have for reading throughout the school day – the reading tasks they respond to, and the kinds of texts they read. Record each opportunity on a sticky note (to be used later).  In particular, take note of the occasions when reading is part of a learning task but isn’t the teaching focus, for example, reading a maths problem, following instructions in a technology or science task reading their group’s Google doc, scanning a website, and reading the captions under classmates’ artwork or feedback on their writing. | |
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| **2.** | **Evaluate your reading programme** |
| **Use these prompts to discuss and compare your responses with a partner.**   * What opportunities to read do your students have throughout the day? Do they change throughout the week? * What kinds of texts do students read throughout the day, and for what purposes? * In which kinds of tasks do you plan a specific reading focus? When do you explicitly teach reading knowledge and skills? * Is reading a separate subject in your programme or is it linked to a wider curriculum focus? How often is your instructional reading able to be integrated into your wider learning focuses? For example,  how often do you teach or reinforce a new reading skill, such as reading a different type of text in a science inquiry?   If you are a junior teacher, take particular note of how and when you introduce the knowledge and skills needed for reading non-fiction texts. Do your students have opportunities to practise these skills? | |
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| **3.** | **Review your understanding of the framework** | |
| In pairs, read and discuss the webpage *Understanding the reading framework*.  You could also read the more info resource *A rationale for the seven aspects of the reading framework* to understand how it was developed and the key messages underpinning the aspects. Take particular note of each aspect descriptor and identify the different purposes and focuses for each. Discuss what was new for you, or what you need to know more about.  View the video of Tineke from Lynmore school as she explains how the framework has helped her to take a more comprehensive view of her reading programme. Discuss Tineke’s reflection and consider how comprehensive your own reading programme is. | | |
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| **4.** | **Match your programme to the aspects in the framework** |
| **Do this activity, then share your results.**  Divide a large piece of paper into seven columns – one for each of the aspects.  Return to your collection of sticky notes. Find the aspect where you think it best fits. It is likely that some reading activities belong in more than one aspect.  Note which aspects have no sticky notes and which aspects have many.  Discuss your collection of sticky notes with colleagues.   * Do you have a similar patterns of sticky notes? * Do your reading programmes cover the breadth of the reading framework, or do you tend to focus mainly on one or two aspects? Why is this, do you think? * Are there any aspects that you need to learn more about? | |
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| **5.** | **Focus on one aspect and match your programme to the signposts** |
| Return to the reading framework and choose one or two aspects to investigate further. Identify the sets of illustrations that best match the texts and tasks your programme covers as well as the knowledge and skills your students demonstrate. Note the range of sets that represent your programme and your students’ reading knowledge and skills. | |