PASCOE VALE PRIMARY SCHOOL READING LESSON STRUCTURE

Literacy Vision: As Pascoe Vale Primary School we believe that literacy is the ability to communicate, read, write, speak, listen and think critically and strategically.

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<th>Lesson Beginning Presentation</th>
<th>Modelled/Shared Reading</th>
<th>Lesson Learning Intention and Success Criteria</th>
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| **WHOLE** 15 -20 min.         | • Reading to and with the students  
                                • P-2 Big Book  
                                • 3-4 Teacher Reading  
                                • 5-6 Teacher Reading  
                                • Silent reading  
                                • Specific teaching of reading strategies, comprehension strategies etc.  
                                • Questioning including comprehension  
                                Every child should be reading the same text | • Lesson learning intention and success criteria made clear using student friendly language.  
                                • Lesson structure for every lesson displayed. |

| Getting Knowledge Ready | | |
|-------------------------|---------------------------------------------------|
| **WHOLE** 5 -10 min.    | • Current Knowledge  
                                • Review and connect prior learning  
                                • Vocabulary (explicit meaning)  
                                • Word Bank of text |

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<tr>
<th>Launch</th>
<th>Explore</th>
<th>Guided to Independent Practice</th>
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| **SMALL** 30 min. | • Explicit vocab  
                               | • Develop student understanding of the concept or skill through activities and exercises  
                               | • Teacher focus group  
                               | • Apply skill or concept in different contexts  
                               | • Must be related to Learning Intention  
                               | • Guided Reading Group (may have a different learning intention)  
                               | • Independent Reading Activities  
                               | • Familiar Reading  
                               | • Reciprocal Reading  
                               | • Literacy Circles  
                               | • Specific teaching of reading strategies, comprehension strategies etc  
                               | • Text matched to ability with some challenge  
                               | • Differentiated, multi entry groups  
                               | • Rich and varied learning tasks  
                               | • Variety of genres (refer to Genre Planner)  
                               | • Monitor and assess students (ongoing), running records, checklists, anecdotal, observations  
                               | • Provide teacher feedback  
                               | • Apply skills and concepts in different ways.  
                               | • Make connections to other learning contexts  
                               | • Practise new learning  
                               | • Specific teaching of reading strategies, comprehension strategies etc.  
                               | • Questioning |

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<th>Reflect</th>
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<th>Review</th>
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| **WHOLE** 5 – 10 min. | • Can be at any time during lesson  
                               | • Sharing/Reflecting on individual and group learning  
                               | • Checklist on any individual presentations  
                               | • Linking learning to the Learning Intention |

Readers to be changed daily and running records/comprehension test completed regularly