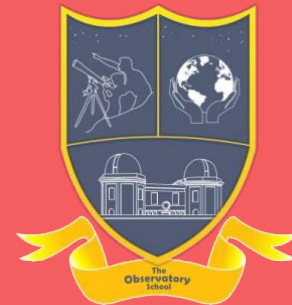


Reading Handbook

2022-2023





Contents

Introduction

Vision

Intervention Pathways

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Reading at Home

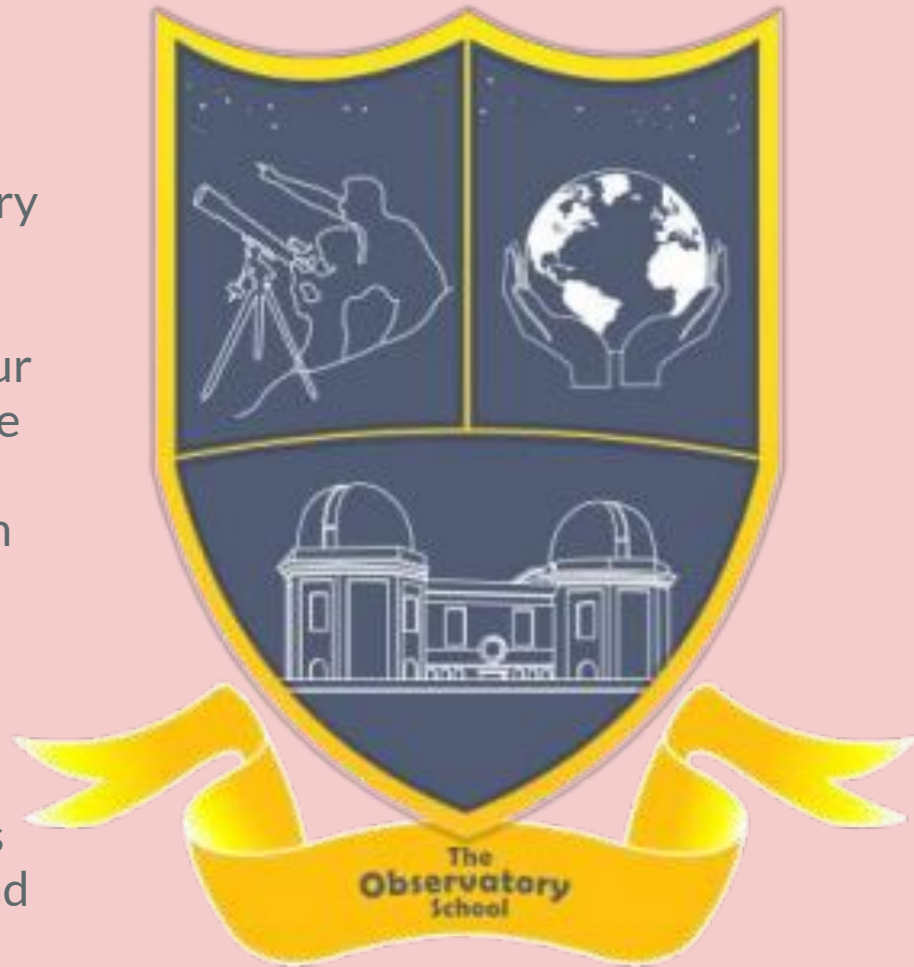
Phonics



Introduction

We know that before joining The Observatory School students may have gaps in their reading skills due to barriers to learning or time missed from education. The intent of our reading policy is that all students will be able to close these gaps through outstanding reading classroom teaching; participating in whole-school reading programmes; and specialist interventions, where necessary, including in systematic, synthetic phonics.

At the same time, students who are on or above target will be given challenging texts and be introduced to a wide-range of rich and diverse literature.



Vision

Pupils at The Observatory School will be enriched by being provided with an ambitious and diverse reading spine and a culture of reading for pleasure. All pupils will leave The Observatory with a love of reading and the ability to read well. This will be achieved through:

