



# Reading Parent Meeting



# Aims of the meeting



- To share Hazelwood **Vision for Reading**
- To share changes to how we teach **early reading**
- To share **whole class reading structure** Y2-Y6
- To introduce **Star Reader Assessment Tool** and how this informs a child's book level
- To share information regarding **Accelerated Reader (AR)** reading intervention
- To discuss strategies to achieve reading **fluency**
- To discuss how we promote **reading for pleasure** at Hazelwood
- To share strategies to support children with **reading at home**

# Hazelwood Schools Curriculum Design



**Our Vision and Values**

At Hazelwood, we believe in nurturing responsible citizens to achieve educational excellence by inspiring awe and wonder through a real, relevant, immersive and purposeful curriculum.

Our shared values are at the heart of all we do.

**Believe and Achieve**

## Our Curriculum Intent

By the time our children leave Hazelwood in Year 6, we strive to ensure that they have:

- Established themselves as nurturing **responsible citizens** within the school and wider community
- Strong subject knowledge across all curriculum disciplines with a **broad range of vocabulary** that enables them to express themselves confidently
- Tolerance and understanding of the diverse world** we live in and their place in the global community
- Embedded values** that support and guide their thinking and behaviours to enable them to succeed in life both socially and academically
- Developed a **positive sense of themselves** with the knowledge, skills and strategies to support them in staying safe and happy in the wider world
- Experienced “awe and wonder moments” through our **real, relevant, immersive and purposeful** curriculum, contributing to a life-long love of learning
- The **belief** that they can achieve **educational excellence** in all that they do

## Our Curriculum Drivers

The content of our curriculum is driven by our core drivers. These are:

- Nurturing Responsible Citizens through our Values**
- Vocabulary**
- Big Questions**
- Real, Relevant, Immersive and Purposeful**

## Hazelwood’s Approach to Teaching and Learning

At Hazelwood you will see a range of real, relevant, immersive and purposeful learning opportunities within a nurturing, enabling environment, including the following approaches to teaching and learning:

- Children **exploring and answering big questions** which allow them to think deeply about their learning
- Children **hearing and using key vocabulary** in a range of contexts
- Children **speaking in full sentences** using the key vocabulary taught
- Cold calling** - supporting all children in engaging in their learning and believing they can achieve
- Adaptive teaching** - responding to the needs of all children
- Retrieval practice** - allowing children to know more, remember more and do more
- Positive relationships and quality interactions** that nurture our responsible citizens
- Spaced and sequential learning** over time to help children learn more quickly and remember learning better.

# Hazelwood Reading Vision

**At Hazelwood, we believe that it is the right of every child to become a competent and confident reader; able to live, work and succeed in the literate world with a passion for reading.**



We believe that children should be able to read fluently and confidently, use a wide vocabulary accurately and effectively and critique a range of fiction and non-fiction texts. Our Reading curriculum provides the fundamental building blocks for every Hazelwood child to access the wider curriculum to its fullest and therefore to succeed in all areas of their learning. Reading is a vehicle which enables children to gain an invaluable insight into a world of imagination and therefore we understand our responsibility to foster a love of reading from a young age. We believe that this will enable children to grow into motivated, independent and self-confident readers. This, alongside carefully selected texts appropriate to our school and wider context, develops the cultural capital needed for children to succeed in a 21<sup>st</sup> Century adult life. Crucially, at Hazelwood, we aim to foster a love of literature and language through widespread reading for enjoyment.

# Hazelwood Whole Class Reading

- At Hazelwood we teach reading from Y2-Y6 as whole class reading between **9am-9.30am**
- Reading is taught everyday **Monday – Thursday:**



Mon	Tues	Wed	Thurs	Fri
Pre-teaching of key vocabulary (max 8 words)	Understanding the text & apply vocabulary	Understanding of a key skill – teacher models	Independent questions applying key skills	Spelling & Handwriting focus

- Each week there is a new **extract** used and the cycle begins again, these are selected from Literacy Shed + as high quality, language rich texts
- Each day there are planned opportunities for children to develop reading **fluency** and they are heard read aloud.

