

## The Grange School Reading - Every Child's Entitlement

### Intent

**'It is our job to teach children to read.'**

### Principles and Purpose of our curriculum

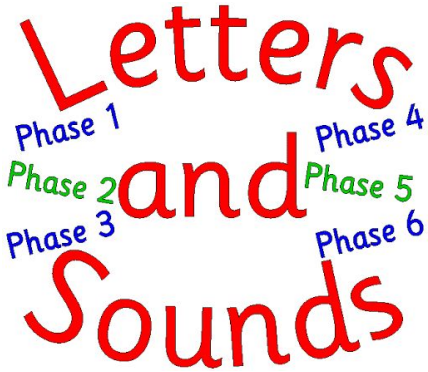
- . to develop in children the inner confidence and resilience to be happy, safe and successful
- . for children to gain the necessary skills and knowledge to successfully access the national curriculum and subsequent education
- . to create aspirational lifelong learners who understand the purpose and value of their learning
- . to promote the value of learning to our community, involving parents, governors and members of the local community and beyond
- . to ensure that children understand and demonstrate the fundamental British values; displaying these in daily life
- . to enable children to gain the necessary skills and understanding to be an active citizen who contributes effectively to global, multicultural communities

We also firmly believe that **all** skills and knowledge are equally important and we encourage children to develop all the skills required for modern life; across the entire curriculum. Our units have a cross-curricular focus, based on the Literary Curriculum, with one main theme identified and all learning objectives incorporated within this. Whilst there are some elements that are best taught discretely, we aim to teach as much as possible through a cross-curricular vehicle, in order to make all learning meaningful. Children are given regular opportunities to apply what they have learned in reading, across the curriculum.

Our curriculum includes enhanced provision for any child deemed to belong to a vulnerable group. Nationally recognised vulnerabilities such as deprivation, English as an additional language and special educational needs are explicitly addressed and, in addition, school leaders also identify vulnerabilities specific to our current circumstances. These may be specific to one cohort and will change from year to year, but the curriculum is constantly reviewed in order to be used as a tool to address any barriers to learning faced by these children.

The school has a range of pupil entitlements that strive to ensure equality of opportunity for all. These detail how the school adapts and modifies provision in order that all children access learning opportunities equally. The school will, and does, positively discriminate to ensure that equality of opportunity exists within our community.

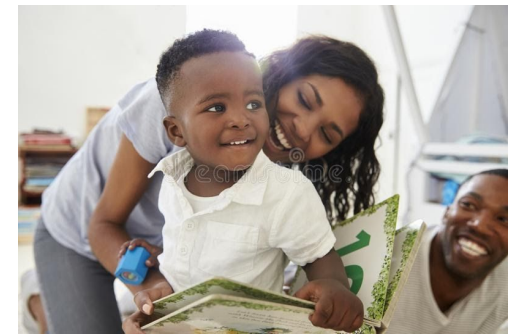
## How we teach our children to read



Reading is the key to unlocking learning and we do everything we can to ensure that children learn to read fluently and with understanding. Whilst we concentrate on teaching children to decode phonically in the Early Years, we also help them to recognise - on sight - the key words they will encounter regularly in their reading. This is achieved through our use of Letters and Sounds and Big Cat Phonics, which provide the children with fully decodable reading books from the very start.



We encourage all children to read often and widely, with a focus on them experiencing a range of high quality texts each year. We read to the children regularly, exposing them to texts that they cannot read by themselves, and we encourage you to do the same at home. We offer both electronic and 'real' books for the children in order to ensure equality of access to books.



# Accelerated<sup>TM</sup> Reader

As children become more independent readers, we encourage them to take responsibility for their own reading, including using the Accelerated Reader (AR) system of book banding. Children choose books from within a prescribed ZPD range, which is designed to ensure they make appropriate progress in decoding and understanding books. We check this regularly, using AR quizzes and Star Reader assessments. We have a range of parent guides to ensure that you understand this system.

