



Pendeen Reading Forum
2020-2021

‘Together with love we can inspire, discover and thrive.’

Grampound Road Village C of E Primary School

*Creating a culture of school improvement to nurture,
learn and achieve*

Phonics 2019 93% (national 82%)

Reading: 5 things Ofsted inspectors are looking for

The School Inspection Handbook explicitly states that assessing how well pupils are taught to read will be prioritised as a main inspection activity. Here are five important things that inspectors will be looking for when making the new 'Quality of Education' judgements:

- 1) Schools should be determined that every pupil will learn to read.
- 2) Particular attention will be paid to pupils who are reading below age-related expectations (the lowest 20%) to assess how well your school is teaching phonics and supporting all children to become confident, fluent readers. Inspectors will listen to several low-attaining pupils in Years 1 to 3 read from unseen books appropriate to their progress, drawing on information from your school's reading policy, phonics assessments, phonics screening check results and lesson observations.
- 3) A sequential approach to the reading curriculum is expected; the sequence of reading books should demonstrate a cumulative progression in phonics knowledge, matched closely to your school's phonics programme, followed by ongoing reading progress throughout KS2.
- 4) A mix of stories, poems, rhymes and non-fiction should be used to develop pupils' vocabulary, language comprehension and continuing enjoyment of reading.
- 5) The ongoing assessment of pupils' reading progress should be frequent and detailed so that it identifies any pupil who is falling behind. Any gaps should be addressed quickly and effectively, with targeted support.

Reading

Children learn the English alphabetic code: first they learn one way to read the 40+ sounds and blend these sounds into words, then learn to read the same sounds with alternative graphemes.

They experience success from the very beginning. Lively phonic books are closely matched to their increasing knowledge of phonics and 'tricky' words and, as children re-read the stories, their fluency increases.

Along with a thought-provoking introduction, prompts for thinking out loud and discussion, children are helped to read with a storyteller's voice.





Oxford Reading Tree

CLASS TRACKER FOR OXFORD READING TREE

Accelerated Reader-Finlay, ~~Audie~~, Ben G, ~~Olivia~~, Betty, Alice

	BASELINE	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Lime Band 11 NC 3a AR							
White Band 10 NC 2a RWI Grey AR							
Gold Band 9 NC 2b RWI Grey Books							
Purple Band 8 NC 2c RWI Blue Books							
Turquoise Band 7 NC 1a RWI Yellow Books							
Orange Band 6 NC 1a RWI Orange Books							
Green Band 5 NC 1b RWI Pink Books							
Blue Band 4 NC 1c RWI Purple Books							
Band 3 Yellow ELG Phonics Phases 3 - 4 RWI Green Books							
Band 2 Red RWI Ditty Books							
Band 1 Pink RWI Ditty Books							
Picture Books Idas RWI first sounds							



Oxford Reading Tree




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Not sure where to start? Check which level is right for your child with this [simple test](#) from *Read with Oxford*.

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Karate Readers

Every week we will count up the reads on Tuesday and if a child has achieved a certificate these are given during collective worship on Friday.

Certificates colours, points and rules:

								
White	Yellow	Orange	Blue	Purple	Brown	Black	Silver	Gold
0	15	30	45	60	75	100	125	150

<p><u>Foundation Stage</u></p> <ul style="list-style-type: none"> Sharing a book with an adult at home counts as a read. This could be your school reading book, library book or a bedtime story. An adult must sign your reading record. Only one read per day counts. 	<p><u>Infants Year 1 & 2</u></p> <ul style="list-style-type: none"> Sharing a book with an adult at home for 10 minutes or more counts as a read. This could be your school reading book, library book or a book from home. An adult must sign your reading record book. Only one read per day counts.
<p><u>Years 3 and 4</u></p> <ul style="list-style-type: none"> Sharing a book with an adult at home for at least 15 minutes counts as a read. This could be your school reading book, library book or a book from home. An adult must sign your reading record book. Only one read per day counts. If you are a free reader, you can read to yourself but an adult must sign for it to count as a read. 	<p><u>Years 5 and 6</u></p> <ul style="list-style-type: none"> Sharing a book with an adult at home or reading to yourself for at least 15 minutes counts as a read. You could read your school reading book, library book or a book from home. Remember to write a comment about what you have just read. An adult must sign your reading record book. Only one read per day counts.

Accelerated Reader

What is Accelerated Reader (AR)?

