



## PURPOSE

To develop a high quality and consistent approach to the delivery of teaching practice and learning experiences across all levels and classrooms.

The purpose of this framework is to outline Panton Hill Primary School's organisation, implementation and review of curriculum and teaching practices and to ensure that, taken as a whole, all eight learning areas are substantially addressed, unless an exemption applies.

The framework shows how the school will deliver its curriculum, how the curriculum and teaching practice will be reviewed, how we assess student learning, how we record and monitor student performance, and when and how we report to parents. This curriculum framework should be read alongside our whole school, curriculum area, year level and unit / lesson curriculum plans.

## OVERVIEW

Panton Hill Primary School provides all students with a planned and structured curriculum to equip them with the knowledge, skills and attributes needed to become lifelong learners.

Panton Hill Primary School is committed to implement a dynamic curriculum program that:

- is outcome focussed;
- is engaging and relevant and enables students to develop deep levels of knowledge, processes and skills for life-long learning;
- is differentiated in approaches to teaching that cater for the needs of students with a range of interests, abilities and skills;
- provides opportunities for students to think, reflect and become independent, resourceful and adaptable learners;
- enables students to interact with other students and the wider community;
- is compliant with Department of Education and Training (DET) policies and based on the Victorian Curriculum. Refer to: <https://victoriancurriculum.vcaa.vic.edu.au/>

Panton Hill Primary School is committed to offering a comprehensive curriculum based on the Victorian Curriculum F-10. The key points in this framework, and in line with the F-10 Revised Curriculum Planning and Reporting Guidelines, are a commitment to:

- A defined curriculum content is the basis for student learning
- Curriculum planning that is based on two-year bands of schooling rather than each year level
- Developing and publishing a separate whole-school curriculum plan that documents our teaching and learning program
- Reporting student learning against the achievement standards in the curriculum
- Reporting student learning to students and parents in line with the Department's Reporting Student Achievement and Progress Foundation to 10 policy.
- Complying with Departmental policies relating to curriculum provision, including:
  - o Physical and Sport Education — Delivery Outcomes
  - o [Sexuality and Consent Education](#)

Panton Hill Primary School is committed to seeing our children achieve a high level in all academic areas but also to provide students with the best possible foundation in life through a well-rounded education, which values skills, interests and abilities of our students.

Our schools **vision** is to foster and encourage an inclusive community of learners – 'learning together' who are confident, creative and challenged to achieve their full potential within a safe, happy and supportive environment. Our core beliefs about how students learn drive everything we do in all aspects of school life and are the



determining factor in decision-making. Our beliefs are:

- Children bring with them their own beliefs, knowledge and experiences that we value and build upon.
- Children learn best through interactions, active exploration using all of their senses and experimentation.
- Children learn best when the intention and expectations for learning are clearly articulated.
- Children learn best when they can articulate, reflect upon, review, and represent their learning in different ways.
- Children's positive dispositions to learning and to themselves as learners are essential for success in school and beyond. (Readiness to learn) They need to be given the time to develop their school readiness.
- Children learn best when there is a place for creativity, imagination and self-expression in learning.
- Children learn best when assessment is used to evaluate and inform teaching and learning.
- Children learn best when there are supportive relationships among all partners (including peers) in the learning community.
- Children learn best when their learning is structured to ensure continuity of learning as they children move to and through school ensuring foundations for their future success.

## IMPLEMENTATION

Panton Hill Primary School implements its curriculum by providing sequential learning and teaching programs that deliver a comprehensive and inclusive curriculum to all students, whilst working to foster an increasing sense of student voice and learner agency. We have high expectations for all of our students, academically, socially and culturally by striving for excellence and honouring our school values of Respect, Honesty, Kindness, Courage and Cooperation.

Panton Hill Primary School provides a comprehensive curriculum with a strong focus on Literacy and Numeracy. In addition to the Literacy and Numeracy programs, we have a scope and sequence which addresses the curriculum areas of Humanities, Science, Technologies, Civics and Citizenship, Health and Wellbeing. Specialist teachers provide instruction in Health and Physical Education, Visual Arts, Performing Arts and LOTE (Italian).