Year 2

# Key Reading Skills - VIPERS



Year 3-6

Vocabulary  
Infer  
Predict  
Explain  
Retrieve  
Sequence

www.literacyshedplus.com

This card features the acronym VIPERS in large green letters. Each letter is accompanied by a small illustration of a green cartoon snake performing a task related to the skill: 'V' (reading a book), 'I' (wearing a hat and holding a magnifying glass), 'P' (holding a globe), 'E' (pointing to a chalkboard), 'R' (holding a stick), and 'S' (holding a newspaper). The card has a white background with a green and blue striped border.

Vocabulary  
Infer  
Predict  
Explain  
Retrieve  
Summarise

www.literacyshedplus.com

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At Hazelwood, we teach key reading skills using the acronym **VIPERS**. These are the skills every good reader needs.

# VIPERS at Home – Parent Guide



## Hazelwood Reading VIPERS – Parent Guide



You may have heard your child using the term 'Reading VIPERS' and wondered what snakes have to do with reading! This is a mnemonic we use at school to cover the key comprehension skills that we teach as part of the National Curriculum. The term 'Reading VIPERS' was created by Rob Smith from The Literacy Shed, a website which provides a wide range of interesting and engaging resources for teaching English and where we select most of our reading texts from.

At Hazelwood, we use the term 'Reading VIPERS' to encourage children to actively think about the comprehension skills they are using when they read.

These are:

**V** - Vocabulary

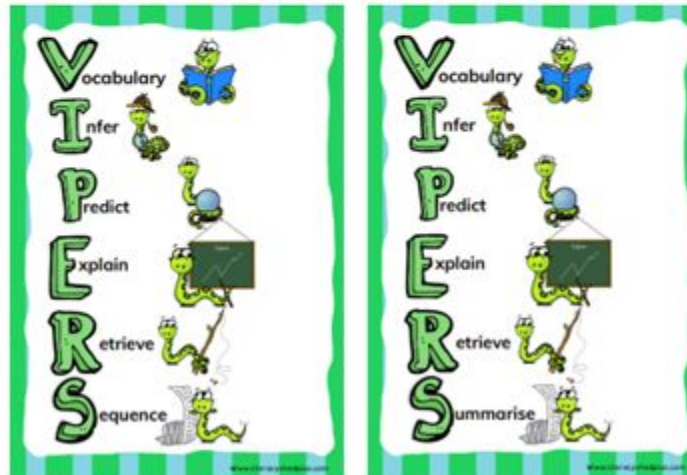
**I** - Infer

**P** - Predict

**E** - Explain

**R** - Retrieve

**S** - Sequence (KS1) or Summarise (KS2)



We have created a Hazelwood **VIPERS** parent guide which provides ideas of key questions to support home reading...



# Accelerated reader



Accelerated Reader (AR) is a reading management and monitoring programme that aims to **foster independent reading**. The software assesses reading age, and suggests books that match pupils' needs and interests. Pupils who take part in the reading intervention, take computerised quizzes on books to test for reading comprehension. Passing the quiz is an indication that focus children have understood what they have read.

Accelerated Reader is used as part of our comprehensive reading provision in place at Hazelwood. While we continue to teach the skills of reading in class through shared texts, the AR books chosen by individual children will provide them with the opportunity to apply the knowledge and skills they have developed. Pupils using AR intervention are encouraged to progress at their own pace and they have personalised targets based on their reading ability.



# Accelerated reader

There are two parts to the program:



Star Reading A computer-adaptive reading test used to assess pupils' reading ability and to determine their recommended reading levels for Accelerated Reader. Measures growth over time. Used to allocate ZPD range.



Accelerated Reader A database of quizzes to test the comprehension of books read. Provides instant feedback and monitoring.



