



# Spencer Park Primary School Reading Policy (reviewed 2021)

## RATIONALE

At Spencer Park Primary School, we believe that the ability to read is fundamental to pupils' development as independent learners. We are committed to ensuring that the teaching focus in the early years is on *learning to read* and in the middle-upper years on *reading to learn*.

We believe that effective reading instruction is based on five critical components:

- Language awareness:
  - phonological
  - phonemic
  - orthographic, morphological
  - etymological
- Phonics
- Fluency
- Vocabulary
- Comprehension

We also believe that students learn to read best when:

- Reading is modelled to them consistently.
- They are immersed in a print rich environment, including a range of text types.
- They are in a positive environment where their reading is encouraged.
- They have a supportive environment.
- They are given the opportunity to practice reading in a variety of situations for a variety of purposes.
- They are taught to read in a non-threatening environment.
- They see that reading is valued.

This policy should be read in conjunction with the Literacy Policy, Literacy Block and Scope and Sequence documents, target documents and the school's Business Plan and School Development Plan.

## RELATED POLICIES AND DOCUMENTS

- Literacy Policy (reviewed 2020)
- Explicit Teaching Policy (reviewed 2018)
- Learning Area Allocation Policy (reviewed 2018)
- Literacy Block documents (located on s:\)
- Literacy Scope and Sequence documents (located on s:\)
- Students at Educational Risk Policy (reviewed 2018)
- School Business Plan
- School Development Plan

## DEFINITIONS

### PHONOLOGICAL AWARENESS

"Phonological awareness is the understanding of different ways that oral language can be divided into smaller components and manipulated." (Chard and Dickson, 1999) Phonological awareness refers to the bigger "chunks" or "parts" of language. When we ask students to rhyme, blend small words to make a compound word, break words apart into syllables or onset-rime, we are working at the phonological awareness level. Phonological awareness can be thought of as a big umbrella with the bigger "chunks" of language being the top of the umbrella.

### PHONEMIC AWARENESS

Phonemic awareness is the understanding that spoken words are made of individual sounds called phonemes. A phoneme is the smallest unit of sound we hear in a word. Phonemic awareness falls underneath the umbrella as a sub-category of phonological awareness. Rather than working with larger units of spoken language, we ask

students to listen for the individual sounds or phonemes in a spoken word. When we ask students to blend or segment words into the smallest unit of sound they hear, we are working at the phonemic awareness level. For example, the four sounds /p//l//a//n/ can be blended to make the whole word plan.

## PHONICS

While phonemic awareness is oral and auditory, phonics instruction is both visual and auditory. The focus of phonics instruction is letter-sound relationships. During explicit phonics instruction students are taught the letter or letter combinations that represent the 44 sounds or phonemes in the English language.

## INSTRUCTION

We believe that reading instruction needs to include:

- Explicit, sequential and intentional teaching of phonological awareness and synthetic phonics, using a structured, synthetic phonics program which is layered across the school years to ensure student success
- Following the Gradual Release Model: I do, We do, You do.
- Sight word recognition and vocabulary development
- Explicit and intentional teaching of comprehension strategies.
- Guided Reading strategy that includes these key elements:
  - Students in small instructional (90-94% accuracy) groups according to needs.
  - A range of levelled texts and children matched via use of running records (PM Benchmark).
  - A planned, explicit lesson that includes pre-reading discussion, silent reading of text, explicit teaching of skills, directed questions at different levels and sharing of what has been learned using levelled texts.
  - Evaluation/Assessment/Observation of what students can do.
  - Sharing what has been learned.
  - Rest of class engaged in independent literacy activities.
- Modelling of skills.
- Reading that has purpose connected to real life.
- A structured approach to the teaching of skills.
- Developmentally appropriate approaches.
- Sensitivity to cultural issues.
- Clear relevance to students.
- Encouragement of home reading practice, where rewards and certificates are offered.

## ASSESSMENT

The following assessments are to be carried out each year:

- NAPLAN - annually
- PM Assess – conducted according to the timeline documented in Appendix 8
- Sight Words – Appendix 3, semesterly
- Phonemic Awareness/Phonics Knowledge
- PAT Reading – annually
- Neale Analysis for SAER students with Documented Plans for learning difficulties – annually
- On Entry Testing

## PM BENCHMARKING

PM Benchmarking should be conducted according to the schedule laid out in Appendix 5.

When PM Benchmarking, teachers are to record the benchmark level that is 95%-100% accurate AND has a satisfactory (according to the running record sheet) level of comprehension.

