

## **Short Paper (25 minutes)**

### **Reclaiming Oral Language and Guided Reading Across the Years**

*This presentation argues that oral language and guided reading must be repositioned as central pedagogic practices across all years of schooling, not confined to early literacy. In many classrooms, students are expected to read dense disciplinary texts independently and to deliver “oral presentations” that are little more than written essays read aloud. At the same time, persistent comprehension difficulties at both upper primary and secondary levels suggest insufficient apprenticeship into the linguistic demands of curriculum subjects. Drawing on explicit pedagogy associated with the Teaching–Learning Cycle (e.g. Joan Rothery; Beverly Derewianka; David Rose) and research on reading fluency and oral language (e.g. Timothy Rasinski), the paper advances three claims: firstly, guided reading remains essential in disciplines characterised by any level of nominalisation and abstraction; secondly, oral vocabulary and syntactic control underpin reading and writing development; and thirdly, written language cannot simply be transferred to speech without restructuring for audience, prosody, and processing. Using examples from primary and secondary Humanities classrooms, the session demonstrates how sentence-level unpacking, modelling of stress and phrasing, and structured oral rehearsal enable students to access complex texts and speak with greater confidence. The paper concludes by reframing guided reading and oral language as equity-oriented practices that build collective meaning-making, disciplinary control, and confidence rather than anxiety.*