



Reading Workshop

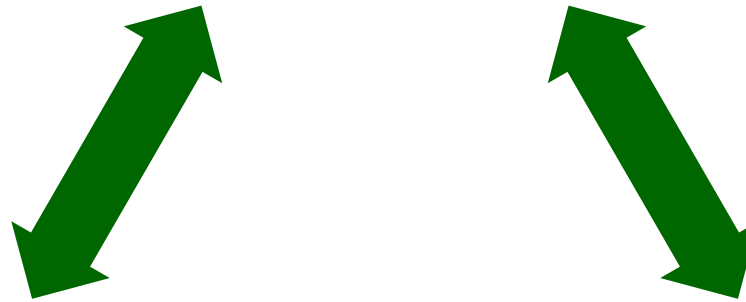
Milepost 3

24.02.19

مدرسة المنتزة الانجليزية
PARK HOUSE ENGLISH SCHOOL

25 Years of Exceptional Education

Pupil Effort



School Input



Parental Support

How we teach reading in school

Early Years	<ul style="list-style-type: none">• Introduction to phonics• Listening and responding to stories
Years 1 and 2	<ul style="list-style-type: none">• Consolidation of phonics• Introduction to Oxford Reading Tree books• Library books
Years 3 and 4	<ul style="list-style-type: none">• Oxford Reading Tree books• Library books
Years 5 and 6	<ul style="list-style-type: none">• Accelerated Reading

Accelerated Reader: A Guide for Parents

From Year 5 onwards, all students take part in the **Accelerated Reader** programme, which is designed to do the following things:

- Find books that are the right ability for your child
- Encourage your child to read more
- Improve your child's reading ability.

How it works...

At the start of each term every student took a **Star Test**, which is a computer-based test that measures a student's reading ability through a series of 34 questions.

Every test for every student is different, and the computer selects different questions for each student dependent on how well they answer the previous questions. Essentially, the computer adapts the test to suit your son or daughter.

Once the student has completed the test, they are then given a **ZPD score** by their teacher.



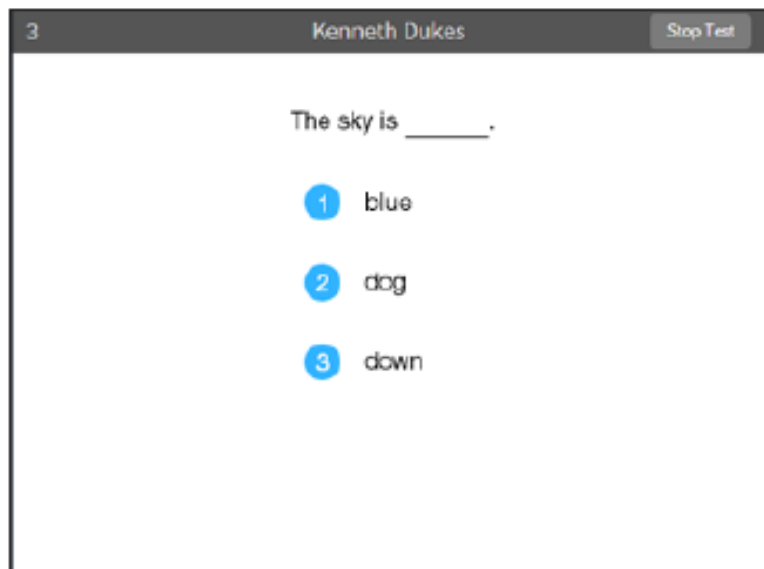
How STAR tests work

- 1) The student must take their time. It is recommended that each child should spend **at least** *20 minutes* on their tests. Students are used to working quickly in timed conditions, but during a STAR test it is about concentration, focus and careful reading.
- 2) Students should not guess answers to questions. Instead, they should wait for the question to time out. This is to ensure the computer is not given a false impression of the student's reading ability.
- 3) Tests are done in exam conditions without any help from other students or the teacher.



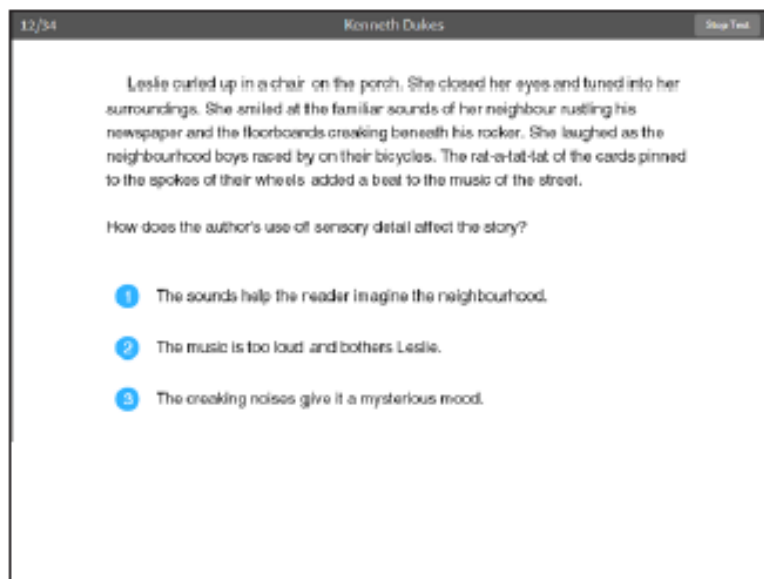
Picture 1

Fill-in-the-blank questions have a sentence with a word missing. There will also be a list of three or four words that could fit in the blank. Your job is to choose the word that best completes the sentence.



