



Reading Opportunities for Year 7 Students at Plymstock School 2022



***“Reading is the master skill of school, unlocking the
academic curriculum for our pupils”***

(Alex Quigley: “Closing the Reading Gap”)

Why is reading so important?

“There is a significant correlation between student reading ability and eventual performance across all subjects at GCSE, which is just as strong in maths and sciences as it is in arts subjects.” (GL Assessment)

Children who are encouraged to read, and who develop a love of reading at school, go on to read more as adults. Research has demonstrated that regularly reading for pleasure can be linked to better progress in maths, vocabulary and spelling. The same research found that reading for pleasure is more important for children’s cognitive development between the ages of 10 and 16 than their parents’ level of education.

If children do not read well, and do not enjoy reading, they are far more likely to have poor literacy as adults and their lives will be constrained. We are determined to inspire all our Year 7 students to develop a love of reading.

❖ How does the school determine my child’s reading level?

Your child’s reading level is determined using the NGRT (National Group Reading Test) which generates a reading age and other useful reading data and their teacher’s best professional judgement based on the knowledge the teacher has of your child.

❖ Year 7 students have at least 30 minutes reading each day in school

According to research, students who read on a daily basis, even for a few minutes, may experience more growth in reading ability than students who read for an extended period once or twice a week. Our introduction of the 30 minute reading programme has been a great success with students; teachers also participate as reading role models reading alongside students and sharing their favourite books.

❖ Year 7 students take part in Forensic Reading once a fortnight

Students have one Forensic Reading lesson a fortnight in Year 7, Year 8 and Year 9. The aim is to develop students’ oracy skills, improve their vocabulary, develop word recognition and comprehension skills and develop their knowledge of the world – their cultural capital.

❖ The Hogwards

Students have the opportunity to participate in ‘The Hogwards’, Plymstock’s annual in house book award. Students who take part in the awards are required to read approximately 28 books throughout the year and to review each one. A meeting is held weekly to log and review progress with reading. Finally, judgement day is held in June and a winning book is decided!

❖ What support is available for students who struggle to read?

Students who don’t read fluently, or are reluctant to read, may be allocated a reading mentor who might be an older student, or an adult. They will have the opportunity to read with a mentor on a regular basis through the daily 30 minute reading sessions. There are also some other reading intervention programmes to develop students’ reading, writing and vocabulary skills.

❖ The Year 7 Book Group

The Year 7 Book Groups meet every **Monday lunchtime in the library** and are run by the library staff; students are welcome to join the club. We are privileged at Plymstock to have caring, expert librarians who will do everything they can to support your child in developing a love of reading.

❖ The Literacy Leaders' Club

This fun club is held in the Library on **Mondays from 3.10PM - 4.10PM**. It is an opportunity for your child to have additional support with the development of literacy and to receive help from older students who are trained 'Literacy Leaders' and are able to help the younger students with both reading and writing skills.

❖ Top tips to encourage reading:

- When choosing books, strike a balance between following your child's choices and encouraging them to try new types of books to challenge them and spark new interests.
- Ask your child to read aloud to you; children benefit greatly from reading aloud. Studies show that students who read aloud do better academically and socially.
- Ask questions about what your child has read – this will improve their comprehension and verbal skills.
- Ask your child to draw images from their reading, if they enjoy this.
- Discuss unfamiliar vocabulary and always have a dictionary available for your child to use; this is how they will learn new words.
- Demonstrate your own enthusiasm for reading and books.
- Praise your child for reading.

According to research, a little reading every day appears to be better than less frequent, more extended periods. Students who read every day, even for a few minutes, may experience more growth in reading ability than students who read for an extended period once or twice a week.

❖ How can I support my child at home?

A simple recipe for reading together with your child:

Take turns to make plans and predictions before reading: 'I wonder if... what do you think?'
'You think... Oh, I thought...'


Recap to check ideas and understanding as your child is reading: 'So, you think that...' 'Did you expect...to happen?' 'Why do you think that happened?'

Use encouragement and praise to keep children engaged in reading: 'What brilliant ideas...let's see what happens.' 'You thought so carefully about... What might happen now?'

Share prior knowledge and past experiences that link to what is being read: 'Have you learnt about...at school?' 'Do you remember when we watched...and found out about...'


Tune-in and listen to your child – be curious about their interests: 'I didn't know you knew so much about...' 'I love reading stories about...with you.'

BE THE BOSS!

Predict


Use clues from the text or illustrations to predict what will happen next.

- I think...because...
- I predict...because...
- I suppose...because...
- I think I will learn...because...


Question


Ask questions as you read.

Ask some questions that have answers in the text.


Use the question words: *Who? What? Where? When? Why? How? and What if?*

Try asking some questions that can be inferred (worked out) by looking for clues in the text.

Clarify


How can you figure out a difficult word or idea in the text?

- Try sounding it out.
- Try breaking it down.
- Reread and read ahead to see if you can work it out.
- Think of another word that might fit
- Think about what would make sense.
- Talk to a friend, or look it up in the dictionary or on the internet.

Summarise


Using your own words, sum up the main ideas from the text in order.

- This text is about...
- This part is about...
- First... next... in the last paragraph...
- Then...
- Finally...

Research shows that confident readers employ a number of strategies to achieve comprehension of a text. Young people need to be taught a range of strategies for comprehension such as **prediction**, **questioning**, **clarifying** and **summarising**.

Prediction is used to set a purpose for reading. It encourages students to engage immediately with the text and their prior learning; thus, they are more likely to become interested in reading the text.

Questioning: formulating questions can be a difficult and complex task. However, when pupils are told, prior to reading, that they need to think of a question, they read with more awareness and purpose.

Clarifying: encourages students to monitor their own comprehension as they encounter barriers to comprehension (especially with vocabulary).

Summarising: Research has demonstrated that practise in summarising is extremely important in developing comprehension skills as it helps pupils construct a concise understanding of text.

