



Hume Public School Reading Policy

Rationale

At Hume Public School, we believe that the ability to read is fundamental to our student's development as independent learners. We are committed to ensuring that the teaching focus in the early years is on *learning to read* to best prepare our students for the *reading to learn* expectations required in their later stages of schooling.

We believe that effective reading instruction is based on five critical components:

- Language awareness
 - Phonological
 - Phonemic
 - Orthographic, morphological
 - Etymological
- Phonics
- Fluency
- Vocabulary
- Comprehension

We also believe that students learn best when:

- Reading is consistently modelled to them
- They are immersed in a print rich environment
- The classroom provides a positive environment where reading is encouraged
- They are provided with opportunities to practise reading in a variety of situations
- They are supported in their learning
- They see that reading is valued

Classroom Instruction

We believe that reading instruction needs to include:

- Explicit, sequential, intentional teaching of phonological awareness and synthetic phonics
- Sight word recognition and vocabulary development
- Explicit and intentional teaching of comprehension strategies
- Guided reading strategy that includes these key elements
 - Students in small instructional groups according to needs
 - A range of levelled texts with students matched via use of running records
 - A planned, explicit lesson that includes pre-reading discussion, reading of text (choral, singular, aloud or silent), explicit teaching of skills and directed questions to illicit comprehension
 - Evaluation/Assessment/Observation and Recording of what students can do
 - Sharing what has been learned
- Modelling of skills and strategies
- Reading that has a purpose connected to real life
- A structured approach to the teaching of skills throughout Teaching and Learning Programs and within the classroom literacy program.
- Additional one-to-one reading support provided by School Learning Support Officers (SLSO's) built into the classroom literacy programs.
- Weekly library lessons for classes K - 6 to introduce and support quality literature, and to foster enjoyment of reading



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- Developmentally appropriate approaches
- Sensitivity to cultural issues
- Clear relevance to students
- Encouragement of Home Reading practice

Assessment

The following assessments are carried out each year:

- NAPLAN - annually
- NSW Department Check-In Assessments – Term 1 and Term 4 for Years 3 - 6
- PM Assessments – each term and ongoing for students reading levels < 30
- PAT Reading Assessment – twice annually
- Phonemic Awareness/Phonics Assessment (NSW Department of Education - Assessments)
- Best Start Kindergarten Assessments (upon entry to school)

Other Assessment and Data Collection practices include:

- Anecdotal observations (recorded in Guided Reading Records)
- Work Samples
- Informal Testing (at point of need by classroom teacher or interventionist)
- Diagnostic assessment (formative assessment that drives teaching and learning)
- Tracking of progression indicators on PLAN 2

Reporting

The following methods of reporting are used to inform parents/caregivers of student progress:

- Formal reporting of reading achievement and behaviours each semester
- Via parent, or teacher initiated formal interviews
- Via parent, or teacher initiated informal interviews, phone calls, digital platforms and emails

Resources

- Decodable readers
- Levelled PM and other high interest readers (level 1 – 30)
- Heggerty Phonemic Awareness Program (K-4)
- Teacher supervision of 'good fit' non-levelled high interest books borrowed from the school library
- NAPLAN Reading materials
- Guided reading packs of levelled books
- MiniLit/MacqLit intervention resources
- Reading Logbooks and Diaries
- Reading Eggs, school subscription, providing access for students
- Library resources for non-levelled materials, picture books and nonfiction resources