Interdisciplinary, personal and social capabilities are addressed across the curriculum and by explicitly teaching the Resilience, Rights and Respectful Relationships program. This is also supported by our camps, incursions and excursions programs as well as our interschool initiatives. Our school is an active participant in district sporting competitions. The teachers work as a team to ensure that the Victorian Curriculum is implemented across the school. Intervention approaches such as Literacy Intervention, the placement of Education Support staff, the development of Individual Education Support Plans and modified programs for individual students, provide the additional support for our students when it is needed.

Further information on how our school implements the curriculum, including the learning areas provided at each year level/band of schooling, and the capabilities that are developed by students across these learning areas and the approximate time allocations for each learning area, is provided in our whole school, curriculum area, year level and unit / lesson curriculum plans.

## GUIDELINES

- This policy works in conjunction with the Assessment and Reporting and Homework policies.
- The curriculum taught at Panton Hill Primary School will encompass all the areas in The Victorian Curriculum.
- The school will ensure that it has a comprehensive budget to support curriculum programs.



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- The PHPS Strategic Plan is the school's statement to its community about what it stands for and intends to do, over the next four years, to improve student outcomes. It defines what the school values most and sets out the school's goals and targets, key strategies for improvement and its resourcing priorities.
- The PHPS Annual Implementation Plan outlines one-year goals that are steps towards achieving the broader targets set in the Strategic Plan. It also provides a reference point for monitoring the school's progress in meeting the goals and targets set in its Strategic Plan.
- Each term, teachers will produce a curriculum planning document detailing the learning focuses of the term. Weekly Professional Learning Team meetings will have a focus on student learning data and planning in order to provide differentiated approaches to teaching that cater for the needs of students with a range of interests, abilities, skills, and motivation. This will include references to the Victorian Curriculum. <http://victoriancurriculum.vcaa.vic.edu.au/>.
- The school has developed a structured approach to curriculum planning that ensures a shared vision within the school on curriculum development, common documentation and common understandings of the whole school curriculum.
- The teaching of literacy and numeracy will be an integral component in all curriculum planning and delivery.
- Learning about the cross-curriculum priorities of Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia and Sustainability is embedded in the learning areas of the Victorian Curriculum F–10.
- The school will have a range of specialist programs to deliver various curriculum programs such as Languages, Physical Education, Performing Arts and Visual Arts. These will be offered depending on school/DET priorities, access to qualified teaching staff, and timetable provisions.
- Student Learning Overview

Student learning is shaped by four connected components which will be outlined in this policy:

**Curriculum** (what) – defines what it is that students should learn and the associated progressions or continuum of learning. Panton Hill Primary School, follows the Victorian Curriculum F-10, including levels A,B, C, D Towards Foundation.

**Pedagogy** (how)- describes how the students will be taught and supported to learn.

**Assessment** (how well)- identifies how well the student has (or has not) learnt specific content. The teachers at Panton Hill Primary School follow the school assessment schedule, which is reviewed annually.

**Reporting** (where) – this explains to the student and family where a student is on a learning continuum at the end of a specified period and where this places them in relation to the standard expected of their current year level. Data plays an important role in the ongoing school improvement and student monitoring processes.

## CURRICULUM

Panton Hill Primary School implements its curriculum program as determined by the Victorian Curriculum. The Framework for Improving Student Outcomes provides the guide and focus of the implementation of the school curriculum, with the Workshop Model being the school instructional model in English. At PHPS, class time is structured into a weekly timetable, with 5 hours of learning per day, broken into 5 x 60 minute learning sessions. While we continually review our learning programs we offer the following subjects across our school:

- English
- Mathematics
- Integrated Humanities - History, Geography, Science, Civics and Citizenship
- Information Communication and Technology
- Wellbeing – Respectful Relationships
- The Arts – Visual, Dance, Drama, Music



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- Languages – Italian
- Health and Physical Education

These core learning areas are focused and align with our AIP goals and targets. These lessons are continually scaffolded on prior learning and both summative and formative data is collected to track student progress and learning outcome growth. Further information on how our school implements the curriculum, including the learning areas provided at each year level/band of schooling and the capabilities that are developed by students across these learning areas is provided in our whole school curriculum overview.