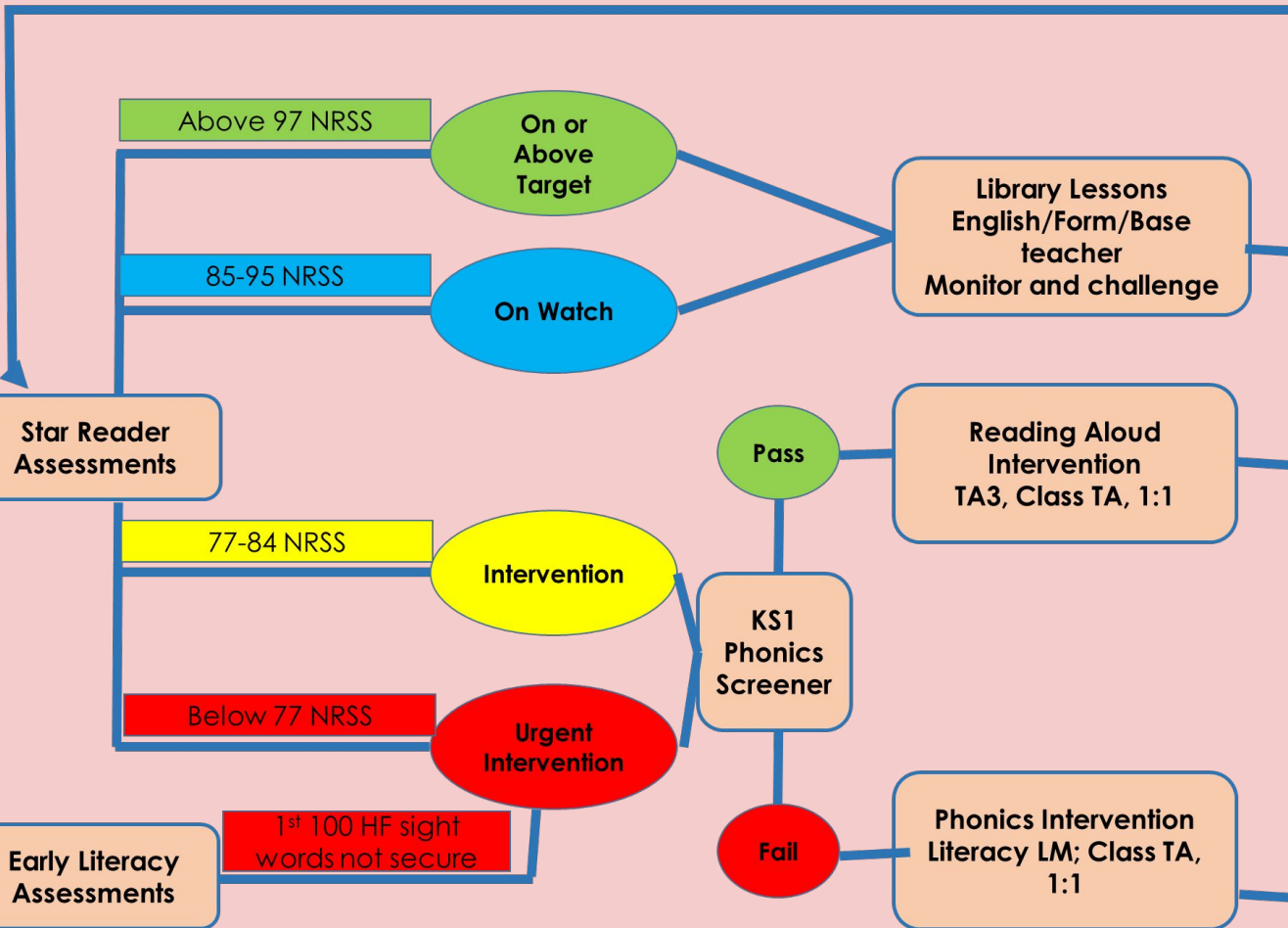
- **Right books:** all pupils will be accessing age-appropriate books at the right level for them.
- **Right interventions:** Pupils who have gaps in their reading ability will receive targeted interventions at the correct level.
- **Right data:** Reading data will be regularly collected, monitored and analysed to ensure the right books and interventions are provided.



Retest 6 times per year (beginning and end of term)



Reading monitoring and intervention pathways



Head of Literacy

Claire Quatermass

Oversight of the whole-school literacy provision, delivery, and data.

Communication TA3

Cameron Beattie

Delivers reading interventions, as well as supporting the LLM

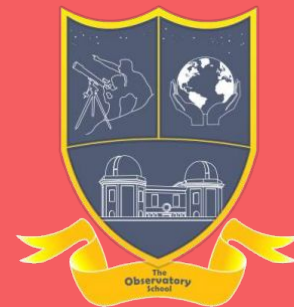
Literacy Learning Mentor

Rohini Green

Delivers phonics interventions and runs the LAC reading group

Class and 1:1 TAs

Class and 1:1 TAs will be trained in all the programmes.
They will share the delivery of interventions to their pupils



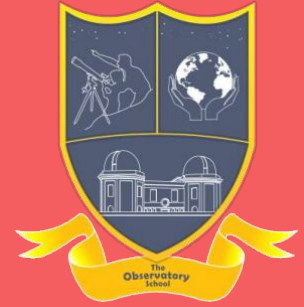
**Literacy
Staff**

Accelerated Reader at The Observatory School

Accelerated Reader is a reading programme used by schools to encourage pupils to read.

Pupils will always be reading books at the right level for their interest and ability. This enables pupils to make quicker progress with their reading.

Pupils will have two dedicated library lessons, on their timetables. We strongly recommend that they also read at home to compliment this.

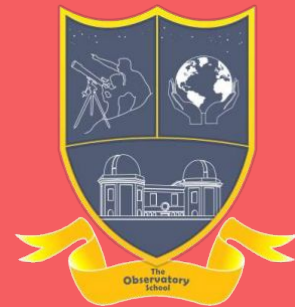


**Accelerated
Reader at
The
Observatory
School**

How does it work?