## OTHER METHODS OF DATA COLLECTION

We believe that reading assessment needs to include summative and formative assessments that are measured against set school targets and benchmarks (See Literacy Policy Appendices for this information)

- One to one assessment – where fine grain information can be gained about the individual.
- Standardised testing – from which comparison to age appropriate benchmarks can be made.
- Anecdotal observations – teacher judgments made when behaviour is observed.
- A variety of profiles – as outlined in assessment plans to aid continuity and progress on achieving benchmarks.
- Work samples – common assessment tasks or samples that demonstrate student progress toward targets.
- Self-reflection – students can self assess against common criteria set for a task possibly using rubrics or checklists.
- Peer appraisal – students assess peers against common criteria set for a task possibly using rubrics or checklists.
- Formal testing – teacher created or sample formats to assess student learning.

- Informal testing – at point of need by classroom teacher.
- Diagnostic assessment – formative assessment that drives teaching and learning.

## REPORTING

We believe that reporting on reading needs to include some/all of the following:

- Formal reports – mandated system template.
- Case Conferences – minuted meetings of stakeholders.
- Informal interviews – non minuted discussion of student progress and achievement record or discussion noted by teacher.
- Work displays – performances, exhibitions, open night, class displays, and assemblies.
- Communication books – regular communication between home and school that gives fine grain information about student progress and achievement.

## RESOURCES

- WA Curriculum
- Spencer Park PS Literacy Scope and Sequence  
S:\AdminShared\E5422S01-Spencer Park PS\All Staff\Curriculum\Literacy\Literacy Scope and Sequence
- Literacy Block Format (see Literacy Policy)
- CARS and STARS
- SRA Reading Boxes
- Reading A – Z
- Jolly Phonics
- Reading Room – levelled reading books (1-30)
- Guided reading packs of levelled books and activities
- Sight Words – Appendix 3
- Library resources for non-levelled reading materials, picture books and non-fiction resources
- Text format posters in all rooms
- Reading strategies to support skill development in guided reading (See attached Appendix)
- First Steps Reading Resource Book & Map of Development
- Reading log books/diaries

Spencer Park  
Semper Tenta - Always Strive

## READING STRATEGIES TO SUPPORT SKILL DEVELOPMENT IN GUIDED READING

Adjusting reading rate	Speeding up or slowing down reading depending on the purpose and/or text difficulty
Chunking	Identifying unknown words by breaking words into larger units than phonemes and then attaching sounds to the units
Comparing	Thinking about similarities and differences between what is known and what is portrayed in the texts
Connecting	Making links between what is read and other texts, to oneself, or to personal knowledge about the world
Consulting a reference	Unlocking word meaning using a variety of sources
Creating images	Using all five senses to create images before, during and after reading
Determining importance	Making decisions about what is important in a text and what is not
Inferring	Combining what is read in the text with the reader's own ideas to create their unique interpretation of the text
Predicting	Using prior knowledge to anticipate what is going to occur in a text before or during reading
Reading on	Continuing to read when encountering difficulties or unknown words
Re-reading	Going back over parts of or whole texts to clarify meaning or to assist with word identification
Scanning	Glancing quickly through material to locate specific information
Self-questioning	Generating one's own questions before, during and after reading
Skimming	Quickly glancing through a text to get a general impression or overview of the content
Sounding out	Saying the sound represented by individual letters or letter combinations, blending them together and arriving at a pronunciation
Summarising/paraphrasing	Condensing information to the most important ideas
Synthesising	Combining new information with existing knowledge to form an original idea or interpretation
Using analogy	Transferring what is known about familiar words to help identify unfamiliar words

## CARS AND STARS STRATEGIES

The program is divided into two parts: CARS (the assessment portion) and STARS (the instruction portion).

The two were designed to be used together. The pretests in CARS help teachers to diagnose problem areas with their students. STARS assists teachers to teach those strategies found lacking.

Teachers need to include the instruction of STARS comprehension skills in their reading programs, but are not bound to use the STARS resources, indeed, students may find it more engaging to employ the STARS strategies with the texts they are using during guided reading sessions and the texts they read daily.

