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# Two steps forward...

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# St Edmund's College

- St Edmund's College is a Catholic boys school, Years 4 – 12 in the Edmund Rice Tradition
- Why LNCA Reading – to develop from the work done in the area of writing over previous years
- Long term goal across the year

“To assist students to develop their ability to successfully infer information from text and to interpret explicit information when reading.”



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# Stage one

## PAT Comprehension

- Interpreting explicit information – average of 57% correct
- Interpreting by making inferences – average of 56% correct

## NAPLAN Year 5 2015

- Questions involving making inferences – average of 55% correct
- Question involving direct locate – average of 65% correct

## Coaching perspective

- Unsure of my role as a coach and learning as I went along
- Survey at the beginning had my skills rated at 2-3 for each criteria

## Teacher attitude

- Clear understanding of inferring from text and using explicit information,
- No range of strategies to support explicit teaching of these skills



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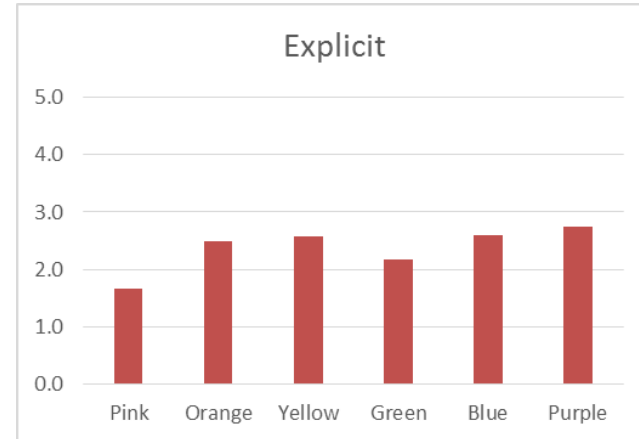
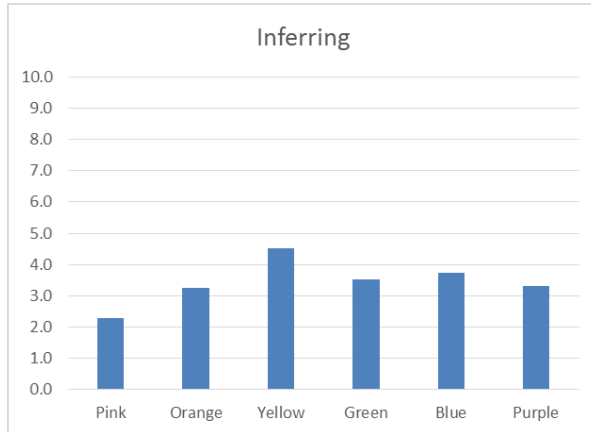


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# Stage two

## Pre-data



## Challenges

- finding time in an already busy curriculum to include these additional skill development activities



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# Stage two - activities



What is this? This is a gold rolex watch for a woman.

Who might own this item? a very wealthy person with a successful job.

What might they do for a job? they might be a lawyer that is well paid.

How do you know? this is because this watch is very expensive and it is usually someone with a well paid job that has this watch.

What is this? these are a pair of worn old slippers.

Who might own this item? an old man who does not have much money

What might they do for a job? this person has retired and lives of his pension

How do you know? this is because if they had money they would buy new slippers.



an old man  
not much money  
not privilege  
lives in a retirement home



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# Stage three



## New challenges

- Change in staffing
- New IT teacher was not confident in her understanding of teaching students to infer from text and had no strategies that could be used in the class
- Teacher decided that the last lesson in each cycle would be used as a library lesson

## Thinking stems

Sentence Starters When Inferring

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1. The text implies that
2. The data shows that
3. It might be that
4. I believe
5. It could be
6. The text shows

*A clue is that...*

*I think...*

*The text reads...*

*This is because...*

*This could be true because...*

*The evidence shows...*



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# Stage three - activities

<https://reading.ecb.org/student/infering/index.html>

**Into the Book**  
★ **INFERRING: Use the Clues**

She's smiling. **Inferring means figuring out something that the author doesn't actually say. You can use clues that are in the text, and things from your own mind. Sometimes it's called "reading between the lines," and it adds a lot more meaning to the story.**

**INFERRING: Pen Pal Letters**

Dear Moriah,  
Here's a great song we learned at camp today!

The ants go marching five by five,  
Hoarah, hoorah!  
The ants go marching five by five,  
Hoarah, hoorah!  
The ants go marching five by five,  
The little one stops to see the bee hive.  
And they all go marching,  
Down to the ground,  
To get out of the rain,  
Boom Boom Boom.

My Best Friend  
Moriah

What are ants like?

