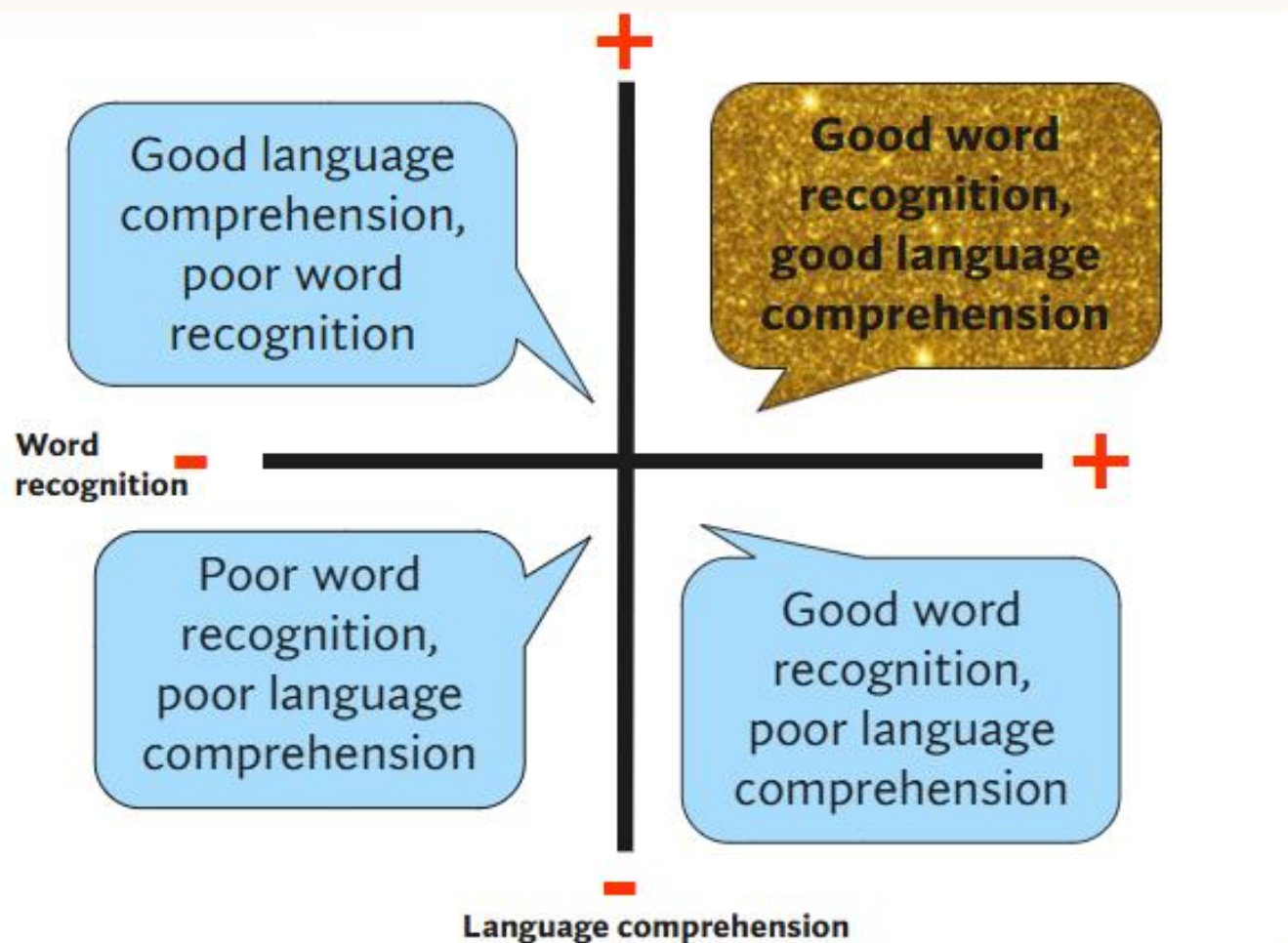


READING AT ABACUS

24.10.25

THE SIMPLE VIEW OF READING



Gough and Tunmer

Decoding x Language Comprehension = Reading comprehension

The secret lies in balance

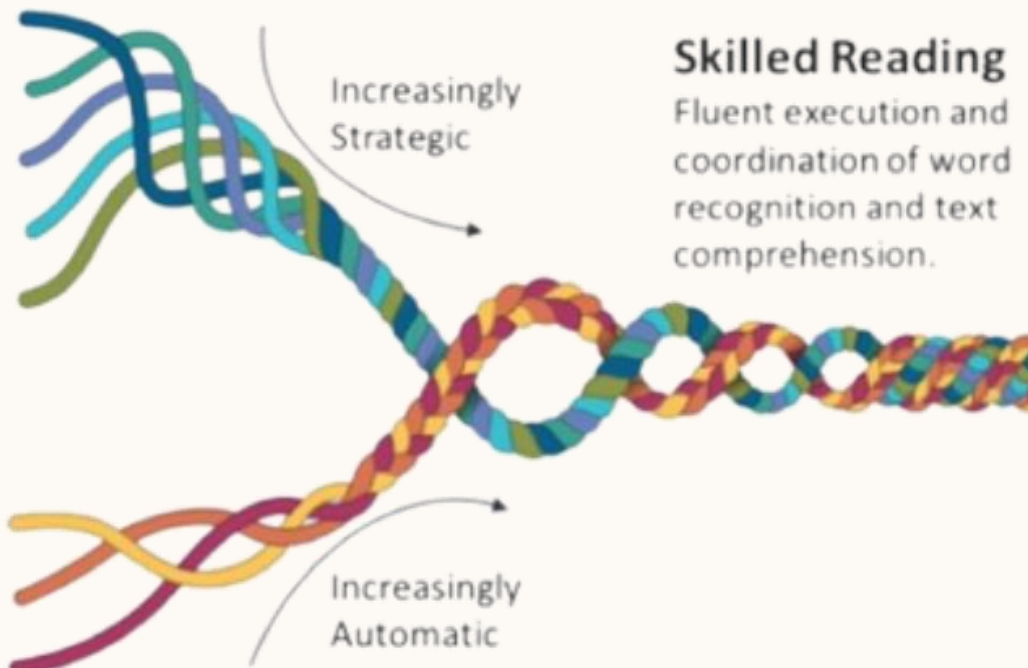
Scarborough's reading rope

Language Comprehension

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

Word Recognition

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



Scarborough, H. 2001. Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. Pp. 97-150 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, certificates etc)
- Reading Ambassadors & Library Monitors
- Book Clubs



ADDITIONAL SUPPORT

- Additional 1:1 reading with an adult
- Phonics catch-up interventions
- Fluency interventions (lucky listener)
- Comprehension interventions
- Language Link intervention
- Lexia programme
- Reading mentors
- Maisie – our reading dog

