Stage One
What's going on for our learners in relation to comprehension?

- *With the underlying framework of the Spiral in mind as well as the 3 big-picture questions , each fortnight is guided by the evidence/ findings/ research to determine next steps.*

- *Each Spirals session is either planned for within the current spiral or within a few days to ensure that momentum is maintained.*

- *Team meetings are held every fortnight as well as QTSS time to ensure that staff are well supported throughout this inquiry based approach.*

**** Following is part of a condensed version of Stage 1's initial Spiral for 2017.

2017 SPIRAL 1
STAGE:

Scanning Question - *What's going on for our learners in relation to comprehension? Video evidence*

Focusing *Focusing uses the information from the scan to begin to clarify where energies need to be invested.* **Let's clarify:** *What is happening?* *How do you know?* *Why does it matter?*	*Thinking just about the stage focus students (Individually):* ● What are the strengths the learners show in this area? ● How do you build on these strengths? ● Where are you going to concentrate your energies so that you can change the results and the experiences of your learners? ● What evidence will you collect? ● What is preventing your students from thriving? What's your opinion?
Developing a Hunch *What are we doing to contribute to what's working and what's not working?*	● What did the evidence tell us? ● What are we doing to contribute to what's working and what's not working? *This is a time for collective decision making.* **We agree that….**

You now have two weeks to do your own research relating to the hunch developed. You will be required to briefly feedback to the group about your findings.

SPIRAL 2

Hunch 1	**Hunch 2**
Our students need the skills to build background knowledge and vocabulary to make connections.	We agree that our students need to be explicitly taught sequencing and engage in retelling activities.
Present the findings of your research.	
Focusing	*What are the implications of this research?*
Developing our Hunch	
Taking Action	*How will the new learning be embedded into your practice in the next fortnight?* *We are committed to:*

S1 - We agree that our students need to build their conversation strategies in order to improve oral comprehension.
(Def: Listening, predicting, making connections, checking it makes sense, retelling, vocab, reflecting)

Using the Stage devised proforma to explicitly teach a text.

Oral Comprehension Lesson Plan: Text: Stellaluna

Lesson 1

Orientation: Whole class modelled reading lesson. Seat Amber students strategically to ensure they are focus and aren't distracted. Use 'no hands up' to focus on Amber students and keep them engaged.
Present the text to the class. Discuss LISC with the students –
WALT: *We are learning to predict what a story might be about by looking at the illustrations and predict some words that might be in the story.*
TIB: *It will help us to read words we don't know and help us understand what the story is about.*
WILF: *Students thinking about things they already know to predict what might happen in the story and students looking for clues in the pictures to predict some words that might be in the story.*

1. Look at the front cover
2. What do you think the book will be about?
3. Factual or Imaginative?
4. Where might it be set?
5. Who the characters might be?
6. What words do you think will be in it? Brainstorm words on the board.
7. Flick through the text and show pages of book and allow students to make comments. Take a mental note of any comments your Amber students may make.
8. Ask students to 'think-pair-share' to discuss their predictions about what would happen in the text after they have looked at all the pages. Pick some to share their predictions to the class.

First read

1. Remind the students about LISC for the lesson, eg '*After I read the book, I want you to tell me if your predictions were right. It is important that you listen carefully to the story and listen for some of the words I wrote on the board. We will also see if your predictions about what was going to happen were correct. I will choose some students at the end using 'no hands up' so be sure to listen carefully'.*
2. When you have finished reading the story allow time for students to make comments. Get them to turn to their partner again and discuss what things they predicted correctly and what things they missed.
3. Select students (focus on Amber with no hands up) to discs whether they predicted correctly and tick off the words on the board that were in the text
4. Complement the students for their attentive listening and the success they had at predicting. Refer them to LISC again and why what they did in this lesson was important.

