



**Tater Du Reading Forum  
Spring 2 2020**

**'Nurturing God's gifts with compassion and drive so that all our children succeed, learn 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%)

KS1 2019 71% (national 75%)

KS2 2019 73% (national 73%)

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 pupil's 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, ~~Annie~~, Ben G, ~~Olivia~~, Betty, Alice

	BASILINE	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 Phonic 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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# 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.

# Accelerated Reader

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.





# Accelerated Reader

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.



# 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	
<b>Star Reading Scores</b>	
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 <b>progress</b> relative to other students, in the same year group, with a similar achievement history.
<b>Domain Scores</b>	
<b>Comprehension</b>  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.
<b>Word Reading</b>  Word Recognition: 93	
<b>Reading Recommendation</b>	
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 <a href="http://www.ARBookFind.co.uk">www.ARBookFind.co.uk</a> to find appropriate books.

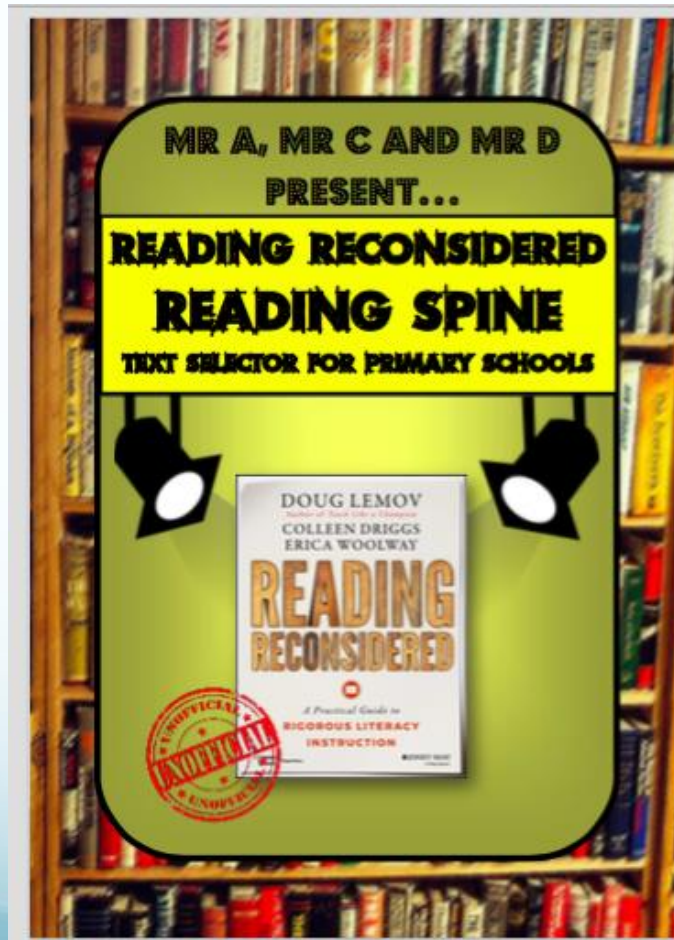
Once a child has completed the star reading test, the programme generates valuable information about the level of understanding that child has. It also gives us a reading range. The child then chooses a book from that reading range.



## Accelerated Reader

[illegible]

# Recommended books to read in year 3 and 4



**YEARS 3 & 4**

**READING RECONSIDERED  
TEXT SELECTOR**

Here is our selection of books for Years 3 and 4 carefully selected to cover the '5 Plagues of the Developing Reader'. There is a mixture of classics as well as lesser-known books to choose from.

**ARCHAIC TEXTS**

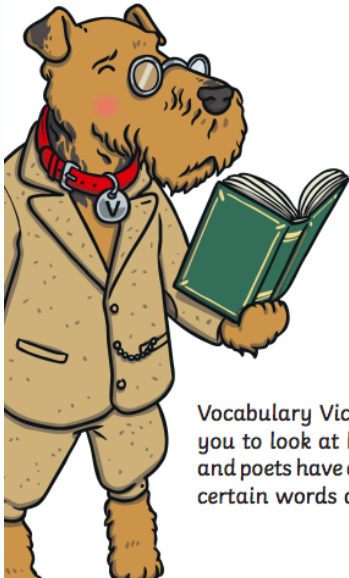
Name of Book	Author	Year	Pages
Charlotte's Web	E.B. White	1952	272
The Children of Green Knowe	Lucy M. Boston	1954	128
The Railway Children	Edith Nesbit	1905	230
Five Children and It	Edith Nesbit	1902	272
Allice's Adventures in Wonderland	Lewis Carroll	1865	108
Mary Poppins	P.L. Travers	1934	192
Just William	Richmal Crompton	1922	272
Emil and the Detectives	Erich Kästner	1929	224
The Little House on the Prairie	Laura Ingalls Wilder	1935	352
Peter Pan	J.M. Barrie	1911	208
Pippi Longstocking	Astrid Lindgren	1945	144
Heidi	Johanna Spyri	1880	240
Winnie-the-Pooh	A.A. Milne	1926	160
The House at Pooh Corner	A.A. Milne	1928	192
The Little Match Girl	Hans Christian Anderson	1845	54
Beauty and the Beast	Abridged version	1740	48
The Emperor's New Clothes	Hans Christian Anderson	1837	26
The Fishermen and his Wife	Brothers Grimm	1812	32
How the Camel got his Hump	Rudyard Kipling	1902	24

*Charlotte's Web*

*Emil and the Detectives*

*Winnie-the-Pooh*

# Guided Reading Characters



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



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



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



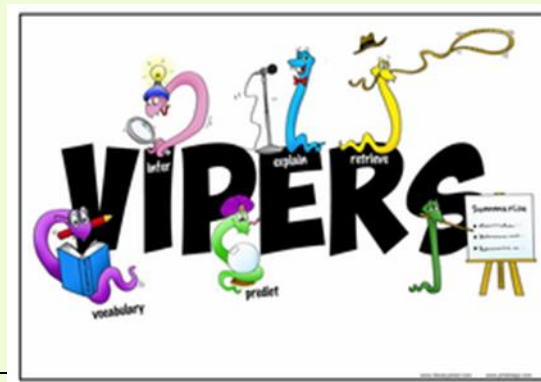
Rex Retriever will help you to go into a text and retrieve the facts.



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

# George's Marvellous Medicine by Roald Dahl

## Marvellous Medicine Number Four



V	Vocabulary	Find and copy the phrase that describes Grandma as old, thin and tall.
I	Infer	What might Mr Kranky be thinking and feeling as he encourages Grandma to drink Medicine Number Four?
P	Predict	What do you think will happen next if you could write another chapter for this story?
E	Explain	Explain why Grandma thinks she is being neglected?
R	Retrieve	What exactly happened to Grandma when she drank Medicine Number four?
S	Summarise	Can you retell the whole story of George's Marvellous Medicine in 5 sentences (opening, build-up, problem, resolution, ending)?







THANK YOU  
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