

SELF-SELECTED (INDEPENDENT) READING SETTING UP, ORGANISING AND MAINTAINING

1. BOOKS

- There needs to be a library of books in each classroom. Our aim is to have 20 or more books per student. If this seems like a lot, aim to start the year with a base group of books - 5 or more per student and then keep adding as the year goes on.
- When a classroom has a lot of books, and lots of different types of books, the students are more likely to find books they love.
- Make sure you have a mix of books available for each student. This should include imaginative (fiction), informative (non-fiction), illustrated books, photo books, student interest books, alphabet books for emergent students, readers for transitional and conventional students - and any other texts they engage with.
- For emergent students, the majority of texts should be able to be read in one sitting - we want to read them repeatedly with students if they really engage with them. This won't happen if the books are too long. For transitional and conventional students, the majority of texts should be at or below their comprehension level - if longer/harder texts are selected by the student, then they should be read to the student by an adult for enjoyment.

2. TRANSITIONAL AND CONVENTIONAL STUDENTS

- These students need to be reading books at or below their reading level. Make sure you use the Cloze assessment to determine their level. (And please make sure no student stays at AA for more than a term as it encourages them to guess - move them up to level A even if Cloze says they aren't ready)
- Students reading with comprehension at Foundation or Grade 1 should pick a book to read for a week. Once they have picked it, it is read every day to build fluency. At Foundation, you might read it to them on Monday or even Tuesday to help them read it with fluency for the rest of the week. In Grade 1 you would only read it to them on Monday. These books should stay in their collection for the rest of the term - or longer!
- Students reading with comprehension at Grade 2 or higher should be reading independently all week, and they no longer need to pick a book for a week or read a book repeatedly (unless they want to). They might even be reading chapter books that take them longer than a week.

3. CHANGING & ADDING BOOKS

- Don't change books over too frequently! If a student is really engaging with a book we want them to continue to have access to it. At the end of each term review the books in your classroom and swap out any books that none of the students are engaging with. Keep any that they are still interested in!
- You can add books at any time. Don't forget to add your Predictable Chart Writing books each week as well.

4. ORGANISING BOOKS

- Think about how you are going to organise your books. If you have a group of emergent students, you could have them all choosing from the same collection. Or you can curate a collection per student. Just make sure you have a diverse range to capture student interests.
- If you have transitional and conventional students they should spend most of this block reading books at or below their comprehension level. This is really important to build fluency - so you need to figure out how to curate the books so that they are selecting from an appropriate range for them to read independently.
- All students (emergent, transitional and conventional) should also have the opportunity to pick a book and to read it with an adult.



5. ENTICING SPACES

- We all prefer to read when we are comfortable - and this applies to our students as well. In fact students in classrooms with attractive reading spaces often make more progress. Think about how you can create different spaces for reading in your classroom.



6. READER'S CHAIR

- Once a week students should have an opportunity to share a favourite book with other students. This is particularly important for transitional and conventional students - but for all students it could involve a time where they hold up book of choice, give an opinion about the book and then other students have an opportunity to comment on it.