The Victorian Curriculum F–10 sets out what every student should learn. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship. The following elements of the curriculum are embedded into whole school teaching and learning plans including Yearly Curriculum Overviews at each level, Term Planners, Unit Planners and Weekly Work Programs. Teaching staff follow the Panton Hill Primary School Planning for Learning process to plan programs that include teaching of all key learning areas.

**English** learning encompasses the modes of Reading and Viewing, Writing and Speaking and Listening as outlined in Victorian Curriculum. It is expected that a two hour literacy block be scheduled each day. This can include integrating literacy teaching across other areas of learning.

**Mathematics** teaching encompasses the areas of Number and Algebra, Measurement and Geometry and Statistics and Probability as outlined in Victorian Curriculum. It is expected that an hour numeracy block be scheduled each day. This could be integrated across other areas of learning.

The **Humanities and Science** curriculum are taught through units of work. A whole school inquiry scope and sequence is to be implemented through a two-year cyclical model, reflected in the school's organisation into Prep, Junior School (Years 1 & 2), Middle School (Years 3 & 4) and Senior School (Years 5 & 6). Teachers will regularly review and analyse content, resources and teaching techniques before, during and after each unit of work. The scope and sequence developed by the school outlines the units from Foundation to Year 6. Learning is organised and based on a two-year cyclical model reflecting Victorian Curriculum level requirements.

**Technologies** including Digital Technologies and Design and Technologies provide a framework for students to learn how to use technologies to create innovative solutions that meet current and future needs. In Design and Technologies, students use design thinking and technologies to generate and produce designed solutions. In Digital Technologies, students use computational thinking and information systems to analyse, design and develop digital solutions. At Panton Hill Primary School all grades have a scheduled one hour specialist class in STEM in Semester One.

Learning **Languages** in addition to English extends students' literacy repertoires and their capacity to communicate. It strengthens students' understanding of the nature of language, culture, and the processes of communication. The Languages curriculum aims to develop the knowledge, understanding and skills to ensure that students communicate in the language they are learning, understand the relationship between language, culture and learning, develop intercultural capabilities and understand themselves as communicators. Students at Panton Hill acquire these skills through learning Italian.

In the Victorian Curriculum F–10,



**The Arts** includes Dance, Drama, Media Arts, Music, Visual Arts and Visual Communication Design.

The Arts enable students to develop their creative and expressive capacities by learning about the different practices, disciplines and traditions that have shaped the expression of culture locally, nationally and globally. Students are both artists and observers in the Arts. They make and respond and learn to appreciate the specific ways this occurs in different disciplines. Students at PHPS have the opportunity to engage in explicit teaching of Visual Arts for an hour a week. Performing Arts is taught through a one hour specialist class in Semester Two. All students are given an opportunity to perform at our end of year concert.

**Health and Physical Education** focuses on students enhancing their own and others' health, safety, wellbeing and physical activity participation in varied and changing contexts. Our school is committed to health and physical education. Our specialist physical education teacher is experienced in the high-quality implementation of PE and Sports programs. Health and Physical Education focuses on students enhancing their own and others' health, safety, wellbeing and physical activity participation in varied and changing contexts.

In Health and Physical Education, students develop the knowledge, understanding and skills to strengthen their sense of self, and build and manage satisfying relationships. The curriculum helps them to be resilient, and to make decisions and take actions to promote their health, safety and physical activity participation. (Victorian Curriculum Rationale). In alignment with DET policy PHPS follows the minimum delivery times for physical and sport education. Prep - Year 3 (minimum 20-30 minutes per day) and Year 4-6 (1 hour and 30 minutes per week). The Physical Education program will be supplemented by outside sporting associations that may run clinics in Physical Education sessions to support the development of specific sporting skills. The swimming program runs once per year for junior grades.

