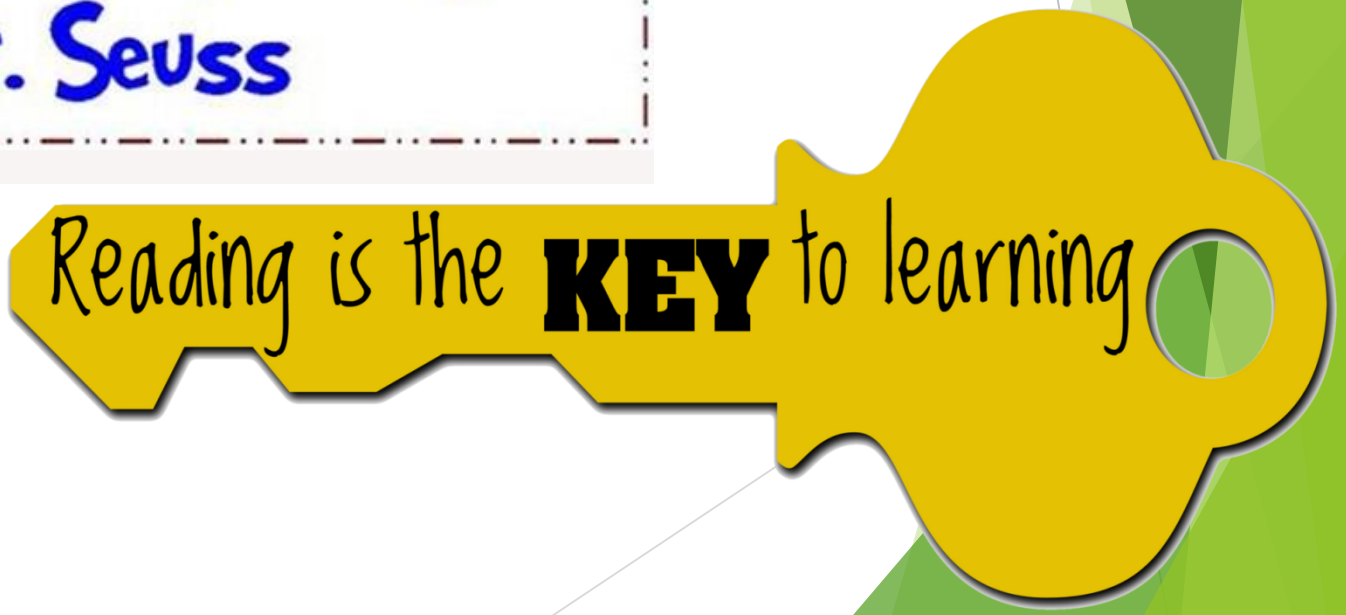
Reading at Stoke Fleming Primary School

The Importance of Reading

The more that you read,
The more things you will know.
The more that you learn,
The more places you'll go.
-Dr. Seuss



Speed Sounds Set 1 and Set 2

Consonant sounds – stretchy

f	l	m	n	r	s	v	z	sh	th	ng nk

Consonant sounds – bouncy

b	c k	d	g	h	j	p	qu	t	w	x	y	ch

Vowel sounds – bouncy

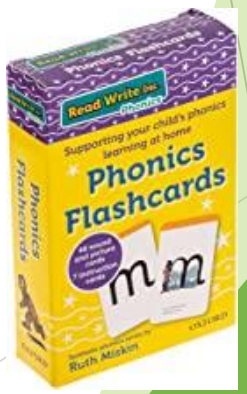
a	e	i	o	u

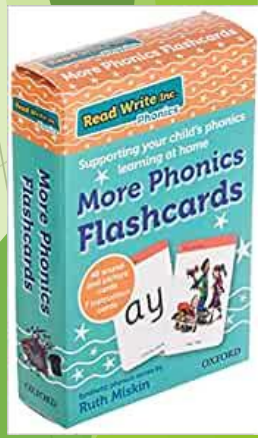
Vowel sounds – stretchy

ay	ee	igh	ow

Vowel sounds – stretchy

oo	oo	ar	or	air	ir	ou	oy





Speed Sounds Set 3

Consonant sounds

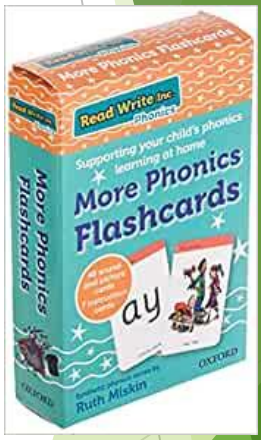
f ff ph	l ll le	m mm mb	n nn kn	r rr wr	s ss se c ce	v ve	z zz s se	sh ti ci	th	ng nk

b bb	c k ck ch	d dd	g gg	h	j g ge dge	p pp	qu	t tt	w wh	x	y	ch tch

Vowel sounds

a	e ea	i	o	u	ay a-e ai	ee e-e y ea e	igh i-e ie i y	ow o-e oa o

oo u-e ue ew	oo	ar	or oor ore aw au	air are	ir ur er	ou ow	oy oi	ire	ear	ure



Read Write Inc.