Finding Main Idea
Recalling Facts and Details
Understanding Sequence
Recognizing Cause and Effect
Making Predictions
Finding Word Meaning in Context
Drawing Conclusions/Making Inferences
Comparing and Contrasting (Series B-E)
Distinguishing Fact from Opinion (Series B-E)
Identifying Author's Purpose (Series B-E)
Interpreting Figurative Language (Series B-E)
Summarising (Series D-H)

## READING AND SPELLING SIGHT WORDS PP-Y2

### TARGETS

By end PP – 80% of students at/above Mid-Stage 1 PLD (Target 2 and 3) Words

By end Yr1 – 80% of students at/above Early-Stage 2 PLD Words

By end Yr2 – 80% of students at/above Early-Stage 3 PLD Words



## READING AND SPELLING SIGHT WORDS – Year 3

### TARGETS

By end Y3 – 80% of students at/above Year 3 list

#### Y3 L1

years	any	cold	dad	mum
new	playing	presents	tell	trees
white	along	best	couldn't	ever
hot	I'm	nice	pool	road

#### Y3 L2

walked	walking	children	days	family
gold	light	coming	friends	looked
run	sister	also	being	brown
dark	fast	left	outside	ten

#### Y3 L3

that's	animals	been	feet	ground
help	Australia	its	make	six
sleep	sometimes	wish	how	baby
great	inside	men	party	Saturday

#### Y3 L4

say	always	asked	decided	few
land	Mr	myself	red	than
watch	arrived	better	different	happened
lived	lunch	most	near	opened

#### Y3 L5

should	woke	year	city	even
gave	hair	holidays	hospital	hour
lovely	minutes	open	pink	ship
slay	under	ago	dead	died

## READING AND SPELLING SIGHT WORDS – Year 4

### TARGETS

By end Y4 – 80% of students at/above Year 4 List

#### Y4 L1

favourite	felt	getting	give	hard
ice	might	rocks	snow	strange
swim	thought	till	tried	until
want	week	weeks	air	birds

#### Y4 L2

boat	caught	country	eat	eyes
face	high	hit	lady	let
life	looking	lots	nothing	own
second	seen	upon	wasn't	won

#### Y4 L3

full	everybody	game	goes	behind
oh	lightning	race	money	picked
ride	right	set	seven	soccer
stop	stopped	planet	summer	Sunday

#### Y4 L4

bird	comes	dogs	earth	eight
enough	find	hear	finished	kind
park	purple	side	mountains	splash
stayed	uncle	across	alive	against

#### Y4 L5

boys	castle	everything	flowers	flying
food	grass	hundred	moon	rabbit
ready	round	running	slowly	Sydney
teacher	top	television	used	wait

## READING AND SPELLING SIGHT WORDS – Year 4 (continued)

### TARGETS

By end Y4 – 80% of students at/above Year 4 list

#### Y4 L6

wanted	asleep	nearly	noises	live
cost	broke	breakfast	named	dropped
pollution	sound	tired	street	hobby
hours	king	huge	cars	catch

#### Y4 L7

colour	each	everyone	front	gone
ghost	head	having	I'd	keep
hole	knew	bush	leave	warm
leaves	brought	twenty	yes	call

#### Y4 L8

young	bring	colours	egg	cats
eating	finally	everywhere	makes	liked
noise	past	picnic	quiet	played
really	same	yesterday	wonder	sand

#### Y4 L9

rainbow	quite	rest	sat	rock
scared	zoo	seemed	weather	sisters
sick	window	yours	bag	write
bad	child	book	dream	far

#### Y4 L10

hurt	I'll	church	born	kept
lamp	killed	riding	legs	milk
sunny	thank	wall	start	winter
soft	towards	story	there's	turned

## READING AND SPELLING SIGHT WORDS – Year 5

### TARGETS

By end Y5 – 80% of students at/above Year 5 list

#### Y5 L1

animal	twelve	bath	real	sits
space	early	shark	doing	watched
bedroom	drink	stop	case	began
foot	show	books	excited	grey

#### Y5 L2

ocean	anything	may	babies	pretty
together	someone	kill	deep	use
read	likes	orange	pictures	Sir
fishing	Easter	became	shop	team

#### Y5 L3

wear	angels	done	sudden	bear
goal	birthday	bottom	shopping	late
balls	girl	fly	work	feel
stairs	eggs	class	fresh	reach

#### Y5 L4

holiday	writing	middle	voice	please
jump	allowed	leg	giant	try
believe	station	Santa	helped	train
taken	witch	sincerely	making	cousin

#### Y5 L5

wonderful	body	letter	rocket	a lot
England	must	fifteen	barbecue	jumped
quickly	beauty	werewolf	yellow	alone
creature	area	match	feel	these