Children are free to choose their reading material from an extensive range of books in our attractive school library. We encourage children to read a wide range of fiction, non-fiction and poetry books, including from our Recommended Read selections for each year group.

## A Parent's Guide to 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 has understood what has been read.

Teachers may assist pupils by:

- Guiding them to books appropriate to their ability and interests
- Asking probing questions as your child reads and before quizzing
- Pairing your child with others, reading with or reading to your child.

Since they are reading books at their own reading and interest levels, most children are likely to be successful and enjoy the books and quizzes. Best of all they learn and grow at their own pace.

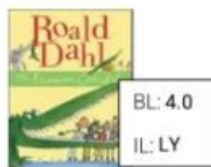
### How can I help my child become a better reader?

As with anything, performance improves with practice. According to Renaissance Learning's research, children who read at least 20 minutes a day with a 90% comprehension rate on AR quizzes see the greatest gains. Encourage your child to read at home, discuss books, ask questions about what they have read and visit your local library.

### What is Interest Level?

The Interest level indicates for which age group a book is appropriate, based on the content and themes. These are recommendations only and teachers and parents are recommended to use their best judgement when guiding pupils.

Interest Level	Age
LY—Lower Years	5-8
MY—Middle Years	9-13
MY+—Middle Years Plus	12+
UY—Upper Years	14+



The examples above have a book level of 4.0 since both have short sentences and vocabulary that is simple. However, Noughts and Crosses is intended for older pupils - Upper Years, while The Enormous Crocodile is Lower Years.

### How can I find further information?

Your school will inform you about finding out your child's progress, for example through TOPS reports instant feedback and the Home Connect website. Visit AR BookFinder at [www.arbookfind.co.uk](http://www.arbookfind.co.uk) to conduct a search of all available books with AR quizzes. Visit Renaissance Learning for more product information, [www.renlearn.co.uk](http://www.renlearn.co.uk).

### What is a STAR Reading test?

STAR Reading is used to determine your child's reading level. It is a computer based reading assessment program that uses computer-adaptive technology. Questions continually adjust to your child's responses. If the child's response is correct, the difficulty level is increased. If the child cannot answer a question or answers incorrectly, the difficulty level is reduced. The test uses multiple-choice questions and takes approximately 20 minutes.

### What is a Book Level?

Book Levels are reported using the ATOS™ readability formula and represent the difficulty of the text. The levels range from 0.2–13.5. Books are chosen based on the ZPD range recommended for each pupil by STAR Reading.

### What is a Zone of Proximal Development (ZPD)?

ZPD is the range of books that will challenge a child without causing frustration or loss of motivation. Your child will receive a ZPD, or reading range after taking a STAR Reading test. It is important for children to read with a high degree of comprehension and within his/her ZPD.

### What are points?

Every book that has an AR Reading Practice Quiz is given a points value. AR points are based on the length of the book (number of words). Pupils earn a percentage of points according to how well they pass the quiz.

## What does your ZPD mean?

BELOW ZPD Comfort Zone	LOWER ZPD Exploration Zone	UPPER ZPD Deep Dive	ABOVE ZPD Read Together
<ul style="list-style-type: none"> <li>• This is an easier read, perfect for reading at home or on holiday</li> <li>• Maybe it's part of a series you enjoy or is by an author you really like</li> <li>• Ask your teacher first</li> </ul>	<ul style="list-style-type: none"> <li>• Go wild and try something new!</li> <li>• Explore new genres, authors and book lengths</li> <li>• Challenge yourself if you can</li> </ul>	<p>Plan ahead:</p> <ul style="list-style-type: none"> <li>✓ Choose a book you are excited about</li> <li>✓ Pick a shorter book first</li> <li>✓ Make notes as you read – remember the 5Ws!</li> <li>✓ Ask your teacher for advice</li> </ul>	<ul style="list-style-type: none"> <li>• This is a challenging read</li> <li>• Who would enjoy reading this book with you?                             <ul style="list-style-type: none"> <li>- A parent?</li> <li>- An older sibling?</li> <li>- A friend?</li> </ul> </li> <li>• Ask your teacher first</li> </ul>

### Zone of Proximal Development (ZPD)

The Zone of Proximal Development (ZPD) defines the readability range within which pupils should read to best develop their reading, while avoiding frustration. The ZPD is especially useful for pupils using Renaissance Accelerated Reader, which lists readability levels for all quizzed books. However, success at any difficulty also depends on a student's interest in a book, and knowledge of its content.