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

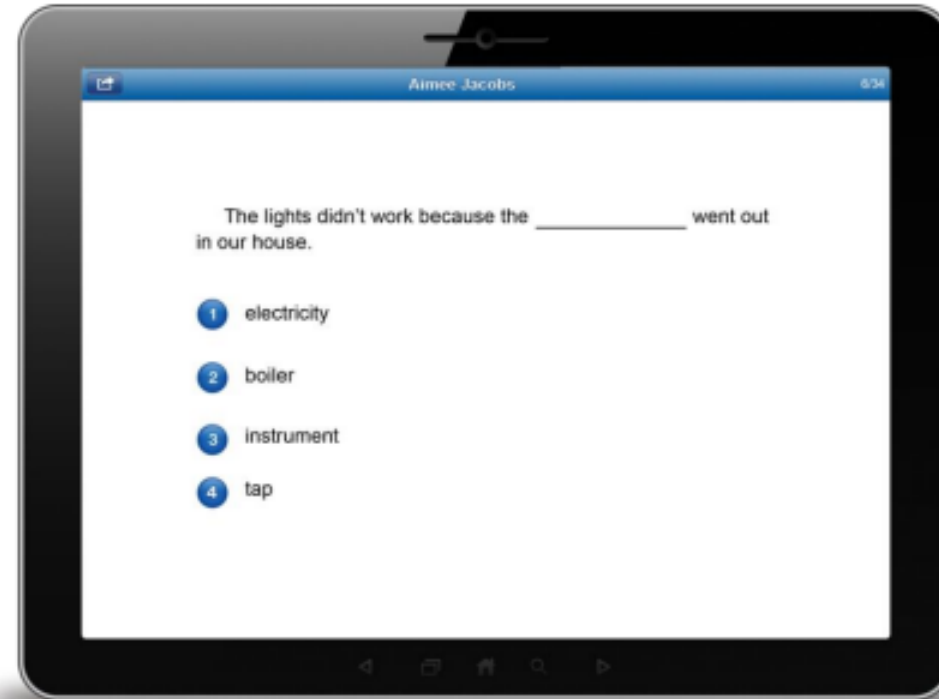
Simply reading to children for 10 minutes a day from a high-quality, age-appropriate text can have huge results. Even children who can read fluently, benefit from listening to books being read to them.

The background features a large white circle on the left and a large pink circle on the right, both partially overlapping a dark blue background. The pink circle contains several thin, white, concentric circular lines.

Accelerated Reader

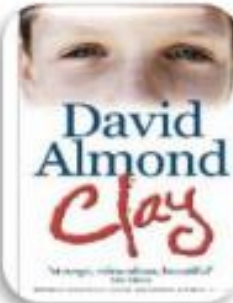
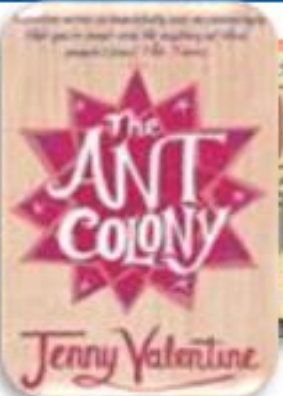
Star Reading

- 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.



Zone of Proximal Development (ZPD)

A range of book levels recommended for each student based on their reading ability
The student has free rein to choose books from within their entire ZPD range

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

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	
	0.0 - 1.9
	2.0 - 2.9
	3.0 - 3.9
	4.0 - 4.9
	5.0 - 5.9
	6.0 +

