

The self-reflection tool below is a useful resource to use when your school is focusing on improving literacy teaching and learning. This tool is given to individual staff members, along with the traffic light stickers pictured below (available from Officeworks and Woolworths). Staff place a red sticker on practices they never or rarely do, a yellow sticker on practices they usually carry out, and a green sticker on practices they consistently engage in. This tool provides teachers with visible goals for improvement in their literacy teaching. So staff have a clear idea of what the instructional practices of LDT look like in action, this type of activity would best work following viewing of the Literacy Dedicated Time videos that are available on the Literacy & Numeracy Strategy website.



## Literacy Dedicated Time Self-Reflection Tool (1-6)

<b>Modelled or Shared Reading</b>	
I read aloud to/ with my class every day for 15 minutes, or every second day (Years 4-6) for 20 minutes.	
I begin modelled or shared reading sessions with one clear focus.	
I use think alouds to show how I am using the focus skill or strategy as I read.	
I use a text that can be seen by all students, and that matches the average reading level of the class.	
<b>Small Group/ Independent Reading Activities</b>	
I see every reading group for a guided reading lesson at least once/ week.	
I begin each guided reading session with a clear focus that I clearly articulate.	
Before reading, I tune students into the text (e.g. by discussing the topic, relating the text to students' experiences, talking through particular pages to introduce new vocabulary, etc.).	
During reading, I ask students to read the text independently at their own rate, while I move around and 'listen in' to each individual student, assisting them with problem-solving where necessary.	
After reading, I provide opportunities for students to share their findings, questions and feelings about the text and the focus strategy/ skill.	
I provide opportunities for students to read an appropriately leveled text every day (including reading-age matched texts for Level 30+ readers).	
The daily small group reading activities I plan provide opportunities for students to practise skills that good readers use in a small group or independent setting (e.g. practising fluency and decoding skills, developing vocabulary, using different comprehension strategies, responding to literature, etc.).	
<b>Work Work</b>	
Every day, I run a teacher-initiated mini lesson that focuses on how words work and allows students to investigate common word construction/ knowledge.	
I use a whole-school scope and sequence as well as student assessment to guide the word patterns/ features I focus on.	
<b>Modelled/ Shared Writing</b>	
I run a modelled/ shared writing session every day for 15 minutes, or every second day (Years 4-6) for 20 minutes).	

I begin modelled/ shared writing sessions with one clearly articulated focus (e.g. text structure, vocabulary, spelling strategies, punctuation, grammar, editing, etc.) that is based on student needs/ learning intentions.	
I model writing texts that have a clear purpose (e.g. to entertain, to inform, to describe) and audience.	
Throughout modelled/ shared writing, I use think alouds (e.g. "What's a better word for this?", "I can try to spell this word by..." etc.) to verbalise the internal dialogue of a competent writer.	
I complete the modelled/ shared writing piece electronically or on butcher's paper to enable students to return and refer to it over time.	
<b>Small Group/ Independent Writing Activities</b>	
All students are provided with the opportunity to write every day for 25 minutes, or every second day (Years 4-6) for 45 minutes.	
The independent writing tasks I set relate to the modelled/ shared writing session.	
The writing activities I set enable students to write for real and authentic purposes and audiences most or all of the time.	
I see every writing group for a guided writing lesson once/ week.	
I begin each guided writing session with a clear focus that I clearly articulate.	
Before writing, I orient students to the task by talking about the ideas they might include in their writing.	
Before writing, I demonstrate how I use the focus skill/ strategy in my writing, or I use a mentor text to show how an author has used the skill/ strategy in their writing.	
Before writing, I provide students with a tool or strategy that will help them adopt the focus skill/ technique in their writing (e.g. an adjectives chart, an easy formula to remember how to write a complex sentence, etc.).	
During writing, students write their own individual piece as they try to make use of the focus skill/ strategy. As students are writing, I provide 1:1 guidance and feedback.	
After writing, students share a short section of their writing that shows how/ where they have used the skill/ strategy.	
<b>Reflection</b>	
At the end of LDT, I provide students with an opportunity to articulate the learning that has taken place during the session.	
I provide each student with an opportunity to provide insight into their thinking about their thinking as they worked on their reading and/ or writing task(s) (e.g. by posing 2-3 reflection questions for students to respond to in a think-pair-share or reflection journal).	

