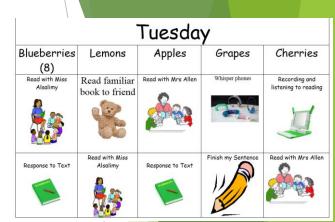
How can the implementation of quality independent reading activities impact the literacy outcomes for students?

## 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 openended where possible, They contain an element of choice., They are interesting and stimulating., They motivate students to achieve.

Code breaker **Text-participant** Text analyst Text-user Developing a bank of 4. (ongoing) Understand how Use grammar, word and Use text for a range of Authors view point, letter knowledge. Word illustrations including purposes- enjoyment, structure and opinion. work or sentence cards. diagrams, tables, graphs research or creating new **Opinion task cards** contribute to the meaning texts. Listening post, read of text- task cards to a friend



## 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 motived 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.