**STAR**<sup>™</sup>  
Reading

# Star Reader

## The Assessment Tool



- Every child from Year 2 – Year 6 will take a STAR assessment
- Each half term (start of half term)
- It is a multiple choice reading assessment completed individually on the computer at school.
- Questions continually adjust to child's responses so if their response is correct, the difficulty level is increased. If they miss a question or give an incorrect answer, the difficulty level is reduced. This means that they should not guess their response but allow question to time out.
- The test comprises of 34 multiple choice questions and should take approximately 20-30 minutes.
- Questions 1-10 are vocabulary questions and remaining questions look at comprehension.
- Every test for every student is different.
- If children are unable to access this, phonics support <https://ukhosted98.renlearn.co.uk/6702378>



**STAR**<sup>™</sup>  
Reading

# Star Reader

## The Assessment Examples



Aimee Jacobs 8:34

The lights didn't work because the \_\_\_\_\_ went out in our house.

- 1 electricity
- 2 boiler
- 3 instrument
- 4 tap

Joel Fitzgerald 17:54

Before her visit to the local history museum, Daria had never thought about the people who had built her town. She thought of people who had paved the road she travelled on every day, and others who had laid the very foundations of the city. Daria benefited from their work every day. She now understood what people meant by wanting to give something back to the community.

What is the theme of this passage?

- 1 appreciation for one's community
- 2 not having to work hard
- 3 supporting museums with donations



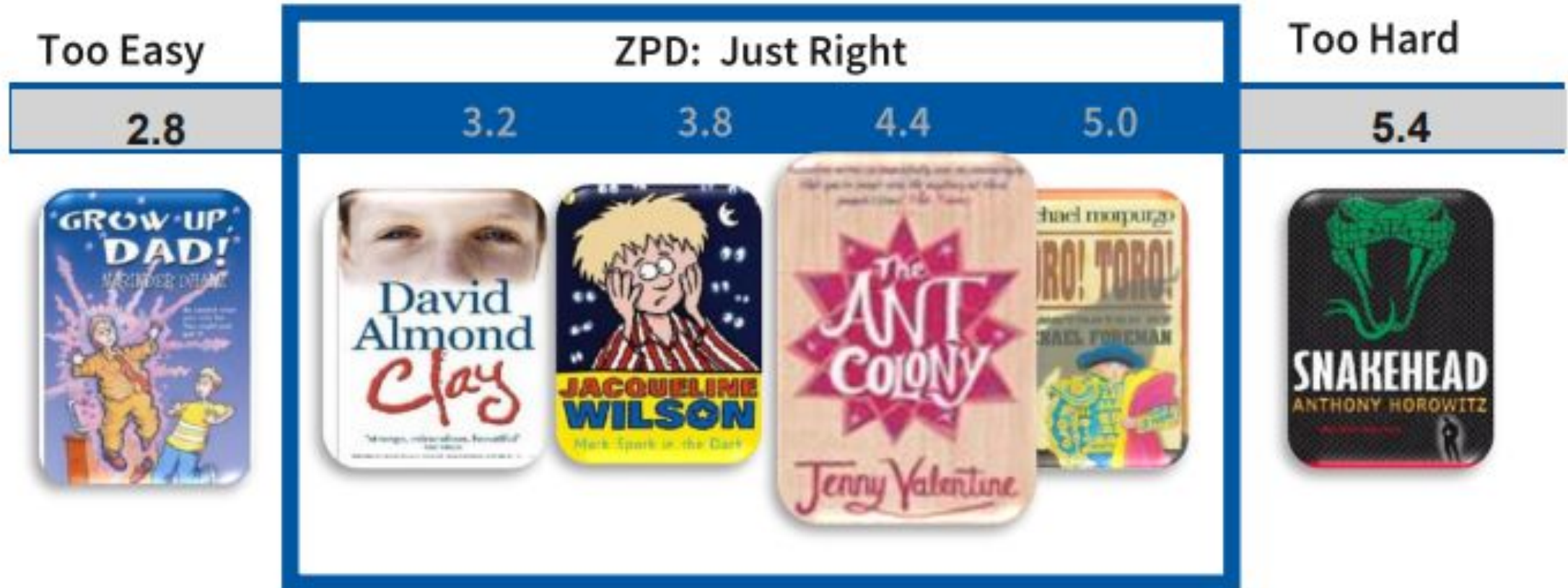
**STAR**<sup>™</sup>  
Reading

# Star Reader

## ZPD Score – Book Levels



A range of book levels recommended for each student based on their reading ability  
The student has free rein to choose books from within their entire ZPD range





