QUESTIONS	SOURCE
How do I know my focus students' strengths and their learning needs?	Refer to the Progress and Achievement Inquiry Tool. The self review tools available via this link are helpful to get started: http://literacyonline.tki.org.nz/Literacy-Online/Impact/Progress-and-achievement/Self-review-tool-for-schools-focus-on-students-achieving-below-curriculum-expectations-in-Literacy-years-1-8
How can I give my focus students more and better opportunities to improve their reading across the curriculum?	NZC Online -NZC updates http://nzcurriculum.tki.org.nz Issue 23 provides information about how you can maximise literacy learning opportunities across the curriculum; http://nzcurriculum.tki.org.nz/Curriculum-resources/NZC-Updates/Issue-23-July-2012 Issue 19 provides information about how to identify texts appropriate for a range of readers in different curriculum contexts: http://nzcurriculum.tki.org.nz/Curriculum-resources/NZC-Updates/Issue-19-April-2012 Issue 4 provides information on the application of the key competencies in literacy instruction. The following report from NZCER provides further background on effective practice on this topic: *Lifelong Literacy: The integration of key competencies and reading*: http://www.nzcer.org.nz/research/publications/lifelong-literacy-integration-key-competencies-and-reading Oral language skills and knowledge provide the foundations for reading and writing, and for curriculum key competencies. For information about how to ensure that oral language, reading and writing are linked components of your literacy teaching and learning programme, refer to the resource *Learning through Talk: Oral Language in Years 1-4.* The following link, with information about reading approaches, draws from the resource *Effective Literacy Practice in Years 1-4*: http://literacyonline.tki.org.nz/Literacy-Online/Teacher-needs/Pedagogy/Reading Go here for support with phonological awareness, spelling, vocabulary, and grammar: http://soundsandwords.tki.org.nz/
Where do I go to get more information about teaching and learning reading for my focus students?	The following link to assessment on line identifies the aspects of reading and meaning-making that students need to attend to in order to develop reading competence: http://assessment.tki.org.nz/Progress-and-Consistency-Tool/The-PaCT-framework/PaCT-aspects/Reading-aspects The best evidence synthesis (BES) exemplar on Reciprocal Teaching provides information on this approach to accelerating reading progress: http://www.educationcounts.govt.nz/__data/assets/pdf_file/0017/107108/BES-Exemplar4.pdf The following link leads to two key resources and to several other sources of information about the use of journals and other publications: http://literacyonline.tki.org.nz/Literacy-Online/Teacher-needs/Reviewed-resources/Reading The following link provides access to *Effective Literacy Practice in Years 1-4* and describes specific teaching approaches to use with students depending on needs: http://literacyonline.tki.org.nz/Literacy-Online/Teacher-needs/Reviewed-resources/Reading Go here for support with phonological awareness, spelling, vocabulary, and grammar: http://soundsandwords.tki.org.nz/

QUESTIONS	SOURCE
How do I help my focus students?	*The Literacy Learning Progressions* discuss the expectations for reading in the first year of school across the colour wheel levels. These expectations support the development of teaching objectives to use in a variety of learning situations: http://www.literacyprogressions.tki.org.nz/
And how do I help the students in my class who have a range of English proficiency? How can I target my classroom teaching for these students with their diverse language skills and needs?	http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Reviewed-resources/Supporting-English-Language-Learning-in-Primary-School-SELLIPS These resources give suggestions for helping not only those students who are learning English as an additional language, but also those students who would benefit from explicit English language support. They give suggestions for developing students' academic, cross-curricular English language. This report from the Quality Teaching and Research Development project highlights a number of classroom practices and teaching approaches found to support the learning of Māori and Pasifika students in English Medium education: http://www.educationcounts.govt.nz/publications/91416/english-medium-education/49176 The Resource Selector from NZC online provides direction for teachers in accessing supports including PLD: http://nzcurriculum.tki.org.nz/System-of-support-incl.-PLD/Resource-selector The LEAP (Language Enhancing the Achievement of Pasifika Students) resource provides support for teachers of students in Years 1-8 who are acquiring English language proficiency: http://leap.tki.org.nz/About-LEAP
Where can I get some specific ideas from, especially for different learning areas and different levels of the NZC?	This link provides access to the BES cases exemplifying effective practice in teaching and professional learning: http://www.educationcounts.govt.nz/topics/bes/bess-and-cases/bes-cases-overview-and-list Teachers may find the following cases particularly useful: Case 3: Make sense of student literacy practices to improve teacher practices Case 14: Facilitate the learning and achievement of new learners of English. Case 18: Integrate indigenous knowledge into the curriculum Case 20: Use a participation framework to support students to discuss their problem-solving strategies
How can I get started with planning reading in different learning areas?	This link provides access to the *Ready to Read* series and to the teacher support materials available for use with this resource: http://literacyonline.tki.org.nz/Literacy-Online/Teacher-needs/Instructional-Series/Ready-to-Read%20