



Reading Reception – Year 7

During the last decade rapid technological developments have changed what we read and how we read. Despite these significant changes some overarching beliefs about the teaching and development of reading remains the same. That is, a learner's wellbeing and involvement in the reading environment is vitally important and reading is viewed as an integral, complimentary and supportive component within a rich literacy program.

At Magill School:

- Teachers provide explicit instruction in effective reading strategies using *The Big 6*.
- Teachers use running records *Running Records* to assess students reading proficiency until they reach level 26.
- Teachers R-2 implement *Jolly Phonics* and *Jolly Grammar* (see accompanying document).
- Teachers use the *Lexile Reading Program* to assess students reading progress after they have reached level 26.
- Teachers use the *Oxford Word Plus* list to assess students sight word knowledge until they are an independent reader (level 26).
- Teachers assess students' phonic knowledge, blending and segmenting skills using the *Letters and Sounds Phonic Assessment* tool until a score of 46 is achieved.
- Year 1 - 6 teachers use the *South Australian Spelling Test (SAST)* to assess students spelling. Reception teachers will use this tool at their discretion.
- Intervention will be provided within the classroom program and through targeted programs including *Reading Recovery* and *EALD*.
- Data is collected during the year, in particular term 4, refer to *Assessment and Reporting Landscape* document.

A rich literacy program (300 minutes per week), informed by the Australian curriculum, is the cornerstone of all teaching and learning programs at Magill School.