English alphabetic code

- 44 sounds
- 26 letters
- Over 150+ graphemes (letter combinations)

- One of the most complex alphabetic codes in the world.

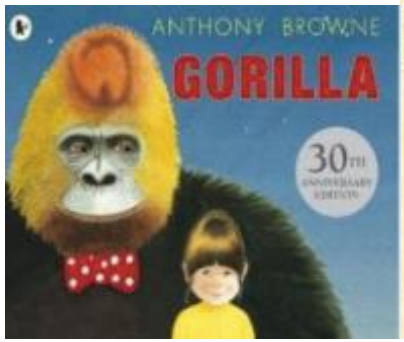
Model reading as adults.. books/ newspapers/ magazines

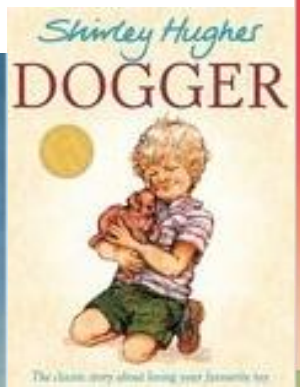
A time in the day where everyone reads in the house

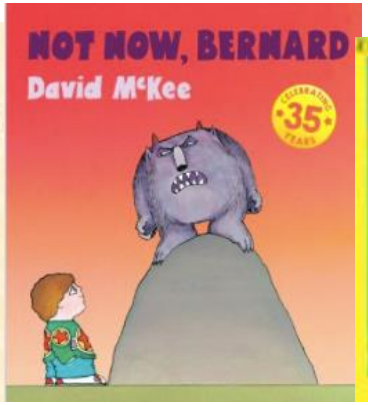
Ruth Miskin Training

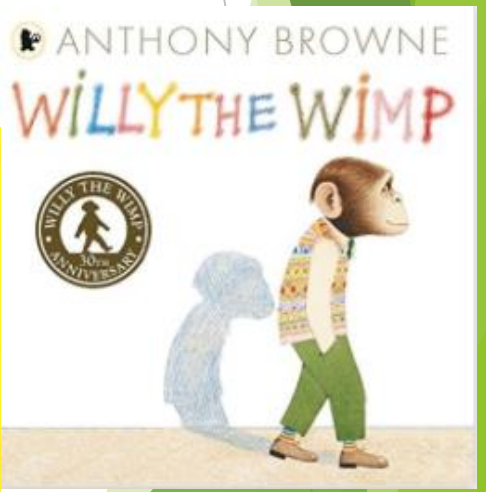
Repeated reading! Again! Again!

- Children are wired to thrive on **repetition**









Top Tips - Storytime

1. Make it a treat
2. Make it a special quiet time
3. Show curiosity
4. Read story once without stopping
5. Chat about the story
6. Avoid testing with questions
7. Link to other stories and experiences
8. Read favourites over and over again
9. Use different voices
10. Love the book

Read Write Inc. Fresh Start daily lessons

Accelerated Reader

Once your child has successfully finished the RWI programme they move into Diamond group in the Y2/3 class. This group continue to learn using some of the good practice from RWI such as guided writing, reading comprehension and learning new vocabulary whilst studying a key text.

Children in Year 2 and Year 3 are all on Accelerated Reader. Some children are on AR and still on RWI phonics whilst some are solely reading on AR. The aim is that by Y3 most children are solely reading on AR.

RWI aims to 'Keep Up not Catch Up' so children on AR will be receiving interventions to support them.

Accelerated Reader is a program designed to do the following things:

1) Find books that are the right ability for the child;
2) Encourage the child to read more;
3) Improve the child's reading ability.

Two parts to the program

Introduction to the Program

Accelerated Reader™ Advantage

STAR Reading

STAR Reading

A computer-adaptive reading test used to assess pupils' reading ability and to determine their recommended reading levels for Accelerated Reader. Measures growth over time.

Accelerated Reader

Accelerated Reader

A database of a quizzes to test comprehension of books read. Provides instant feedback and monitoring.

Renaissance Learning

Star Reading

At the start of the year, some pupils in Year 2 as well as all pupils in Year 3 to Year 6 take a **Star Test**, which is a computer-based test that measures a student's reading ability through a series of 34 questions.

Every test for every student is different, and the computer selects different questions for each student dependent on how well they answer the previous questions. Essentially, the computer adapts the test to suit your child.