The Victorian Curriculum Capabilities (Critical and Creative Thinking, Ethical, Intercultural and Personal and Social) are embedded throughout PHPS learning experiences to support student development in key skills and understandings within each capability.

The Capabilities curriculum is strongly embedded throughout all learning areas and levels, ensuring that students are continually developing knowledge, understandings and skills in Critical and Creative Thinking, Ethical, Intercultural and Personal and Social capabilities. The Capabilities are explicitly taught through our Social and Emotional Learning Program of Resilience, Rights and Respectful Relationships.

**The Resilience, Rights and Respectful Relationships** learning materials have been designed for teachers to develop students' social, emotional and positive relationship skills. The Resilience, Rights and Respectful Relationships (RRRR) learning materials cover eight topics of Social and Emotional Learning across all levels of primary and secondary education: Emotional Literacy; Personal Strengths; Positive Coping; Problem Solving; Stress Management; Help Seeking; Gender and Identity; and Positive Gender Relationships.

## **PEDAGOGY:**

Teaching and learning is based on DET's Practice Principles for Excellence in Teaching and Learning. In particular, these include:

- having high expectations for all students to achieve;
- providing a supportive and productive learning environment that promotes inclusion and collaboration;



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- giving students voice and agency in their learning, collaboratively planning in teams for a differentiated and challenging curriculum for all students;
- rigorous assessment practices including student feedback;
- developing deep learning challenges including opportunities to apply new knowledge by developing critical, creative and higher order thinking skills; and
- using evidenced based strategies to drive improvement, such as, assessment, moderation and analysis of student data.

Students are engaged at their level of need, or Zone of Proximal Development (ZPD) and supported throughout the learning process. To cater for individual student learning needs, the curriculum is differentiated so that teachers can scaffold, stimulate and challenge students at a point of need, maximising their learning.

Student agency and voice is promoted school wide so as to promote students' responsibility for and agency in their learning. All students are provided with opportunities to be involved in and drive their learning and school experience. Students are also able to provide feedback to teachers via the Attitude to School survey in Years 4-6. These survey results also directly inform the school's Annual Implementation Plan and School Strategic Plan.

The pedagogical approach at Panton Hill Primary School follows the Victorian Teaching and Learning Model (VTLM) which supports teachers and school leaders to focus on high impact teaching and learning and make evidence-based decisions to improve student learning and wellbeing. The [Quick Guide to the VTLM \(pdf - 611.17kb\)](#), released in 2022, aligns the VTLM with the core elements of the Framework for Improving Student Outcomes (FISO) 2.0.

The VTLM consists of five components:

- A [vision for learning and wellbeing](#) helps create a unified set of values and beliefs to drive a high performance learning culture.
- The [practice principles for excellence in teaching and learning](#) (practice principles) are nine signature pedagogies which make the difference in improving student achievement and motivation.
- The [pedagogical model](#) describes what effective teaching looks like in the classroom and helps teachers apply the practice principles.
- The [high impact teaching strategies](#) (HITS) are ten instructional practices that reliably increase student learning wherever they are applied.
- The [High Impact Wellbeing Strategies](#) (HIWS) are seven practical, evidence-based strategies that have a significant and positive effect on student wellbeing.

## PLANNING AND DOCUMENTATION PROCESS

### Victorian Curriculum

**Purpose:** The Victorian Curriculum is the common set of knowledge and skills required by students for lifelong learning, social development and active and informed citizenship.