Quiz No 203031
Holes

Sachar, Louis

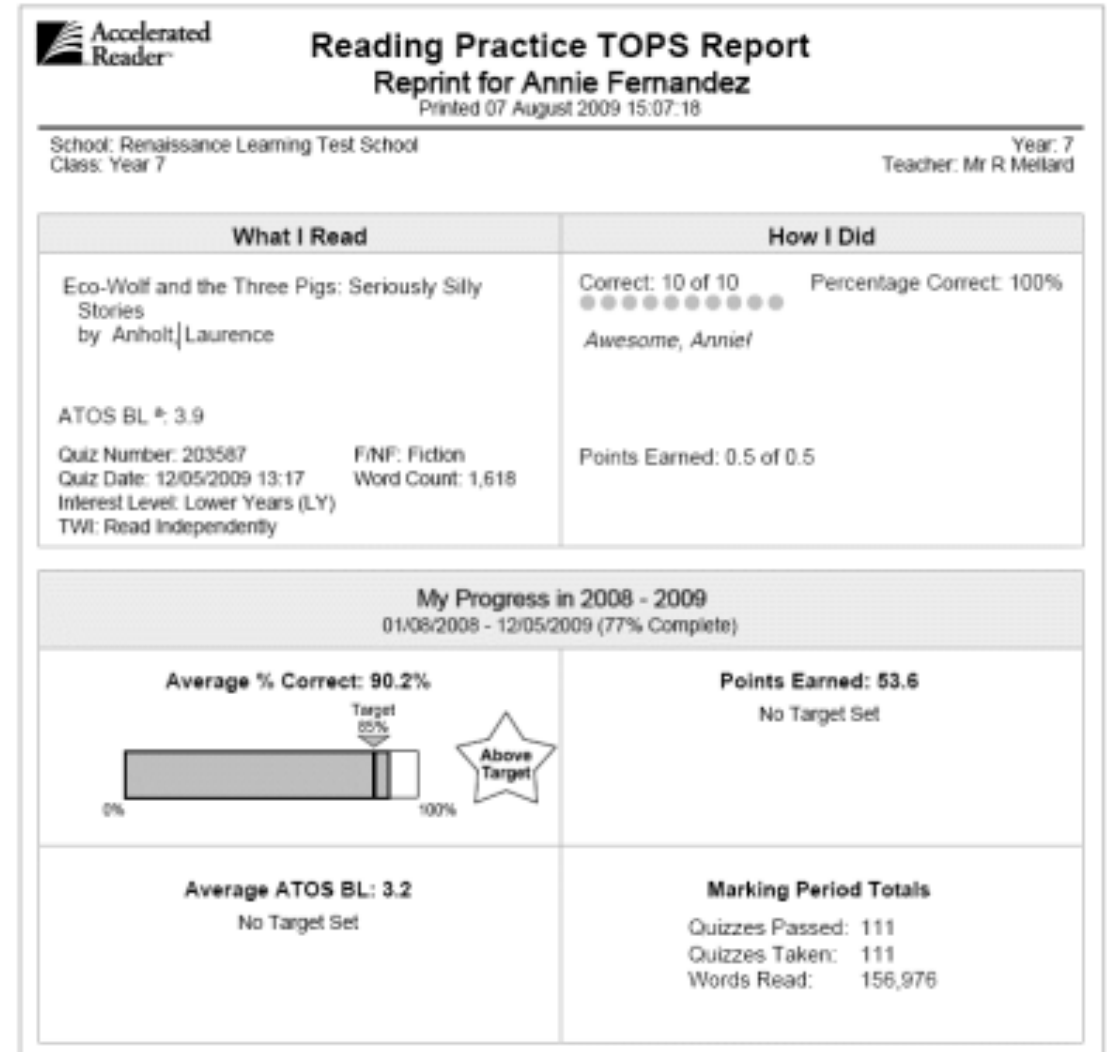
BL: 4.6

Points: 7.0

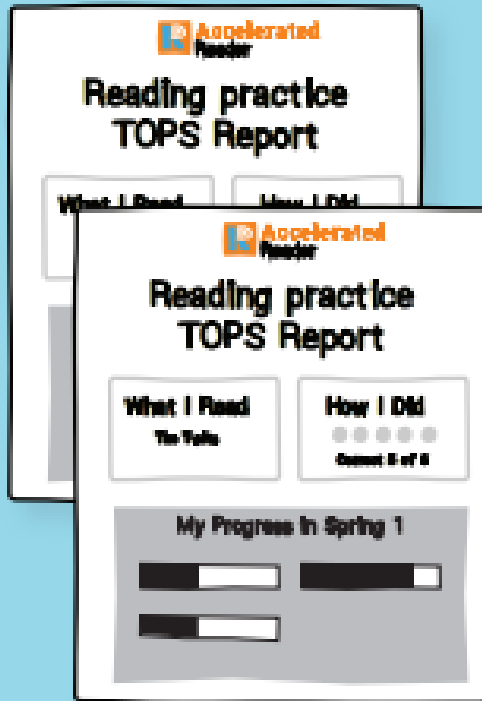
UY

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



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.

My Targets

My Certifications

My Completed Work

You can do it! Keep up the hard work.

Earn 6.2 points to help meet your target.