STAR™  
Reading

# Reading Book Changes

## Understanding book labels



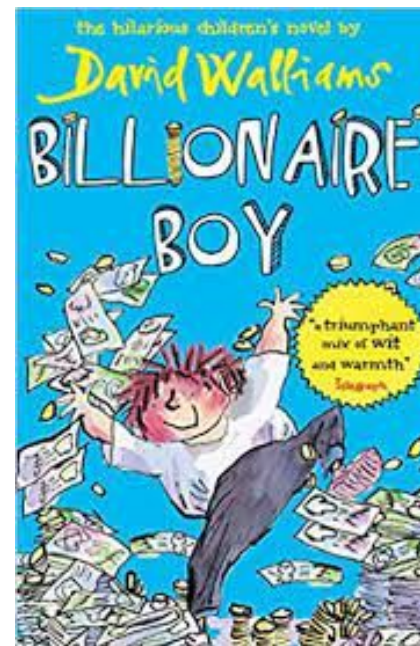
Quiz No 219982

Billionaire Boy

Walliams, David

B.L.: 4.1

Points: 4.0





**STAR**<sup>™</sup>  
Reading

# Reading Book Changes

## Finding books for my child



You can use this website to check book levels of books to see if they are appropriate for your child's reading level.

[Accelerated Reader Bookfinder UK & Ireland - Welcome \(arbookfind.co.uk\)](http://arbookfind.co.uk)

You can also use this website to explore books that may be of interest to your child and are sorted into year groups:

<https://schoolreadinglist.co.uk/category/reading-lists-for-primary-school-pupils/>