How STAR tests work

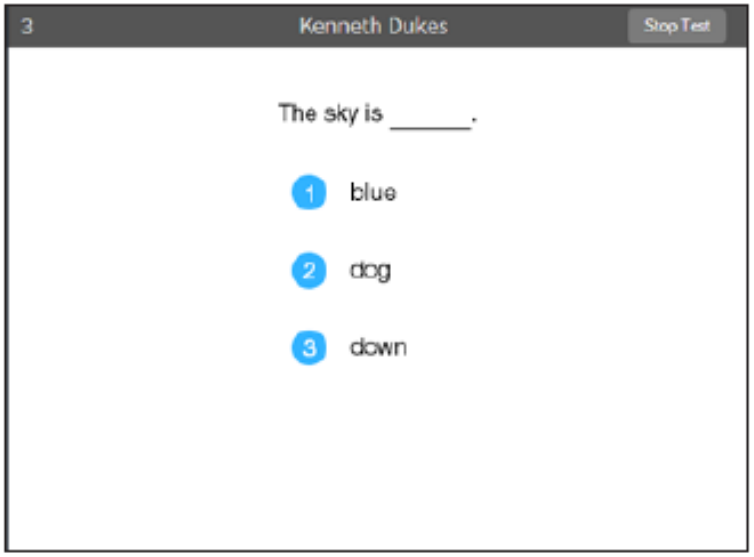
1) The student must take their time. It is recommended that each child should spend **at least** *20 minutes* on their tests.

2) Students should not guess answers to questions. Instead, they should wait for the question to time out. This is to ensure the computer is not given a false impression of the student's reading ability.

3) Tests are done independently.

Picture 1

Fill-in-the-blank questions have a sentence with a word missing. There will also be a list of three or four words that could fit in the blank. Your job is to choose the word that best completes the sentence.



Web browser

Short-answer questions have a text passage at the top, followed by a question about the passage. There will be a list of three or four possible answers. Your job is to choose the best answer to the question.

ZPD score
(Zone of Proximal Development)

3.2 – 4.6

Lowest number

Highest number

After each Star Reading test, children are given a ZPD range, which is two numbers that the pupil uses to choose their next reading book.

The lowest number is the lowest level of book the pupil should be choosing.

The highest number is the highest level of book the pupil should be choosing.

Pupils keep a record of all their ZPDs in their planners.

A new STAR test takes place every half term, so students can see improvements in their reading ability, but also choose more challenging books.

Accelerated Reader books

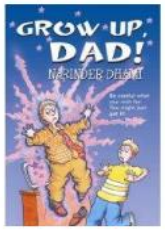
AR Books and ZPD

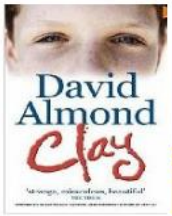
Accelerated Reader Advantage

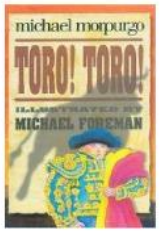
AR Books – Each quizzed book has a book level which represents the difficulty of text

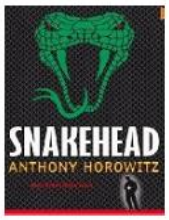
ZPD - An individual range of book levels recommended for each pupil's reading ability

Too Easy	ZPD: Just Right				Too Hard
2.8	3.2	3.8	4.4	5.0	5.4









Renaissance Learning

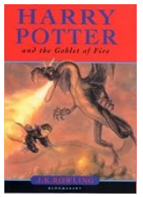
Accelerated Reader books

Book Level: The difficulty of text (0.5 - 13.5) Pupils are recommended to read from the beginning of their ZPD

Interest Level: Relates to the content and appropriateness Lower, Middle and Upper Years

Points: Refers to length and the number of words within a book

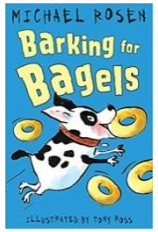
Quiz No 202678
Harry Potter and the Goblet of Fire



Rowling, J.K.
B.L.: 6.8
Points: 32.0

UY

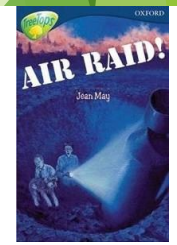
Quiz No 231672
Barking for Bagels



Rosen, Michael
B.L.: 3.1
Points: 0.5

LY

Quiz No 211881
Air Raid!



May, Jean
B.L.: 3.7
Points: 1.0

MY

Accelerated Reader quizzes

A quiz is taken after a book has been read.

There are usually about 10 multiple choice questions on the book. At the end of the quiz the pupils are given a percentage to show them how well they have done. Generally they need a pass rate of 60% or higher to earn the points.

Points are based on pro rata basis depending on how well they do on their reading comprehension quiz.

Some vocabulary practice quizzes can be taken as well.

There are some important rules for taking quizzes:

1) The quiz should take place within 24 hours of finishing the book if possible.

2) A student cannot take a quiz until they have read the entire text.

3) Quizzes must be done individually, not with anyone's help.

Reading Vipers

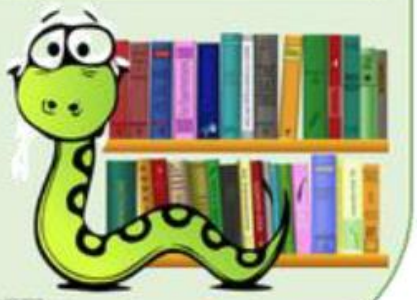
Vocabulary
Infer
Predict
Explain
Retrieve
Sequence or Summarise

Vipers cover the key comprehension skills in line with the 'new' content domains.