Resources and Supporting Information can be found on the 'Foundation–10 Curriculum' section on the VCAA website. For a visual guide to assist locating key information and resources related to the Victorian Curriculum F–10, please see the Quick Guide

### Yearly Overviews

**Purpose:** To ensure that the essential content that students need to know, understand, and be able to do in order to reach the achievement standards as outlined in the VC

Consistency Protocols

- Addresses key curriculum areas





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- Brief overview of the content / concepts to be covered across each term - showing connections between domains - completed beginning of the school year.
- Informs Assessment and Reporting
- Captures only the whole class focus and hyperlink to the content descriptor from VC

## Term Planners

**Purpose:** To ensure that the curriculum is guaranteed and viable for all students in the domains of English, Mathematics, Social and Emotional Learning and Integrated Studies

Consistency Protocols

- Completed during Planning Week for the term ahead
- Victorian Curriculum - below / at / above the levels being taught
- Divided into units of work for each term showing a timeline for implementation of each unit of work - revised and monitored each term.
- Identifying and clarifying **Learning Intentions** and **Success Criteria** for each unit of work
- Outline of Summative and Formative Assessment tasks for each learning area that is covered in the term

## Teacher Work Programs

**Purpose:** To document daily classroom instruction and ensure that the instruction is tailored to meet individual student needs in line with PHPS Instructional Model and VTLM

Consistency Protocols

- Learning Intentions and Success Criteria for whole class lessons - taken from Term Planners
- Each unit of work will include suggested learning tasks that utilise the High Impact Teaching Strategies
- Grouping of students for small group instruction -where appropriate
- Documents planning for the implementation of IEP goals

Our **Instructional Model** is broken down into key components that incorporate the High Impact Teaching Strategies – see appendix

## ASSESSMENT

Panton Hill Primary School assesses **student** progress in line with the Department's Assessment of Student Achievement and Progress Foundation to 10 policy.

Students at PHPS have multiple and varied opportunities to demonstrate learning and achievement. Teachers use assessment tasks that cover multiple curriculum levels to ensure that evidence of learning and growth is captured for every student.

Requirements for the assessment of student performance at PHPS is defined with reference to:

- the Guidelines to the Minimum Standards and Requirements for School Registration (Minimum Standards for School Registration) issued by the Victorian Registration and Qualifications Authority (VRQA)
- departmental policies relating to curriculum programs in schools. Documentation of assessment usually involves identifying the what, when, how and who of assessment. Documentation may take the form of an assessment schedule, and/or be included in the school's whole-school curriculum plan.
- Teachers at PHPS use a combination of formative assessment for learning (to focus feedback and guide future learning) and summative assessment of learning (to determine what the student has learned at the end of a sequence of learning), alongside student self-assessment and reflection.
- Assessment is used in an ongoing way, to guide future lessons and learning, as well as to keep students and parents informed of student progress.



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- Teachers use a variety of assessment strategies to gather evidence about student achievement. The agreed assessment processes and tasks are documented in the PHPS Assessment schedule. The assessments may include, but are not limited to, tests and assignments, projects, portfolios, performances, discussions or student-teacher conferences.
- Assessment tasks are developed to support students to show their knowledge, skills and understandings and will include clear instructions, relevant supporting documents and allow sufficient time for completion. Teachers will make modifications to the task to cater for students with additional learning needs.
- PHPS develop Individual Education Plans (IEPs) for students who are identified as being 6-12 months below expected level part of the Program for Students with a Disability (PSD), Koorie students and students in 'Out of Home' care, in consultation with students, parents and where appropriate, with outside agencies.
- Teachers assess the achievements of students with disabilities and impairments in the context of the Victorian Curriculum and the 'Towards Foundation Level Victorian Curriculum' where applicable.
- The English language proficiency of English as Additional Language EAL students will be assessed using the Victorian Curriculum F-10 EAL.
- Where possible, staff participate in cross marking of assessment tasks (moderation) involving assessment rubrics and work samples so that staff can apply consistent judgements of student progress against Victorian Curriculum Standards across the school.

## REPORTING

At Panton Hill Primary School we meet our obligations relating to student reporting by strictly following the Department's Reporting Student Achievement and Progress Foundation to 10 policy.

Summary of obligations from the policy that are practices at Panton Hill Primary School:

The report is provided in a written format easy for parents/carers to understand and will be accessible in digital form with the option to translate text from English to another language, to cater to our school community.