Marking Period

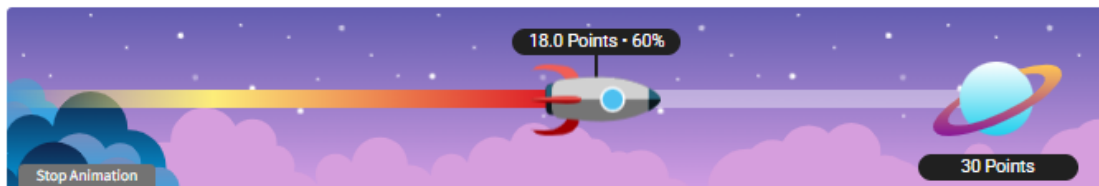
Autumn 1

3 September 2025

26 October 2025

Points

[What Does This Mean?](#)



Overall Quiz Scores

[What Does This Mean?](#)

My Reading Range: 4.6 - 8.5



Great job reading books that are correct for you!

[Find More Books to Read](#)

My target is to be at **85%** or higher

QUIZZES PASSED

2

WORDS READ

127,171



Star Unified Scores

Star Reading

1113



Renaissance Accelerated Reader

My Targets

My Certifications

My Completed Work

Marking Period

Autumn 1 (Current) 03/09/2025...

This marking period is **80%** complete.

In Progress



Ready Reader (2)

Worth:

accumulate 5 points

Read:

Read to, with or independently;
recertify no more than 5 times

Achieved Certifications

No achieved certifications.

Reminder of reading expectations at home

(These should be recorded in diaries.)

Y2 – 5 x 20 mins p/w

KS2 – 3 x 20 mins p/w

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!



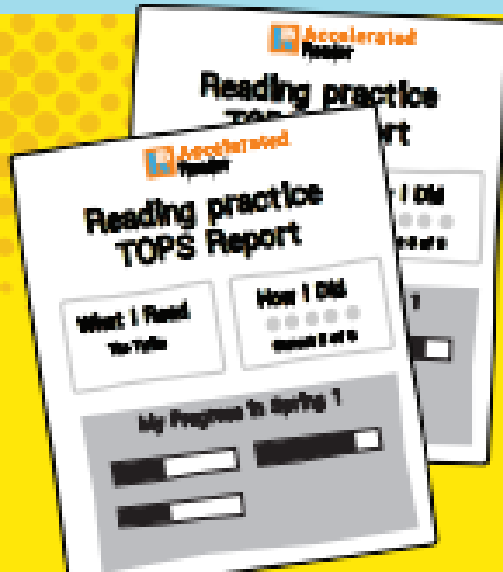
Take the quiz

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

Our personal Accelerated Reader website

<https://global-zone61.renaissance-go.com/educatorportal/home>

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



Get your results!

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

National
Literacy
Trust

Change your story

Children and young people's reading in 2024

National
Literacy
Trust

Change your story

Reading for
pleasure among
children and
young people is
in crisis.

Just 1 in 3 children
and young people
aged 8 – 18 say
they enjoy reading
in their free time.

Only 1 in 5 children
and young people
are reading daily
in their free time

Reading enjoyment has
declined across all age
groups. The steepest
drop in reading
enjoyment is among
those aged 11 – 16.

The gap between
the number of
girls and boys who
enjoy reading has
nearly tripled in
the last year.

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

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

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

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

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

**The effects of
reading for
enjoyment**



Reading for pleasure has positive social and emotional consequences

There are positive links between reading enjoyment, reading frequency & levels of attainment

The more often, and the more widely, you read, the better you become at it!

Reading helps to develop empathy, language, vocabulary and imagination!

Independent reading is the best predictor of children's reading achievement overall.

Reading for pleasure vastly improves spelling, grammar, writing ability and general knowledge.

It improves concentration and builds new connections in the brain.

Reading is a great way to relax and/or spend time together.

READING MATTERS



SMART
START MAKING A READER TODAY™



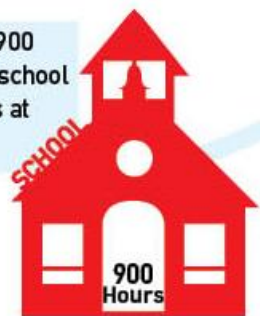
Reading is the most important subject in school. A child needs reading in order to master most of the other subjects.

