READING AT ABACUS

25.11.22

Simple view of reading

Language comprehension processes

good

Word recognition processes ← poor | good → Word recognition processes

poor

Language comprehension processes
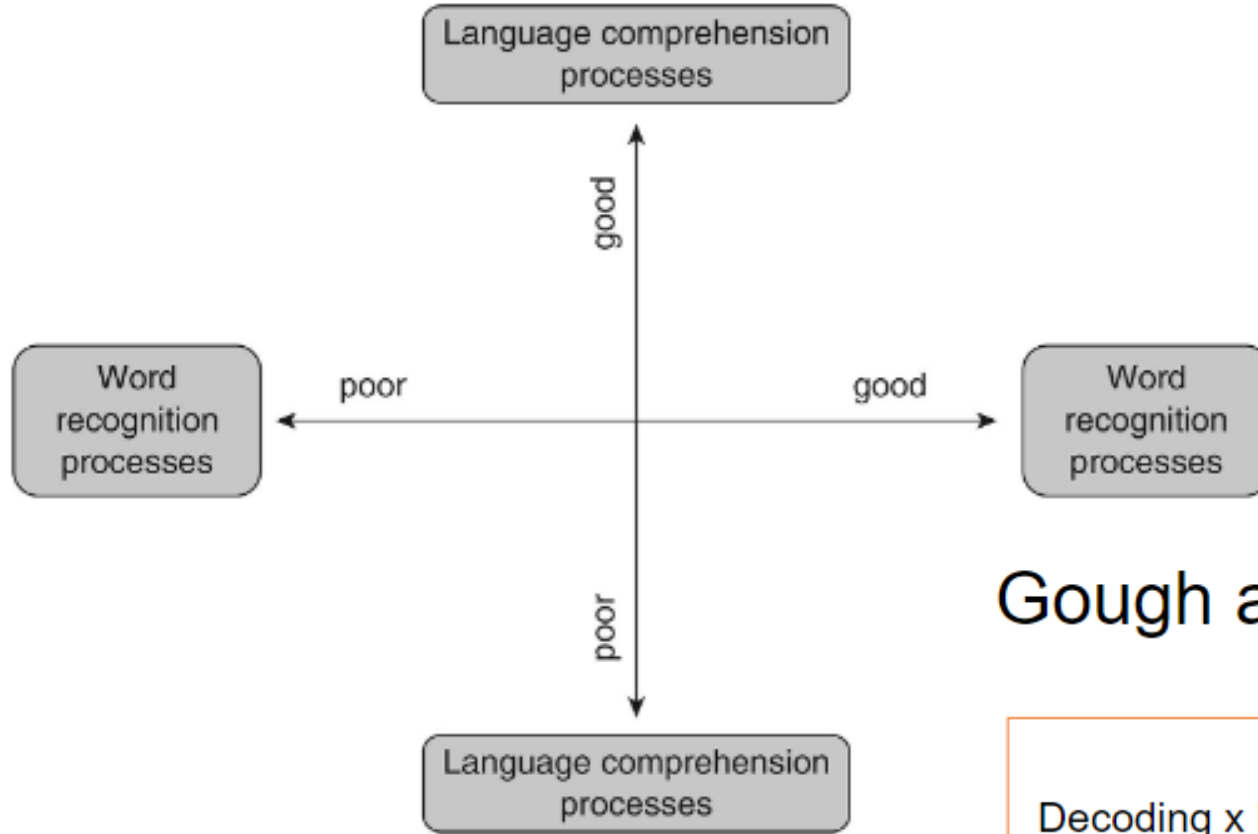
Gough and Tunmer

Decoding x Language Comprehension = Reading comprehension

The secret lies in balance

Scarborough's reading rope

Language Comprehension
- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

Word Recognition
- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition

Increasingly Strategic

Increasingly Automatic

Skilled Reading
Fluent execution and coordination of word recognition and text comprehension.

Scarborough, H. 2001. Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. Pp. 97-110 in S. B. Neuman & D. K. Dickinson (Eds.) Handbook of Early Literacy. NY: Guilford Press.

Reading is so much more than just saying the words aloud.

