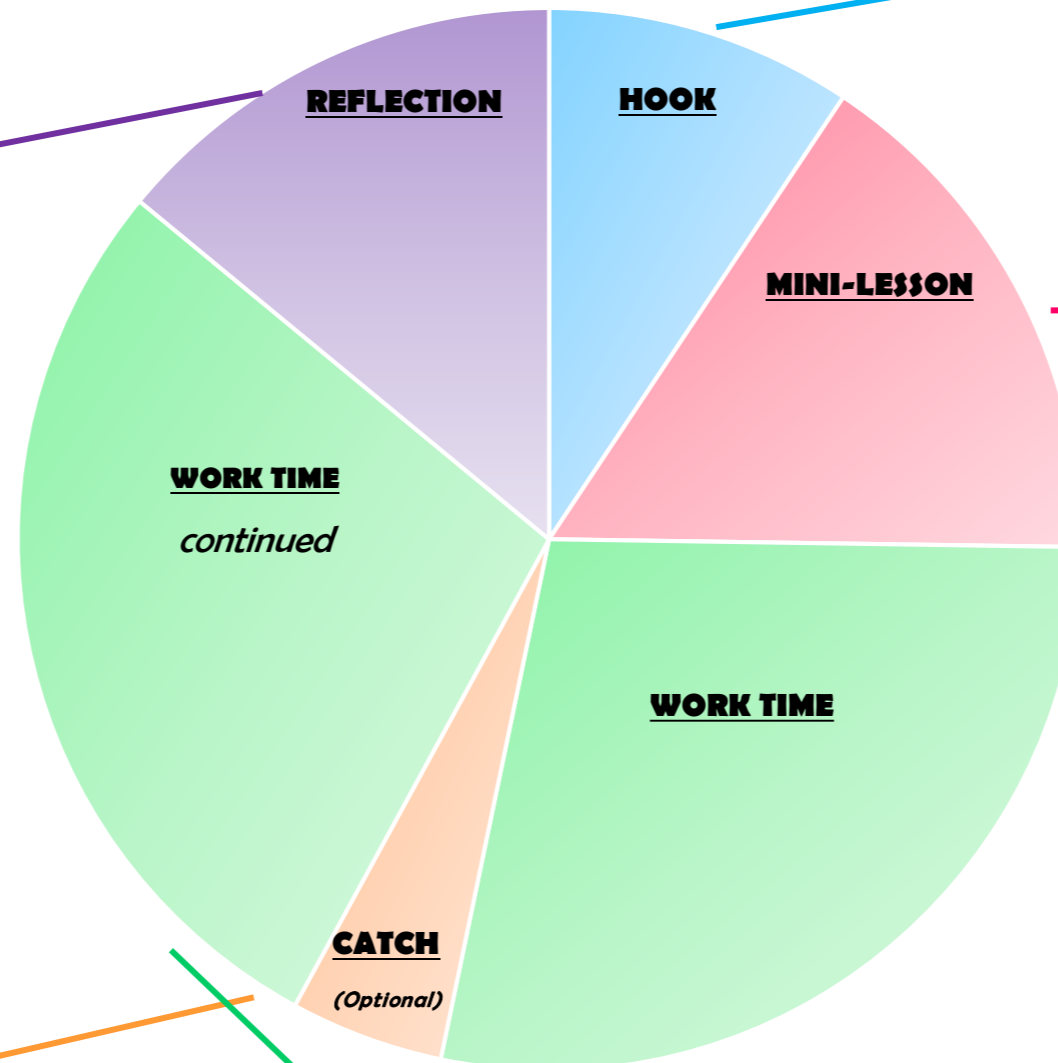


# BHPS Reading Instructional Practices



**HOOK**  
(GRR → "I do")  
(HITS → Explicit Teaching, Setting Goals)

- Engage students in the learning, this might be through an open-ended question, a short video, song, game, picture etc.– where purposeful;
- Link and refer to prior learning/lessons or knowledge (may include reference to a prior anchor chart);
- Share and deconstruct Learning Intention – explaining any unfamiliar language and explaining the 'why';
- May introduce Success Criteria, explaining any unfamiliar language.

