

# Reading

---

## Reading at Pioneer State High School

PSHS uses the Department of Education QLD's 'Reading through the Australian Curriculum' research and recommendations to support the teaching of reading in our school. At Pioneer State High School reading is a shared responsibility across the whole site – *every lesson every day*. Students engage in regular reading and writing in all learning areas, and teachers use evidence-informed practices to support learners to access increasingly complex texts. Our approach is grounded in explicit teaching, data-driven decision making, and targeted support for students who need additional help to thrive. These strategies ensure that every student has the tools to access curriculum texts, participate in class discussions, and demonstrate understanding across subjects.

A Multi-tiered System of Support (MTSS) is implemented to ensure all students are provided the support they require to be successful learners.

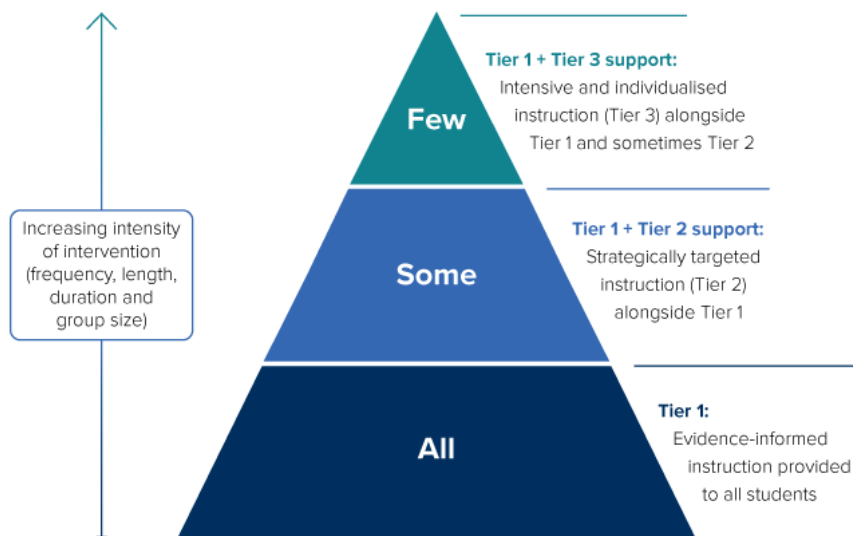


Figure: Tiers of intervention (AERO)

### **PSHS reading practices in every classroom (Tier 1)**

**WORD STUDY** - Teachers at PSHS use Word Studies to teach morphology and etymology so students can break complex words into meaningful parts and understand their origins, helping them work out meanings independently. This approach strengthens vocabulary, reading comprehension, and spelling by helping students recognise patterns across many words.

### **READING FLUENCY IMPROVEMENT STRATEGIES**

Reading fluency involves the ability to read text accurately, at an appropriate pace, and with expression, all of which support strong comprehension. To build these skills, our classrooms use a range of evidence-informed strategies. Teachers model fluent reading, so students hear what

smooth and expressive reading sounds like; choral and echo reading provide guided practice with support; repeated reading helps students build accuracy, confidence, and automaticity; and “stop and think” reading encourages active understanding of the text. Partner reading and writing about reading further deepen comprehension by promoting discussion and reflection. These approaches are used because regular, structured practice and modelling help students move beyond decoding words to truly understanding and enjoying what they read.

## 7 Effective Classroom Reading Strategies

### Teacher Model

Set the gold standard for fluent, expressive reading for students to follow.



### Echo Reading

Students mimic the teacher's specific tone and pace to build prosody.



### Choral Reading

Reduce student anxiety and promote group engagement by reading in unison.



### Repeated Reading

Build reading automaticity through multiple, purposeful interactions with the same text.



### Stop Reading

Promote active reading and word recognition by pausing at key moments.



### Partner Reading

Use structured roles to provide differentiated support between student pairs.



### Writing about Reading

After achieving fluency, students summarize, reflect, and make connections in writing.



