English sample unit: Let's read!   **Early Stage 1**

Focus: Shared reading, guided reading	**Duration:** 3–4 lessons/week
Overview The following provides a guide for teaching reading in Early Stage 1. In this unit, students develop their knowledge of concepts about print as they engage in a range of modelled and shared reading experiences. Students are taught specific skills and strategies for reading and comprehension. They learn to express themselves and respond to a variety of texts. The basic structure of this unit can be adapted to meet the changing needs of the students and can be repeated over the course of a term and the year. For example, the teacher can select increasingly complex texts and modify response activities as the students become increasingly proficient readers. This unit provides a general framework for teaching shared and guided reading. Effective use in the classroom will require meaningful *contextualisation*. Skills and strategies should be taught through relevant and engaging texts with an appropriate thematic basis. Students should be provided with opportunities to build their understanding of the theme before beginning the reading activities outlined below, eg through viewing picture books and animations, engaging with relevant objects and people (such as guest presenters), and discussing their personal experience of the theme.	**Links to other KLAs** • Selection of texts for shared and guided reading to support HSIE and Science and Technology units. • Inclusion of Indigenous texts or multicultural perspectives for shared and guided reading.
Outcomes	**Assessment overview**
ENe-4A demonstrates developing skills and strategies to read, view and comprehend short predictable texts on familiar topics in different media and technologies ENe-8B demonstrates emerging skills and knowledge of texts to read and view, and shows developing awareness of purpose, audience and subject matter ENe-11D responds to and composes simple texts about familiar aspects of the world and their own experiences ENe-12E demonstrates awareness of how to reflect on aspects of their own and others' learning	Observation notes/anecdotal records to be maintained as ongoing assessment of learning. Differentiated reading response activity examples: • draw the beginning, middle and end of the story using the text for support • draw the beginning, middle and end of the story • draw a story map, adding more detail – possibly writing.

Week	Specific grammar focus	Specific punctuation focus
	ENe-4A • recognise grammatical patterns when reading to assist in making meaning, eg locating words that tell who, what, when or where in texts	**ENe-9B** • identify features of sentence punctuation, eg question marks and exclamation marks, when reading and composing
1	Nouns	Full stops and capital letters
2	Verbs	Question marks
3	Adjectives	Exclamation marks
4	Time connectives	Quotation marks
5	Proper nouns	Bold text
6	Pronouns	Ellipses and commas

Content	Shared reading: teaching, learning and assessment

ENe-4A
• identify literal meanings presented in texts, eg character, setting and events
• interpret meaning by responding to an inferential question
 	
ENe-8B
• recognise parts of print and digital texts, eg front and back covers, title and author, layout and navigation
 	
ENe-12E
• discuss likes and dislikes after reading texts
	BEFORE READING
	
	Introduction to the big book
	• Look at the front and back covers of the book and identify the author, illustrator and title of the book.
	• Predict the contents of the text using the title, illustrations and blurb as a guide.
	• Examine the inside cover of the book for author information, dedication, etc.
	• Ask questions such as:
	  – What do you think the text will be about?
	  – What do you know about …?
	  – How …?
	  – Do you think this is a realistic or unrealistic text (informative/nonfiction imaginative/fiction)?
	  – Why …?
	• Picture walk of the text. Unpack new vocabulary, clarify understandings, draw on prior experiences and background knowledge of the students.
	
	DURING READING
	• First reading. The teacher may choose to:
	  – read the text uninterrupted
	  – read the text with a guided discussion approach.

Content	Shared reading: teaching, learning and assessment

	AFTER READING
	
	• Discuss the intended audience of the text.
	• Discuss the text to identify the literal and inferential meanings presented.
	• Ask questions such as:
	   – What …? (literal)
	   – When …? (literal)
	   – How …? (inferential)
	   – Why …? (inferential).
	• Revisit earlier predictions about the text: were you right?
	• Discuss likes and dislikes after reading the text.
	• Ask questions such as:
	   – What was your favourite part of the text? Describe it.
	   – Who was your favourite character? Explain your reasons.