- Panton Hill Primary School will report directly against the Victorian Curriculum F-10 achievement standards or, if reporting on students for whom English is an additional language, the Victorian Curriculum F-10 EAL achievement standards.
- Both student achievement and progress will be included in the report.
- An age-related five-point scale, where the quality of a student's achievement against what is 'expected' for students of that year level at the time of reporting, will be used for reporting against the achievement standards in English, Mathematics and Science (where applicable).
- Panton Hill Primary School will use either a learning goals scale or a learning dimensions scale for other areas of the curriculum.
- Opportunities will be provided for parents/carers and students to discuss the school report with teachers and/or school leaders.

Parent-teacher interviews, conducted twice-yearly, enable the opportunity to discuss the students' progress and how they can continue to be supported at home. Interpreting services will be made available where required.

## CURRICULUM AND TEACHING PRACTICE REVIEW

School curriculum and teaching practice is reviewed against the Framework for Improving of Student Outcomes (FISO 2.0). FISO and the FISO improvement cycle help identify focus areas for improvement and to evaluate the impact of introduced initiatives.

The school's curriculum programs will be reviewed on a cyclical basis to ensure it aligns with the Victorian Curriculum. Curriculum audits and reviews will inform future curriculum planning and implementation. The teaching staff will work together to create a culture of learning, collaboration and continuous improvement.





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Review of school curriculum Panton Hill Primary School reviews curriculum as part of the School Review process which occurs on a 4 year cycle. During the review process, curriculum programs and student outcomes are assessed against goals, targets and key improvement strategies. The review of this information informs future goals and targets and supports the development of the School Strategic Plan. From this the Annual Implementation Plan is developed which provides a clear guide on the school curriculum and student outcome needs.

## Review of teaching practice

Panton Hill Primary School reviews teaching practice via:

- Professional Learning Communities, which link the learning needs of students with the professional learning and practice of teachers and provide an opportunity for teachers to collaboratively evaluate the effect of high impact teaching strategies; and the school will utilise the DET policy guidelines, online resources, internal and external expertise, mentoring and coaching, peer observation and collegiate feedback to continually improve their method and practice of teaching.
- the Performance Development cycle, which provides an opportunity to provide feedback to teaching staff on their performance to support ongoing learning and development, with a focus on how student learning can be improved through improving teaching practice. All staff will participate in the staff performance and development process in which goals are aligned with the school's Annual Implementation Plan (AIP) and the Australian Institute of Teaching and School Leadership (AITSL ) standards.

## Further information and resources

Policy and Advisory Library:

- Curriculum Programs Foundation to 10
- Framework for Improving Student Outcomes (FISO 2.0)
- Assessment of Student Achievement and Progress Foundation to 10
- Digital Learning in Schools
- Students with Disability
- Koorie Education
- Languages Education
- Physical and Sport Education — Delivery Requirements
- Holocaust Education
- Reporting Student Achievement and Progress Foundation to 10
- Sexuality and Consent Education
- School Hours (including variation to hours)

This policy should be read alongside:

- whole school curriculum plan
- teaching and learning program for each learning area and capability
- teaching and learning program for each year level
- unit plans/sequence of lessons.



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## APPENDIX A – Time allocations

The curriculum is based on the **Victorian Curriculum (Foundation to Year 10)**. The timetable is structured on a weekly basis. The current school timetable is structured into 60 minute sessions. The breakdown of the weekly cycle is as follows:

PREP TO YEAR 2			
Prep		Years 1-2	
Domain	Hours per week	Domain	Hours per week
English	10	English	10
Mathematics	5	Mathematics	5
Integrated Studies including:	2	Integrated Studies including:	2
Science		Science	
The Humanities		The Humanities	
Technologies		Technologies	
Languages (Italian)	1	Languages (Italian)	1
Health and Physical Education	2.5	Health and Physical Education	2.5
The Arts	2	The Arts	2
Wellbeing (Bounce Back)	1		1
Additional school programs that operate within this Structure			
Weekly Assembly Buddies Library Community Circles Responsible Pet Ownership Ownership Cyber safety Bounce Back/Respectful Relationships Swimming Incursions / excursions Reading Morning		Weekly Assembly Library Community Circles Responsible Pet Ownership Bounce Back Cybersafety Swimming and Gymnastics Incursions / excursions Reading Morning	
YEARS 3-6			
Years 3-4		Years 5-6	
Domain	Hours per week	Domain	Hours per week
English	10	English	7
Mathematics	6	Mathematics	5
Integrated Studies including:	2	Integrated Studies including:	2
Science		Science	
The Humanities		The Humanities	
Technologies		Technologies	
Languages (Italian)	1	Languages (Italian)	1



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Health and Physical Education	2.5	Health and Physical Education	2.5
The Arts	2	The Arts	2
Wellbeing (Bounce Back)	1	Wellbeing (Bounce Back)	1

## Additional school programs that operate within this Structure

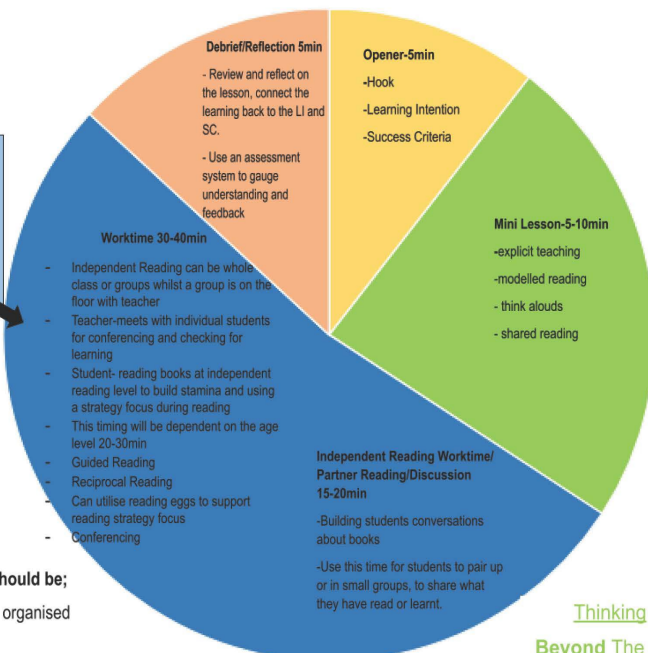
Weekly assembly  
Interschool sport activities  
Swimming  
Bike Ed  
Life Ed  
Incursions / excursions Camp  
Values / Social wellbeing / Community circles  
Reading Morning  
Dance  
Daily physical activity  
Interschool sports  
Secondary School Orientation Program



## PANTON HILL PS READING INSTRUCTIONAL MODEL

Opening/Hook	5 min
Mini Lesson	5- 10 min
The Work Time	15 min
The Catch	2 min
The Work Time	15 min

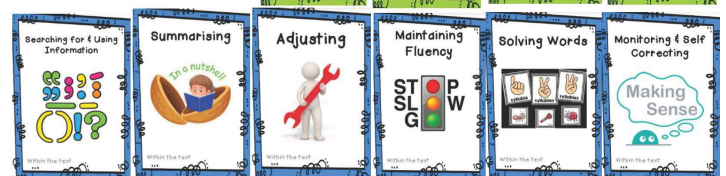
**Catch**  
Does not need to be directly in the middle of worktime.  
Is to be used to cover misconceptions early in the worktime to give students a chance to fix any misunderstandings.



### In your classroom, there should be;

1. A classroom library that is organised into genres
2. A corner or area of the room where students can read comfortably
3. An independent reading system in which each student has their own box/bag/area to keep 4-7 books. These books are for them to read during the week and have been chosen by both the student and conferred with teacher.

Thinking  
Within The Text



Thinking  
Beyond The Text



Thinking About  
The Text