Students are tested six times a year for their reading comprehension level using a STAR test. This is a test which is taken at school and online and takes around 20-25 minutes. Students do not have to prepare for this test.

The test provides pupils with a ZPD (a range of book levels) to ensure they are reading at the correct level; it also provides teachers data to track the reading of each pupil.



**Accelerated
Reader at
The
Observatory
School**

Reading Diagnostic Reports

After the reading assessments, every student will have a diagnostic report.

These reports give lots of data, including:

- Standard Score
- Reading Age
- ZPD

STAR Reading **Student Diagnostic Report**
Enterprise Test
Printed Monday, September 10, 2012 3:17:28 PM

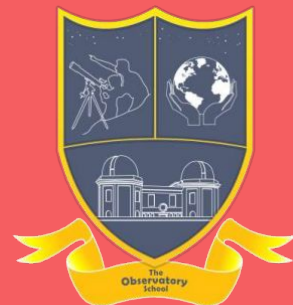
School: Oakwood Elementary School Test Time: 23 minutes

Santos, Juan
ID: JSANTO Grade: 4 Teacher: Mrs. S. Fox Class: Mrs. Fox's Class

District Benchmarks - Grade 4

STAR Reading Scores

SS: 318 (Scaled Score)	Juan's Scaled Score is based on the difficulty of questions and the number of correct responses. Use it to compare student performance across grades. All other scores are derived from the Scaled Score.
PR: 19 (Percentile Rank)	Juan scored greater than 19% of students nationally in the same grade.
GE: 2.6 (Grade Equivalent)	Juan's test performance is comparable to that of an average second grader in the sixth month of the school year.
FGL (Functional Grade Level)	FGL represents the student's level of mastery of grade-level Common Core State Standards. See Functional Grade Level (FGL) Score for STAR Reading for more information about using Scaled Score as an indicator of mastery.
IRL: 2.6 (Instructional Reading Level)	Juan would be best served by instructional materials prepared at the second grade level.
Est. ORF: 73 (Estimated Oral Reading Fluency)	Juan can likely read 73 words per minute correctly on grade-level appropriate text.
Common Core State Standards Domain Scores	
Key Ideas and Details: 56 Craft and Structure: 56 Integration of Knowledge and Ideas: 50 Foundational Skills: 60 Vocabulary Acquisition and Use: 58	Domain scores, ranging from 0-100, estimate Juan's percent of mastery on skills in each domain at a fourth grade level.
Reading Recommendation	
ZPD: 2.4-3.4 (Zone of Proximal Development)	Juan's ZPD identifies books at the right level to provide optimal reading challenge without frustration. Enter Juan's ZPD in www.ARBookFind.com to find appropriate books.



**Accelerated
Reader at
The
Observatory
School**

RAG Rating Pupils

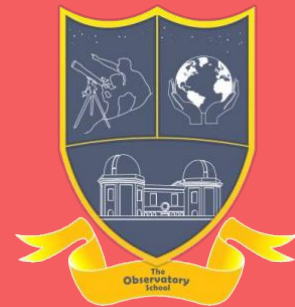
The Star Reading Assessments will rate students into the following categories. Interventions will be assigned based on these categories.

Red - Urgent intervention

Yellow - Intervention

Blue - On Watch

Green - At/above curriculum access

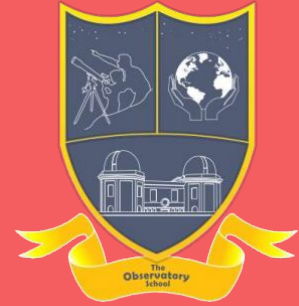


**Accelerated
Reader at
The
Observatory
School**

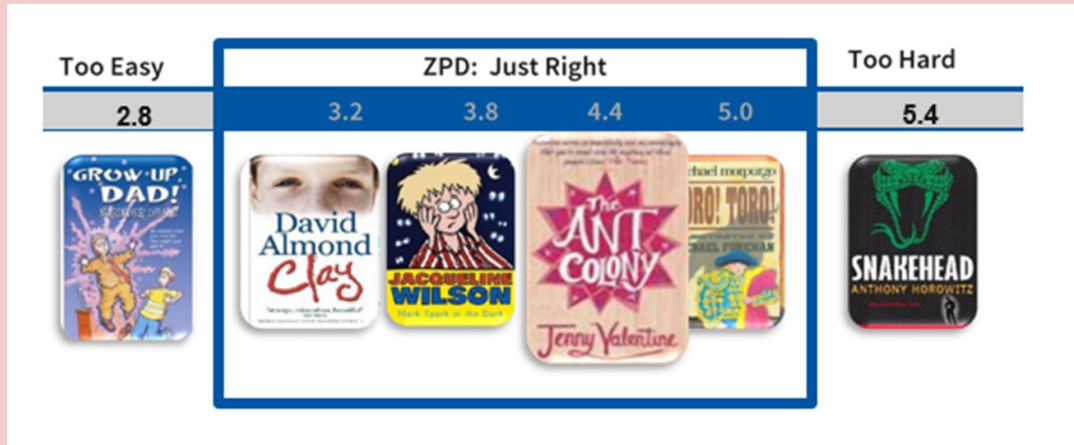
ZPD – Zone of Proximal Development

This is a range of book levels recommended for each student, based on their ability.

