

## **READING BEYOND**

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Research supports that even in today's educationally enlightened classrooms many highly able readers receive little, if any, differentiated instruction, which will allow them to grow and work beyond what they have already mastered. The reasons for this can be partly explained through understanding the culture of teaching – with limited time and resources, many teachers feel an innate desire to help those who they perceive as needing their help most. Unfortunately, what many teachers fail to realise, is that highly able readers also need their guidance to continue to achieve their potential.

This paper will present:

- The characteristics which will assist identification of highly able readers (these students are not always obvious, nor do they necessarily share the characteristics normally used to identify gifted learners).
- The instructional needs of highly able readers
- How to differentiate guided reading sessions and reading lessons to better meet the needs of highly able readers
- The use of critical literacy which can enable differentiation of a reading program to suit different reading levels
- The use of picture books to develop critical literacy in any classroom from Kindergarten to Year 11 to meet the needs of highly able readers.