READING AT ABACUS

- Daily Whole Class Reading lessons (including Activating Prior Knowledge, Vocabulary & Fluency)
- Asking children to read from the board
- Regular reading in different subjects e.g. History and Science
- Daily reading of class books
- Passionate and enthusiastic staff
- Praise and rewards (100 club, vending machine, word count millionaires etc)
- Reading Ambassadors & Library Monitors
- Book Clubs

Steps to Read

ADDITIONAL SUPPORT

Steps to Read™

- Additional 1:1 reading with an adult
- Phonics catch-up interventions
- Fluency interventions (lucky listener)
- 60 second read comprehension interventions
- Language Link intervention
- Reading mentors

READING CONTENT DOMAIN REFERENCE KS1:

1a draw on knowledge of **vocabulary** to understand texts

1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information

1c identify and explain the **sequence** of events in texts

1d make **inferences** from the text

1e predict what might happen on the basis of what has been read so far

Teaching and assessment follows the National Curriculum and Content Domains.

READING CONTENT DOMAIN REFERENCE KS2:

2a give / explain the **meaning of words in context**

2b retrieve and record information / identify key details from fiction and non-fiction

2c summarise main ideas from more than one paragraph

2d make inferences from the text / explain and **justify inferences with evidence** from the text

2e predict what might happen from details stated and implied

2f identify / explain how information / narrative content is related and contributes to **meaning as a whole**

2g identify / explain how meaning is enhanced through **choice of words and phrases**

2h make comparisons within the text

Teaching and assessment follows the National Curriculum and Content Domains.

Research

Impact on:
- Exposure to language
- Volume of text read
- Engagement and motivation
- Higher expectations
- Inclusion
- Teachers' perceptions

Just Reading

Westbrook, Sutherland, Oakhill and Sullivan

Small study, big results…

Improvement in Reading Age in 12 weeks	
Average + readers	+ 3.5 months
Poorer readers	+ 1 year 7 months

Simply reading to children for 10 minutes a day from a high-quality, age-appropriate text can have huge results. Even children who can read fluently, benefit from listening to books being read to them.
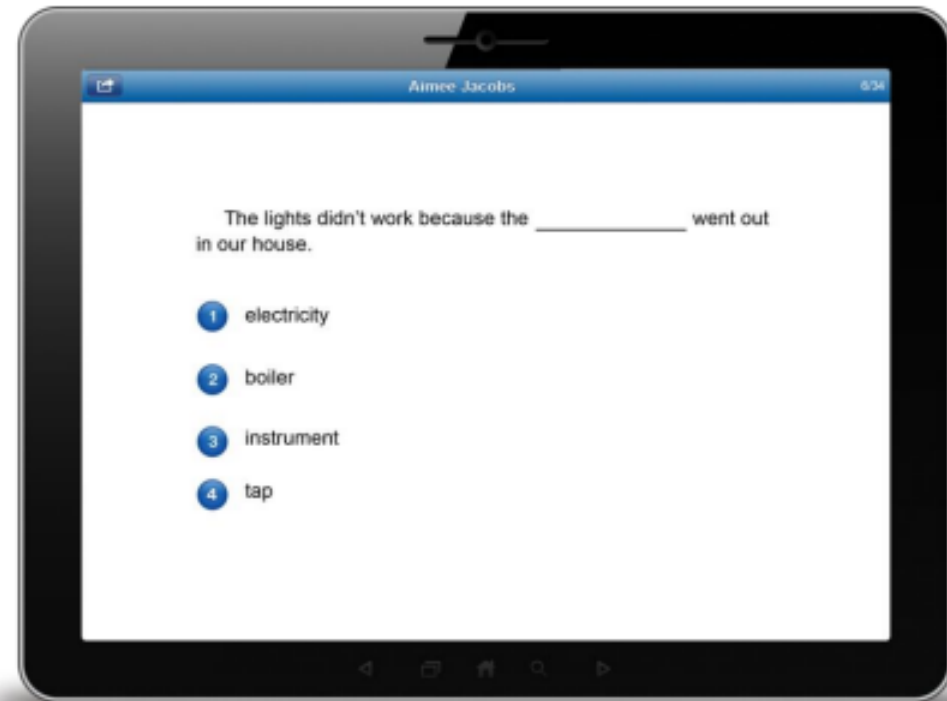
Accelerated Reader

Star Reading

- 20 minute computer-adaptive test used to assess reading ability.

- Tracks reading growth.

- Provides students with a personalised reading range called the ZPD, and teachers with data to monitor student progress.

