

**Goal#1:**

Increase the number of students in Year 3 achieving the SEA and higher bands in NAPLAN reading.

**Challenge of practice:**

If we embed a consistent, whole school approach to teaching reading, underpinned by the Big 6, then we will increase student achievement.

Targets	2023/24	2023/24	2023/24		
Actions		Timeline	Roles & Responsibilities	Resources	Success Indicators
	Teachers will establish a comprehensive reading program and integrate the Big 6 components of Reading (with a focus on comprehension)	Term 1, 2 & 3	<p>Teachers will develop and teach students 'active listening' skills.</p> <p>Teachers will curate a class library ensuring that students have access to a wide variety of text types.</p> <p>Teachers will incorporate a variety of reading materials e.g. newspaper headlines, emails, poems and magazine articles etc. into their teaching and learning program.</p> <p>Teachers will model and explicitly teach students the characteristics of a 'good reader'.</p> <p>Teachers will use mentor texts to explicitly teach the components of 'language comprehension'. (Background knowledge, vocabulary, language structures, verbal reasoning and literacy knowledge)</p> <p>Teachers will model and explicitly teach the varying components to the levels of text comprehension (Independent, Instructional &amp; Frustration).</p> <p>Teachers will explicitly teach meta-cognitive strategies, by describing, modelling use, explaining how, when and why strategies are used, to support students with critical reading skills.</p> <p>Teachers will look at data to review and monitor students' progress.</p>	<p>Literacy Guidebooks – Build Foundations page 4.</p> <p>Best Advice papers – Comprehension</p> <p>The Big 6 in Reading</p> <p>Literacy progressions</p> <p>The Reading Comprehension Blueprint</p> <p><b>Theoretical Frameworks:</b> Scarborough's Rope</p>	<p>Students will actively listen and recall specific or key information and follow instructions.</p> <p>Students will read a variety of text types.</p> <p>Students will recall and use effectively the components of varying text types.</p> <p>Students will effectively use BDA, Blank's level of questioning, Bloom's Taxonomy, 3H and QAR to comprehend varying texts.</p>
	Teachers will strengthen and tailor the reading program through differentiation by developing individual reading goals for students	Term 3	<p>Leaders facilitate professional learning opportunities to develop staff capacity to set, monitor and review student learning goals using the Literacy Progressions as a guiding resource.</p> <p>Teachers use the Clovelly Park Literacy Commitment and Data Schedule to ensure maintained site consistency of pedagogy, programs and classroom practice.</p> <p>Teachers use data to inform their differentiated practice.</p> <p>Teachers develop a consistent approach to student goal setting including timelines, check-ins and visual displays.</p>	<p>Literacy Guidebooks – Shift Gear page 7-9</p> <p>LGU Coach</p> <p>The Big 6 in Reading</p> <p>Best Advice papers</p> <p>Literacy progressions</p> <p><b>Theoretical Frameworks:</b> Scarborough's Rope</p>	

		Teachers engage with professional learning and build capacity to actively utilise the Literacy Progressions to track and monitor student learning.		
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