To get maximum reading progress, pupils should read across the whole range.



**Accelerated
Reader at
The
Observatory
School**



Choosing a Book: The Observatory School Library

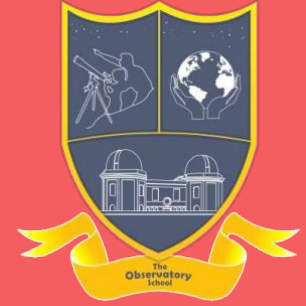
To make it easy to choose books across the range of their ZPDs, The Observatory School has create our own book banding colours.

These are tied to Accelerated Reader book levels (BL).

Reading Age	BL (Book Level)	School Book Band Colours
Below 5	0.1 - 1.5	
5-6	1.6 - 2.5	
6-7	2.6 - 3.5	
7-8	3.6 - 4.5	
8-9	4.6 - 5.5	
9-10	5.6 - 6.5	
10-11	6.6 - 7.5	
11-12	7.6 - 8.5	
12 - 13	8.6 - 9.5	
13-14	9.6 - 10.5	
14-15	10.6 - 11.5	
15+	11.6 - 12.6+	

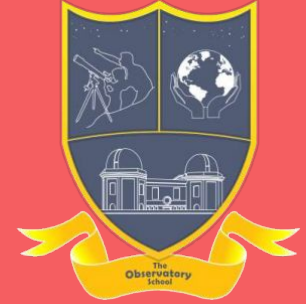
John Jones	Username	JJon
ZDP: 3.6 - 5.6	Password	JJON123
Easy	Comfortable	Challenging

Pupils are all provided with an individualised bookmark that tells them their login details; their ZPD; and the book colours they can choose from.

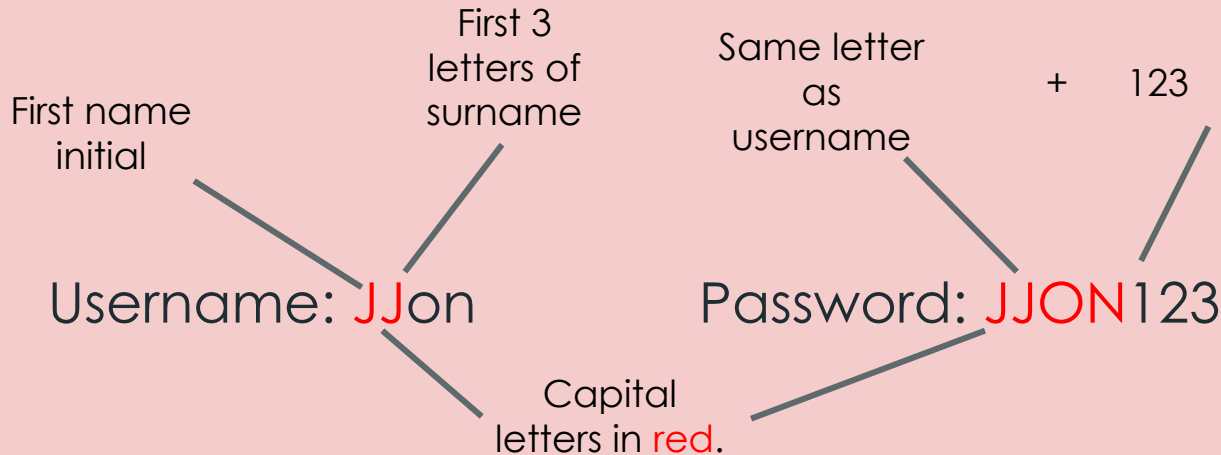


Pupil Bookmarks

John Jones	Username	JJon
ZDP: 3.6 - 5.6	Password	JJON123
Easy	Comfortable	Challenging



Pupil Login Information



Interest Levels

Every student will have books at their ability level (BL and colour bands) and their interest (age) level.

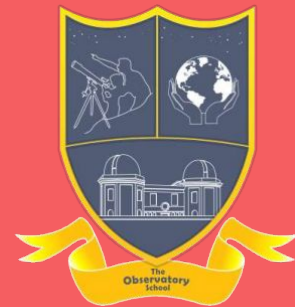
No student will have a book that is not appropriate for their age!

There are a range of books at every level, within each interest level.

LY = Lower Years = Y1-3

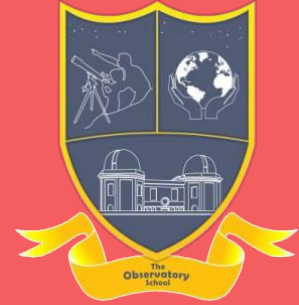
MY = Middle Years = Y4-8

UY = Upper Years = Y9-11



**Accelerated
Reader at
The
Observatory
School**

Explaining the Book Labels



Accelerated Reader at The Observatory School

BL = Book Level
This is the readability level of the book

Quiz number will be inputted by pupils to access the quiz.