ENe-4A • understand direction of print, return sweeps and spaces between words • use context to predict meaning in written texts to supplement decoding attempts • identify literal meanings presented in texts, eg character, setting and events • interpret meaning by responding to an inferential question • retell a familiar story in sequence and identify main idea **ENe-12E** • contribute to guided discussion about how people learn to read and write	**BEFORE READING** • Review the title of the book and identify the author and illustrator. • Revisit the text. Discuss the key events and characters. • Revisit the type of text – is it realistic (informative) or unrealistic (imaginative)? **DURING READING** • Identify grammatical patterns in the text, identifying the common nouns, verbs, adjectives, time connectives, proper nouns and pronouns. • Use picture cues to assist in making predictions about meaning and vocabulary. • Identify conventions of print: direction of print, left to right, top to bottom, return sweep. • Explore and discuss the use of punctuation in the text: full stops, capital letters, question marks, exclamation marks, quotation marks, commas. • Emphasise expression, intonation and appropriate use of pausing to enhance the meaning and structure of the text. • Identify known sight words in the text. • Discuss the use of rhyming/spelling patterns in the text.

Content	Shared reading: teaching, learning and assessment

	AFTER READING
	
	• Discuss the text to identify the literal and inferential meanings presented.
	
	• Ask questions such as:
	  – What …? (literal)
	  – When …? (literal)
	  – How …? (inferential)
	  – Why …? (inferential).
	
	• Retell parts of the text, identifying the beginning, middle and end of the text – with emphasis on the main idea of the text.
	
	• Reflect, as a class, on the reading skills and strategies the students are learning through studying this text. Guide class discussion with comments and questions such as:
	
	  'We are learning how to recognise question marks when we are reading. How would we use our voice differently when reading a question aloud? (students demonstrate). How are we learning to use question marks in our writing?'
	
	RESPONSE
	
	• Sequencing activity: sequence pictures of the beginning, middle and end of the text.

ENe-4A • use with increasing awareness appropriate reading behaviours, eg pitch, intonation and fluency • read predictable texts, practising phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge (ACELY1649) • retell a familiar story in sequence and identify main idea **ENe-11D** • compare and connect own experiences to those depicted in stories	**BEFORE READING** • Review the title of the book and identify the author and illustrator. • Revisit the text. Discuss the key events and characters. • Students take turns to retell the sequence of the story before revisiting the text. • Revisit the type of text – is it informative or imaginative? **DURING READING** • Emphasise expression, intonation and appropriate use of pausing to enhance the meaning and structure of the text. • Examine the use of bold text and ellipsis to enhance expression and comprehension. • Locate word endings, such as *s*, *ed* and *ing*, in the text. • Identify known sight words in the text. • Discuss use of rhyming/spelling patterns in the text.

Content	Shared reading: teaching, learning and assessment

	AFTER READING
	
	• Discuss the text to identify the literal and inferential meanings presented.
	
	• Ask questions such as:
	  – What …? (literal)
	  – When …? (literal)
	  – How …? (inferential)
	  – Why …? (inferential).
	
	• Retell parts of the text, identifying the beginning, middle and end of the text – with emphasis on the main idea of the text.
	
	• Compare events of the text to personal experiences.
	
	• Provide opportunities to compare and contrast the text with their own culture and the world around them.
	
	RESPONSES
	
	• Mask words in the text for students to insert the missing word or alternative word. For example, mask (cover) nouns in the text (if this was the grammar focus) for students to replace or insert alternatives to create a new text.
	
	• Draw pictures of the beginning, middle and end of the text (assessment):
	  – draw the beginning, middle and end of the story using the text for support
	  – draw the beginning, middle and end of the story
	  – draw a story map, adding more detail – possibly writing.
	
	• Share in reader's circle alternative endings for the text.

ENe-4A
 	
• use with increasing awareness appropriate reading behaviours, eg pitch, intonation and fluency
 	
• read predictable texts, practising phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge (ACELY1649)
	BEFORE READING
	
	• Review the title of the book and identify the author and illustrator.
	
	• Revisit the text. Discuss the key events and characters.
	
	• Students take turns to retell the sequence of the story before revisiting the text.
	
	• Revisit the type of text – is it informative or imaginative?
	
	DURING READING
	
	• Oral dramatic response
	
	• Students may engage in:
	  – role play
	  – readers theatre

Content	Shared reading: teaching, learning and assessment
- use comprehension strategies to understand and discuss texts listened to, viewed or read independently (ACELY1650) - identify literal meanings presented in texts, eg character, setting and events - interpret meaning by responding to an inferential question - retell a familiar story in sequence and identify main idea **ENe-11D** - respond to literature and a variety of other texts from a range of storytellers and cultures, using picture books and online sources	- dramatic response - reading with digital version of the text - singing song version of the text - eg Joy Cowley read-alongs. **AFTER READING** - Discuss the text to identify the literal and inferential meanings presented. - Ask questions such as: - What …? (literal) - When …? (literal) - How …? (inferential) - Why …? (inferential). - Retell parts of the text, identifying the beginning, middle and end of the text – with emphasis on the main idea of the text. **INNOVATION/EXTENDING BEYOND THE TEXT** - Draw/write an alternative ending for the story (assessment): - draw a new ending for the story, teacher to scribe - draw and write a new ending for the story - rewrite the ending for the story. - Share in reader's circle alternative endings for the text. **OPPORTUNITIES FOR DIFFERENTIATION** - Compare and contrast different texts throughout the duration of the program. - Ask questions such as: - How is this text similar to/different from …? - Why? - Subsequent readings – teacher may choose to: - revisit the text several times throughout the week - provide opportunities for students to take responsibility for parts of the reading - revisit the text several weeks later to review and consolidate student understanding.