## Taking an Accelerated Reader Quiz

The ultimate steps to achieving amazing Accelerated Reader results.



### 1 Choose a book within your ZPD



- Check that it is in your ZPD range
- Look at the cover
- Read the blurb
- Look for authors you like
- Read the introduction
- Read the first page



### 2 Read your book



- Read for 25 minutes everyday
- Record what you're reading in your reading log



### 3 Search for the quiz



- Go to your Renaissance Place and **select** Accelerated Reader, type in the book's quiz number and click **Search**
- You can find the quiz number on the **AR label**
- **Select** how you read this book
- Click **Start Quiz**

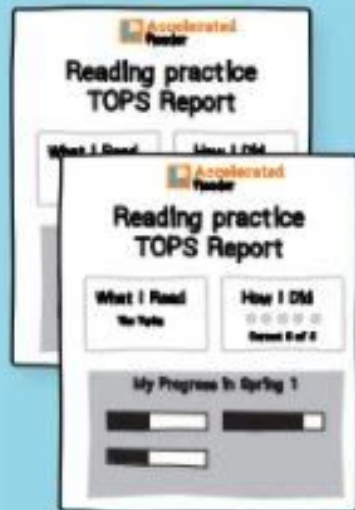


### 4 Take the quiz ★★★★★

- You will have 3, 5, 10 or 20 questions to answer
- Read the question and all four answers
- Ask a teacher to explain a question you don't understand.
- There are no time limits
- Click on the stars to rate the book
- Check your TOPS result



## 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.

It's vitally important that your child understands what they are reading. The TOPS report helps you and your child to understand how well they are reading. We train the children to understand their ZPD and TOPs reports. Please support them with this.

## Nursery and Reception

'You're never too old, too wacky, too wild, to pick up a book and read to a child.' (Dr Seuss)

	Independent Reading	Phonics	Reading Skills	Love of Reading
<b>Quality First Teach What?</b>	Individual 1:1 reading - phonics readers (Collins Big Cat - matched to Letters and Sounds)	Letters and Sounds (matched to Collins Big Cat)	Keyworker time, story sharing, language building, word of the week, comprehension.	Story sharing / nursery rhyme time Library visits Exposure to challenging literature Cinema visits Theatre workshops and performances
<b>Quality First Teach When?</b>	Daily - within the provision Reading with an adult - 2x per week minimum	. 20 mins of <b>TAUGHT</b> phonics daily . sequential, structured teaching . Review, Revise, Introduce, Apply . reading every day for all (real & alien words) . oral rehearsal every day for all	Daily	Story time - daily - 15 minutes Library visits - x1 per week minimum
<b>Environment</b>	Opportunities for independent reading within the provision every day - inside and out	Standardised Phonics displays across the school Common Exception Words on display	Environment to be used to encourage the development of reading skills	Book - rich environment Books on display around school
<b>Home / School Partnership</b>	Books sent home: - Big Cat phonics readers - free choice library books	Phonics reading books sent home Flashcards sent home	Parent Events to develop reading support at home Reading section on school website	Regular subsidised book fairs Reading celebrations and events
<b>Additional Intervention (Vulnerable children, including Pupil Premium)</b>	Targeted children read x5 each week Focus children read x5 each week	Pre-teaching & Re-teaching (Key Workers)  In addition to daily phonics lesson Daily 1:1 intervention	Key Workers tailoring provision to develop verbal comprehension  Targeted reading skills work with a teacher	