Quiz No 219982
Billionaire Boy

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

MY

Points = the points they will get on AR.

Interest level of the book:

Take the Quiz

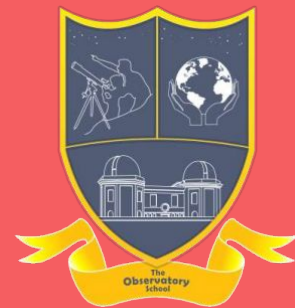
When pupils have finished their book, they log into the school's server on Renaissance Place.

This can be found here:

<https://ukhosted129.renlearn.co.uk/6700719/>

They click on Accelerated Reader and use the book name or quiz number to find their book. They then take the quiz.

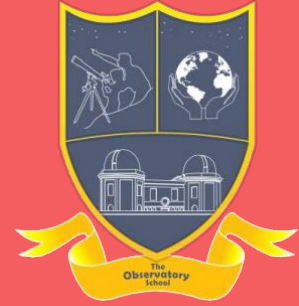
All quizzes are in language appropriate to the level of the book.



**Accelerated
Reader at
The
Observatory
School**

Quiz Rules

- They should be taken at school
 - Take the quiz 24-48 hours after finishing the book
 - The quizzes have no time limit
 - They can only take a quiz once
- If they get over 60%-70% correct on their quiz, they are awarded the relevant amount of points and words read.



**Accelerated
Reader at
The
Observatory
School**

School Library



Books are split into interest levels and colour coded, so pupils can find their books easily.



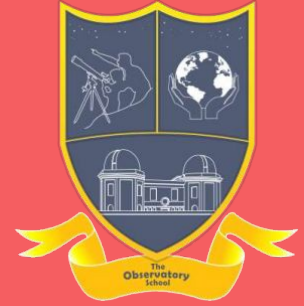
Pupils have 2 library lessons a week



Pupils take the quiz for their finished book



Pupils return finished books



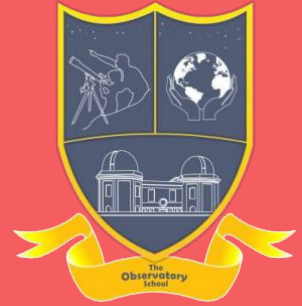
Accelerated Reader at The Observatory School

School Library: High-Lo Books

Hi-Lo books are books with a high interest age (MY or UY), but a low reading ability level.

We now have a wide-range of hi-lo books in the library.

We continue to build on this collection.

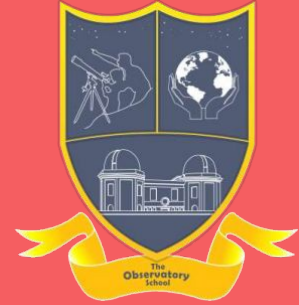


**Accelerated
Reader at
The
Observatory
School**

Reward System: Words Read

When pupils successfully complete a quiz, they have the amount of words in that book added to their total. They are rewarded for the number of words read at several stages. Pupils are rewarded for achieving different levels of words read, by:

- Moving their star on the library display
 - A postcard home
 - A certificate
- Celebrating on the Wall of Fame.



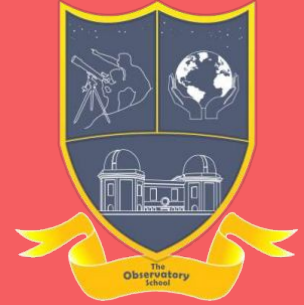
**Accelerated
Reader at
The
Observatory
School**

Reward System: Words Read Top 10

The 10 pupils who have read the most words in an academic year will be invited on special reward events at the end of each term.

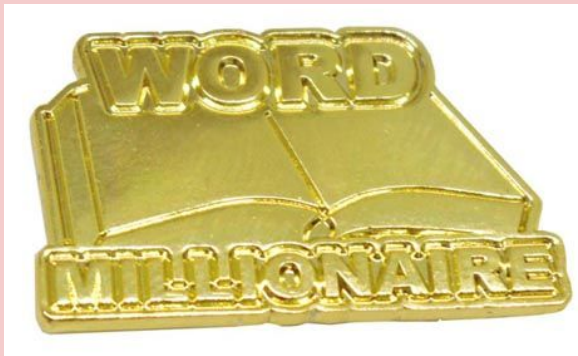
These events will include:

- Theatre trips
- Author signings
- Fun activities



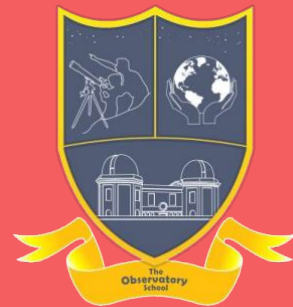
**Accelerated
Reader at
The
Observatory
School**

Reading Millionaires



Pupils who read over 1 million words will be celebrated by:

- Being invited to have hot chocolate with the Headteacher
 - A postcard home
 - A special bookmark
 - A gold badge



**Accelerated
Reader at
The
Observatory
School**

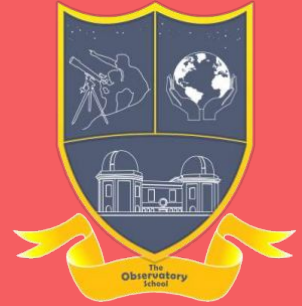
Reward System: Points



Students will also be rewarded for gaining a certain amount of points. They will move through the olympic rings and 'Go for gold'.