The lights didn't work because the _____ went out in our house.

1 electricity

2 boiler

3 instrument

4 tap

BELOW ZPD
Comfort Zone

- This is an easier read, perfect for reading at home or on holiday
- Maybe it's part of a series you enjoy or is by an author you really like
- Ask your teacher first

LOWER ZPD
Exploration Zone

- Go wild and try something new!
- Explore new genres, authors and book lengths
- Challenge yourself if you can

UPPER ZPD
Deep Dive

Plan ahead:
- ✓ Choose a book you are excited about
- ✓ Pick a shorter book first
- ✓ Make notes as you read – remember the 5Ws!
- ✓ Ask your teacher for advice

ABOVE ZPD
Read Together

- This is a challenging read
- Who would enjoy reading this book with you?
  - A parent?
  - An older sibling?
  - A friend?
- Ask your teacher first

Book Level

Can range between 0.2-13.5, calculated using

two main factors:

- average sentence length
- vocabulary difficulty

Interest Level relates to content and appropriateness

LY = lower years, approx. age 5-8   (KS1)

MY = middle years, approx. age 9-13   (KS2/3)

UY = upper years, approx. age 14+   (KS4)

Points based on word count

-      awarded on a pro rata basis according to quiz success

Accelerated Reader Book Level Guide

Colour	Level
🟢 Green	0.0 - 1.9
🟠 Orange	2.0 - 2.9
🔵 Blue	3.0 - 3.9
🟡 Yellow	4.0 - 4.9
🔴 Red	5.0 - 5.9
🟤 Brown	6.0 +