## Years 1& 2

'If you want your child to be intelligent, read them fairy tales. If you want them to be more intelligent, read them more fairy tales.'  
(Albert Einstein)

	Independent Reading	Phonics	Reading Skills	Love of Reading
<b>Quality First Teach What?</b>	Individual 1:1 reading - phonics readers (Collins Big Cat - matched to Letters and Sounds)  - Accelerated Reader (AR) banded readers when appropriate	Letters and Sounds (matched to Collins Big Cat)	- Theme linked texts across a range of genres used within cross curricular lessons  - High quality texts used in Group & Guided Reading sessions  - AR quizzes begin when appropriate	Whole school class story time (using a wide range of texts) Library Visits Exposure to challenging literature Cinema visits Theatre workshops and performances
<b>Quality First Teach When?</b>	Whole school reading time - 15 minutes daily Daily - within the provision Reading with an adult - 2x per week minimum Focus children read x5 each week	. 20 mins of <b>TAUGHT</b> phonics daily . sequential, structured teaching . Review, Revise, Introduce, Apply . reading every day for all (real & alien words) . oral rehearsal every day for all	Minimum of 3 sessions per week  The teaching of reading is through a range of: . independent work . guided group work . whole class work . targeted additional provision	Whole school story time - daily - 15 minutes Library visits - x1 per week minimum
<b>Environment</b>	- Recommended Reads display in shared area - Theme-linked books in classroom	- Standardised Phonics displays across the school - Common Exception Words on display	Environment to be used to encourage the development of reading skills	Book - rich environment Books on display around school
<b>Home / School Partnership</b>	Books sent home: - phonics readers - AR banded books - free choice library books	Phonics reading books sent home Flashcards sent home	Parent Events to develop reading support at home Reading section on school website	Regular subsidised book fairs Reading celebrations and events
<b>Additional Intervention (Vulnerable children, including Pupil Premium)</b>	Targeted children read x5 each week	1:1 Phonics Tutoring In addition to daily phonics lesson Daily 1:1 intervention Zip Phonics programme	Targeted support for children Lexia programme	

## Year 3 & 4

*'There are many little ways to enlarge your child's world. Love of books is the best of all.'* (Jacqueline Kennedy)

	Independent Reading	Phonics	Reading Skills	Love of Reading
<b>Quality First Teach What?</b>	Individual 1:1 reading - phonics readers (Collins Big Cat - matched to Letters and Sounds)  - Accelerated Reader (AR) banded readers	Letters and Sounds (matched to Collins Big Cat)	- Theme linked texts across a range of genres used within cross curricular lessons  - High quality texts used in Group & Guided Reading sessions  - AR quizzes for majority of children; facilitated by adults	Whole school class story time (using a wide range of texts) Library Visits Exposure to challenging literature Cinema visits Theatre workshops and performances
<b>Quality First Teach When?</b>	Whole school reading time - daily - 15 minutes  Every pupil heard x1 per week minimum	. 15 mins (minimum) of <b>TAUGHT</b> reading daily . sequential, structured teaching . reading every day for all	Minimum of 3 sessions per week  The teaching of reading is through a range of: . independent work . guided group work . whole class work . targeted additional provision	Whole school story time - daily - 15 minutes Library visits - x1 per week minimum
<b>Environment</b>	- Recommended Reads display in shared area - Theme-linked books in classroom	- Standardised Phonics displays across school - Common Exception Words on display	Environment to be used to encourage the development of reading skills	Book - rich environment Books on display around school
<b>Home / School Partnership</b>	Books sent home: - phonics readers - AR banded books - free choice library books	Phonics reading books sent home where appropriate Flashcards sent home	Parent Events to develop reading support at home Reading section on school website	Regular subsidised book fairs Reading celebrations and events
<b>Additional Intervention (Vulnerable children, including Pupil Premium)</b>	Targeted children read x5 each week	Read Write Inc. 1:1 Phonics Tutoring Daily 1:1 intervention Zip Phonics programme	Targeted support for children Readingwise programme Lexia programme Inference Training	