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?

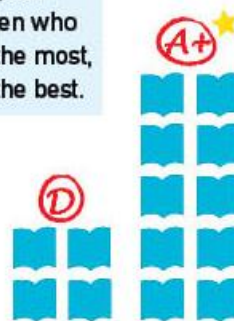
A child spends 900 hours a year in school and 7,800 hours at home.



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

THE BENEFITS OF READING TO YOUR CHILD

Reading to your child can give them the opportunity to hear stories & language at a higher level than they may be able to read completely alone. Research also shows that hearing texts read aloud is a significant source of vocabulary acquisition.

When you read with your child, they hear what fluent, expressive reading sounds like. This, in turn, helps to make their own reading more fluent and expressive – which also helps to improve their understanding of the text.

Following along with your reading allows children the opportunity to hear and discuss whole texts, which helps them to develop reading preferences and opinions, as well as improving understanding of how texts fit together as a whole.

Reading together shows children the value of reading. It can also be relaxing and fun for adults and children alike.

READING TIPS

Before Reading

Try to make reading enjoyable, in a quiet and comfortable spot. If it is the first time your child has read the book, look at the cover/title/blurb together to predict what it might be about. Make links to other books with similar authors, themes, or characters.

When **your child** is reading

Encourage them to track the words with their finger or a ruler, if they need to (above the words). Help to decode (read) the words if needed. Give time and support to make corrections if they make mistakes. Ask about the meaning of challenging words.

When **you** are reading

Read expressively, with meaning. Encourage your child to track the words. Ask about the meaning of challenging words. Make explicit any thinking you may be doing. For example - Perhaps they are angry/sad because... This odd word starts with a capital so is a name...

After Reading

Ask about the content of what's been read – who, what, where, when, why, how? Discuss the text– what did your child enjoy/like/dislike/feel/think?
See additional questions at the end of the slides.

ENCOURAGING RELUCTANT READERS

Find texts that might 'hook' them into reading – for example, books linked to a hobby of theirs, sports books, humorous or scary books, graphic novels or non-fiction

Listening to the book alongside reading (via apps like Audible) can alleviate pressure and allow them to enjoy and engage with the text more positively.

Children naturally copy modelled behaviours. Show them how enjoyable reading can be – if you don't already, let them see you enjoying books.

Keep reading to your child. This can encourage a love of stories which can lead to reading more later.

Sometimes it can be a simple matter of font or the look of a page that puts children off reading – many publishers have created texts specifically with this in mind (e.g. Barrington Stoke's 'superreadable' books).

Let children choose the book they want to read, without placing pressure on them to read something else more appropriate.

Encourage incidental reading eg. reading the ingredients on a packet, instructions for a game, putting the subtitles on when watching TV

READING INSPIRATION

- Wickford Library
- Audiobooks (Library – Libby app, Audible, youtube)
- The Reader Teacher provides a list of recommended reads for each year group with direct links to Amazon
<https://www.thereaderteacher.com/>
- The Book Trust – provides book lists and information under many different categories (e.g. books about love, books from different cultures, graphic novels etc)
- <https://www.booktrust.org.uk/book-recommendations/bookfinder/>
- Kate Greenaway Medal and Clip Carnegie Medals – the UK's oldest children's book awards. There are always outstanding new texts to be found on their shortlists!
- <https://carnegiegreenaway.org.uk>
- Nikki Gamble's Booklists – booklists and advice from an expert of 25 years
- <https://www.oxfordowl.co.uk/pages/encouraging-reading>
- 'Non-fiction' websites - some content is online and some available via print
- <https://www.bbc.co.uk/newsround> <https://www.getepic.com/>
- <https://www.natgeokids.com/uk/>
- Children's news Children's comics
- <https://www.firstnews.co.uk/> <https://www.thephoenixcomic.co.uk/>

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

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?