KS2 Reading Vipers

Vipers is a range of reading prompts based on the 2016 reading content domains found in the National Curriculum Test Framework documents which can be found online here: https://www.gov.uk/government/publications/key-stage-2-english-reading-test-framework

Vipers heading	Content Domain reference	Content Domain Description
Vocabulary	2a	Give/explain the meaning of words in context
Infer	2d	Make inference from the text/ explain and justify using evidence from the text.
Predict	2e	Predict what might happen from the details stated and implied.
Explain	2f, 2g, 2h,	Identify/explain how information/narrative content is related and contributes to the meaning as a whole. Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within the text
Retrieve	2b	Retrieve and record key information/key details from fiction and non-fiction
Summarise	2c	Summarise main ideas from more than one paragraph



KS2 Reading Vipers

Vocabulary

Find and explain the meaning of words in context

Example questions

- What do the words ..... and ..... suggest about the character, setting and mood?
- Which word tells you that....?
- Which keyword tells you about the character/setting/mood?
- Find one word in the text which means.....
- Find and highlight the word that is closest in meaning to.....
- Find a word or phrase which shows/suggests that.....

KS2 Reading Vipers

Infer

Make and justify inferences using evidence from the text.

Example questions

- Find and copy a group of words which show that...
- How do these words make the reader feel? How does this paragraph suggest this?
- How do the descriptions of ..... show that they are .....
- How can you tell that.....
- What impression of ..... do you get from these paragraphs?
- What voice might these characters use?
- What was .... thinking when.....
- Who is telling the story?

KS2 Reading Vipers

Predict

Predict what might happen from the details given and implied.

Example questions

- From the cover what do you think this text is going to be about?
- What is happening now? What happened before this? What will happen after?
- What does this paragraph suggest will happen next? What makes you think this?
- Do you think the choice of setting will influence how the plot develops?
- Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.

KS2 Reading Vipers

Explain

- Explain how content is related and contributes to the meaning as a whole.
- Explain how meaning is enhanced through choice of language.
- Explain the themes and patterns that develop across the text.
- Explain how information contributes to the overall experience.

Example questions

- Why is the text arranged in this way?
- What structures has the author used?
- What is the purpose of this text feature?
- Is the use of ..... effective?
- The mood of the character changes throughout the text. Find and copy the phrases which show this.
- What is the author's point of view?
- What affect does ..... have on the audience?
- How does the author engage the reader here?
- Which words and phrases did ..... effectively?
- Which section was the most interesting/exciting part?
- How are these sections linked?

KS2 Reading Vipers

Retrieve

Retrieve and record information and identify key details from fiction and non-fiction.

Example questions

- How would you describe this story/text? What genre is it? How do you know?
- How did...?
- How often...?
- Who had...? Who is...? Who did....?
- What happened to...?
- What does.... do?
- How ..... is .....?
- What can you learn from ..... from this section?
- Give one example of.....
- The story is told from whose perspective?

KS2 Reading Vipers

Summarise

Summarise the main ideas from more than one paragraph

Example questions

- Can you number these events 1-5 in the order that they happened?
- What happened after .....?
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapter headings come in the story?

The Persian Post

12TH JULY 1764

ANNIE BABA AND THE THIEVES

Treasure Trove Revealed

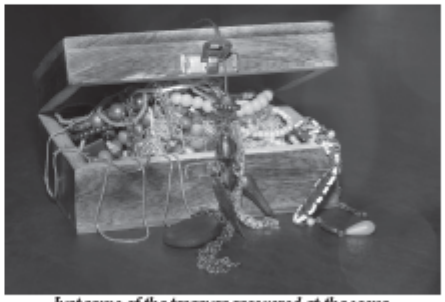
An amazing haul of treasure has been discovered in a cave on the outskirts of town. On Monday morning, Palace Guards acting on the information provided, opened the cave. Inside, they found a trove of wealth. Witnesses reported seeing gold coins, a variety of gems, precious pearls and more.

Annie Baba (22), the local woodcutter who first alerted the palace of the find, has been allowed to keep a small selection as a reward. According to our sources, the collection is the work of a local group of thieves who have been operating in the area for a long time. Local law enforcers remain hopeful that the bandits will be apprehended soon.

The Persian Post reached out to Miss Baba for further information. "I was out cutting wood one morning when I overheard a group of men talking in hushed tones in a clearing. Concerned for my well-being, I crept as close as I could to listen. They were discussing their treasure and where it was kept!" she told our reporter yesterday. Annie went on to tell our reporter that the cave required a magical phrase to get it to open. When asked, she refused to tell us what this was. Unfortunately, the Palace Guards have been equally quiet on this matter.

Large hauls of treasure are certainly something new for this small village. Magic carpets have been flying in all week as reporters from around the country travel to get a piece of the action. Public discussion has now turned to what will happen to the find.

At a press conference this morning, the chief Palace Guard pointed out that it was still very early in their investigation. They haven't managed



Just some of the treasure recovered at the scene.

to identify any of the bigger pieces of jewellery. Once they have, they will attempt to return them to their owner. He asked that anybody who has had a valuable item stolen in the last five years get in contact. Members of the public were also encouraged to contact the palace if they have any information about the group of thieves and their whereabouts. They are likely hiding low in the woods, but they should be considered armed and dangerous at all times.

