



ST GERARDS SCHOOL

LOVE-aroha ai... LEARN-ako ai... GROW-tipu ai

Curriculum Statement for Reading

At St Gerard's School we provide a reading programme where children develop the strategies to decode texts, the ability to learn from texts, and the attitude to enjoy reading.

Guided Reading practices in the classroom

- Guided Reading will be taught at least 4 times per week in small ability groupings.
- All New Entrant and Year 1/2 students receive formal instruction daily. In the middle school, Years 3 & 4 school students below the expected reading level will be seen daily. Other students will receive formal instruction 2-3 times per week.

In the senior school, Years 5 - 8 reading is increasingly integrated into other curriculum

areas, and will receive two formal instructional lessons a week, while students below the expected level will receive extra instruction.

- As well as Guided Reading, our programmes will include Shared Reading/Reading With, Reading To, and Independent Reading.
- In the earlier years of schooling the main emphasis is on 'learning to read', while in later years students will be predominantly 'reading to learn.'

Key Indicators

Children will:

- Enjoy reading.
- Engage with a range of texts.
- Engage in meaningful and critical discussion related to their reading.
- Engage in interesting and challenging activities, responding to their reading.
- Work collaboratively and/or independently.
- Access and use the appropriate reading games/ICT.
- Participate in assessment.
- Choose their own independent reading material.
- Share their reading with others.

Teachers will:

- Group according to ability or interest. These groups will be flexible and reviewed accordingly. These groups accommodate all learning needs.

- Group children that are not meeting the National Standard in a target group, develop a plan that is monitored closely and maintain regular communication with their parents.
- Discuss WALTs with students and ensure their next learning steps are clear.
- Teach activities before asking students to work independently with them.
- Track the progress of their students using Classroom Observations, Running Records and PAT and use the data to plan next steps. Set purposeful practice activities that focus on the WALTs.
- Plan in an appropriate format, using texts appropriate to the ability and the group.
- Provide parents of Junior School students with 'Reading Rockets,' which outline the reading skills being developed up to Gold level and the basic sight words from Magenta to Green level.
- Report to parents formally and informally about strengths as well as weaknesses.

The environment will:

- Contain all or some of: a library corner, browsing boxes, age appropriate reading charts, big books, poetry charts, reading games, a listening post, posters, children's work
- Reflect children's learning.
- Have the necessary equipment and resources to support teaching and learning.

Essential Teacher Resources

Seniors

Sheena Cameron "Teaching Reading Comprehension Strategies" (each teacher has a copy)
School Journals, Connected Texts, Story Library, Journals of Young People's Writing, Novel Sets (kept in Reading Room between Rm 1 & 2)

Juniors

Reading material up to Level 23 - in Room 2 cupboard.
Junior journals and School journals - kept in Reading Room between Rm 1 & 2.

Procedures for those not succeeding at Reading

- Those identified through the Diagnostic Survey @ after 1 year at school - referred to Reading Recovery, tested by Reading Recovery teacher.
- Those identified by classroom teachers-
 - 1) look at identifying as Target students, contact parents immediately and regularly, maintain a term by term programme and review at the end of each term.
 - 2) Use STEPS computer programme using trained teacher aides to support.
 - 3) Inform the SENCO and look at setting up IEP's and involving RTLit or RTLB where appropriate.
 - 4) principal to monitor their progress through the use of Teacher shared planning and reflection documents and to inform the BOT regularly through timetabled reports.