

# READING BEYOND STRUCTURED LITERACY



At Cloverlea School our LEGENDs first learn to decode texts through a structured literacy approach. Once basic decoding is mastered, we then teach LEGENDs how to dig deeper into the text and think critically about what they read.

## IT IS IMPORTANT BECAUSE:

Developing strong reading skills strengthens the brain, increases creativity, improves vocabulary and enables easier access to all learning. Once LEGENDs can decode effectively, the next step is to build understanding of the ideas in the text and the deeper meanings of the words written on the page. Being able to comprehend what they read is a vital life skill that enables our LEGENDs to fully participate in the world around them.

Our LEGENDs are exposed to a wide range of texts, in English and te reo Māori, fiction and nonfiction, digital and print. Through teacher reading of high-interest, relevant texts during Read and Feed, we help LEGENDs develop a love of books. Through explicit teaching, we help them extend their reading skills so that they can work towards becoming independent readers.

## LINKS TO OUR LEGEND VALUES:

**L**ead - completing our mahi, supporting others to stay on task

**E**xcellence - doing our very best, working hard, taking pride in our mahi

**O**rganised - watching the flipped video before working with kaiako, coming to teacher workshops with the right equipment, completing must dos

**R**esilience - take risks and have a go, staying on the right activity, moving on to another activity when it is time, practice lots!

**I**nclusive - listening to other LEGENDs when working with kaiako or in Kagan groups, supporting each other when working independently, sharing ideas

**D**etermined - being Determined when working with the kaiako, keep trying even when learning is hard

## PLANNING AND TEACHING

After LEGENDs have the foundation from structured literacy, there are four key aspects of reading we focus on teaching:

- knowledge of the topic/content;
- comprehension strategies (self-monitoring, making connections, inferring, visualising, summarising, asking questions, evaluating);
- vocabulary and morphological awareness (such as types of words, parts of words, meanings of topic specific words, synonyms, progressions for verbs e.g. walked/ran can go from dawdled, meandered to scuttled to galloped etc);
- critical thinking skills;
- links between reading and writing and techniques we can use (e.g. sentence starters and structures, punctuation use, word choices, author's intent, paragraphing).

## MONITORING AND ASSESSMENT:

Assessment is built into learning programmes and formative assessment is ongoing so learning is targeted at the right level. All our LEGENDs who have finished Structured Literacy are assessed at least twice a year using Probe 2 to determine approximate reading age and track progress. We have developed Cloverlea School Milestones as benchmarks for mid-year progress and end of year progress. These are visually tracked using HERO.

Note: if LEGENDs have been at stage 7.4 or higher for more than two terms, we move them on to comprehension based reading and work to fill phonological gaps alongside this using The Code.

## KEY PEDAGOGICAL PRACTICES INCLUDE:

- flexible, needs based grouping, suited to the reading level and skills each LEGENDs needs to develop;
- regular guided reading with the kaiako, whole class and in small groups;
- use of texts that all our LEGENDs can see themselves in, link to localised curriculum learning and are relevant and interest-based;
- flipped learning videos used to:
  - introduce or teach reading skills and strategies that build comprehension;
  - introduce a topic or text;
  - teach content or vocab that will support reading the text;
- workshop style instruction where learners are explicitly introduced to new knowledge (I do, we do, you do);
- meaningful and engaging independent tasks;
- use of Little Learners Love Literacy and other resources.

## ENACTING TE TIRITI O WAITANGI:

We have high expectations of ākonga Māori and know Māori can achieve. We support this through using texts that ākonga Māori can see themselves in and relate to. As kaiako, we pre read all texts and we consciously consider if the text may perpetuate any bias that may provide any doubt to any LEGEND about Māori achievement. We aim to ensure all texts presented have a positive narrative where Māori characters are portrayed including the way authors use Māori names.

We are continually finding ways to build genuine partnerships with whānau - understanding whānau aspirations and how we can bring this to life in our curriculum. Our localised curriculum is being developed alongside Rangitaane, with rich links to local history that we also want to be living in our reading programmes. The texts used within the class will meet the Articles in Te Tiriti, particularly around the understanding of Tino Rangatiratanga and Mana Motuhake.

## RESEARCH & EVIDENCE:

[What we know about teaching reading and writing in Y5-8](#)

[11 Proven Tips to Improve Reading Comprehension Skills for Students | Prodigy Education](#)

[Teaching Reading for Understanding in Years 4-8: A Literature review](#)

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**LEAD, EXCELLENCE, ORGANISED, RESILIENCE, INCLUSIVE, DETERMINED**