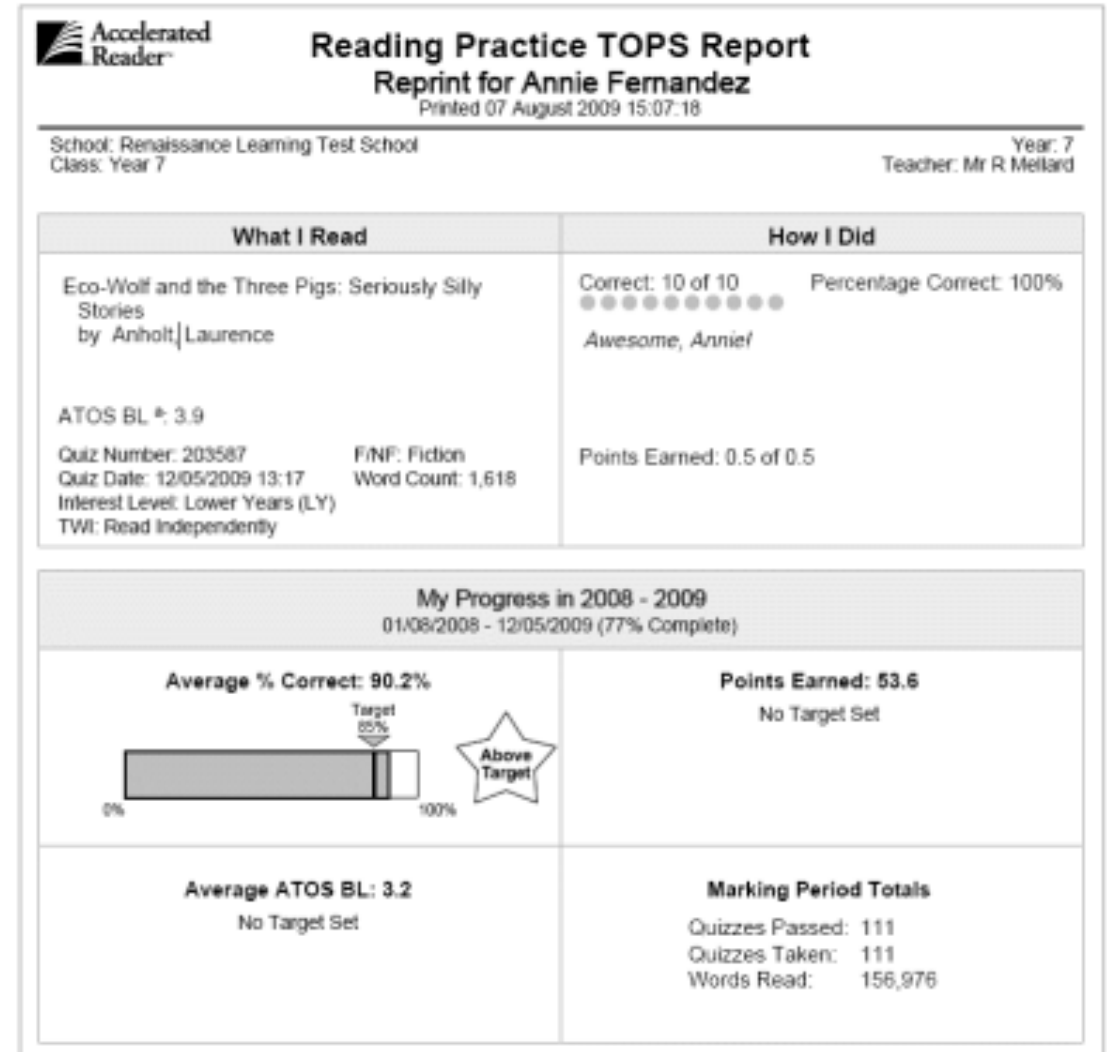Quiz No 203031
Holes

Sachar, Louis
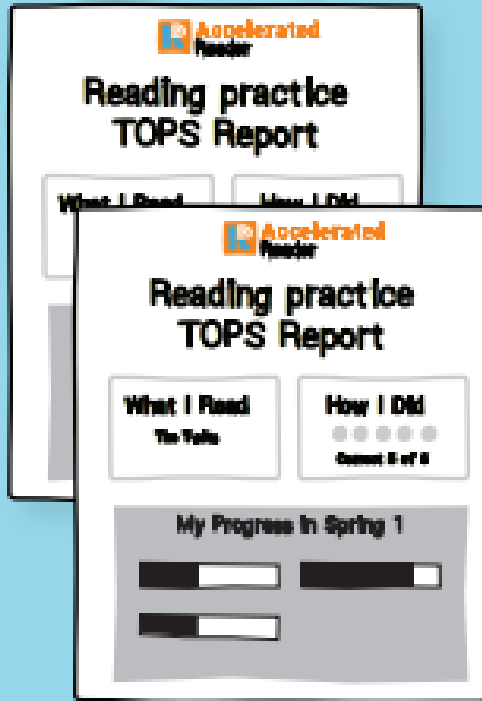
BL: 4.6

Points: 7.0   UY

Teachers monitor pupils' progress

- Accelerated Reader provides instant feedback and tracks all scores

- Teachers monitor quiz results and provide encouragement & guidance

- Students aim to average 85% or above on their comprehension quizzes. This indicates good comprehension and will lead to greater progress in reading ability

Reading Practice TOPS Report
Reprint for Annie Fernandez
Printed 07 August 2009 15:07:18

School: Renaissance Learning Test School
Class: Year 7
Year: 7
Teacher: Mr R Mellard

What I Read	How I Did
Eco-Wolf and the Three Pigs: Seriously Silly Stories by Anholt, Laurence	Correct: 10 of 10 Percentage Correct: 100%
	Awesome, Annie!
ATOS BL *: 3.9	
Quiz Number: 203587 F/NF: Fiction	Points Earned: 0.5 of 0.5
Quiz Date: 12/05/2009 13:17 Word Count: 1,618	
Interest Level: Lower Years (LY)	
TWI: Read Independently	

My Progress in 2008 - 2009
01/08/2008 - 12/05/2009 (77% Complete)

Average % Correct: 90.2%
Target 85%
Above Target
0%   100%

Points Earned: 53.6
No Target Set

Average ATOS BL: 3.2
No Target Set

Marking Period Totals
Quizzes Passed: 111
Quizzes Taken: 111
Words Read: 156,976

Look at your TOPS Report

100% score
This book was comfortable for you, perhaps try a book higher up in your ZPD range next time

90% score
This book was perfect for you. Perhaps try one or two book levels higher or longer next time.

80% score
This book was a little difficult for you. Perhaps choose one or two book levels lower next time.

70% score
This book was quite challenging for you. Perhaps try a book at the beginning of your ZPD range next time.

60% or below
This book was too challenging. Perhaps try a book at the beginning of your ZPD or speak to your teacher for help.