At each level, pupils will receive:

- their name on the display
 - A postcard home
 - A certificate
- Celebrated on the Wall of Fame.



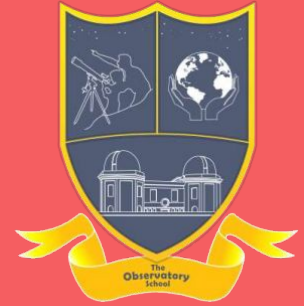
**Accelerated
Reader at
The
Observatory
School**

Assessment Schedule

Pupils will be tested on Star Assessments six times a year. This will be at the beginning and end of each term.

This testing schedule will enable: pupils to be accessing the correct ZPD range to drive improvement; allow monitoring of progress by teachers and leadership; and ensure all pupils are accessing the appropriate interventions, if needed.

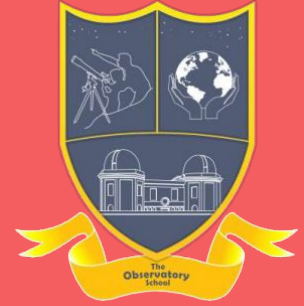
Assessments will take place in: September, December, January, March, May, and July.



**Accelerated
Reader at
The
Observatory
School**

Non-Negotiables

- Reading time (average) needs to be 25-35 minutes per day. They will be given 100 minutes in school and are expected to make up the rest at home.
- Resources (regular access to suitable books)
- Analyse Data - constantly monitor pupils



**Accelerated
Reader at
The
Observatory
School**

How to support your child to read at home

If they are reading at Green or Blue levels, just encouraging them to read for 20 minutes a day will have an impact.

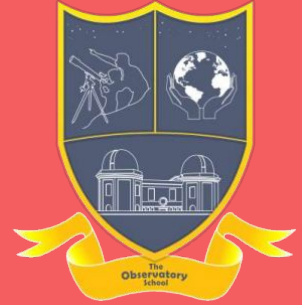
If they are at Red or Yellow, getting them to read aloud to you will help.

We will be running regular parent reading workshops throughout the year - check Class Dojo and the School App for these dates.

We will run workshops in the following:

- Understanding and Using Accelerated Reader
- Phonics
- Supporting parents who are not confident with reading.

Please contact school if you are interested in any of the workshops and your name will be added to the list.



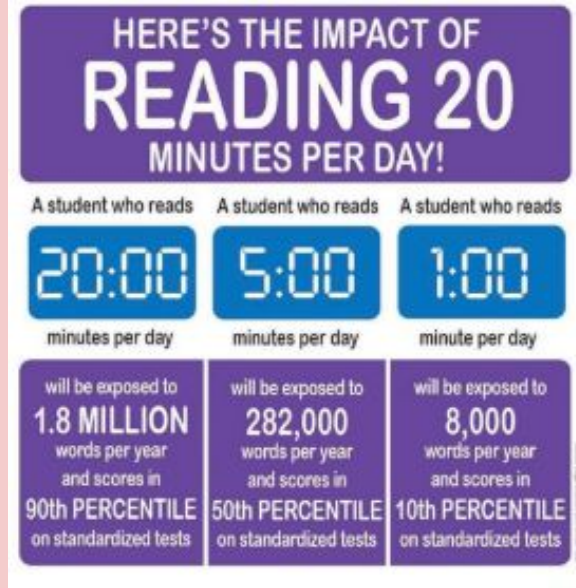
Reading at Home

Reading at home with your child can have a massive impact on their reading levels and their attainment across the whole curriculum.

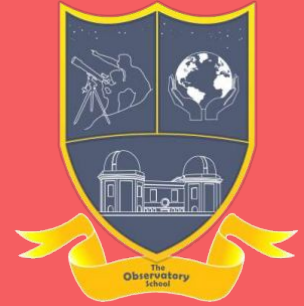
For maximum progress on Accelerated Reader, pupils have to read for an average of 25 minutes per day. That's 175 minutes per week.

