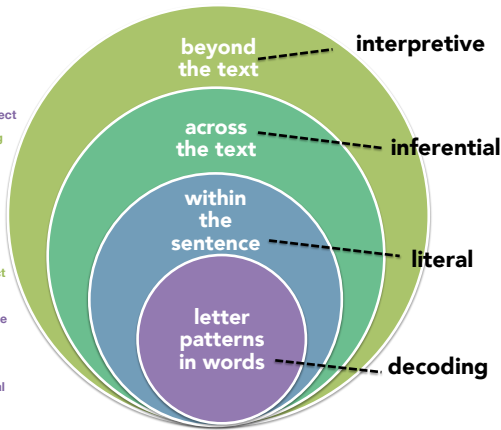# READING AGREEMENT

Improving Comprehension at Mypolonga Primary School

Comprehension Strategies

- Finding the main idea
- Recalling facts and details
- Understanding sequence
- Recognising cause and effect
- Comparing and contrasting
- Making predictions
- Finding word meaning in context
- Drawing conclusions and making inferences
- Distinguishing between fact and opinion
- Identifying author's purpose
- Interpreting figurative language
- Distinguishing between real and make believe

- beyond the text — interpretive
- across the text — inferential
- within the sentence — literal
- letter patterns in words — decoding

Literacy Cup

Students read for their team:
- 3 nights: 1 point
- 5 nights: 2 points
- 7 nights 3 points

The house captains collate the data and present it at assembly each Friday.

House Captains are responsible for inspiring and encouraging their teams.

Guided Reading 2017

Levelled Literacy Intervention as Guided Reading (Year 1-Level 30)

- All students will be grouped according to Running Record levels and placed into guided reading groups. Starting points will be allocated by matching Fountas and Pinnell Levels with RR levels. (see Guided Reading Program.) Review twice per term.
- Take home readers will be used as GR texts.
- Teachers will ensure that all resources are photocopied prior to the lesson and that all masters and readers are returned to the library.

Level 30+

- 4 x ½ hr lessons per week
- Explicit teaching of comprehension (Cars & Stars), grammar and punctuation and research skills.
- Reading for pleasure will also be a focus.
- Literature circles

Vocab

- In all classrooms a whole school approach to developing vocab will be evident through word walls, glossaries, and vocab charts
- All classes from Year 4 will use the Thematic Vocabulary program (or equivalent, after site discussion) as part of their reading program

Fluency

- Every teacher will use the 6 dimensions of fluency rubric to develop an understanding of fluency and how to incorporate it into learning design and then assess it.
- SSOs will be trained to use it to assess fluency when listening to reading
- Oxford words embedded in reading program

A Network of Processing Systems for Reading

The goal of guided reading is to help students build their reading power - to build a network of strategic actions for processing texts…
…all operating simultaneously in the reader's head.
-Fountas and Pinnell

Shared Texts

- Each class will commit to sharing texts as a whole class.
- Unpacking fiction and non fiction texts with a focus on comprehension strategies (including word meaning in context) will ensure that CARS and STARS strategies are transferred into all learning areas.
- Higher order interpretive strategies such as identifying author's purpose, and drawing conclusions and making inferences, will be a priority.
- Subject specific vocab will be visible in classrooms and a consideration in learning design.

Levelled Literacy Intervention

- Students will be identified for program based around Running Record targets.
- Groups will be set up around similar RR levels regardless of year level.
- Groups will meet 4 times per week at staggered parts of the day so that students miss different lessons each week.