AR is a computer program that helps teachers manage and monitor children's independent reading practice. Your child picks a book at his/her own level and reads it at his/her own pace. When finished, your child takes a short quiz on the computer. (Passing the quiz is an indication that your child understood what was read.) AR gives both children and teachers feedback based on the quiz results, which the teacher then uses to help your child set targets and direct ongoing reading practice.

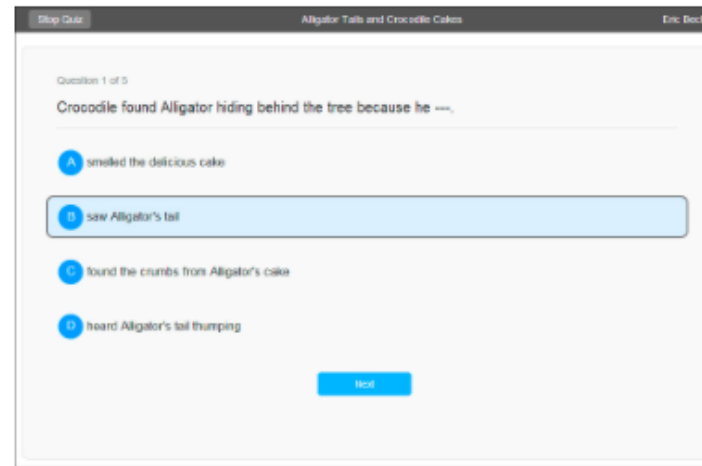
Children using AR choose their own books to read, rather than having one assigned to them. This makes reading a much more enjoyable experience as they can choose books that are interesting to them.

Teachers and librarians help your child choose books at an appropriate reading level that are challenging without being frustrating, ensuring that your child can pass the quiz and experience success.

If your child does not do well on a quiz, the teacher may help him/her:

- Choose another book that is more appropriate.
- Ask more probing questions as your child reads and before taking a quiz.
- Pair your child with another student, or even have the book read to your child.

In most cases, children really enjoy taking the quizzes. Since they are reading books at their reading and interest levels, they are likely to be successful. This is satisfying for most children. Best of all, they learn and grow at their own pace.



A Sample Quiz Question

Accelerated Reader

Child X

ID: ***** Class: Trevose Year: 2 Teacher: S Kennedy

Test Date: 30 October 2019 13:15 Test Time: 14 minutes 55 seconds

3

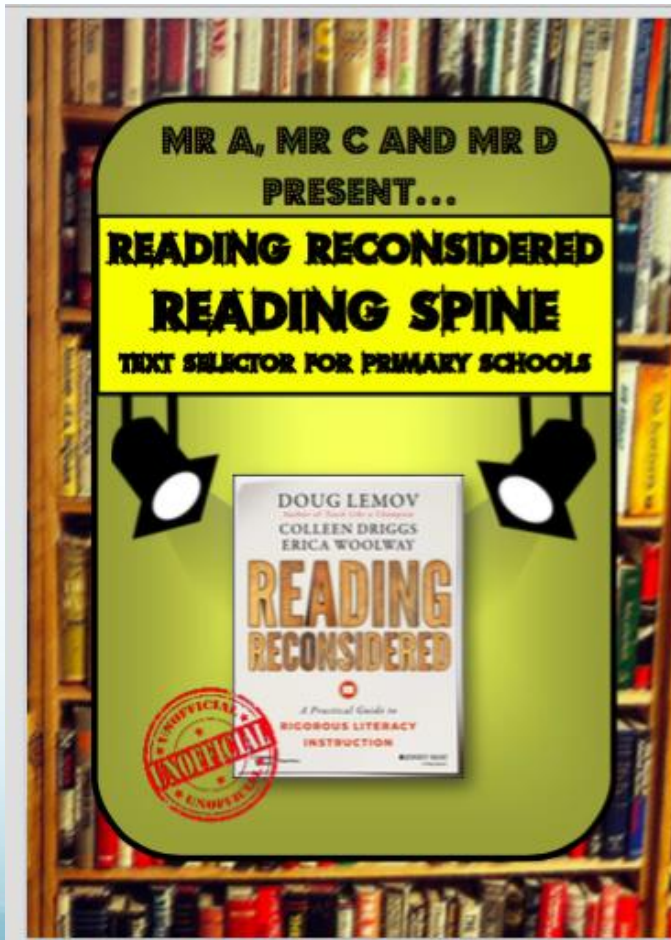
School Benchmark - Year 2	
🔴 Urgent Intervention 🟡 Intervention 🟢 On Watch 🟣 At/Above Benchmark	
Star Reading Scores	
SS: 359 (Scaled Score) 🟣 At/Above Benchmark	Child X's Scaled Score is based on the difficulty of questions and the number of correct responses.
PR: 91 (Percentile Rank)	Child X scored greater than 91% of students nationally of a similar age.
PR Range: 86 - 95	The range of potential variability in Child X's PR score.
Reading Age: 8:07	The Reading Age indicates the typical reading age for an individual with a Star Reading Scaled Score of 359.
NRSS: 120	The Norm Referenced Standardised Score converts Child X's "raw score" to a standardised score which takes into account the student's age in years and months to show how the student is performing relative to a national sample of students of the same age. The norm score is 100. A higher score is above norm and a lower score is below norm.
SGP: 43	The SGP is a norm-referenced percentile-based quantity ranging from 1 to 99 indicating Child X's progress relative to other students, in the same year group, with a similar achievement history.
Domain Scores	
Comprehension Vocabulary: 98 Understanding and Interpreting Texts: 96 Engaging and Responding to Texts: 88	Domain scores, ranging from 1-100, estimate Child X's <u>percent</u> of mastery on skills in each domain in Year 2.
Word Reading Word Recognition: 93	
Reading Recommendation	
ZPD: 2.6-3.7 (Zone of Proximal Development)	Child X's ZPD identifies books at the right level to provide optimal reading challenge without frustration. Enter Child X's ZPD in www.ARBookFind.co.uk to find appropriate books.