Teaching Guide Watch Video Try it Yourself

Audio On Save Quit Help

**What do you infer?**  
The author has an alarm clock.  
The author was watching the movie in bed.  
The author thought the beginning of the movie was boring.

today, 1:24pm

The beginning of this movie almost made me hit the snooze button. It was 45 minutes of people preparing to go on a trip. Really? Do they need to waste 45 minutes of my time showing me how to get ready for a trip? Ok. I got it. You need a tent and a cooler filled with food. However, the last 20 minutes will have you holding on to your seat and begging for your mom. All I have to say is that a hairy beast will need some big shoes if he ever leaves the woods.

like comment Play

That is a good inference, but it doesn't help you learn about the movie.



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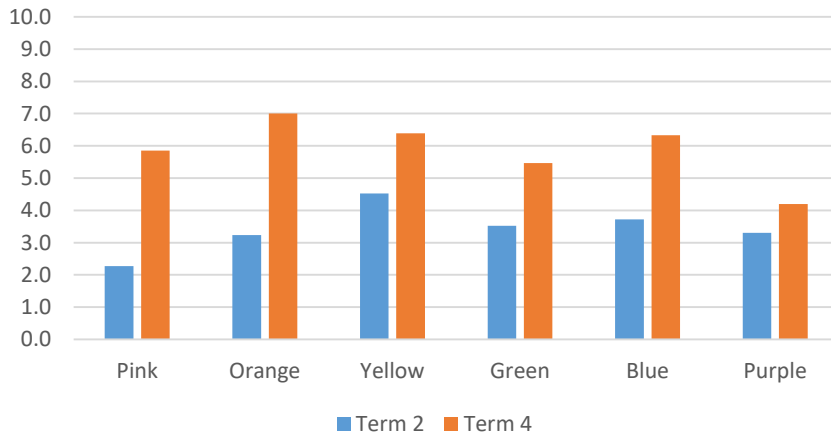


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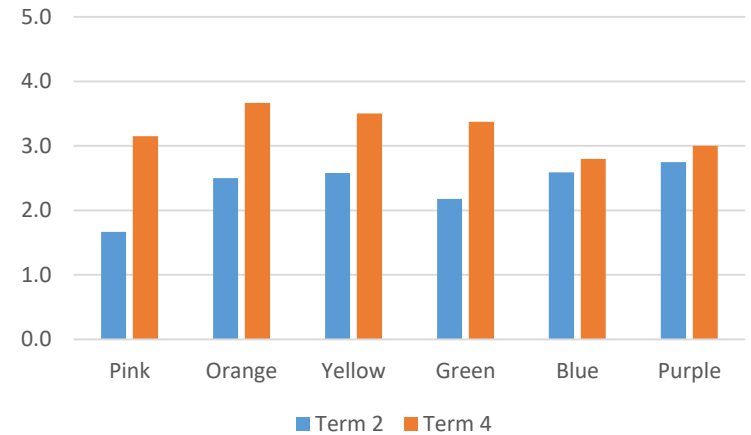
# Stage four

## Term 4 Post data

Inferring



Explicit



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# Summative Findings

## Impact on the teachers?

- Informal discussion with the teacher has shown a change in attitude and confidence in her willingness and ability to teach inferring skills
- She now believes that this should be embedded fully into the Information Technology course next year.

## Impact on the students?

- Informal discussion with students indicated an enjoyment in using the website “Into the book” because of the interactivity and instant feedback
- Students made more use of ‘thinking stems’ in responding to questions in the final worksheet than in previous activities.



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# Summative Findings continued

## Impact on the school?

- This project has been one part of the coaching model being implemented across the college
- There has been more opportunity for collaboration between teachers

## Impact on me as the coach?

- I have had to learn to differentiate in my approach to coaching
- The results from the pre and post survey demonstrated my growth in the area of coaching and I am feeling more confident in my ability



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# Discussion

## Successes

- The improvement in results from Term 2 to Term 4
- The teacher seeing the benefit of incorporating reading strategies into the Information Technology course
- The opportunity I had to work with a variety of students and teachers in developing my role as a coach.

## Challenges

- Staffing change
- Time
- Covering the curriculum



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# Conclusion

Future steps.....

- Further embed the teaching of inferring into the Year 7 and 8 Information Technology courses
- Expand the program to include more teachers in the process
- Look at ways of incorporating different faculty areas



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# Useful Resources

McGregor, T 2007, *Comprehension Connections: Bridges to strategic reading*, Heinemann, Portsmouth, NH.

Reading.ecb.org. (2017). Into The Book: Inferring. [online] Available at: <https://reading.ecb.org/student/inferring/index.html> [Accessed 17 June 2017].

Ereading Worksheets. 2017. Inferences Worksheets | Ereading Worksheets. [online] Available at: <https://www.ereadingworksheets.com/free-reading-worksheets/reading-comprehension-worksheets/inferences-worksheets/> [Accessed 7 Nov. 2017].



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