## READING AND SPELLING SIGHT WORDS – Year 5 (continued)

### TARGETS

By end Y5 – 80% of students at/above Year 5 list

### Y5 L6

box	hands	sitting	mouth	packed
I've	nine	idea	faster	learn
sing	hoe	kicked	landed	minute
witches	magician	feeling	gate	looks

### Y5 L7

buy	part	miles	candle	daddy
clear	sit	evil	Australian	smoke
pushed	barn	months	remember	dance
fall	cream	puppy	music	forest

### Y5 L8

funny	tent	dinosaurs	fight	ate
clothes	blew	chasing	Canberra	cup
both	miss	places	lights	arm
reached	storm	heart	Melbourne	bit

### Y5 L9

classroom	die	talking	bright	sweet
dancing	trip	climbed	wide	farm
football	such	Christ	dressed	games
dollars	close	wood	blanket	turn

### Y5 L10

cut	magic	death	free	instead
lions	clouds	knows	island	working
mind	lonely	town	guinea	hand
America	cry	watching	darkness	drive

## READING AND SPELLING SIGHT WORDS – Year 6

### TARGETS

By end Y6 – 80% of students at/above Year 6 list

#### Y6 L1

misses	floor	pony	blowing	cruel
jet	dinner	those	finish	hold
bought	wings	howling	north	dirty
ask	sure	ones	bigger	army

#### Y6 L2

number	fed	trouble	answer	large
mud	hide	fighting	nineteen	he's
hate	person	glad	flowing	doll
does	times	brothers	pup	art

#### Y6 L3

waves	bell	policeman	cook	awake
upstairs	steps	without	truck	couple
especially	fear	parents	dress	terrible
aces	age	orphanage	can't	buggies

#### Y6 L4

gun	axe	frightened	circus	slept
feed	roof	claws	lives	farmer
mad	wet	driver	palace	machine
lucky	ships	closer	you're	eleven

#### Y6 L5

entrance	radio	paper	cents	nature
moment	pair	enormous	married	rather
raining	paint	plant	monkeys	others
river	safe	another	nobody	picture

## LEARNING A-Z CORRELATION CHART

Learning A-Z Correlation Chart							
Learning A-Z	Ages	Grade	Fountas & Pinnell	Reading Recovery	DRA	PM Readers	Lexile
<b>A</b>	4-6	K	A	1	A-1	Starters 1	BR-70
<b>B</b>	4-6	K	B	2	2	Starters 2	BR-70
<b>C</b>	4-6	K	C	3-4	3-4	3-4 red	BR-70
<b>D</b>	4-7	1	D	5-6	6	5-6 red/yellow	80-450
<b>E</b>	6-7	1	E	7-8	8	7-8 yellow	80-450
<b>F</b>	6-7	1	F	9-10	10	9-10 blue	80-450
<b>G</b>	6-7	1	G	11-12	12	11-12 blue/green	80-450
<b>H</b>	6-7	1	H	13-14	14	13-14 green	80-450
<b>I</b>	6-7	1	I	15-16	16	15-16 orange	80-450
<b>J</b>	6-8	1	J	17	18	17 turquoise	451-500
<b>K</b>	7-8	2	J	17	18	18 turquoise	451-550
<b>L</b>	7-8	2	K	18	20	19-20 purple	501-550
<b>M</b>	7-8	2	L	19	24	21 gold	551-600
<b>N</b>	7-8	2	M	20	28	22 gold	551-650
<b>O</b>	7-8	2	M	20	28	22 gold	601-650
<b>P</b>	7-8	2	M	28	28	22 gold	601-650
<b>Q</b>	7-9	3	N	30	30	23 silver	651-690
<b>R</b>	8-9	3	N	30	30	23 silver	651-730
<b>S</b>	8-9	3	O	34	34	24 silver	691-770
<b>T</b>	8-9	3	P	38	38	25 emerald	731-770
<b>U</b>	8-11	4	Q	40	40	26 emerald	771-800
<b>V</b>	9-11	4	Q	40	40	26 emerald	771-830
<b>W</b>	9-11	4	S	40	40	27 ruby	801-860
<b>X</b>	9-11	5	S	40	40	28 sapphire	831-860
<b>Y</b>	9-11	5	T	40	40	29 sapphire	861-890
<b>Z</b>	9-11	5	U-V	N/A	50	30 sapphire	891-980

This correlation chart illustrates how Learning A-Z levels approximately correlate to other leveling systems commonly found in leveled reading materials. Learning A-Z uses objective (quantitative) and subjective (qualitative) Leveling Criteria to measure text complexity.