**REFLECTION**  
(GRR → "We Do", "You Do It Together", "I Do")  
(HITS → Metacognitive Strategies, Feedback, Questioning, Setting Goals)

- **Reflection** on progress towards Learning Intentions and Success Criteria through individual, paired or whole class opportunities through;
  - Substantive Talk (e.g. "Think, Pair, Share", "Turn and Talk", "Pose, Pause, Pounce, Bounce" etc.)
  - Written reflections (e.g. exit tickets, formal response in Reader's Notebook, 2 stars and a wish, etc.)
  - Other (i.e. poll, 'traffic light' Success Criteria, gallery walk, tick & tally)
- Teacher might ask **questions** to check for understanding and provide whole-class **feedback**;
- Explain the 'where to next' for students (e.g. links to future learning or other areas of the curriculum).

**MINI-LESSON**  
(GRR → "I do", "We do")  
(HITS → Explicit Teaching, Setting Goals, Worked Examples, Questioning, Feedback, Metacognitive Strategies, Multiple Exposures)

- Contextualised learning using **authentic mentor text/extract of text** [read or viewed]
- **Explicit teaching** of the 'what' and 'how' of the LI/SC, through any or a combination of these:
  - modelled and/or shared reading;
  - teacher think-aloud;
  - co- create/add to/refer to supporting resources (e.g. anchor chart, worked examples, student work etc.)
- Quick opportunities for **guided practice** of the LI/SC, through any or a combination of these:
  - open questions to facilitate discussion and substantive talk between students (e.g. "think, pair, share", "turn and talk", etc.);
  - quick 'stop and jot' opportunity (e.g. using mini whiteboards or sticky notes);
  - invite students to share thinking;
  - provide feedback that affirms, clarifies or extends understandings.
- Questioning to **check for understanding**/readiness for independent work;
- Set goals, expectations and accountability for work time;
- Identify the student(s) who will work with the teacher.

**CATCH**  
(GRR → "I do", "You Do It Together")  
(HITS → Metacognitive Strategies, Questioning, Explicit Teaching, Feedback)

Can be **planned** or **unplanned** and used flexibly to address any or a combination of the following;

- **Teaching and learning**;
  - reflecting on Learning Intention and Success Criteria
  - students **sharing** their progress/thinking/challenges with a peer
  - teacher giving whole-class **feedback** e.g. clarification of a misconception, application to learning
  - re-group for **explicit teaching** if misconceptions are observed
- **Re-engagement** to focus students once more on their learning;
  - teacher giving whole-class **feedback** e.g. reiterate expectations, behaviour management
  - a short brain break
- **Transition** from one context/focus to another;
  - whole class focus to individual goal focus
  - reading to responding...if applicable to lesson focus
  - set a challenge
  - introduce a choice board, etc.

**WORK TIME**  
(GRR → "We Do", "You Do It Together", "You Do It Independently")  
(HITS → Differentiated Teaching, Setting Goals, Collaborative Learning, Metacognitive Strategies, Feedback)

Work time may be organised as a single block or split into shorter blocks, and might include a 'catch' at teachers' discretion. Partition this section into shorter blocks (with a catch in between to re-set) if you are working with younger students. Students need to spend this entire time **reading or responding to their reading – but time spent actually reading must be prioritised over all else**. Responses to reading might be oral, written, drawn, acted out etc. Students should use their **Reader's Notebook** as a place to show their thinking about what they read and who they are as a reader.

- **Students** are practising what was explicitly taught in the mini lesson, through **Independent Reading** of just-right texts that are *mostly* self-selected, and any or a combination of the following;
  - Tracking thinking whilst reading in their Reader's Notebook or on post-it notes;
  - Responding to texts in their Reader's Notebooks (where purposeful);
  - Reading with a partner;
  - Engaging in a small group work with peers and/or teacher.
- **Students** might also be:
  - Responding to the class novel or shared mentor text
  - Updating books in their book boxes;
  - Updating reading logs;
  - Conducting research linked to their reading.

- **Teacher** monitors students to support on-task behaviours and to check in with students who may require extra scaffolding or extension;
- **Teacher** works with **individuals** and/or a **small group of students** to provide targeted explicit teaching, through any or a combination of the following;
  - Guided Reading
  - Conferring one-on-one
    - Setting and explicitly teaching a goal, or
    - Assessment conference (e.g. F&P BAS or PM Benchmarking)
  - Strategy Groups ("Group Conference")
  - Literature Circles/Book Clubs
  - Reciprocal Reading