



General Guidelines in Planning for Comprehension Focus

Also called Anchor, Read, Apply or Guided Reading

The level at which you provide teaching in this block is guided by a student's reading comprehension score in the Whole-to-Part assessment.

Foundation Level

The aim is to set comprehension purposes with a relatively simple book or a book with a repeated line. We aim to hand at least some of the reading of the text over to the students during the week. With a repeated line book we might have them reading the repeated line by the end of the week. With a simple repetitive book, they should be able to take over reading the whole book.

PLANNING EXAMPLE

Below is a planning example with a very simple repetitive book:

[State of Origin — Monarch Reader](#)

KEY REMINDER Make sure that you print a copy of the book for each student and yourself.

A Sample Week: Gradual Release of Responsibility for Reading

For some students, a gradual release of responsibility is required, where the educator reads the book first, and then the student(s) join in. The example below shows a slow release of responsibility, but some students will need less time to become confident in reading the text.

MONDAY

Anchor: Let the students know that they are going to read the book to think about a title for it. Talk about the titles of books you have read before and how those titles tell you something about the book. Give them three suggested titles none of which are correct e.g. Maroons are winners, Blues are awesome or Queenslanders are Winners. Make sure you cover the "real title" before you give them their copies of the books.

Read: Read the book aloud to them with them following along. Don't stop to explain things – the focus is on reading the book.

Apply: Now ask them about the titles. They can vote for your three suggestions or make a new one.



TUESDAY

Anchor: Let the students know that they are going to read the book to think about three things that the Maroons can do that are in the book. Do a group task of thinking about things the students can do – and make a list.

Read: Read the book aloud to them with them following along.

Apply: Now ask them to name three things the Maroons can do that are in the book.

WEDNESDAY

Anchor: Let the students know that they are going to read the book to think about something the Maroons can do that isn't in the book. Talk about things the students can do that didn't make it to yesterday's list.

Read: Ask them to read the book along with you.

Apply: Make a list of things they can think of that the Maroons can do that aren't in the book.

THURSDAY

Anchor: Let the students know that they are going to read the book to think about something the Blues can do that is in the book.

Read: Ask them to read the book themselves. If needed, you can support them.

Apply: Discuss the purpose.

FRIDAY

Anchor: Let the students know that they are going to read the book to write a book report about it. Use the book report sheet from the Centre for Literacy and Disability Studies as a guide.

Read: Ask them to read the book themselves. If needed, you can support them.

Apply: They write their book report.

Build Comprehension with Repeated Reading Purposes

Continue with your comprehension block using purposes repeatedly so that students can get the hang of them.

For example we could use a plan like:



DAY	POSSIBLE READING PURPOSES
Monday	Read to guess what the book is about ((with this one you walk through the pictures in the book, then guess what it is about and then read the book to see how your guess went) or read to suggest a title for the book
Tuesday	Read to describe one of the characters or read to remember xx number of items from the book
Wednesday	Read to describe the setting in the book or read to remember your favourite thing in the book
Thursday	Read to identify character feelings in the book or read to remember something you don't like in the book
Friday	Read to discuss what happens in the beginning, middle and end of the book or read so that you can write a book report

Using those purposes repeatedly will help them to learn how to handle them well. Once all the students are handling the purposes well, introduce new purposes.

Adjusting the Approach by Reading Comprehension Level

Grade 1

For Grade 1 students, use Australian Curriculum English to set your purposes. It is important that students continue to experience reading with fluency, so we would still do a gradual release of responsibility for reading with these students but it would be shorter. For example, read the book to them on Monday, then on Tuesday read it together and then they read it on Wednesday, Thursday and Friday. Make sure to work on reading silently with any students who haven't already achieved this. By the end of the year, they should be able to read the texts by themselves from the beginning of the week.

Continue to repeatedly use purposes to help students learn how to use them across a range of texts.

Grade 2 and Above

For these students, they should be able to read the book silently from the beginning of the week and extract the information needed for the comprehension purpose. Again, use Australian curriculum English to set your purposes for reading with a comprehension focus.

