Research Question
How does the consistent use of strategies that make thinking visible across grades 5-8 improve students’ comprehension and problem solving abilities?

Project Outline for SPS
• Help students to develop independent use of a variety of comprehension / problem solving strategies using Gradual Release of Responsibility model and based on Sheena Cameron’s Comprehension Strategies. This work will continue from 2012 in English and be adapted to Maths.
• Explore how a literacy based comprehension framework can be adapted to support students in a numeracy context particularly with problem solving.

Grade 5/6 English:
• Both teachers Heather and Laura to continue their work with Literature Circles – focussing on developing comprehension strategies to improve learning outcomes in Reading.

Grade 5/6 Maths:
• Explicitly teach problem solving strategies.
• Develop a model of Numeracy Problem Solving Circles following a similar model to Literature Circles:
  o **Roles** (4 children)
    o Word Master (decode the words) math’s dictionaries
    o Summariser (rewrite the problem)
    o Image Maker (draw it/make it)
    o Transformer(pull out the math’s strategy, work out order of operation, put it into numbers)
  o **Process**
    o Read problem
    o Do job independently
    o Come back and discuss individual tasks as a group
    o Select strategies and incorporate questioning
    o Solve and explain how problem was solved, (what did you do first?)
    o Share with class - Evaluate solution and solution approach - efficiency of strategy
• Heather and Laura to trial with their classes

How do we measure our work?
• Mixed group in each class
• Need to include student voice
• Evidence – anecdotal, observations, student interviews, student writing, student reflections, A3 audio and display book; Video students; PatM and PatR; NAPLAN; SARIS Ratings; UTAS designed tools

Working with Cluster Schools
• Could we develop a North East Comprehension Framework?
• We need to develop shared language
• We need to have consistency in the strategies that we are using Grade 5-8.
• Use of Learning Passports as a transition tool?
• What will be the possibilities for some school visits between the primary and high schools to help build shared understanding, observe practice and gain an insight into each context?