Content	Guided reading: teaching, learning and assessment

ENe-4A
 	
• identify literal meanings presented in texts, eg character, setting and events
 	
• interpret meaning by responding to an inferential question
 	
ENe-8B
 	
• recognise parts of print and digital texts, eg front and back covers, title and author, layout and navigation
 	
ENe-12E
 	
• discuss likes and dislikes after reading texts
	BEFORE READING
	
	Introduction to the guided reading book
	
	• Look at the front and back cover of the book and identify the author, illustrator and title of the book.
	
	• Predict the contents of the text using the title, illustrations and blurb as a guide.
	
	• Examine the inside cover of the book for author information, dedication, etc.
	
	• Ask questions such as:
	
	  − What do you think the text will be about?
	
	  − What do you know about …?
	
	  − How …?
	
	  − Do you think this is a realistic or unrealistic text (informative/nonfiction, imaginative/fiction)?
	
	  − Why …?
	
	DURING READING
	
	• Picture walk of the text.
	
	• Discuss pictures and draw on the prior experiences and background knowledge of the students.
	
	• Provide opportunities for students to retell what the text is about.
	
	• Use pictures to link to the meaning of the text.
	
	• Unpack new vocabulary, clarify understandings and provide opportunities to rehearse new structures in the text.
	
	AFTER READING
	
	• Discuss the intended audience of the text.
	
	• Discuss the text to identify the literal and inferential meanings presented.
	
	• Ask questions such as:
	
	  − What …? (literal)
	
	  − When …? (literal)
	
	  − How …? (inferential)
	
	  − Why …? (inferential)
	
	• Revisit earlier predictions about the text: were you right?

Content	Guided reading: teaching, learning and assessment
	POINTS FOR CONSIDERATION • Students turn the book left to right, turning from the top or bottom corner. • Students turn one page at a time as they note the numbers on the page to maintain the sequence of the text. • Explore table of contents, index and glossary where appropriate. • Place the book flat on the floor, table or lap so that the teacher can monitor the student's engagement with the text.

ENe-4A
• understand direction of print, return sweeps and spaces between words
• use context to predict meaning in written texts to supplement decoding attempts
• identify literal meanings presented in texts, eg character, setting and events
• interpret meaning by responding to an inferential question
	BEFORE READING
	• Review the title of the book and identify the author and illustrator.
	• Revisit the text. Discuss the key events and characters.
	• Revisit the type of text – is it realistic (informative) or unrealistic (imaginative)?
	
	DURING READING
	• Provide opportunities for students to read the text. The teacher may choose for students to:
	  − engage in shared reading of the text
	  − read a selected part of the text aloud
	  − read the text individually
	  − read to a partner
	  − read to the group or teacher.
	These activities will change depending on the needs of the students and the teaching focus selected by the teacher.
	
	Teaching points
	• Identify the conventions of print: direction of print, left to right, top to bottom, return sweep. The teacher demonstrates where to start reading on each page and the students mark with finger pointer.
	• Explore and discuss the use of punctuation in the text: locate full stops, capital letters, question marks, exclamation marks, quotation marks and commas. Explore use of capital letters for start of sentence and proper nouns.
	• Use picture cues to assist in making predictions about meaning and vocabulary. Encourage students to use picture cues in decoding unknown words.
	• Identify known sight words in the text.
	• Discuss use of rhyming/spelling patterns in the text.

Content	Guided reading: teaching, learning and assessment

	AFTER READING
	
	• Discuss the text to identify the literal and inferential meanings presented.
	
	• Ask questions such as:
	
	   − What …? (literal)
	
	   − When …? (literal)
	
	   − How …? (inferential)
	
	   − Why …? (inferential).
	
	• Retell parts of the text, identifying the beginning, middle and end of the text – with emphasis on the main idea of the text.
	
	Teaching points
	
	• Left to right tracking: run the finger underneath the text beginning at the left, moving to the end of the line of text before making the return sweep to the beginning of the next line.
	
