

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.

Lesson Beginning Presentation WHOLE 15 -20 min.	Modelled/Shared Reading	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Lesson learning intention and success criteria made clear using student friendly language. • Lesson structure for every lesson displayed.
	Getting Knowledge Ready	<ul style="list-style-type: none"> • Current Knowledge • Review and connect prior learning • Vocabulary (explicit meaning) • Word Bank of text
	Launch <ul style="list-style-type: none"> • Explicit vocab 	<ul style="list-style-type: none"> • Instructions for Explore part of the lesson • Group activities displayed (linked to Learning Intention)
Guided to Independent Practice SMALL 30 min.	Explore <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
Review WHOLE 5 – 10 min.	Reflect <ul style="list-style-type: none"> • Can be at any time during lesson 	<ul style="list-style-type: none"> • 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