

What do you believe about the learning and teaching of reading?

Connect – Collaborate – Grow Instructional Rounds Network



What We Believe about Teaching Reading

Group 1



1. We must understand where our students are at and where they need to go
2. We need to teach explicitly for a purpose
3. Our goal is for our students to be critical thinkers who read and determine the truth within texts
4. Our teachers and students need to understand the social purposes of reading and need to identify the required skills
5. Reading, and the teaching of reading, are complex processes
6. Providing rich texts, and a variety of texts, is the key
7. The cultural background and existing background knowledge, of students significantly impacts the reading process (both at vocabulary and inferential level)

What We Believe about Teaching Reading – Group 2

Reading is complex.

We need to plan our teaching based on specifically what our students need.

There needs to be integration between receptive and expressive skills in English.

Context and purpose are critical.

Decoding skills are fundamental and there need to be opportunities to practice them.

The ultimate goal of reading is comprehension, that is making meaning.

There needs to be “explicit teaching” using a “gradual release” model

What We Believe about Teaching Reading – Group 3

Teaching reading is co-dependent with Talking & Listening and Writing. Together meaning is made.

Teaching/ learning K-6 is through the gradual release model: Modelled; Guided eg “Think alouds”; and Independent – application & transfer

Students should develop agency in reading using the Four Roles of the Reader (Code Breaker, Text Participant, Text User, Text Analyst)

Students must critically analyse, reflect, understand different viewpoints, reason & justify their position

Ongoing formative assessment drives the teaching and learning cycle, and lesson-by-lesson decisions

What We Believe about Teaching Reading – Group 4



Students read for different purposes

- Entertainment
- Learning
- Participating Citizens
- Critically analysing & justifying responses



Reading is complex and teachers, students & parents need to understand all pieces of the puzzle



Students should be both receptive & productive meaning makers



We need to ensure that there are conversations between students and teachers/ parents about what they have read:

- Developing communication skills
- Fostering comprehension
- Building vocabulary



We must understand where our students are and where they need to go next