











The background features abstract, overlapping geometric shapes in various shades of green, ranging from light lime to dark forest green. The shapes are primarily triangles and polygons, creating a dynamic, layered effect. The text is centered in a clean, sans-serif font.

How can the implementation of
quality independent reading
activities impact the literacy
outcomes for students?

what did you do?

. Students at Granville East Public School take part in **independent reading activities** as part of guided reading groups every day. This is equivalent to **more than two hours a week** of critical learning time. It is essential that students are working effectively during this time, so they have a chance to understand and practise their roles as successful and proficient readers.

1. **Researched the four roles of the reader** (code breaker, text participant, text user, and text analyst) **students reading development** (emergent, beginner, fluent and extension) and what we understand as ‘**quality**’ in regards to independent activities.
2. **Structure of guided reading-** new timetable, explicit expectations using anchor chart.
3. **Understanding teachers role and elements of an independent activity:** Independent reading activities are not ‘busy work’, They can be individualised / differentiated, They cater for different levels in the classroom, They include increasing levels of challenge, Each child has something to do all the time (limit turn taking), Activities require students to engage with reading, They include appropriate scaffolding (limit BLMs), They are open-ended where possible, They contain an element of choice., They are interesting and stimulating., They motivate students to achieve.

Tuesday				
Blueberries (8)	Lemons	Apples	Grapes	Cherries
Read with Miss Alsalmiy 	Read familiar book to friend 	Read with Mrs Allen 	Whisper phones 	Recording and listening to reading 
Response to Text 	Read with Miss Alsalmiy 	Response to Text 	Finish my Sentence 	Read with Mrs Allen 

4. Developing a bank of (ongoing)

Code breaker	Text-participant	Text-user	Text analyst
Use grammar, word and letter knowledge. Word work or sentence cards.	Understand how illustrations including diagrams, tables, graphs contribute to the meaning of text- task cards	Use text for a range of purposes- enjoyment, research or creating new texts. Listening post, read to a friend	Authors view point, structure and opinion. Opinion task cards

Key findings- what did we learn and are still learning?

- ▶ students need exposure to all four roles of the reader during the acquisition stage because reading is not just code breaking → Over a week students must be exposed to a variety of activities that allow students to take on a role of the 4 roles.
- ▶ Independent activities need to provide students with valuable opportunities to practise and consolidate reading skills. They are an important part of a **balanced** reading program.
- ▶ The importance of understanding their job as a reader and learner.
- ▶ The importance of collaboration, and our ongoing learning (choice, a variety of quality open ended activities).



Outcomes- impact on student learning

- ▶ Students are more engaged because they are motivated to take on different roles as reader. Rather than just code-breaking, they are given the chance to focus on meaning making, purpose, and relating texts to their own experiences.
- ▶ Rich discussions that focus on meaning show student understanding, and comprehension.
- ▶ Improvement in the quality of writing.
- ▶ Improvement in reading levels.