# Accelerated reader

## The Intervention

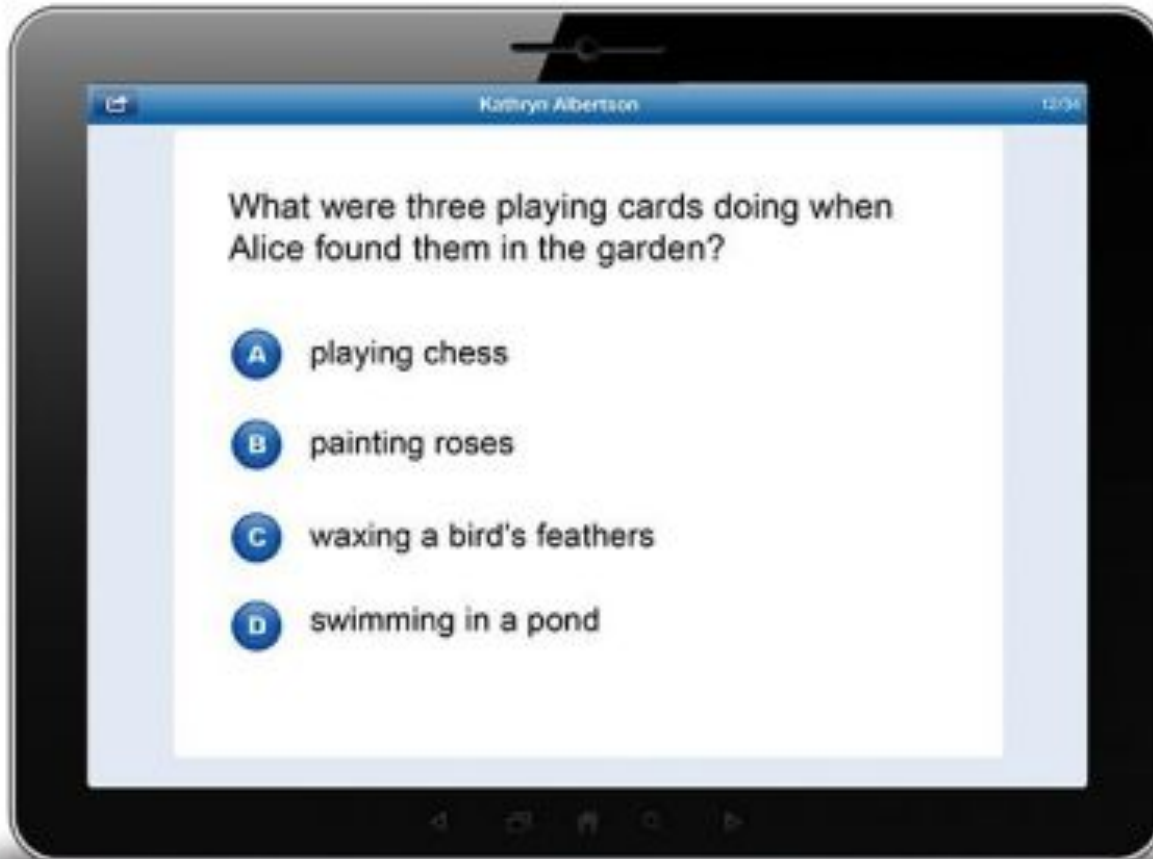


- This is the intervention for children who are assessed by the star reader as children who **can use phonics to read** and complete Little Wandle but need support with reading comprehension.
- This intervention is designed to promote a love of reading through motivating quizzes that increase reading miles.
- Children will still have a ZPD book but will quiz after reading each book, increasing independence, responsibility and reading motivation.
- These children will be monitored very closely to ensure that they are developing their independent reading and selecting texts that appeal to them. Teachers will be monitoring the reading these children daily and they will receive results from their individual quizzes.



Accelerated™  
Reader

# Accelerated reader Example Quiz



Questions will be based  
on what they have  
read.

Quiz No 219982  
Billionaire Boy

Walliams, David  
B.L.: 4.1  
Points: 4.0

MY



# Hazelwood Early Reading Intervention

- At Hazelwood, we believe that every child has the right to read fluently and confidently to enable them to be able to fully access the curriculum on offer.
- Therefore, in order to support children who are not yet reading at age related expectations and who need further teaching on how to read and decode, we provide additional phonic support using Little Wandles scheme.
- Children are assessed and if they require support with decoding, interventions are set up and are run by staff members that are trained to use Little Wandle resources.
- These age/stage appropriate interventions follow a set model and structure to address specific reading gaps.
- These children also receive a phonetically decodable reading book as we believe that this is vital in ensuring our aim to achieve fluent, confident readers.



Grapheme chart Phase 2 and 3

s	t	p	n	m	d	g	c	r	h	b	f	l	j	v
ss	tt	pp	nn	mm	dd	gg	ck	rr		bb	ff	ll	j	vv
							cc							
w	x	y	z	qu	ch	sh	th	ng	nk	a	e	i	o	u
			zz	s										
ai	ee	igh	oa	oo	oo	ar	or	ur	er	ow	oi	ear	air	