Citizens have also been reminded that the cave is an active crime scene and that further thefts will not be tolerated. This came after Annie Baba's own sister, Cassie (29), tried to enter the cave after her sister told her how. Unfortunately, in her greed, Cassie forgot the magic words to re-open the cave and was caught and brutally murdered by the thieves. Her gruesome death wasn't discovered until the guards opened the cave again on Monday.

If you have any further information regarding this ongoing story, please contact The Persian Post or the Palace Guards directly.

By M. Withers - **Local News Correspondent**

Text Title: Annie Baba	YEAR 6
	Explain what Miss Baba was doing when she heard about the treasure.
	What does the chief Palace Guard think people might try to do? How do you know?
	Why are reporters travelling to the village?
	How old is Annie Baba?
	What did witnesses report seeing?

VOCABULARY

1. What is a "haul" of treasure?
2. What does the term "hushed tones" tell us about how the men were talking?
3. Which word tells you that the police want victims of theft to get in touch?
4. Which word tells you that any more thefts from the cave will be considered a crime?

What are we doing in the classroom?

- Teachers read to the children as often as possible, often at the end of the day – this encourages new vocabulary and listening to a book which may be beyond their independent reading level
- Vipers is taught once a week once the RWI is finished (Y2)
- Reading is tracked daily, the book which is being read and the page number.
- AR is used to assess your child's reading level, how many books are quizzed and the success rate of each quiz – this informs the teacher of your the child's comprehension ability.
- During Vipers – the teacher has the opportunity to hear all children read aloud.
- RWI allows teachers to hear children read aloud 4 times each each.
- Children who require further reading practise are listened to regularly on a 1:1 basis.

How is my child assessed?

A ‘book level’ or ‘reading age’ does not enable an accurate assessment of reading to be made. Through reading tasks in literacy, through guided reading, the teacher will assess children’s ability:

to decode print (to know what a words say) e.g. to sound out, to use the context of the writing to tackle unknown words, to vary intonation appropriately when reading)

to understand what they have read (to know what the words mean) e.g. to make predictions about a story, to ask and answer questions about what has been read, to discuss words and phrases that engage the reader

AR provides an additional tool for the teacher to use in informing this judgement. For more information about how the school assesses reading, please visit the school website or see your child’s class teacher.

How will I know how my child is doing?

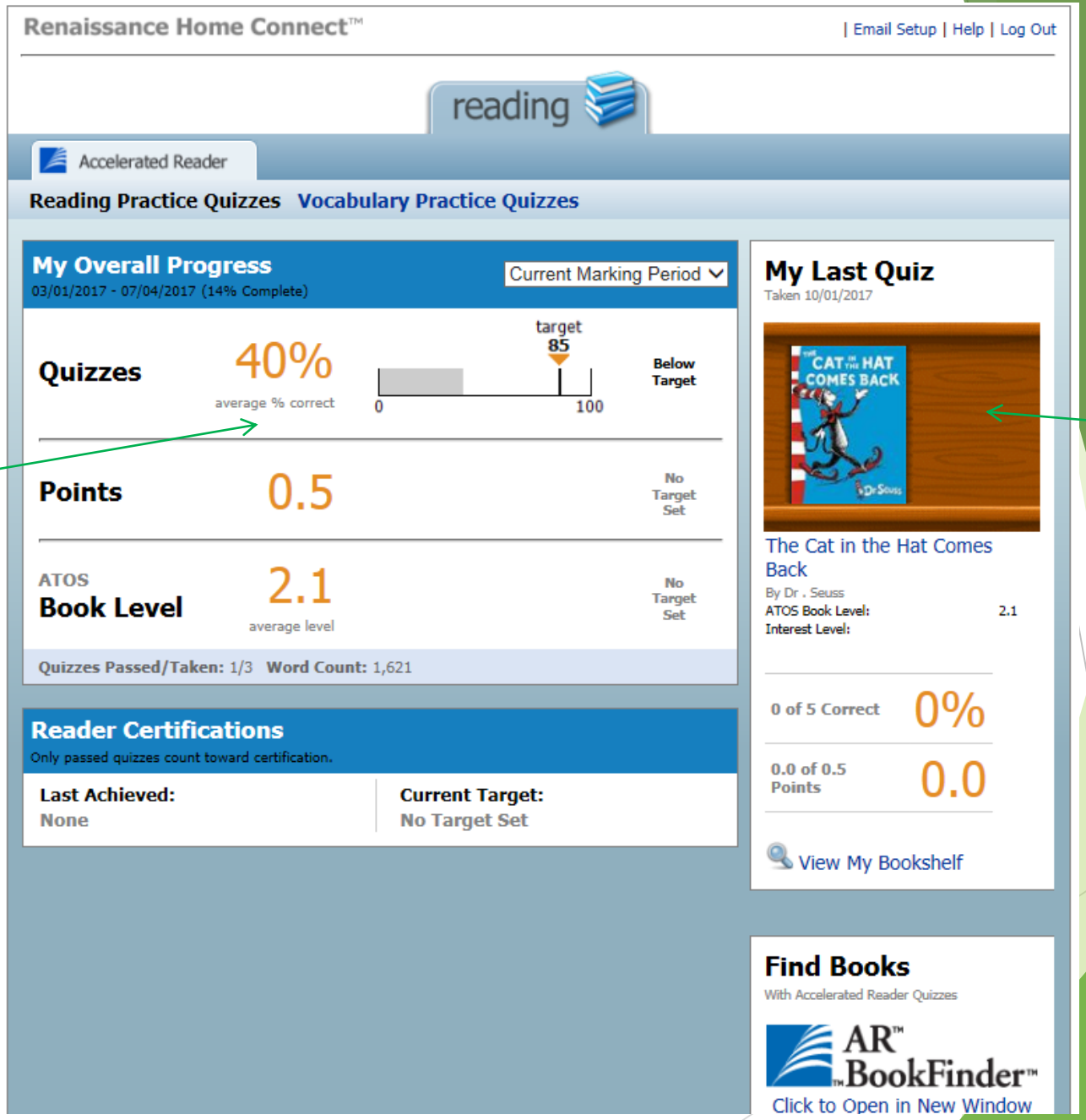
- **You can access your child's AR information in Renaissance Place Home Connect from any web-enabled computer.**