Accelerated Reader

Reading practice TOPS Report

What I Read How I Did

Reading practice TOPS Report

What I Read   How I Did

My Progress in Spring 1

Home Connect™

- Parents can track their children's reading from home using the website Home Connect

- Add email addresses and receive instant feedback on quiz results

- The Bookshelf shows all books read and quizzed on by the student for Accelerated Reader

Ask class teachers for your login if you don't already have one.

AR BookFinder™

- AR BookFinder is a search engine for all books with Accelerated Reader quizzes

- It can be accessed through Home Connect

- Quick Search to see if a book has an AR quiz

- Use Advanced Search to check using various book criteria such as book level or topic
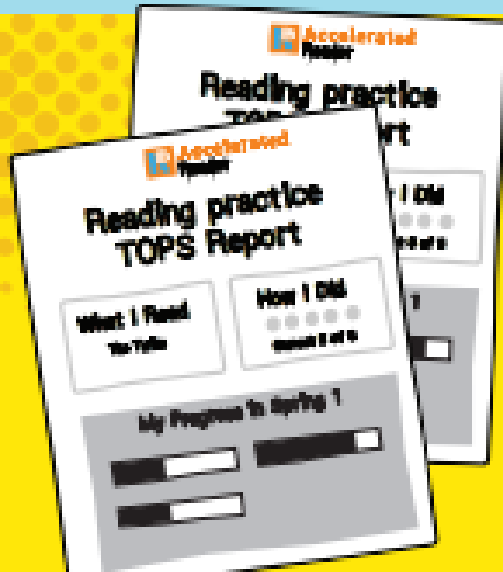

https://www.arbookfind.co.uk/default.aspx

Read the book

- Pick a book you think you'll enjoy!
- Check it is within your ZPD.
- Start reading!

Take the quiz

- Take your quiz as soon as you have finished your book.
- Check you've got the right quiz-look at the quiz number!

Get your results!

- Review any questions.
- Check your progress.
- Take the Vocabulary Quiz (if available).

Our personal Accelerated Reader website
https://ukhosted84.renlearn.co.uk/2231238/

https://www.renlearn.co.uk/wp-content/uploads/2014/08/Parents-Guide-to-Accelerated-Reader_2016-17.pdf

If children are enthusiastic about reading a book which is not on AR, we would still encourage them to read it. Please encourage your child to let their class teacher know to explain any gaps in their AR data.

HOW TO SUPPORT YOUR CHILD AT HOME

- Read to them

- Listen to your child read aloud (even in the upper years)

- Model reading with correct intonation, taking note of punctuation and get children to echo read

- Check their understanding by asking key questions about characters and events

- Ask them about what books they have enjoyed recently

- Model positive reading behaviours

- Encourage them to read a range of authors and genres
https://www.thereaderteacher.com/

- Audiobooks (Library – Libby app, Audible, youtube)

- Visit the library

- Put subtitles on when watching TV

Reminder of reading expectations at home
Y2 – 5 x p/w
KS2 – 3 x p/w
Alongside daily opportunities for independent reading in school, this should average out at 20 mins per day.

Vocabulary Questions with Victor
- Can you find a word/sentence that tells/shows you that...?
- Why do you think that the author used the word... to describe...?
- Can you find a word in the text that means the same as...?
- Find an adjective in the text

Retrieval Questions with Rex
- Who is/are the main character(s)?
- When/where is this story set?
- Which is your favourite/worst/funniest/scariest part of the story? Why?
- Tell me three facts you have learnt from the text.
- Find the part where...

If you are not sure, say:
- Have a guess.
- What would you do if you were...?
- If you had done that, what might... have said?
- If we know that.... means...., what might... mean?
- Does the picture help us?
- Where else could we look for a clue?

If you can't read a word, say:
- Can you break it up?
- Are there any sounds you know?
- Do you know a word that looks like it?
- What could it say?

Inference Questions with Iggy
- What do you think.... means? Why do you think that?
- Why do you think...?
- How do you think....?
- When do you think....?
- Where do you think...?
- How has the author made us think that...?

Prediction Questions with Pip
- Where do you think.... will go next?
- What do you think... will say / do next?
- What do you think this book will be about? Why?
- How do you think that this will end?
- Who do you think has done it?
- What might.... say about that?

Sequencing Questions with Suki
- What happens in the beginning of the story?
- How/where does the story start?
- What happened at the end of the...?
- Can you retell the story to me in 20 words or less?
- What happened before that?

