# A guide to

**READING FOR GOLD**

for parents

**WHAT IS Reading for Gold?**

**Reading for Gold** is our personal reading scheme designed to encourage pupils to read independently, use sources such as the library to develop their reading, and enhance their analysis and evaluation skills across a range of genres.

Pupils should be encouraged to select and read texts for enjoyment and interest, and express their personal response. As pupils progress through the six awards in **Reading for Gold** they should be using their developing language skills to access more challenging texts.

### **WHAT ARE THE BENEFITS OF Reading for Gold?**

* Creates enthusiasm for reading
* Pupils take responsibility for their reading
* Encourages independent and critical thinking
* Encourages pupils to analyse texts in different ways
* Pupils learn how to evaluate texts

**HOW DOES Reading for Gold WORK?**

### Over the course of S1-3, pupils will be encouraged to work through the six awards in the reading scheme beginning with Bronze, Silver and Gold. If these awards have all been achieved, there are also Platinum and Titanium levels which offer greater challenge to pupils.

### Pupils are issued with a Bronze booklet when they begin S1 and they work through each award independently over the course of the next three years.

### Pupils are given ten minutes to read at the start of each English lesson in S1 and S2. During this time the teacher will monitor pupils’ progress. Once a fortnight, each class will also have a library period during which time pupils can browse for new books and sit Accelerated Reader quizzes. Pupils should also make use of the library in their own time and not rely soley on the library period.

### The booklet tasks for **Reading for Gold** must be carried out **at home**. When a task is completed, you should sign off that the work is completed. Pupils should show their completed worksheet to their teacher, who will sign off that they have successfully completed the task.

**HOW CAN YOU SUPPORT YOUR CHILD WITH Reading for Gold?**

* Encourage your child to read on a daily basis and ensure that they are completing their reading log.
* Monitor your child’s progress and ensure that they complete a relevant task when they finish reading a book.
* Check the levels of the books your child is reading are appropriate for their reading age via arbookfind.co.uk
* Ask questions to encourage your child to discuss what they have read.
* Remind your child to have their **Reading for Gold** folder, containing their book and booklet, with them each day.

We will keep you updated on your child’s progress via text messages. These will be sent out when a pupil has achieved success, but also if they have not been bringing their materials or they have clearly not been completing the required reading. Certificates and prizes will also be awarded each term to celebrate success with **Reading for Gold**.

The skills developed through **Reading for Gold** clearly support a number of outcomes in the Curriculum for Excellence:

* **Think creatively and independently**
* **Communicate in different ways for different purposes and audiences**
* **Use technology for learning**
* **Use texts which communicate using a variety of modes**
* **Have a good knowledge of strategies to help you tackle problems, e.g. reading unfamiliar texts**
* **Recognise and describe different types of texts and their purposes**
* **Read for a variety of purposes**
* **Explore the richness and diversity of language and how it can contribute to their creativity**
* **Be motivated to engage with a variety of texts that are relevant to and are used in everyday life**
* **Actively seek ways of improving your literacy skills**
* **Interpret and evaluate information to help make decisions**
* **Support others with their learning, e.g. through paired reading and writing partners**
* **Reflect and think about the "thinking" process**
* **Appreciate that people communicate in different ways**
* **Act as model communicators to others in and beyond their place of learning**
* **Use language to help you develop understanding of yourself and others in historical and cultural contexts**
* **Cultivate a well-developed vocabulary and understand the power of language**
* **Be a critical thinker who can recognise when you are being influenced and can justify your own point of view**
* **Express feelings and opinions confidently**
* **See the relevance of literacy skills in your everyday experiences and use skills, e.g. in organising themselves**
* **Confidently select texts and evaluate how well they met your needs**
* **Relate to others through what you have listened to, watched and read**
* **Understand and analyse a range of texts**
* **Appreciate what is unique and special about your own language and languages of others.**
* **Use communication to build relationships**
* **Bring the benefit of a wide range of own learning experiences to lessons**
* **Share your interpretations of and opinions on texts**
* **Offer alternative viewpoints in an appropriate way**
* **Explain to others the different strategies they use to make meaning from texts**
* **Follow a train of thought through to a conclusion**
* **Understand and analyse a range of texts**

**SUCCESSFUL**

**LEARNERS**

**RESPONSIBLE**

**CITIZENS**

**EFFECTIVE**

**CONTRIBUTORS**

**CONFIDENT**

**INDIVIDUALS**