## Year 5 & 6

*'A child who reads will be an adult who thinks.' (Anonymous)*

	Independent Reading	Phonics	Reading Skills	Love of Reading
<b>Quality First Teach What?</b>	Individual 1:1 reading  - Accelerated Reader (AR) banded readers	Previous skills built upon in reading and spelling learning	- Theme linked texts across a range of genres used within cross curricular lessons  - High quality texts used in Group & Guided Reading sessions  - AR quizzes more independently managed	Whole school class story time (using a wide range of texts) Library Visits Exposure to challenging literature Cinema visits Theatre workshops and performances
<b>Quality First Teach When?</b>	Whole school reading time - daily - 15 minutes  Every pupil heard x1 per week minimum	. 15 mins (minimum) of <b>TAUGHT</b> reading daily . sequential, structured teaching . reading every day for all	Minimum of 3 sessions per week The teaching of reading is through a range of: . independent work . guided group work . whole class work . targeted additional provision	Whole school story time - daily - 15 minutes Library visits - x1 per week minimum
<b>Environment</b>	- Recommended Reads display in shared area - Theme-linked books in classroom	- Standardised Phonics displays across school - Common Exception Words on display	Environment to be used to encourage the development of reading skills	Book - rich environment Books on display around school
<b>Home / School Partnership</b>	Books sent home: - phonics readers - AR banded books - free choice library books	Phonics reading books sent home where appropriate Flashcards sent home	Parent Events to develop reading support at home Reading section on school website	Regular subsidised book fairs Reading celebrations and events
<b>Additional Intervention (Vulnerable children, including Pupil Premium)</b>	Targeted children read x5 each week	Read Write Inc. 1:1 Phonics Tutoring Daily 1:1 intervention Zip Phonics programme	Targeted support for children Lexia programme Readingwise programme Inference Training	





## Collins Big Cat ebook libraries Parent Guide

### Logging in

To access your child's Big Cat ebooks, go to:  
<https://ebooks.collinsopenpage.com/> (see right).

Enter the username and password provided by your school to access your library.

If you misplace your password, contact your school.

Collins ebooks

[Log In](#) [Register](#)

Email Address or Username

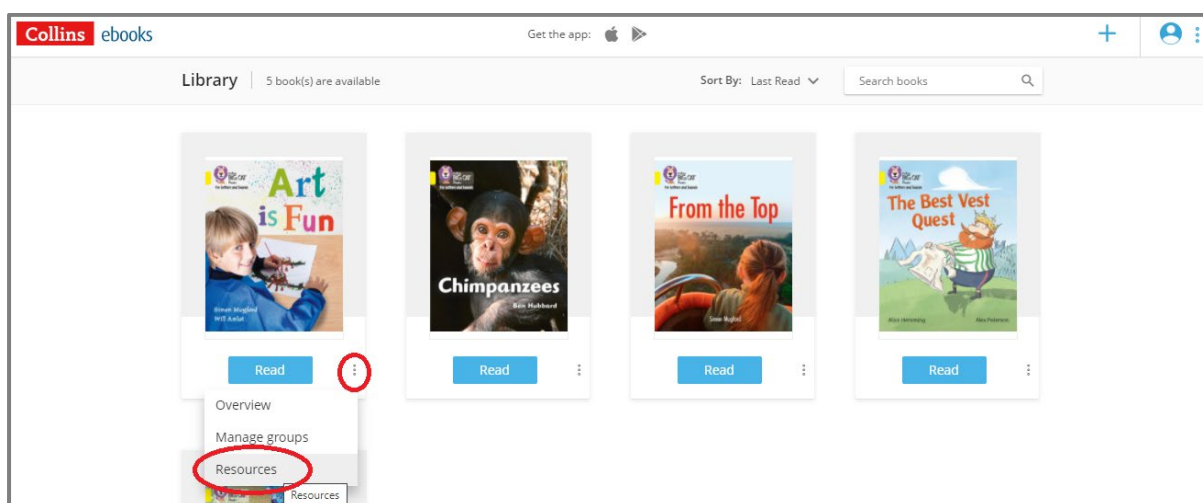
Password

[Log In](#)