- Once in the programme, you can view your child's progress towards targets, points and books read.
- You can also access AR BookFinder to search for titles of interest.
- This system replaces the previous AR login.

Average quiz score

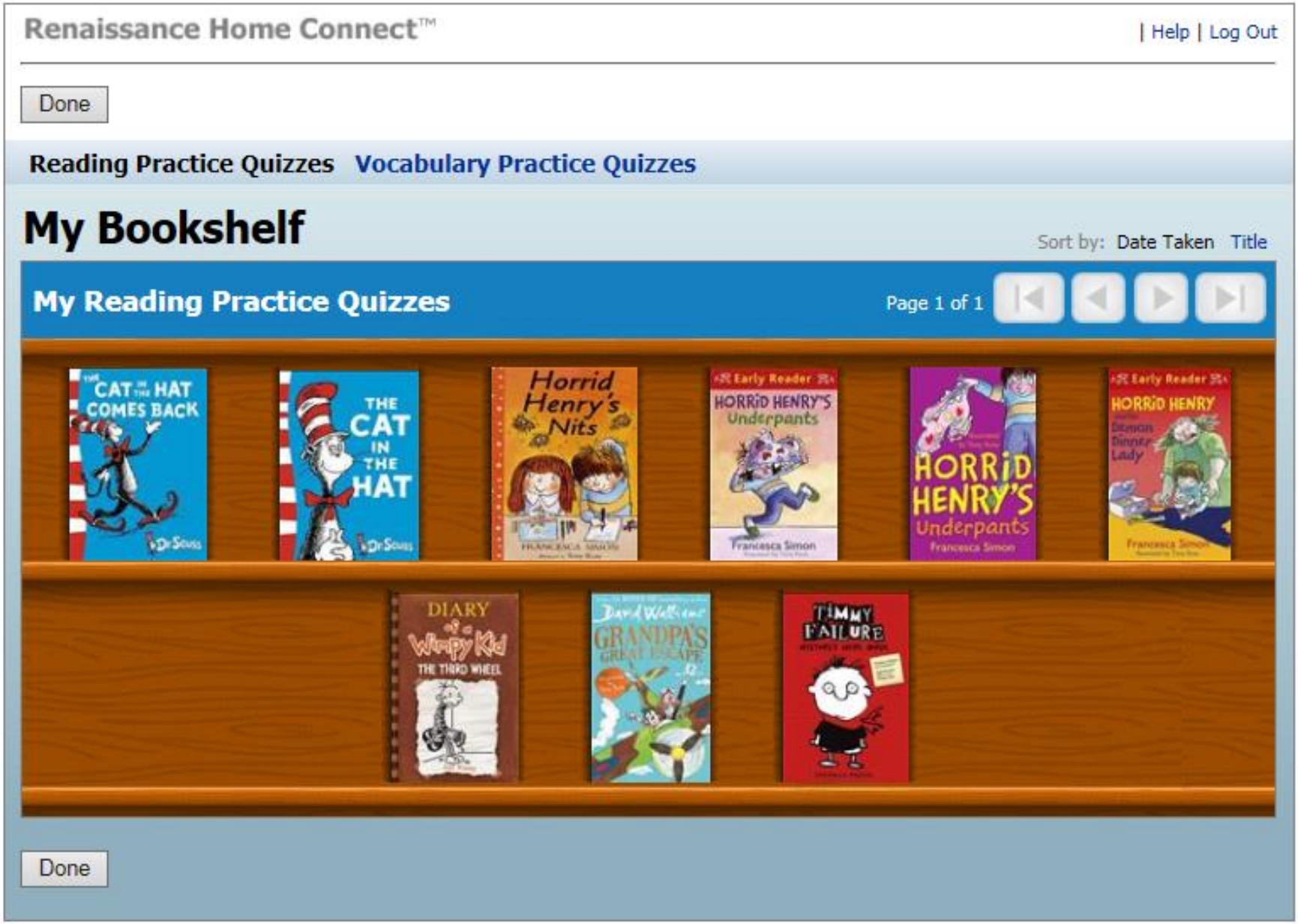
Points earned

Average book level.

