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|  **TUMUT PUBLIC SCHOOL****READING PROGRAM** |
| **Stage:** |  | **Year:** |  | **Unit Focus:** |  | **Term:** |  | **Duration:** |  |
| [**Syllabus Outcomes:**](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/english-year-10/english-k-10/content)**Reading and Viewing****EN3-3A** uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies**Thinking Imaginatively, Creatively, Interpretively and Critically****EN3-7C** thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts**Responding and Composing****EN3-8D** identifies and considers how different viewpoints of their world, including aspects of culture, are represented in texts**Reflecting on Learning****EN3-9E** recognises, reflects on and assesses their strengths as a learner | **Key Ideas (Indicators):** | [**Literacy Progression**](https://educationstandards.nsw.edu.au/wps/wcm/connect/32837681-1ffc-49b3-8069-c756611ff054/national-literacy-learning-progression.pdf?MOD=AJPERES&CVID=)**:**  |
| **Literature Links:** | **Links to Writing and Spelling:** |

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| [**Learning Across the Curriculum**](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/pdhpe-k-10-2018/learning-across-the-curriculum) | **Big 6 Effective Reading Instruction** |
| The following highlighted Cross-Curriculum Priorities are embedded in this inquiry unit:Aboriginal and Torres Strait Islander Histories and CulturesAsia and Australia's engagement with AsiaSustainabilityThe following highlighted General Capabilities are embedded in this inquiry unit:Information and Communication TechnologiesLiteracyNumeracyCritical and Creative ThinkingWork and EnterpriseEthical UnderstandingIntercultural UnderstandingDifference and DiversityPersonal and social capabilityCivics and citizenship  | Explicit reading instruction will focus on students' point of need in the areas of the big 6 reading components. Grouping of students will therefore be fluid and flexible to meet the development of the 6 reading components in **reading to learn** in Stage 3. It is possible that some students may still require explicit instruction in **learning to read**, and will therefore require tier 2 and 3 intervention. The Big 6 Reading Components will be explicitly taught and promoted in the following ways:

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| **Oral Language** | **Phonological Awareness** | **Phonics** |
| → read alouds→ modelled reading→ building language exposure  | ***Focus on phonemic awareness:***→ segmenting, blending phonemes→ adding, deleting, substituting phonemes→ syllables - multisyllabic→ Rhyme, onset & rime**+Students who need an extra hit**  | → graphs→ digraphs (vowel, consonant and split)→ trigraphs→ morphology***Link to Spelling too***  |
| **Vocabulary** | **Fluency** | **Comprehension** |
| → modelled reading→ exploration of morphology and word families→ introducing etymology | → modelled reading→ repeated oral reading with feedback - graphing results→ sustained reading→ daily fluency practice  | → teaching comprehension & monitoring→ question generation and answering→ graphic and semantic organisers→ summarisation  |

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| **Curriculum Learning Links**  | **Assessment For/ As/ Of Learning**  |
| Outcomes from other Key Learning Areas have been integrated to support the development of understanding and skills in this inquiry unit: |  |

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| **Wk \_** | **Learning Intention & Success Criteria** | **Explicit Teaching & Learning Sequence****(I Do, We Do, You Do)** | **Resources** | **Evaluation****(Feedback/ Feed Forward)** |
| **Mon** | Learning Intention:Success Criteria:Literacy Progression Focus:  | Differentiation:* **Support:**
* **Extension**:
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| **Tues** | Learning Intention:Success Criteria:Literacy Progression Focus:  | Differentiation:* **Support:**
* **Extension**:
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| **Wed** | Learning Intention:Success Criteria:Literacy Progression Focus:  | Differentiation:* **Support:**
* **Extension**:
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| **Thurs** | Learning Intention:Success Criteria:Literacy Progression Focus:  | Differentiation:* **Support:**
* **Extension**:
 |  |  |
| **Fri** | Learning Intention:Success Criteria:Literacy Progression Focus:  | Differentiation:* **Support:**
* **Extension**:
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**Focus Student Grouping**

**Big 6 component student grouping is informed by:**

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| **Group 1** | **Group 2** | **Group 3** | **Group 4** | **Group 5** |
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