[Trouble logging in?](#)

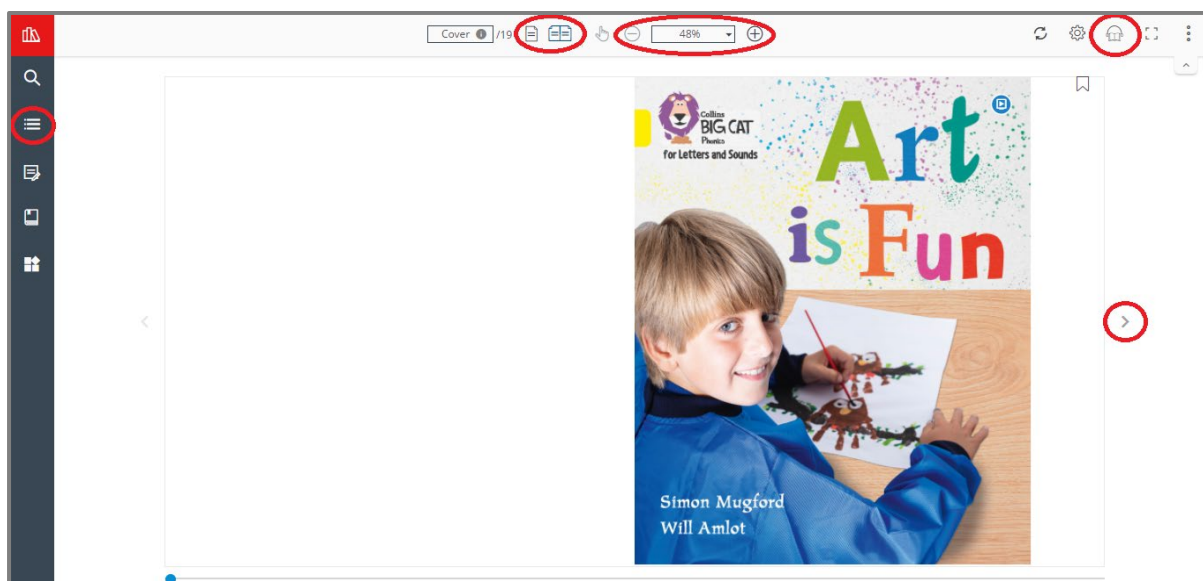
### Library

Once logged in, you will land on the library. Here you will see any books that have been assigned to your child by their teacher. You can access a resource sheet for each book by clicking the three dots, then "Resources", as shown below.



### The reader

To open one of the books, select either the cover or the "Read" button. You will see this screen.





Some key elements of the reader are highlighted in the above image:

- Use the arrows either side of the page to leaf through the book.
- Use the single and double page icons to switch between those two views. Many of the Big Cat books are best experienced using the double page view.
- Use the zoom function as required. The “Fit to width” option helps you to make best use of your screen
- For longer books, you can use the Table of Contents in the left hand menu to navigate.
- Don't worry about remembering where you left off. When you next open the book, you will start from where you left off.

## Audio

Where audio is available, the audio icon will appear in the top right corner. Click this to launch the audio toolbar (shown below).



The words will be highlighted as the audio plays. You can pause the audio at any time, and adjust the volume. The finger icon in the toolbar allows you to point at any word, and the audio will begin playing from there. To dismiss the audio toolbar, simply click the cross icon.

## Apps

The Collins eBooks app is available for both iOS and Android, from the App Store and Google Play respectively. The app is free to download, and you can log in using the same details.

When using the app, you can download books to your device, after which you can then access them without needing to be connected to the internet.