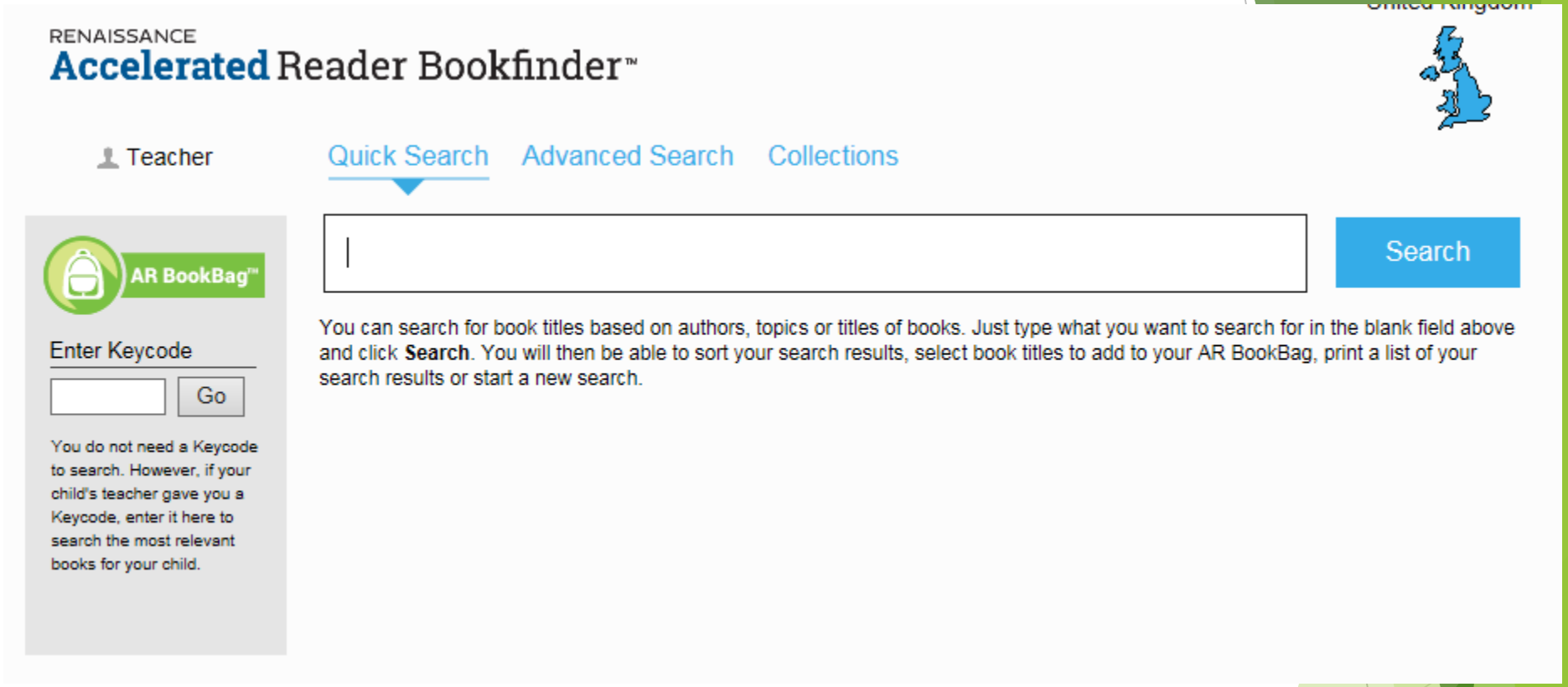


Last book read and quizzed on. Include % correct and points earned from book.

Your child's bookshelf



www.arbookfind.co.uk



Reading with your child at home.

Please try to read with your child once a day.

Enjoy the books together.

Re-read books your child is familiar with.

Don't jump through bands quickly. It is ok to read a book more than once, this leads to confidence and better reading!

