

# Year 7 Settling In Evening 2022

**Welcome and thank you for supporting your child with literacy and numeracy by coming along this evening.**

**Literacy: Ms Burgess**

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**Numeracy: Mrs Daw**

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Creativity



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# Why reading?



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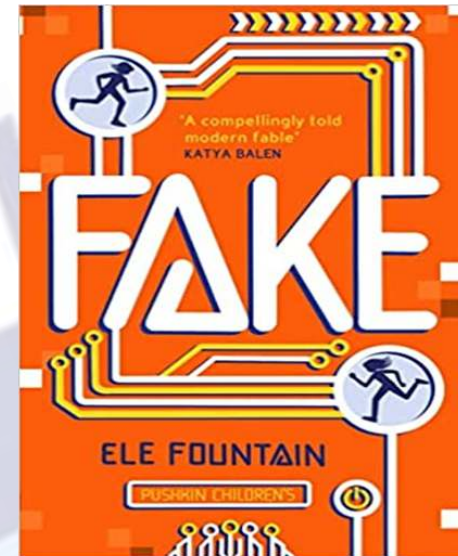
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## Research from the Report: 'Get On Read On'

- Children who don't enjoy reading at all are ten times more likely to have fallen behind, and be reading below the expected level for their age, than children who enjoy reading.

**A reading child is, quite simply, a successful child.**

- This is not just a matter of anecdotal evidence. The **Organisation for Economic Cooperation and Development** (OECD) has concluded that reading for pleasure is even more important than social class in determining academic success.



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A virtual visit from the author of Fake,  
Ele Fountain, for the whole Year 7 year  
group.



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“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.”



### READ ALL ABOUT IT:

Why reading is key to GCSE success

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“Reading is the master skill  
of school, unlocking the  
academic curriculum for our  
pupils.” (Alex Quigley from  
“Closing the Reading Gap”)

However...



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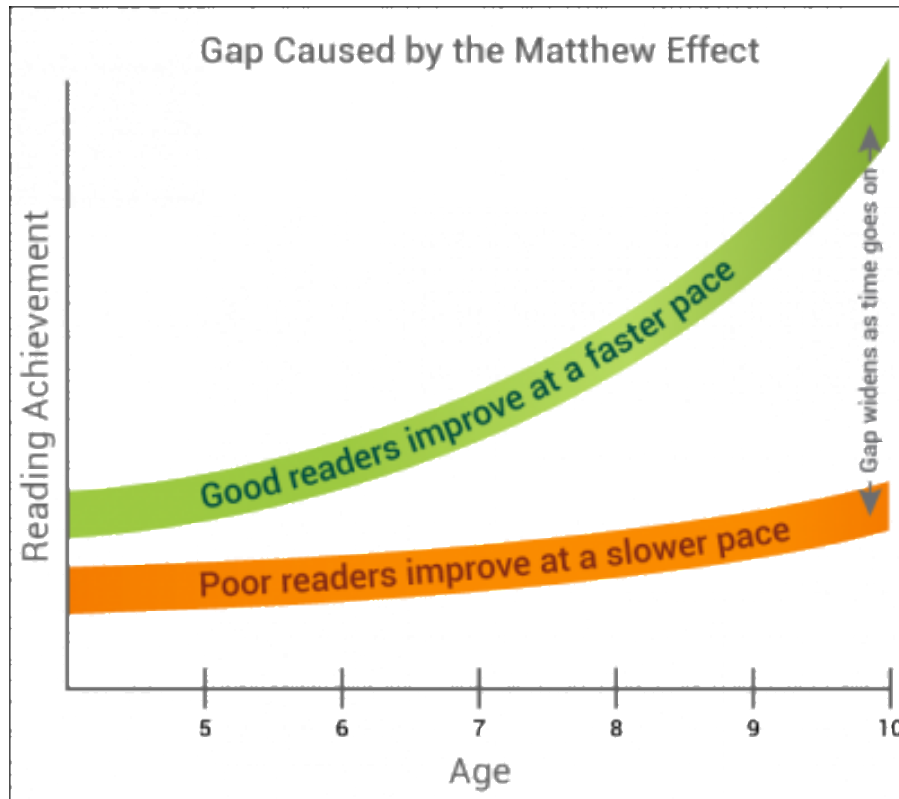


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“...while good readers gain new skills very rapidly, and quickly move from learning to read to reading to learn, poor readers become increasingly frustrated with the act of reading, and try to avoid reading where possible.”

(Southwest Educational Development Laboratory, cited in Daniel Rigney, *The Matthew Effect*, p.76)



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# Reading Support and Development at Plymstock



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## Reading for pleasure changes lives for the better

- **Year 7 and Year 8 have at least 30 minutes reading each day in school. (Our DEAR session – Drop Everything and Read!)**
- **In Year 9, students have 30 minutes a day reading in their EBACC subjects**
- Teachers model reading and share their favourite reads.
- Some students read in small groups with adult mentors such as our expert librarians, or Teaching Assistants or with Year 8 Peer Reading Mentors.
- The Year 7 Book Group – every Monday in the library.



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## Forensic Reading: one lesson a fortnight

Students have one Forensic Reading lesson a fortnight in Year 7, 8 and 9. The aim is to develop:

- students' oracy skills
- improve their vocabulary
- develop word recognition and comprehension skills
- develop their knowledge of the world – their cultural capital



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# The 4 Reading Comprehension Strategies

**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 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 students 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.



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**Eva, Grace & Olivia**  
**Y7 Book Group**



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# The Year 7 Reading Challenge!



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# Literacy Intervention Available

- Reading Mentor Programme: adult/student
- Guided reading in the library with TAs/Library Staff
- Smaller English sets
- Homework club
- Literacy Leaders' Club after school on Mondays in the library



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# Literacy Intervention cont.

- The 'Reciprocal Reading' intervention programme  
- 6 weeks, 30 mins twice a week with Primary reading specialist
- 'Read Write Inc Fresh Start Phonics' programme
- Dyslexia Drop in via invitation.
- Sixth form Peer Reading Mentors via invitation.
- Spelling intervention linked to 'RWI Fresh Start phonics' programme.





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Teigan Year 8 Senul Year 7  
DEAR Time reading mentors.



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Eva Year 8 & Poppy Year 7  
DEAR Time reading mentors

# Literacy in all subjects

- SPaG has allocated marks in most GCSE examinations now.
- Students should be encouraged to pay attention to capital letters, punctuation, sentence structure and spelling in all writing.
- Encourage your child to **proofread** their writing before handing it in to their teacher.



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# Supporting your child at home

- **Reading Tips**
- **Listen to your child read. Ask them about what they are reading.**
- **Check their written work through and get them to correct any errors you notice.**



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