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

Use the framework to plan opportunities for year 5 and 6 students’ reading

This activity is intended to be used by a group of teachers either as a way to explore a particular aspect of the reading framework to see how it could be used in their teaching and learning programme, or as a process to help them think about the way objectives for both reading and a particular curriculum learning area can be considered together when a programme is being planned.

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| **1.** | **The context** | | |
| Four teachers in a year 5 and 6 syndicate are planning their next social sciences topic that will investigate the question: “What does home mean to us?” (NZC Level 3: Understand how the movement of people affects cultural diversity and interaction in NZ). | | | |
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| **What to do …** | |  | **Record your answers** |
| What kinds of print and online texts could students use to find out about the experiences of different groups of people coming to NZ as immigrants and as refugees?  Which particular reading knowledge and skills will the students need to find and gather information from these texts? | |  |  |

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| **2.** | **Turning to the reading framework** | | |
| The teachers use the reading framework to check the particular sets of knowledge and skills that the students will need in the information gathering stage of this inquiry. They intend to design rich tasks that challenge the students to successfully use a range of texts to find information that is relevant to their topic, including texts with features such as maps and timelines. They also want the students to take responsibility for designing a simple outline that will help them gather this information. | | | |
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| **What to do …** | |  | **Record your answers** |
| Which aspects in the reading framework are likely to be the most relevant to this information-gathering stage of the students’ social sciences inquiry? | |  |  |

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| **3.** | **A closer look at one aspect in the reading framework** | | |
| The teachers investigate the aspect, *making sense of text (MSOT): using knowledge of text structure and features*. They click on the aspect heading in the reading framework, read the descriptions and discuss which set of illustrations will probably be the best fit for most of their students.  The teachers consider what they already know about their students’ reading. They identify the group of students who will need support to process the kinds of texts that are likely to be of most use to them in this topic, such as diaries and recounts, but also recognise that these students will be able to get information from oral and visual texts such as interviews and documentaries. | | | |
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| **What to do …** | |  | **Record your answers** |
| Look at the aspect, *MSOT: using knowledge of text structure and features*, and identify the set of illustrations which will probably be the best fit for most of the students in this year 5 and 6 syndicate. | |  |  |

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| **4.** | **Using the aspect when designing rich learning tasks** | | |
| The students need to be able to find and record salient information from a wide variety of print and online texts. In order to skim and scan the text they need to know how to use headings, key words, topic sentences and a range of visual features. The PaCT data the teachers already have indicates that the 4th signpost of *MSOT: using knowledge of text structure and features* is the best fit for nearly all the students. The teachers agree that this topic provides good opportunities for most students to further develop their knowledge and skills so that they are able to locate and use information in a wider range of texts than they are currently using.  One of the teachers will provide additional support for the small group of students who are not yet operating at this signpost and another group of students will be challenged to work more independently with a wider variety of texts. | | | |
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| **What to do …** | |  | **Record your answers** |
| How could the social science tasks be designed to give students the opportunity to use a wider range of texts?  In what ways could the students be challenged to use the information that is provided through different features in the texts, such as maps and timelines? | |  |  |