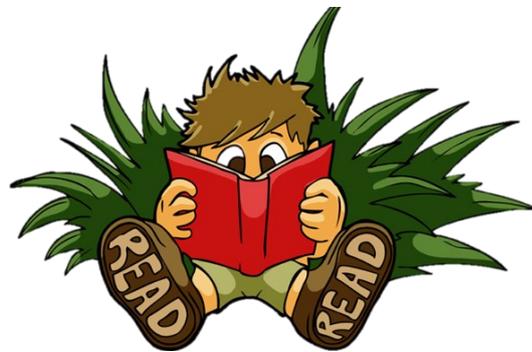


Reading at Sandgate



Mr J Evans October 2017

The Vision

Here at Sandgate, we believe that Reading is fundamental to everything we do, both in school and in wider life. With the ability to read, comes the ability to interpret mathematical problems, investigate sources in history, browse the internet, imagine new and fantastic worlds and much, much more.

Our aim, supported by the Accelerated Reader system, is that all children:

- Develop a life-long love of reading.
- Read books which are suitably challenging, whilst ensuring that they are still accessible.
- Are able to choose from a wide range of books, including both fiction and non-fiction, and do so naturally.
- Are identified and supported if they have not fully understood their book.

Three years on—where are we now?

Progress in the last year:

1. We have finished our first three-year cycle of Accelerated Reader and are set to begin anew.
2. Our youngest children, including children in Year 1 and foundation were, last year, accessing Accelerated Reader and taking quizzes.
3. All children from Years 2-6 take quizzes and this is celebrated on a class level and also used formatively to ensure children are understanding what they read.
4. Last year, we received second place in a national award for our progress in implementing Accelerated Reader at Sandgate.

What is Accelerated Reader?

Accelerated Reader is a powerful tool for monitoring and managing independent reading practice.

Using information generated by the software, teachers can help pupils select books that are difficult enough to keep them challenged, but not too difficult to cause frustration. In addition, it helps teachers to monitor students' vocabulary growth, literacy skills development and reading skills.

The AR Process:

Children sit a STAR Assessment test, which gives a reading range and assessment data for teachers.

Children choose books from inside their Reading Range, with all books sorted into Book Level (or BL).

Children aim to read for approximately 30 minutes per day, either with an adult, independently or both, until they have finished the book.

On completion of the book, children take a short quiz on an iPad or computer (in school).

Teachers, children and adults at home can use the quiz result to help inform future book choices, and celebrate reading.



A note on your child's Reading Range:

1. Once your child completes a STAR Assessment, using the iPads, they receive a reading range (e.g. 2.0-5.4).
2. This reading range is a guide; if your child reads within this range, the books should be accessible but suitably challenging. As a guide, children should be reading approximately 80% of their books from within this range.
3. Quizzes can then be used to identify whether children have found the book too difficult or too easy.

The most important thing is that we are promoting a **love of reading**; a child should never feel that they cannot read a book that they really want to read because it is not in their range. If you or your child have any concerns about a choice of book, please discuss this with the class teacher; we are happy to help!

Reading at home

*Reading is the door to creativity, to visualisation and to greater knowledge. It is the gateway to fantastic, impossible realms, planets and worlds.
Reading lies at the heart of Sandgate Primary School.*

In order to improve both word reading and comprehension, there is no substitute for reading, reading and reading some more!

Research and our own experience suggests that the 'Golden Window' of reading is between **30 and 50 minutes per day**. Children should aim to achieve this on a virtually daily basis, and this forms a significant part of their Home Learning. It does not need to be achieved all at once and it may be that children have 5-10 minutes available to read quietly during the school day.

In order to *further* develop comprehension, here are some of the things you could consider focusing on when reading with your child at home. The children's Reading Records are designed to allow space for them to record activities completed both at home and in school.

'From this evidence, I have discovered...'



Skill	Explanation	Example Activities
Vocabulary	Using a range of strategies to check the meaning of words that they have read.	<ul style="list-style-type: none"> Use the context of the sentence to try and work out meaning. Pictowords: draw the word as a picture which helps describe the meaning. Keep a word dictionary in the Reading Record for new vocabulary. Use a dictionary to check meaning; put the word in a sentence to show it.
Predict	Ask questions about the text and use this to predict what might happen from details stated and implied.	<ul style="list-style-type: none"> As a reader, ask questions about the text. Write questions down. Using the evidence so far, try to answer the questions (predicting). As reading continues, change or answer the questions as more information is received.
Retrieve and Record	Retrieve, Record and present information from both fiction and non-fiction	<ul style="list-style-type: none"> Scan the text for key information. Present these as a series of bullet points using own words. Pick out explicit information told by the author: character's hair colour etc. Structure key information into a different format e.g. spider diagram, bullet points, time line, flow diagram, poster etc.
Infer	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.	<ul style="list-style-type: none"> Make links to background knowledge—discuss what the reader already knows about the title / name of chapter etc. This can help to then read between the lines. Create a table for what is explicit (you are told) and what has been implied (is suggested). Jot down evidence for what has been implied. Tell the reader some statements related to the text. They must decide if they are: literally true (the writer actually states them), inferentially true (the writer doesn't state them but the reader can work out from the text that they are true), incorrect (there is no evidence to back up the statements from the text) . Use what you have understood to 'add a sentence' into the text. The sentence must fit with the information around it.
Choice (Author's)	Identifying how language, structure and presentation contribute to meaning	<ul style="list-style-type: none"> Scan the text and pick out 6 features that make it clear that it is a non-fiction text (layout, heading, language, other features). Skim the text and identify any features of the layout which the writer uses to emphasise certain points (e.g. bold type, bullet points, etc.) Look for 'VIP' words in the text and record these. Consider why the author has chosen that specific word.
Summarise	Summarising the main ideas, identifying and discussing themes and conventions in a wide range of writing.	<ul style="list-style-type: none"> Headlining: in no more than 10 words, create a headline for the text: reader must pick out the most important points. Draw a storyboard / story map for the text, focusing on the key points. Draw a timeline of the key events as they occurred.