

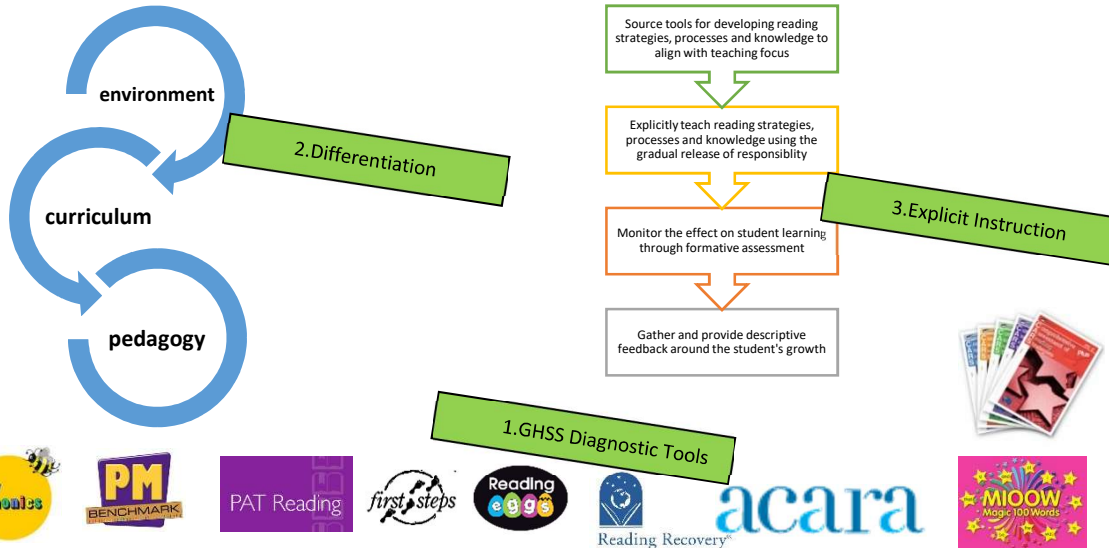


A balanced literacy block at Glennie Heights State School

will explicitly teach the **Big 6** Aspects of Reading using a **gradual release of responsibility framework**



	Modelling Instruction	Shared Rehearsal	Guided Practice	Collaborative Rehearsal	Independent Application
Purpose	To introduce a new concept, skill or strategy	Dynamic collaborative event where teachers and students engage in reading by using reading knowledge, skills or processes together	To provide differentiated scaffolding for groups based on formative assessment	Students work together in small groups to complete specific tasks, applying what they have learned previously in modelled and guided sessions	Students are provided with opportunities to apply what they have learned in focus lessons, guided instruction and collaborative learning. Students become increasingly self-directed and engaged
Who is involved?	Usually teacher with whole class	Usually teacher with whole class	Usually teacher with group of 3-5 with similar needs	Students in purposefully chosen small groups (mixed or like) working to individually produce a product as a result of the interaction with others	Independent students
Examples	<ul style="list-style-type: none"> Read Aloud Direct Explanation Public Problem Solving Think Aloud 	<ul style="list-style-type: none"> Shared Interactive Reading Close Reading 	<ul style="list-style-type: none"> Guided Reading Reading Workshop Student Think Alouds Misconception Analysis 	<ul style="list-style-type: none"> Reciprocal Reading Literature Circles Reader's Theatre Buddy Reading 	<ul style="list-style-type: none"> Conferring Book Review Book Response Book Trailer Author Study
GHSS timetabling	<p>3x10min/wk (P-3) 2x10min/wk (4-6) + reading aloud daily (10min)</p>	<p>3x10min/wk (P-3) 2x10min/wk (4-6) + reading aloud daily (10min)</p>	<p>40 min/wk (as part of weekly rotational reading group)</p>		<p>5x/10min/wk</p>



Looking For Support?

Pedagogical Supports available at GHSS

- Co-teaching Cycle
- *co-planning, co-teaching, co-debriefing, co-reflection
- *Improving outcomes through coaching and feedback (swivl)
- *SEP Case Management
- *Class Teaching Folders





Fluency

Fluent reading is the ability to read quickly and naturally, recognise words automatically and group words quickly.

- Rate
- Parsody
- Accuracy

Phonics

Phonics instruction teaches the relationship between individual sounds (phonemes) and the letters that represent them (graphemes)

- Isolation
- Blending
- Segmenting
- Manipulation

Decoding

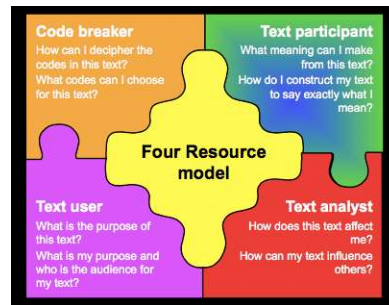
Meaning What would make sense here?	Syntax Does that sound right?	Visual Does that look right?
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Vocabulary

Vocabulary knowledge is an awareness of word meaning/s, pronunciation and etymological origins.

- Word Consciousness
- Accessing Context Clues
- Morphemic Analysis
- Semantic Connections

It is important to focus students' vocabulary instruction on Tier 2 (specialised) language rather than Conversation (Tier 1) or highly technical (Tier 3) vocabulary



Comprehension

Understanding what is being read.

- Activating Prior Knowledge
- Predicting
- Questioning
- Making Connections
- Visualising
- Inferring
- Summarising
- Synthesising
- Skimming and Scanning

Phonological & Phonemic Awareness

The ability to hear and manipulate the sounds in oral language.

- Word Awareness
- Rhythm
- Rhyme
- Alliteration
- Syllabification
- Onset and Rime

Oral Language

Oral language encompasses expressive (Speaking) and receptive (Listening) skill sets.

- Active Listening
- Responding Meaningfully
- Verbal strategies
- Non-verbal strategies
- Para verbal strategies
- Building language to express Creative and Critical Thinking

GRADUAL RELEASE OF RESPONSIBILITY MODEL OF TEACHING AND LEARNING @ Glennie Heights State School