# Reading Fluency

## How can you support reading fluency?



### Accuracy

- the ability to decode single words without making an error



### Automaticity

- the ability to accurately and effortlessly identify words



### Rate

- the speed maintained while reading accurately and automatically



### Prosody

- reading in context at a smooth, even pace with expression



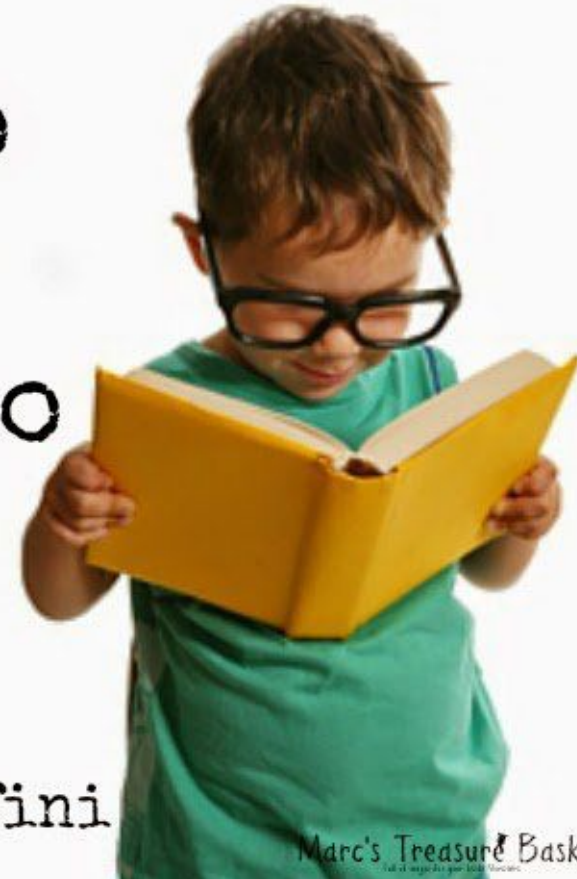
# Reading For Pleasure

## What does it look like here?



“There is no such thing as a child who hates to read; there are only children who have not found the right book.”

— Frank Serafini



<https://www.hazelwoodschooldschools.org.uk/page/?title=Reading&pid=112>

# Reading For Pleasure Hazelwood Book Spine



Year 3	<b>Butterfly Lion</b> Michael Morpurgo 	<b>The Sheep pig</b> Dick King Smith 	<b>Women who changed the world</b> Kate Pankhurst 	<b>The Lion Witch and the Wardrobe</b> CS Lewis 	<b>Ellie &amp; The Cat</b> Malorie Blackman 	<b>One Dog and His Boy</b> Eva Ibbotson 
	<b>The Tunnel</b> Anthony Browne 	<b>Journey</b> Alan Becker 	<b>When Sadness comes to call</b> Eva Eland 	<b>We All Belong</b> Nathalie Gross 	<b>Please Mrs Butler</b> Allen Ahlberg 	<b>Street Beneath My Feet</b> by Charlotte Guillian 
	<b>The World's Greatest Space</b> Cadet James Carter	<b>Daddy Christmas and Hanukkah Mamma</b> Selina Alka 	<b>Harry Potter and the Philosophers</b> Stone JK Rowling		<b>The Story of Inventions</b> Catherine Burr 	<b>The Different Dragon</b> Jennifer Bryan 

Which books are being read aloud to your child?

English Tab on Website

# Reading For Pleasure Hazelwood Book Corners





# Reading Vending Machine

## How does it work?



# Reading at Home




## How can I best support my child?

- Recognise yourself as a **reading role model**
- Provide **varied exposure to texts** e.g. audio books, newspapers, comics,
- Encourage children to develop reading **fluency** through use of discussed strategies
- **Question** children about what they read using key question stems to support comprehension
- Foster a **positive relationship** with reading to celebrate reading
- Encourage increased **reading miles**





# WHY READ 20 MINUTES AT HOME?

Student A Reads	Student B Reads	Student C Reads
❖ 20 minutes per day.	❖ 5 minutes per day.	❖ 1 minute per day
❖ 3,600 minutes per school year.	❖ 900 minutes per school year.	❖ 180 minutes per school year.
❖ 1,800,000 words per year.	❖ 282,000 words per year.	❖ 8,000 words per year.
		
❖ Scores in the 90 <sup>th</sup> percentile on standardized tests.	❖ Scores in the 50 <sup>th</sup> percentile on standardized tests.	❖ Scores in the 10 <sup>th</sup> percentile on standardized tests.



# Thank you! Any Questions?