Library Lessons = 100 mins

Reading at Home = 75 mins

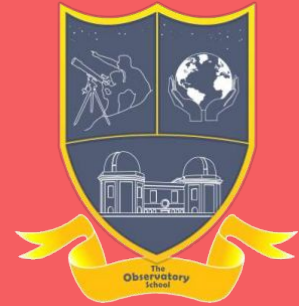
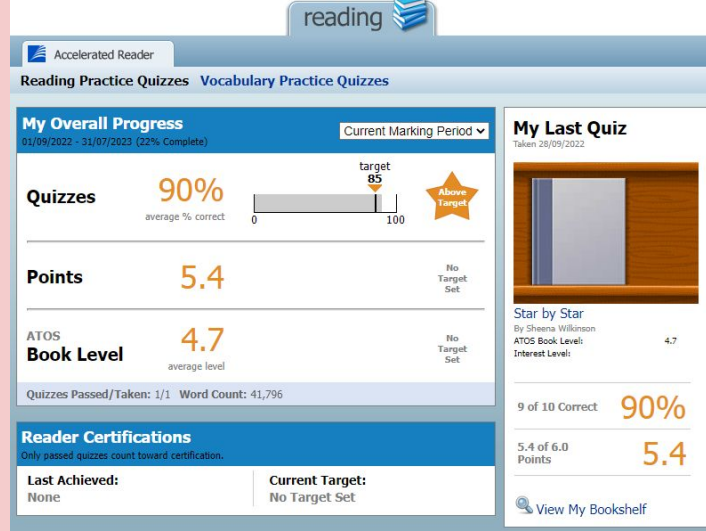


**The impact
of reading at
home**



**Reading at
Home**

Accelerated Reader Home Connect



Accelerated Reader at Home

If you would like to see your child's progress at home, you can go to the school's Home Connect page and use your child's log in details to access their profile.

You will be able to see: how many quizzes they have taken; their points; their targets; and all the books that they have read.

<https://ukhosted129.renlearn.co.uk/6700719/HomeConnect/>

AR Bookfinder

To see if a book is on Accelerated Reader and suitable for your child, use AR Bookfinder.

Search for the book and it will tell you the ATOS book level - check this is in your child's ZPD.

RENAISSANCE Accelerated Reader Bookfinder™

United Kingdom & Ireland

Teacher Quick Search Advanced Search Collections

AR BookBag™

Enter Keycode

You do not need a Keycode to search. However, if your child's teacher gave you a Keycode, enter it here to search the most relevant books for your child.


Go

You can search for book titles based on authors, topics or titles of books. Just type what you want to search for in the blank field above and click Search. You will then be able to sort your search results, select book titles to add to your AR BookBag, print a list of your search results or start a new search.

Search

Book Details Back to Results Print

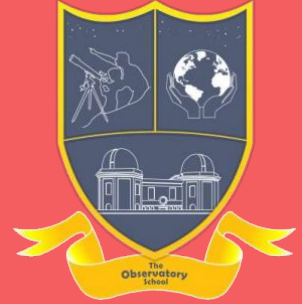
« Previous Title Next Title »

 **Harry Potter and the Prisoner of Azkaban**
Rowling, J.K.
AR Quiz No. 201923 EN

Harry's school is Hogwarts School of Witchcraft and Wizardry, and Harry is a wizard. When Harry and his best friends go back for their third year at Hogwarts, the atmosphere is tense. There's an escaped mass murderer on the loose.

AR Quiz Availability:
Reading Practice, Literacy Skills, Vocabulary Practice

ATOS Book Level:	6.7
Interest Level:	Middle Years, Ages 9 to 13
AR Points:	18.0
Rating:	★★★★
Word Count:	106821
Fiction/Non-fiction	Fiction



Accelerated Reader at Home

<https://www.arbookfind.co.uk/>

Little Wandle

We're teaching every child to read with Little Wandle Letters and Sounds Revised

A complete SSP validated by the Department for Education

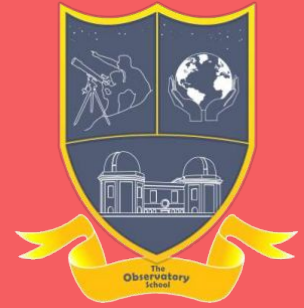


The Observatory School have chosen Little Wandle for their SSP provider.

Pupils who have gaps in their phonic knowledge will follow the rapid catch up intervention programme on Little Wandle.

They will receive interventions from our literacy learning mentor, which will be supplemented by their class or 1:1 TA.

A pack will be sent home so that you can support your child with extra learning also.



**Phonics at
The
Observatory
School**

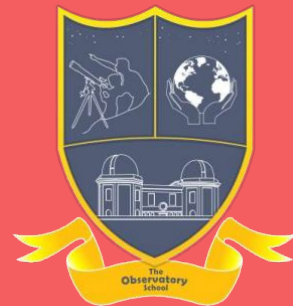
Little Wandle

Phonics Placement



Phonics is:

making connections between the sounds
of our spoken words and the letters that
are used to write them down.



**Phonics at
The
Observatory
School**

Little Wandle

The Observatory School uses the KS1 phonics screener to identify which pupils have gaps in their phonic knowledge.

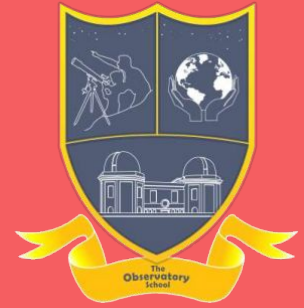
All KS2, Year 7, Red, and Yellow pupils are given the screener.

Pupils who do not pass the KS1 screener will be given the Little Wandle phonics placement assessment.

