



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 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 <i>Learning through Talk: Oral Language in Years 4-8</i> . For those students with more significant needs, the resource <i>Learning Through Talk: Oral Language in Years 1-4</i> may be useful The following link, with information about reading approaches, draws from the resource <i>Effective Literacy Practice in Years 5-8</i> : http://literacyonline.tki.org.nz/Literacy-Online/Teacher-needs/Pedagogy/Reading The resource <i>Effective Literacy Practices in Years 1-4</i> , also available from this site may be useful for working with students with more significant needs.
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 <i>Effective Literacy Practice in Years 5-8</i> and describes specific teaching approaches to use with students depending on needs. The resource <i>Effective Literacy Practices in years 1-4</i> is also available here for use with students whose needs fall into these levels of achievement: 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/
How do I help my focus students?	<i>The Literacy Learning Progressions</i> provide an overview as to the specific skills and knowledge students need to be successful readers and writers. These can support the development of teaching objectives to use in a variety of learning situations: http://www.literacyprogressions.tki.org.nz/ If the skills and knowledge demonstrated by students best fits those identified below year six then refer to those years for developing teaching objectives.

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How can I target my classroom teaching for these students with their diverse language skills and needs?	The following resource provides a wealth of information about how you can provide more opportunities for your students to learn and practice their reading skills in authentic curriculum contexts: http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Reviewed-resources/Supporting-English-Language-Learning-in-Primary-School-SELLIPS If students best fit English language learning needs are closer to Years 1-2 or 3-4 use the books appropriate to those years. 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. DVD: <i>Making Language and Learning Work, 3: Integrating Language and Learning in Years 5-8</i> : http://esolonline.tki.org.nz/Making-language-and-learning-work/3 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 <i>LEAP (Language Enhancing the Achievement of Pasifika Students)</i> resource provides support for teachers of students in Years 1-8 who are acquiring English language proficiency. It is important to note that teachers should use resources below students' year levels where those students' needs are greater: http://leap.tki.org.nz/About-LEAP 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
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 13: Effective teaching to counter the effects of reading difficulties as a barrier to curriculum learning. 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 This link provides access to information for parents as to what their child will be learning in year 6 at school and how to support their child's reading at home: http://www.minedu.govt.nz/Parents/YourChild/ProgressAndAchievement/NationalStandards/Introduction/SupportingYourChildsLearning/ByTheEndOfYear6.aspx
How can I get started with planning reading in different learning areas?	Selected school journals and audio files along with extensive teacher planning and support materials are available from this site: http://literacyonline.tki.org.nz/Literacy-Online/Teacher-needs/Instructional-Series/School-Journal http://literacyonline.tki.org.nz/Literacy-Online/Teacher-needs/Instructional-Series/School-Journal-Story-Library The above link to the School Journal Story Library provides access to a targeted series supplementing other instructional series texts. It provides additional scaffolds and supports for teachers to use to accelerate literacy learning for students in Years 5-8 who are reading 1-2 years below expectation. Books, teacher support materials (TSMs) and audio, are produced for New Zealand Curriculum Level 3 (Years 5-6) and Level 4 (Years 7-8). The series is levelled to include a balance of supports and challenges so students can meet the increasing demands of the curriculum as they encounter more complex texts. Level 3 texts have contexts and concepts linking to Level 3 of the curriculum but a reading year level of Year 4. Level 4 texts have contexts and concepts linking to Level 4 of the curriculum but a reading year level of Year 5-6.