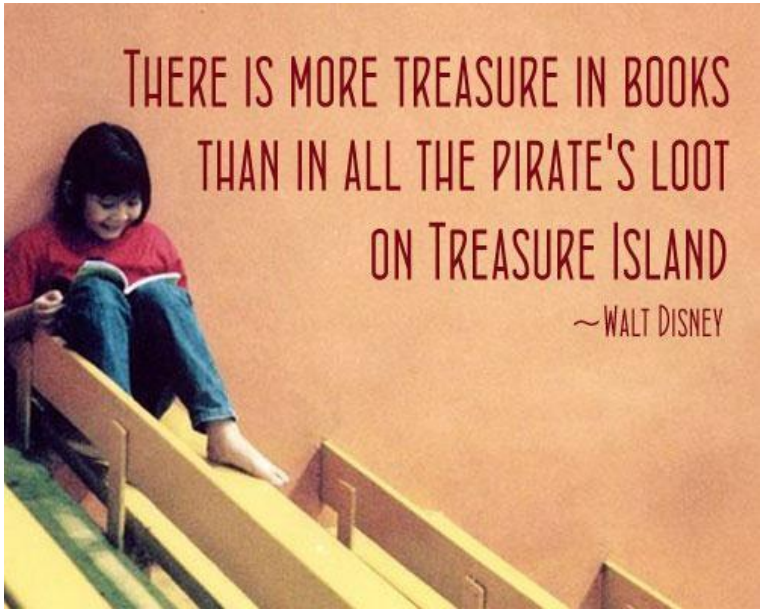
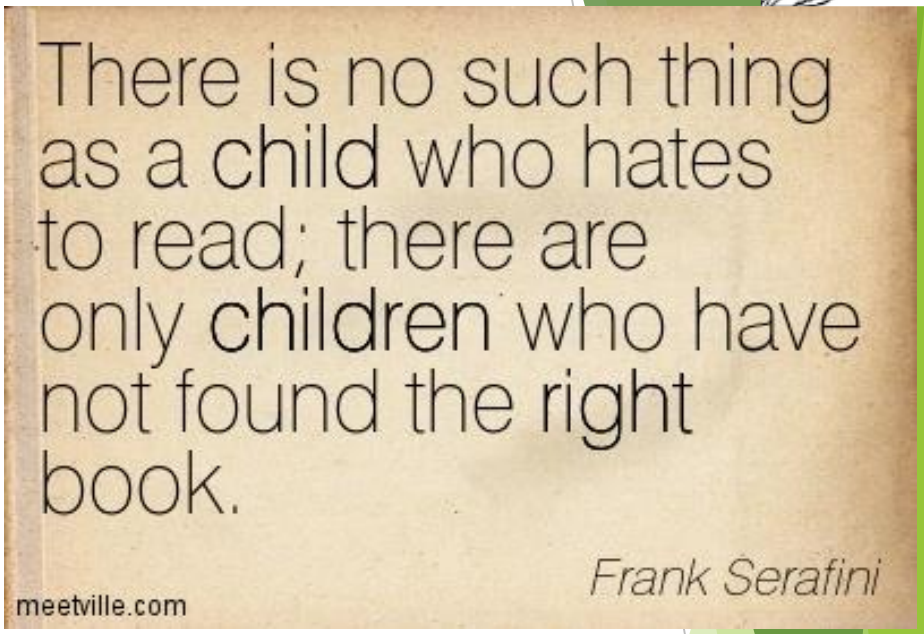
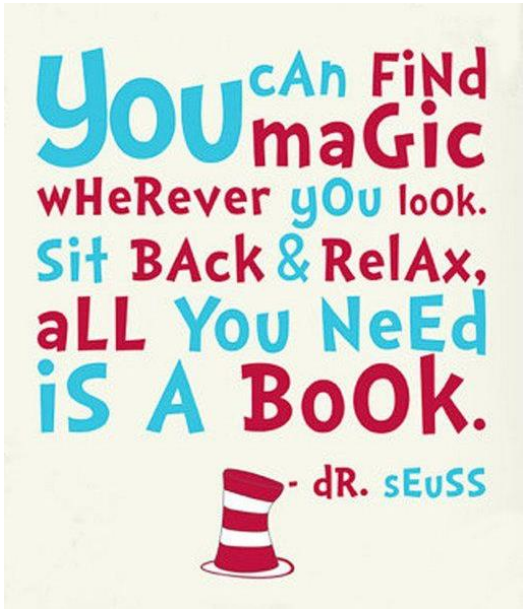
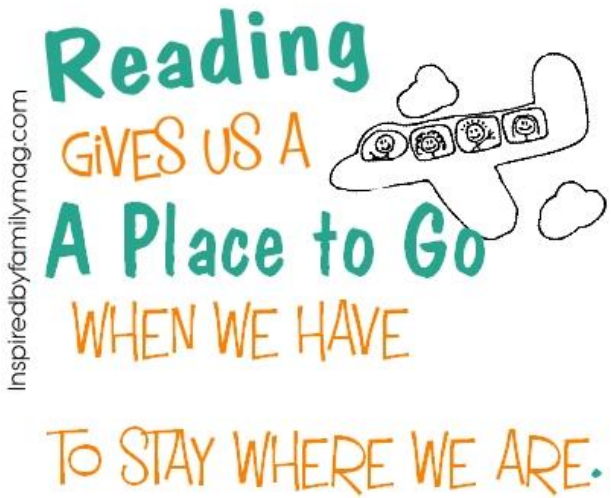
Above all, encourage independence:

Give your child time to work it out by themselves!

When your child gets to a tricky word try asking the following:

What would make sense?
What does the word begin with?
Can the picture help you?
Go back and read the sentence again getting your mouth ready with the first letter.

To encourage fluency:

Encourage your child to re-read a book they know well.
Ask them to re-read sections of the book they like the best.
Read the spoken words found in speech marks as though you are the characters.

Any Questions ?