	• Finger pointing: ensure the finger is underneath the word so that the word is fully visible – this allows the teacher to monitor whether the finger–word match is correct.
	
	• Encourage students to stop finger pointing once one-to-one matching is established – if finger pointing is maintained it will hinder the development of fluency.

ENe-4A • use with increasing awareness appropriate reading behaviours, eg pitch, intonation and fluency • read predictable texts, practising phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge (ACELY1649) • retell a familiar story in sequence and identify main idea **ENe-11D** • compare and connect own experiences to those depicted in stories	**BEFORE READING** • Review the title of the book and identify the author and illustrator. • Revisit the text. Discuss the key events and characters. • Students take turns to retell the sequence of the story before revisiting the text. • Revisit the type of text – is it informative or imaginative? **DURING READING** • Examine the use of bold text and ellipsis to enhance expression and comprehension. • Identify known sight words in the text. • Discuss use of rhyming/spelling patterns in the text. **Teaching points** • In the third session, emphasis is on students beginning to read with greater independence and less teacher support. • Emphasis is on use of expression, intonation and appropriate pausing to enhance the meaning and structure of the text. • Where students are more confident, they should be encouraged to attempt reading parts of the text without finger pointing.

Content	Guided reading: teaching, learning and assessment

ENe-12E
 	
• contribute to guided discussion about how people learn to read and write
	AFTER READING
	
	• Retell parts of the text, identifying the beginning, middle and end of the text – with emphasis on the main idea of the text.
	
	• Discuss what has been learned about the process of learning to read through the study of this text.
	
	• Compare events of the text to personal experiences.
	
	• Provide opportunities to compare and contrast the text with their own culture and the world around them.
	
	• Possible response/comprehension-based activity.
	
	Teaching points
	
	• After reading, the teacher may choose to:
	
	   – identify grammatical patterns in the text, such as common nouns, verbs, adjectives, time connectives, proper nouns and pronouns
	
	   – mask words in the text for students to insert the missing word or alternative word. For example, mask (cover) nouns in the text (if this was the grammar focus) for students to replace or insert alternatives to create a new text.
	
	OPPORTUNITIES FOR DIFFERENTIATION
	
	• Use levelled texts appropriate to the needs of the students. This will enable the teacher to vary the development of awareness of punctuation and grammatical patterns as the complexity of the text increases.
	
	• Subsequent readings – the teacher may choose to:
	
	   – revisit the same guided reading text several times throughout the week
	
	   – provide opportunities for students to revisit the text the following week to practise during familiar reading, to revisit and consolidate student understanding.

Evaluation
• Were the program outcomes achieved? • Were the activities relevant and appropriate to the needs of the students? • What teaching strategy was most effective? • Did students enjoy the program? • Were there sufficient challenging opportunities for extension? • What would I change next time?

SUGGESTED RESOURCES

Dictionary of Classroom Strategies K–6, Board of Studies

Shared reading titles

Joy Cowley series

Story Box collection

Jeanie Adams collection: *Pigs and Honey*, Little Black Books (Indigenous titles)

Pamela Allen collection: *Who Sank the Boat?*, *Grandpa and Thomas*, *Mr McGee*

Sheena Knowles collection: *Edward the Emu*, *Edwina the Emu*

Mem Fox collection: *Koala Lou*, *Where is the Green Sheep?*, *Possum Magic*

Alison Lester collection

Computer resources

ABC Reading Eggs

Kid Pix

Online classroom resources

ABC Teach: www.abcteach.com

SparkleBox: www.sparklebox.co.uk/australia

Teach this: www.teachthis.com.au

Teacher's pet: www.tpet.co.uk

Weblinks

BBC: www.bbc.co.uk/schools/games (interactive literacy games)

Kidzone: www.kidzone.ws (photos and printable activities)

Literacy Zone: www.woodlands-junior-kent.sch.uk/interactive/literacy.html (interactive phonics activities)

Mem Fox Stories: www.memfox.net/mem-reads-aloud (audio stories – no pictures)

Roy the Zebra: www.roythezebra.com (interactive reading games, guided reading stories, literacy worksheets, songs)

Starfall: www.starfall.com (interactive phonics activities and animated picture books)

Storyline Online: www.storylineonline.net (popular stories reread for children by famous people)

Storynory: www.storynory.com (audio stories)

iTunes resources: www.apple.com/education/itunes-u/

Youtube: www.youtube.com and Teachertube: www.teachertube.com

Tumblebooks: www.tumblebooks.com (online collection of animated talking picture books)