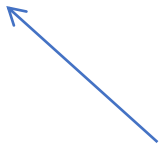
Web browser

Short-answer questions have a text passage at the top, followed by a question about the passage. There will be a list of three or four possible answers. Your job is to choose the best answer to the question.



A ZPD score is given to your child after completing the STAR test

3.2 – 4.6



Lowest
number



Highest
number

ZPD is two numbers that the student uses to choose their next reading book.

The lowest number is the lowest level of book the student should be choosing.

The highest number is the highest level of book the student should be choosing.

Students keep a record of all their ZPDs in their homework diaries

A new STAR test takes place every term, so students can see improvements in their reading ability, but also choose more challenging books.

Diagnostic Reports for Parents and Teachers



Student Diagnostic Report

Printed Saturday, 23 February 2019 10:57:44

School: Park House English School

Test Date: 17 January 2019 10:13

Test Time: 24 minutes 11 seconds

Report Options

Use Trend Score: Use trend score for student's suggested skills

Child's Name

ID:

Year: 6

Class: Year 6 6H

Teacher: Mr S Rooney

School Benchmark - Year 6



■ Urgent Intervention ■ Intervention ■ On Watch ■ At/Above Benchmark

Diagnostic Reports for Parents and Teachers

STAR Reading Scores	
SS: 680 (Scaled Score) ■ At/Above Benchmark	██████████ Scaled Score is based on the difficulty of questions and the number of correct responses.
PR: 70 (Percentile Rank)	██████████ scored greater than 70% of students nationally in the same year.
PR Range: 61 - 83	The range of potential variability in ██████████ PR score.
Reading Age: 11.04	The typical age at which the Star Reading Scaled Score of 680 is achieved.
NRSS: 106	The Norm Referenced Standardised Score converts ██████████ "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 average score is 100. A higher score is above average and a lower score is below average.
SGP: 75	The SGP is a norm-referenced percentile-based quantity ranging from 1 to 99 indicating Farah's growth relative to other students, in the same year group, with a similar achievement history.

Diagnostic Reports for Parents and Teachers

Domain Scores

Comprehension

Vocabulary: 87

Understanding and Interpreting Texts: 90

Engaging and Responding to Texts: 91

Word Reading

Word Recognition: 90

Domain scores, ranging from 0-100, estimate [redacted] percent of mastery on skills in each domain at a sixth year level.

Reading Recommendation

ZPD: 4.1-6.3 (Zone of Proximal Development)

Farah's ZPD identifies books at the right level to provide optimal reading challenge without frustration. Enter [redacted] ZPD in www.ARBookFind.co.uk to find appropriate books.

AR Quizzes

A quiz is different to a STAR test because students only take a quiz **after** they have *finished* a book.

There are usually about 10 questions on the book that has been read. At the end of the quiz the students are given a percentage to show them how well they have done.

There are some important rules for taking quizzes:

- 1) The book the child is quizzed on **must be a book they have read in the last two weeks**. AR is not a memory test but rather measuring reading ability.
- 2) A student cannot take a quiz until they have read the entire text.
- 3) Quizzes must be done individually, not with anyone's help.
- 4) When a child has passed three quizzes on on ZPD level, they should move on to the next level.

How much should my child read each day?

- All children in Milepost Three should be reading for at least 30 minutes daily.
- You may wish for you child to read for longer, however we must be careful not to make reading a chore or punishment.
- Reading time should include **questioning and discussion.**

How can I help?

- As with anything, performance improves with practice.
- Create a culture of reading in your household by reading with your child, starting a home library, visiting the new Qatar library, Jarir, Virgin, Borders or Fnac.

www.arbookfind.co.uk

It's not just books from the Park House Library that students can read, they can read books from home and take quizzes on them!

You can use ARBookFind.co.uk to check whether your child's current book is on Accelerated Reader.

The Importance of Shared Reading

It's the most important thing you can do to help your child succeed.

Books contain new words that will help build your child's language and understanding.

Reading together is fun and helps build relationships.

The impact lasts a lifetime. Readers are more confident and have greater job opportunities.



The Importance of Questioning

- We must encourage active listening and reading skills.
- Targeted questioning keeps children engaged.
- Questioning helps children learn new vocabulary.
- Questioning encourages children to think more deeply about what is happening in their book.
- Questioning promotes a good relationship between children and the adults with whom they read.

Different Types of Questions

- Expression of opinion, why your child likes or dislikes the book
- Recall of facts and key information
- Vocabulary – what does this mean?
- Sequencing of main events as they happened in the book

- Considering character motivation
- Use of language – why has the author chosen this word?
- Purpose and viewpoint
- Inference – clues within the text

Content domain reference

- | | |
|-----------|---|
| 2a | give / explain the meaning of words in context |
| 2b | retrieve and record information / identify key details from fiction and non-fiction |
| 2c | summarise main ideas from more than one paragraph |
| 2d | make inferences from the text / explain and justify inferences with evidence from the text |
| 2e | predict what might happen from details stated and implied |
| 2f | identify / explain how information / narrative content is related and contributes to meaning as a whole |
| 2g | identify / explain how meaning is enhanced through choice of words and phrases |
| 2h | make comparisons within the text |

