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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 Cultures  Asia and Australia's engagement with Asia  Sustainability  The following highlighted General Capabilities are embedded in this inquiry unit:  Information and Communication Technologies  Literacy  Numeracy  Critical and Creative Thinking  Work and Enterprise  Ethical Understanding  Intercultural Understanding  Difference and Diversity  Personal and social capability  Civics 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:   |  |  |  | | --- | --- | --- | | **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 | |
| **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**: |  |  |
| **Tues** | Learning Intention:  Success Criteria:  Literacy Progression Focus: | Differentiation:   * **Support:** * **Extension**: |  |  |
| **Wed** | Learning Intention:  Success Criteria:  Literacy Progression Focus: | Differentiation:   * **Support:** * **Extension**: |  |  |
| **Thurs** | Learning Intention:  Success Criteria:  Literacy Progression Focus: | Differentiation:   * **Support:** * **Extension**: |  |  |
| **Fri** | Learning Intention:  Success Criteria:  Literacy Progression Focus: | Differentiation:   * **Support:** * **Extension**: |  |  |

**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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