Remember:
- Enjoy this moment.
- Share your thoughts and opinions about it too.
- Just five minutes every day makes a huge difference.

KS1

KS2

Vocabulary Questions with Victor
- What does this word/phrase/sentence tell you about the character/setting/mood?
- By writing..., what effect has the author created? Do you think they intended to?
- What other words/phrases could the author have used here? Why?
- How has the author made you/this character feel by writing...? Why?

Retrieval Questions with Rex
- Find the... in this text. Is it anywhere else?
- When/where is this story set? Find evidence in the text.
- Find the part of the story that best describes the setting.
- What do you think is happening here? Why?
- Who is telling this story?

Summarising Questions with Sheba
- What is the main point in this paragraph? Is it mentioned anywhere else?
- Sum up what has happened so far in... words/seconds or less.
- Which is the most important point in these paragraphs? Why?
- Do any sections/paragraphs deal with the same themes?

Be an Author with Arlo
- What does the word... tell you about...? How?
- Find two ways that the author tells you...
- What do you think the author meant by...?

Inference Questions with Iggy
- What do you think.... means? Why do you think that? Could it be anything else?
- I think....; do you agree? Why/why not?
- Why do you think the author decided to...?
- Can you explain why....?
- What do these words mean and why do you think that the author chose them?

Prediction Questions with Pip
- Can you think of another story with a similar theme? How do their plots differ?
- Which stories have openings like this? Do you think that this story will develop the same way?
- Why did the author choose this setting? Will that influence the story?

Compare, Contrast and Comment with Cassie
- What is similar/different about two characters? Did the author intend that?
- Explain why... did that.
- Describe different characters' reactions to the same event.
- Does this story have a moral?
- Which is better and why?
- Which words do you think are most important? Why?
- Which words do you like the most? Why?
- How has the author made you feel happy/sad angry/frustrated?

The effects of reading for enjoyment

Reading for enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002).

Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011).

Regularly reading stories or novels outside of school is associated with higher scores in reading assessments (PIRLS, 2006; PISA, 2009).

Other benefits to reading for pleasure include: text comprehension and grammar, positive reading attitudes, pleasure in reading in later life, increased general knowledge (Clark and Rumbold, 2006).

There is a positive link between positive attitudes towards reading and scoring well on reading assessments (Twist et al, 2007).

READING MATTERS
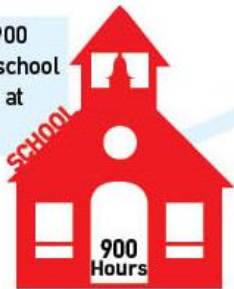
S M A R T
START MAKING A READER TODAY

Reading is the most important subject in school. A child needs reading in order to master most of the other subjects.

Research shows that just 20 minutes a day spent reading with a child helps him/her develop critical reading skills.

WHY IS READING AT HOME SO IMPORTANT?

LANGUAGE
LITERATURE
GEOGRAPHY
SCIENCE
MATH
READING

A child spends 900 hours a year in school and 7,800 hours at home.

SCHOOL
900 Hours

HOME
7,800 Hours

About half of illiterate adults live in poverty. They are less likely to find employment than their more literate counterparts.

Across the world, the children who read the most, read the best.
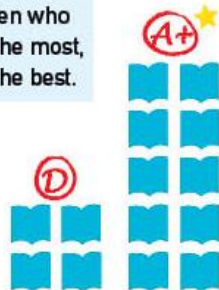
Why Read at home?

STUDENT A READS
- 20 minutes per day
- 3,600 minutes per school year
- 1,800,000 words per year

SCORES IN THE 90TH PERCENTILE ON STANDARDIZED TESTS

STUDENT B READS
- 5 minutes per day
- 900 minutes per school year
- 282,000 words per year

SCORES IN THE 50TH PERCENTILE ON STANDARDIZED TESTS

STUDENT C READS
- 1 minute per day
- 180 minutes per school year
- 8,000 words per year

SCORES IN THE 10TH PERCENTILE ON STANDARDIZED TESTS

If they start reading for 20 minutes per night in Kindergarten, by the end of 6th grade, Student A will have read for the equivalent of 60 school days, Student B will have read for 12 school days, and Student C will have read for 3.

WANT TO BE A BETTER READER? SIMPLY READ.

www.bettefetter.com