## WHOLE CLASS READING ACTIVITIES (WCRA) in all subject areas

Our whole-class reading program uses the PACE framework (Predict, Activate prior knowledge, Connect, Evaluate/Extend) to help students actively engage with texts and build knowledge across all subject areas. Students work with shared, curriculum-aligned texts in English, Science, Mathematics, History, and other learning areas, using PACE to guide their thinking before, during, and after reading. They predict content, draw on what they already know, make meaningful connections, and reflect on and apply new learning through discussion and tasks. This consistent, school-wide approach strengthens comprehension, expands vocabulary, and supports students in developing the critical thinking skills needed to succeed across the curriculum.

## PSHS reading programs

Alongside whole-school teaching practices, PSHS provides additional targeted literacy support designed to meet individual student needs. MTSS (Multi-Tiered System of Supports) is a whole-school framework used to identify and support students' reading needs through targeted instruction at increasing levels of intensity. It includes high-quality classroom teaching for all students (Tier 1), small group support for those needing additional help (Tier 2), and intensive, individualised intervention for students requiring more specialised support (Tier 3), ensuring every student can develop strong reading skills.

### BOOST Intensive decoding support (Tier 3 program)

Students identified as requiring further support participate in *Sounds Write* intervention. This structured, evidence-based program operates three times a week and focuses on phonemic

awareness, decoding, and fluency. Sessions are delivered by trained instructors from the Inclusive Learning Team.



The [Sounds Write website](#) has more information about this programme.

### SOAR Reading Program (Tier 2 program)

A Tier 2 small group program is implemented to support year 7 and 8 students identified as requiring targeted assistance to improve reading fluency, comprehension, and vocabulary. The program pre-teaches and revisits key concepts from the core English curriculum, providing additional structured practice to help students build skills and achieve expected reading benchmarks.

### SUPER SOAR Reading Program

Extension program for Year 8 students identified as performing above expected benchmarks and demonstrate strong foundational reading skills. Extension opportunities are provided to further challenge these students by developing advanced comprehension, vocabulary, and critical thinking skills connected to the core English curriculum.

### Additional literacy support

Staff and Students may also access supplementary help through:

- The Reading Team: Literacy Coach, teachers, teacher aides
- Speech Pathologist guidance

## **Identifying students for literacy intervention**

PSHS uses a comprehensive screening and assessment process to ensure every student receives the right level of support.

### Screening

The reading team ensures that students complete the following:

- DIBELS Oral Reading Fluency (ORF) (Year 7 and 8 students)
- DIBELS MAZE (Year 7 and 8 students)
- Alternate Reading and comprehension Assessments (year 9-12 students as required)
- South Australian Spelling Test (year 7-10 students)
- Sounds Write Placement tests – Phonemic Awareness Skills Test, Alphabet Code Knowledge Assessment, Non-word Reading Test (only for students identified as at risk and requiring Tier 3 intervention)

This information is used to identify students at risk with their reading and is shared with teachers throughout the school year. This information helps teachers tailor learning, differentiate instruction, and monitor progress as part of classroom practice.

## **The PSHS Reading Team**

The PSHS Literacy Team brings together school leaders, teachers, teacher aides and specialist staff to ensure consistent, high-quality reading support across the school.

Our work includes:

- Regular team meetings analysing data and planning next steps
- Professional learning for teachers on reading strategies
- Co-planning with classroom teachers to align intervention with in-class learning
- Fidelity checks and learning walks to maintain high standards across programs
- Communication with whole school, with students, and families and carers.

## **Pioneer Reading Cluster**

Each term leaders from Pioneer State High school, Beaconsfield State School, Andergrove State School and Slade Point State School meet to work collegially to implement reading as a cluster.

## **How to Help Reading at Home**

- Sounds Write Support for Parents and Carers. <https://sounds-write.co.uk/support-for-parents-and-carers/>
- 5-Minute Reading Routines: Simple Ways to Build Fluency at Home. <https://literacypodcast.com/blog/5-minute-reading-routines-simple-ways-to-build-fluency-at-home>

Please contact the school if you would like more information about Reading at PSHS.