## READING ASSESSMENT GUIDELINES

### ASSESSMENT

When PM Benchmarking, teachers are to record the benchmark level that is 95%-100% accurate AND has a satisfactory (according to the running record sheet) level of comprehension.

Ideally, all students need to be PM Benchmarked in Term 1 and Term 3. As a minimum, the following should be employed:

#### Term One

Use Gold Profile card information to benchmark students achieving at an A, B or C grade for reading. Students achieving a D or E grade for reading are to be benchmarked using the PM Benchmark assessment.

#### Term Two

PM Benchmark assesses those children who are achieving a D or E grade for reading **only**.

#### Term Three

PM Benchmark **all** students for end of term Annual Report data collection. **Results are to be recorded on Gold Profile cards.**

#### Term Four

Students achieving a D or E grade for reading are to be benchmarked using the PM Benchmark assessment. **Results are to be recorded on Gold Profile cards.**

*Student who are new to the school should be PM benchmarked at their entry into the school.*

### READING TARGETS

Please refer to the schools Literacy Policy, and current Business Plan/School Development Plan.

Students who have not met a minimum of 6 months progress need to be monitored with a view to possibly being flagged as being at risk, in accordance with the school's Students at Education Risk Policy.

### D OR E GRADE STUDENTS

- SAER students with Documented Plans for learning difficulties are to be PM Benchmarked every term.
- New students are to be PM Benchmarked on entry into the school.
- Best practice suggests professional judgement is to be used during guided reading sessions to move students up/back a level/s.

## PM READING LEVELS

The table below shows the correlation, as documented by Nelson Cengage, between students PM level and projected reading age.

We have added to the table the calendar age and, therefore, year level of the youngest possible student in a classroom. If born on 30 June, then the youngest student in the room would be (at the commencement of each school year):

Kindy	3y 5m
Pre Primary	4y 5m
Year 1	5y 5m
Year 2	6 y 5m
Year 3	7 y 5m
Year 4	8y 5m
Year 5	9 y 5m
Year 6	10 y 5m

PM Level	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Reading Age (years)	5 – 6.5													
Calendar Age (years)	5 ----- 5.5 ----- 6 ----- 6.5													
Year Level	PP						Y1							
PM Level	15		16		17		18		19		20			
Reading Age (years)	6.5 – 7				7 – 7.5				7.5 – 8					
Calendar Age (years)	6.5 ----- 7 ----- 7.5 ----- 8													
Year Level	Y2						Y3							
PM Level	21		22		23		24		25					
Reading Age (years)	8 – 8.5				8.5 – 9				9 – 9.5					
Calendar Age (years)	8 ----- 8.5 ----- 9 ----- 9.5													
Year Level	Y3 (continued)						Y4							
PM Level	26				27				28					
Reading Age (years)	9.5 – 10				10 – 10.5				10.5 – 11					
Calendar Age (years)	9.5 ----- 10 ----- 10.5 ----- 11													
Year Level	Y5								Y6					
PM Level	29				30									
Reading Age (years)	11 – 11.5				11.5 – 12									
Calendar Age (years)	11 ----- 11.5 ----- 12													
Year Level	Y6 (continued)													

**HOW GUIDED READING AND CARS AND STARS FIT INTO THE SPPS LITERACY BLOCK**

- CARS and STARS is year level reading not instructional level and covers only comprehension strategies.
- CARS and STARS does provide us with a whole school common language to drive Guided Reading and writing lessons. Guided Reading sessions should include the taught STARS strategies and skills.
- STARS strategies are to be taught one week, a guided reading session is to take place in the following week. A sample timeline follows:

WEEK ONE				
	Mon	Tue	Wed	Thur
Whole Class	STARS lesson 1 & 2	STARS lesson 3 & 4	STARS lesson 5	STARS lesson 6

Note, lesson 1, 2, 3 and 4 delivered at year level while lesson 5 and 6 delivered at a differentiated level.

WEEK TWO				
	Mon	Tue	Wed	Thur
Grp 1	GR	GR Activity	SRA	Raz-Kids
Grp 2	Raz-Kids	GR	GR Activity	SRA
Grp 3	SRA	Raz-Kids	GR	GR Activity
Grp 4	GR Activity	SRA	Raz-Kids	GR