Lesson 2

Orientation: Review Lesson 1, what we did, what we were able to do (predicting). Remind students they can use this skill anytime they see a new book. Explain that we are going to read the book again but this time we are going to be practicing a different skill that will help us to be better readers. Explain what 'making connections' is and why it is important. Tell students that at the end of the story they will be sharing their own connections with their partner. Tell students you will choose some students to share their connections with the class. Discuss LISC for this lesson-
WALT: *We are learning to make connections to the text.*

TIB: *When we think about things we already know or if we have had similar things happen to us, it makes it easier for us to understand stores and remember important parts of the story.*

WILF: *Students thinking about a time when something similar happened in their life.*

Second read

1. Model Think-aloud as you read, (see reading for tips on Think Aloud) focus on making connection and allow comments from students too. Take a mental note of any comments Amber students may make.
2. Get students to talk with their partner about a connection they can make to the text (text to self).
3. Choose students to report back to the class
4. Complement the students for their attentive listening and the success they had at making connections. Refer them to LISC again and why what they did in this lesson was important for the reading skills.

Lesson 3

Orientation: Review Lesson 2, what we did, what we were able to do (make connections). Remind students they can use this skill anytime they read a book. Explain that we are going to read the book again but this time we are going to be practicing a different skill that will help us to be better readers. Explain what 'retelling' is and why it is important. Encourage students to remember what happened at the beginning, middle and end and tell it in the correct order. Tell students that at the end of the story they will be retelling the story to their partner. Tell students you will choose some students to share their retells with the class and that you will be looking for someone that can retell in the correct order what happened at the beginning, middle and end. (Videos can be made at this time.) Discuss LISC for this lesson-

WALT: *We are learning to retell stories we have heard.*

TIB: *It shows my teacher that I have understood the story*

WILF: *Students telling others what happened at the beginning, middle and end of a story, in the correct order.*

Third read

1. Read the story to the students.
2. Ask student to take some thinking time to recall the story in the head, what happened in the introduction, complication and resolution.
   Define language:
   Introduction: characters and setting
   Complication: what was the problem?
   Resolution: how was the problem fixed?
3. Ask them to turn to a partner and take turns listening to each other's retell.
4. Listen to Amber student's responses and video if possible at this time

Change language

Video evidence question: "Can you tell me what happened in the beginning, middle and end?"

Bring 1 minute video evidence - talk for 1 minute about your findings.

	Name:	Name:	Name:
What were your findings for each of your children? Do you feel you made an impact? Why/ Why not?			

Discussion: 2 minutes each- Were your students able to make predictions and engage in conversations about the text ?	
Scanning **One minute video/one minute discussion**	**What is going on for our learners?**
Checking	**Has there been any impact? How do you know?**
Checking Our Hunch	**Is it still valid?**
Taking Action	**Where to next?**

PRIOR TO SPIRAL 4

Oral Comprehension Lesson Plan: Text: Teacher Choice (using the same proforma as Stellaluna)
Books to have a very clear complication

Cluster 5
- *Responds to questions about a character's actions, qualities, characteristics by expressing an opinion about the character.*
Builds understanding by interpreting and discussing inferred meanings
- Interprets information in factual texts, e.g. using context pages and screen icons to locate specific information
Cluster 6
Retells and responds to incidents from a story book or film with attention to plot elements such as setting, character, conflict and resolution
Builds understanding of how media texts can be interpreted
Shows awareness that information about one topic can be sought from a number of sources
Analyses and evaluates a character's actions/motives in a story

Books read prior to Lesson 1 to activate connections	

Next Spirals: Video evidence of amber students' retelling introduction, complication and resolution & work samples of retell boxes (drawing or writing)

	Name:	Name:	Name:
What were your findings for each of your children? Do you feel you made an impact? Why/ Why not?			

Spiral 2 - Stage 1

Hunches:

Support - We agree that our students need explicit teaching of emotions to strengthen their social comprehension.

ES1 - We agree that our students require various strategies to give a sequenced retell.

S1 - We agree that our students

S2 - We agree that our students require explicit teaching and a variety of strategies to comprehend texts

S3 - We agree that our students need to identify when they are not understanding what they are reading and then choose strategies to help them comprehend.

Hunch 1	**Hunch 2**
Our students need the skills to build background knowledge and vocabulary to make connections	We agree that our students need to be explicitly taught sequencing and engage in retelling activities

Sharing the love: 2-5 mins each to share your research

Focusing	*What are the implications of this research? (individually)*
Developing our Hunch	*Based on your prior evidence and research findings, what direction should be taken for the hunch? (individually)*
Taking Action	*How will the new learning be embedded into your practice in the next fortnight?*

We are committed to:

Homework: