

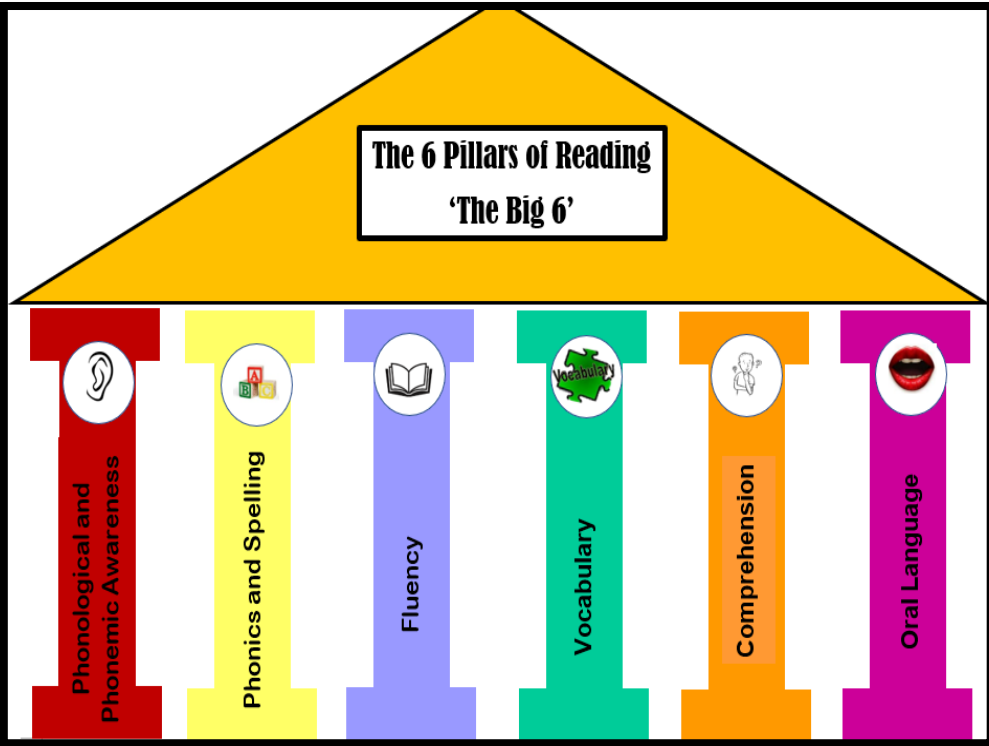


# Reading at Brookfield State School



What We Teach	How We Teach
Phonological and Phonemic Awareness	<ul style="list-style-type: none"> <li>Heggerty – P-2</li> <li>PAST Assessment</li> </ul>
Phonics and Spelling	<ul style="list-style-type: none"> <li>Jolly Phonics Scope Sequence P-2</li> <li>Spelling Scope and Sequence 3</li> <li>Review, Teach, Practise, Apply and Check- In</li> <li>Irregular words using orthographic mapping</li> </ul>
Fluency	<ul style="list-style-type: none"> <li>Paired reading</li> <li>Explicitly whole class fluency lessons</li> </ul>
Vocabulary	<ul style="list-style-type: none"> <li>Explicitly teach Tier 2 and topic specific language – before, during and after reading the text.</li> <li>Robust vocabulary</li> </ul>
Comprehension	<ul style="list-style-type: none"> <li>Explicitly teaching comprehension strategies through close reads/whole class reading lessons</li> </ul>
Oral Language	<ul style="list-style-type: none"> <li>Oral language is valued and is an integral component of all of 'The Big 6'</li> </ul>

- Reading at Brookfield is:**
- explicitly taught
  - incorporated across all curriculum areas
  - taught using evidence-based and informed practices
  - taught using the most effective teaching strategies



Assessment	Who and When	Response
DIBELS	Prep to Year 6 Term 1 – Weeks 3-5 Term 2 – Weeks 8-10 Term 3 – Weeks 7-9	Using Brookfield State School Decision tree
Metalinguistics	Prep Term 2 and Term 3	Year level intervention based on data
Pat Testing	Years 2-6 Term 2 Week 10	Analysis of the data and response in year levels
Classroom checklists and observations	Regular and ongoing check-ins and observations of students – weekly	BSS Phonics Progression Table  Fluency Checklists

**The Pedagogical Approach to Reading includes Gradual Release of Responsibility**

**At Brookfield we use a Multi-Tiered Approach to the Teaching and Support of Reading**

**I do:** Teacher instructs and thinks aloud. Students watch, listen and learn.

**We do:** Teacher and students work together to practise. Teacher continues the think aloud and supports the students.

**You do:** Students independently complete task. Teacher monitors and responds as needed.

References include: Science of Reading, Anita Archer, John Fleming, Jocelyn Seamer, Five from Five, Sarah McDough, Jennifer Buckingham and The Literacy Hub.

**Tier 1 – Whole Class**  
Core instruction  
All students participate  
Benchmark assessment  
**Tier 1 has the most impact.**

**Tier 2 – Small Group**  
Evidenced-based explicit intervention in addition to core instruction.

**Tier 3 – Intensive Support**  
Evidenced-based explicit instruction in addition to core.

Level	Close Reading	Collaborative Reading	Target and Monitor (TMR)	Paired Reading	Independent Reading
P -2	1 or 2 x 20 min per week	2 or 3 x per week	1 per week for each group/pair	Daily x 10-15 mins	Optional 1-2 x per week
3- 6	1 or 2 x 20 min per week	2 or 3 x per week	1 or 2 x per week per group/pair	15 min 4 x per week	15 min 4 x per week
Steps	Teacher - I do  Students – watch, listen and learn	Teacher - I do with your help  Students – Watch, listen, learn, think and help	Teacher and students – We do - small group or pairs	Teacher – Monitor  Students – You do	Teacher – Monitor  Students – You do