

Attachment 1:

Project Literacy Strategies

Literacy Strategy	Impact for Student	Teaching Strategies/Questions
Free Reading Time (All subjects) Teachers introduce a range of texts specific to the topic being studied, texts specific to their subject area and their own reading experiences.	<ul style="list-style-type: none"> gain a wider experience of texts increased engagement. 	<ul style="list-style-type: none"> read aloud blurb or a passage of book/text give an entertaining review of book or text display the book/text in the classroom give 10 mins free reading time in class.
Set the Purpose of the Reading Teachers set an unambiguous instructional purpose which is explicitly shared with the students. Teachers guide students in how to set the purpose for reading.	<ul style="list-style-type: none"> can approach the reading with a clear direction can more easily identify important information can determine how they will record their thinking. 	<ul style="list-style-type: none"> ask such questions as: Why am I reading/giving this text to the students? What will the students do with the information gained from the text? give students the task/s prior to reading have students reflect on: Why am I reading this text? What will I gain from reading this?
Establish Background Knowledge Teachers determine and explicitly explain the background knowledge students require to understand the text.	<ul style="list-style-type: none"> can more easily connect to the text have more understanding of text and text structure more confidence to read the text with greater comprehension. 	<ul style="list-style-type: none"> define difficult words explain difficult concepts give a plot synopsis present relevant instructional video clips display and explain text using visuals.
Model the Thinking Associated with Reading Teachers explicitly model the thinking processes good readers use when reading texts in their subject areas.	<ul style="list-style-type: none"> understand that the reading strategies don't change across subject areas develop increased metalanguage to discuss reading internalise reading strategies gain greater confidence have improved reading comprehension. 	<ul style="list-style-type: none"> demonstrate reading using <i>think aloud</i> read the text and plan the modelling well identify how to recognise meaning is being lost and show students what to do explain when, why and how to use reading strategies.
Marking Text Teachers introduce a range of methods students can use to help remember what has been read.	<ul style="list-style-type: none"> are more focused and engaged with the text discover a universal way of working with any type of text can more easily refer back to information assists in maintain meaning. 	model: <ul style="list-style-type: none"> text coding using post-it notes to record questions highlighting text that is understood and is confusing labelling text showing text structure and features.
Text Orientation The teacher gives an oral summary of the text on two level: <ol style="list-style-type: none"> text type and the structure it follows retell of the text. 	<ul style="list-style-type: none"> gain a better understanding of the text structure develop greater confidence to read the text feel less pressure when reading. 	<ul style="list-style-type: none"> read the text and plan the oral summary well present an oral summary to the class <ul style="list-style-type: none"> identify key themes, vocabulary and text structure clarify difficult concepts reword the text in language students understand.
Reading to writing Teachers use quality written pieces, of a particular text type, as a model for writing.	<ul style="list-style-type: none"> develop a wider vocabulary develop metalanguage to talk about writing develop confidence when starting to writing move to independent writing 	<ul style="list-style-type: none"> use <i>think aloud</i> to deconstruct the text on a structural level through to a word level shared writing using structure and language features of the model text guide students by questions and referring back to model text independent writing tasks based on modelled text

References

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- Tovani, C. (2000). *I Read It, But I Don't Get It: Comprehension Strategies for Adolescent Readers*. Portland, ME: Stenhouse Publishers
- Tovani, C. (2004). *Do I Really Have to Teach Reading?* Portland, ME: Stenhouse Publishers