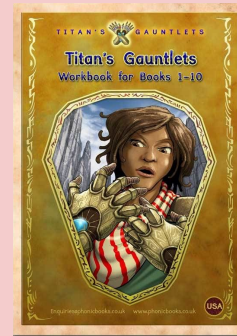
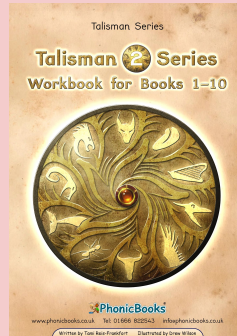
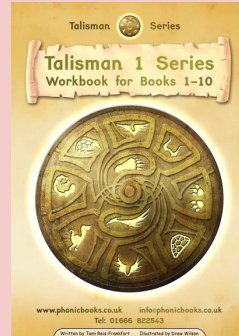
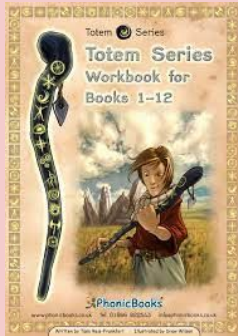
Phase	Graphemes	Tricky Words
Phase 2a	s a t p i n m d g o c k c k e u r h b f l	is I the
Phase 2b	ff ll ss j v w x y z zz qu ch sh th ng nk	as and has his her go no to into she push he of we me be
Phase 3a	ai ee igh oa oo oo ar or ur ow oi ear air er	was you they my by all are sure pure
Phase 3b	words with double letters, longer words, words with two or more digraphs, words ending in -ing, compound words	Review all taught so far
Phase 4a	Short vowels with adjacent consonants; CVCC CCVC CCVCC CCCVC CCCVCC; longer words and compound words; words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -est	said so have like some come love do were here little says there when what one out today
Phase 4b	Phase 3 long vowel graphemes with adjacent consonants; CVCC CCVC CCCVC CCV CCVCC; words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est; and longer words	Review all taught so far
Phase 5a	/ai/ ay play; /ow/ ou cloud; /oi/ oy toy; and /ea/ ea each	to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today
Phase 5b	/ur/ ir bird; /igh/ ie pie; /oo/ /yoo/ ue blue rescue; /yoo/ u unicorn; /oa/ o go; /igh/ i tiger; /ai/ a paper; /ee/ e he; /ai/ a-e shake; /igh/ i-e time; /oa/ o-e home; /oo/ /yoo/ u-e rude cute; /ee/ e-e these; /oo/ /yoo/ ew chew new; /ee/ ie shield; /or/ aw claw	their people oh your Mr Mrs Ms ask* could would should our house mouse water want
Phase 5c	/ee/ y funny; /e/ ea head; /w/ wh wheel; /oa/ oe ou toe shoulder; /igh/ y fly; /oa/ ow snow; /j/ g giant; /f/ ph phone; /l/ le al apple metal; /s/ c ice; /v/ ve give; /u/ o-e o ou some mother young; /z/ se cheese; /s/ se ce mouse fence' /ee/ ey donkey; /oo/ ui ou fruit soup	any many again who whole where two school call different thought through friend work

Older Pupil Phonics Schemes

As all of our pupils are older, catch up students, they are taught using a combination of Little Wandle and older pupil phonics schemes. This is to ensure that they are able to access decodable, yet age-appropriate, books at each stage of their learning. The way the phonics are taught is in the Little Wandle style; however, each older pupil phonics scheme is matched to the corresponding Little Wandle phase.



**Phonics at
The
Observatory
School:
Catch up
phonics
schemes**

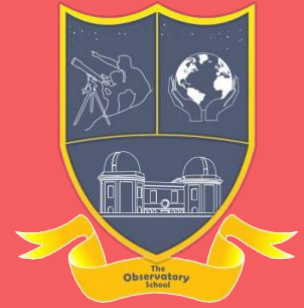


Helping your child with phonics

If you would like to help your child learn phonics at home, you can use the home communication sheets to see which GPCs they are learning.

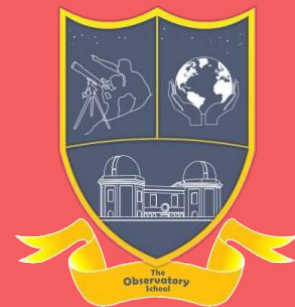
If you go to the following link, you will find lots of videos explaining how to say the sounds and teach phonics, using the Little Wandle method.

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>



Phonics at Home

Phonics Terminology



Phonics at Home

Term	Definition
Phoneme	The smallest unit of sound that can be identified in words
Grapheme	A letter or group of letters used to represent a particular phoneme when writing
Digraph	A grapheme using 2 letters to make one phoneme
Trigraph	A grapheme using 3 letters to make one phoneme
Split vowel digraph	When graphemes are split by having other letters in between them, but make one phoneme, like Magic e
Blend	Combine phonemes together to read out a word
Segment	Break words into individual sounds to help spell them
GPC	This stands for grapheme–phoneme correspondence, the sound–letter relationship.