Once a child has completed the star reading test, the programme generates valuable information about the level of understanding that child has. It also gives us a reading range. The child then chooses a book from that reading range.

Accelerated Reader

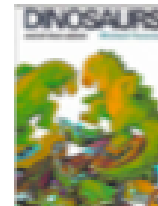
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Recommended books to read in year 1/2



COMPLEXITY OF PLOT/SYMBOL

Name of Book	Author	Year	Pages
Grandad's Island	Bert Davis	2015	32
Wanted: The Perfect Pet	Fiona Robertson	2009	32
Owl Babies	Martin Waddell	1992	32
The Tiger Who Came to Tea	Judith Kerr	1968	32
Slug Needs a Hug	Jeanne Willis	2015	32
Where the Wild Things Are	Maurice Sendak	1963	48
The Heart and the Bottle	Oliver Jeffers	2010	32
Dinosaurs and All That Rubbish	Michael Foreman	1993	32
Scissors (poem)	Allen Ahlberg	1983	N/A
I Do Not Mind You Winter Wind (poem)	Jack Prelutsky	1984	N/A
The Red Tree	Shaun Tan	2001	32
The Chickens Build a Wall	Jean-Francois Dumont	2013	32
Red Kite, Blue Kite	Ji-li Jiang	2013	32
The Lotus Seed	Sherry Garland	1997	32
The Building Boy	Rosa Montgomery	2018	32

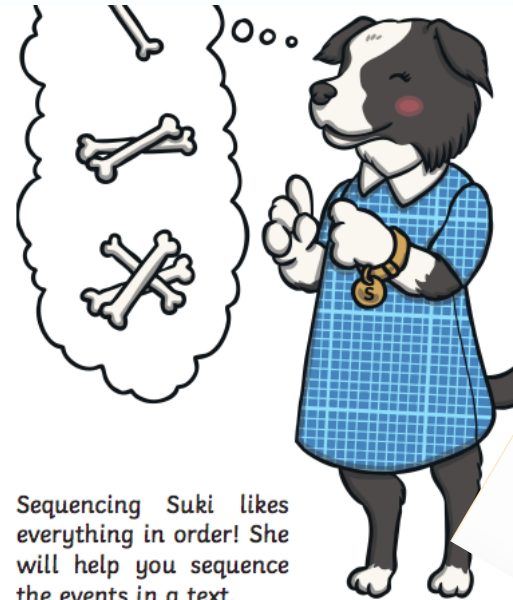


Guided Reading Characters

Predicting Pip tries to see the future and she will help you work out what might happen next.



Inference Iggy will help you hunt for clues in a text about how someone might be feeling or why something is happening.



Sequencing Suki likes everything in order! She will help you sequence the events in a text.

Rex Retriever will help you to go into a text and retrieve the facts.



Vocabulary Victor will help you to look at how authors and poets have chosen to use certain words and phrases.





THANK YOU
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