



Pembroke School (Oamaru)

Pembroke School Partner Reading Programme

28/01/09 version





PEMBROKE PARTNER READING

At Pembroke School we have developed an approach to the teaching of reading that meets the increasing diversity of needs of the children at our school.

As well as ensuring the children are developing effective literacy skills this approach also ensures the children are engaged in their learning and learning to relate to others in a responsible manner.

What did we do to ensure it was going to be the right approach?

We knew that it would be because we gathered information from:

- The teachers - their beliefs, understandings and knowledge about literacy learning and learning in general
- Classroom observations - teachers going into different classes to observe
- Student focus groups - we interviewed the children in groups to find out what they could tell us about their reading
- School achievement data - the school keeps good records on the progress the children are making

We analysed this information so we knew what the significant factors were and then we matched it with what current educational thinking tells us about effective teaching and learning.

As a school we had already had some professional learning in some areas, particularly, Shirley Clarke's work on formative assessment so we built on this and developed what we already knew.

Other areas we looked at were:

- Social and cooperative learning, including the Maori concept of ako which recognises the reciprocal nature of teacher and learner roles. Partners can be both teacher and learner.
- Effective teaching and learning strategies such as developing a structured learning environment where children know exactly what is expected
- The impact of memory on learning - how do children remember what they learn at school
- Effective literacy practices from a variety of sources including how to incorporate partner work into shared reading of non-fiction texts for children in years five and six



So, bringing all this information together has led to
The Pembroke Partner Reading Programme

The Outcomes - what did we want to achieve from Partner Reading?

We wanted to see the children engaged in their learning.

We will know the children are engaged if they:

- Understand what they have to do and how they do it
- Want to read their books
- Talk about their books to their partner and other children
- Read in a focussed manner

We wanted to see the children developing social and cooperative skills.

We will know they are developing these skills when they:

- Show appropriate classroom behaviours
- Relate to their partner and other children using the social skills they have learnt
- Manage difficulties that can arise when working together

We wanted to see an improvement in their reading skills with a particular emphasis on:

- Knowing the strategies to use for unknown words
- Reading fluently and with expression
- Developing comprehension strategies
- Helping the children's understanding of what they have learnt, then linking it to what they are learning now
- Knowing what they can do well and helping them to know what they have to do next



Observing Partner Reading in the Pembroke Classroom - what will you see?

When you observe partner reading in the classroom you will see the outcomes in the context of a structured, sequential lesson. You will notice the well managed smooth transitions as the children know what to do and how to do it.

The lesson is divided into three or four main parts.

1. Whole class - teacher directed
 - Shared reading lesson
 - Learning intentions (WALTS) and success criteria (WILFS)
The children know what the focus for learning is for the day and how they will know if they have learnt it
2. Partner reading
 - Children sitting side-by-side
 - One partner reading and the other following the text, listening and making comments appropriate to prior learning and the learning intention of the day

During this time the teacher will be:

- Checking to see all the pairs are settled and organised
- Moving around the pairs providing specific feedback re what is going well and what needs to improve re the WALTS and WILFS
- Providing direct instruction to a pair or an individual student
- Or working with a small group of children with similar instructional needs

The teacher's aide will be:

- Sitting along side a child following the WALT and the WILFS
- Or monitoring the progress of children as designated by the class teacher

3. Response to reading activity
 - An independent task
 - Varies from class to class
4. Whole class - teacher directed
 - Review and summary of WALT and WILFS
 - Self assessment
 - Peer assessment



In years 5-6 you may observe some variations such as:

- Pairs following a reciprocal reading model - silent reading or reading aloud
- Shared reading using a non-fiction text - all pairs have the same text - the teacher using a variety of effective strategies to scaffold in support

The Role of the Teacher - what you won't see when you observe

When you observe in the classroom you will see the teacher in action but what you won't see is how the teacher has:

- Selected the partners - careful consideration is given based on learning and social needs
- How frequently the partners are changed and how and why this is done
- How the reading material is organised
- The planning and how the WALTs and WILFS have been identified
- The record keeping
- How progress is monitored and discussed in syndicates and at staff meetings



Pembroke Partner Reading seeks to develop the interdependence of the social and academic aspects of the child.



Pembroke Partner Reading is about developing excellence in teaching practice through quality classroom interactions and relationships.



Pembroke Partner reading promotes interested, engaged and supported learning in an environment where everyone in the room makes a valued contribution.

The development of this programme involved ideas and readings from the following sources

- "Cooperative Learning in New Zealand Schools" - Don Brown and Charlotte Thomson
- "How Children Remember what they Learn in School" - Graham Nuthall
- Formative Assessment
 - "Enriching Feedback" - Shirley Clarke
 - "Unlocking Formative Assessment" - Shirley Clarke, Helen Timperley and John Hattie
 - "Formative Assessment in Action" - Shirley Clarke
- "Peer Influences on Learning" - Marie Cameron
- "Effective Literacy Practice in Years 1-4"
 - Reading skills and strategies
- "Shared Reading" - Sue Brown
 - Reading Non-Fiction Text - Trevor McDonald
- Compilation of much research in the field of Effective Teaching and Learning Trevor McDonald and Christina Thornley

