



# Raising Attainment in Reading Primary 1 - 3 Kilbarchan Primary

Julie Paterson  
Literacy & Development Officer

We are fair, We are helpful, We are great collaborators, We value learning

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# Aims

- To consider a range of evidence-based approaches to teaching reading across P1-3
- To review resources that can support effective reading pedagogy
- To consider how running records and miscue analysis can monitor pupil progress and inform next steps in learning
- To review book banding as a tool to support progression of pupils' reading skills





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# Kilbarchan Primary SIP - Session 2023/24

## Improvement Priority

To raise attainment in reading through the application of skills across all literacy domains.

## Rationale for Change

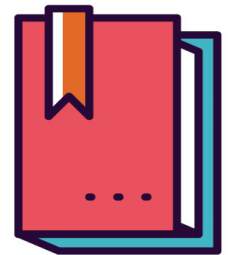
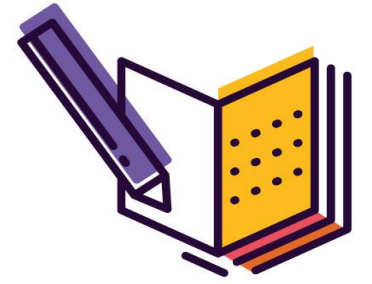
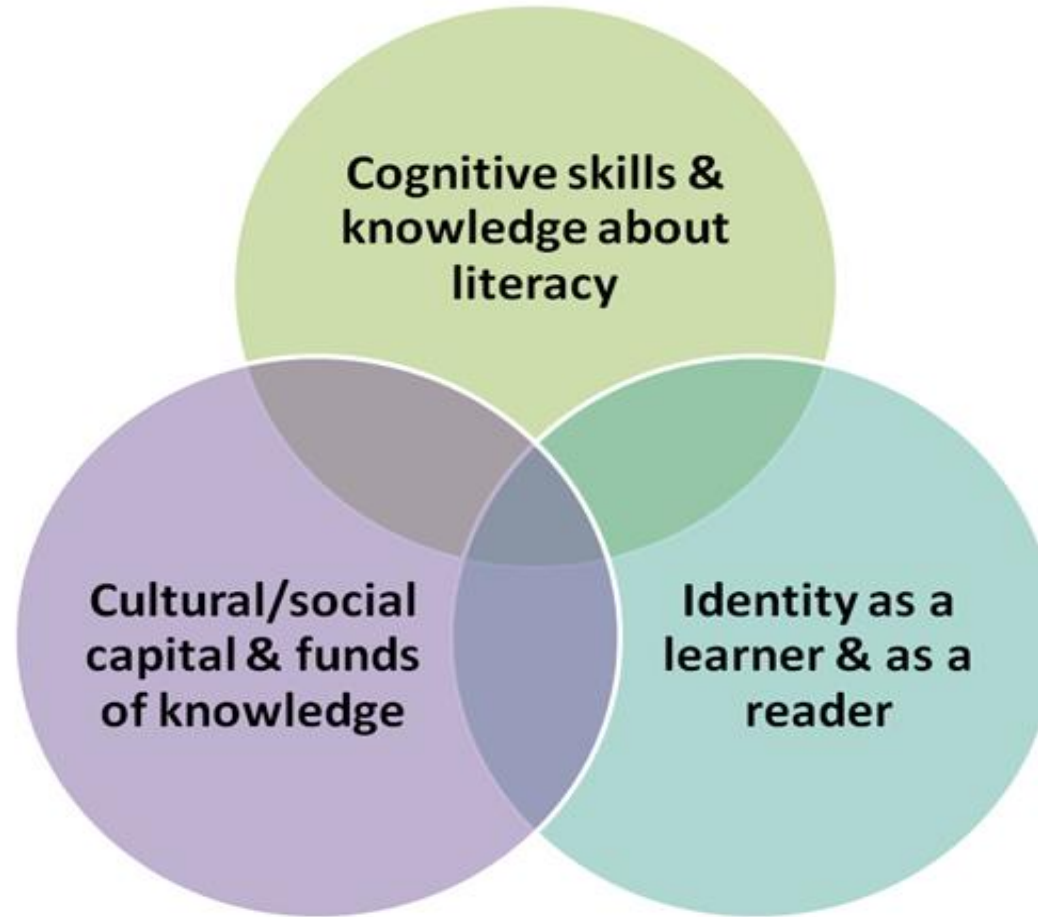
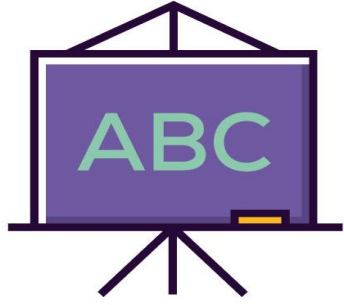
ACEL reading data shows a need for universal measures to support reading across the school. In addition, ACEL data demonstrates a need to provide targeted support to identified pupils in all year groups. Analysis of previous academic year data shows a slight dip in Reading performance.

# *Children Do NOT Outgrow Reading Difficulties*

A child who is a poor reader at the end of first grade has an almost 90% chance of remaining a poor reader at the end of Grade 4 (Juel, 1988) and at least a 75% chance of being a poor reader as long as they are in school (Francis et al., 1995)

....unless we provide quality intervention!

# The 3 Domain Model





# The Primary Literacy Coaching Programme



## Reading Pedagogy in Primary 1 - 3

Learning Set Meetings  
(4 weeks)

- Running records, miscue analysis, coaching strategies, text levels
- Cultural capital, analyzing comprehension
- Reader engagement, growth mindset
- Preparation for Literacy Clinics

Literacy Clinics/  
Collaborative Seminars  
(8 weeks)

- Individual work with selected pupils (P1-3)
- Fortnightly 'collaborative seminars' in working groups
- Review of pupil progress
- Discussion of strategies used

Celebration,  
Presentation and  
Discussion Events


- Analysis of pupil progress
- Evaluation of work within Literacy Clinics
- Setting future targets
- Determining appropriate 'next steps'

Evaluations with head teachers and class teachers

Comprehensive programme of CLPL

 This is a **CHALLENGE** book

Top tips: • Use the pictures to help you read tricky words  
• Use your letter sounds to read new words

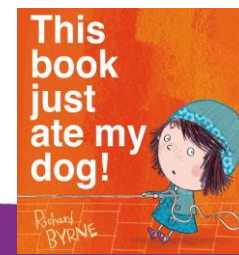
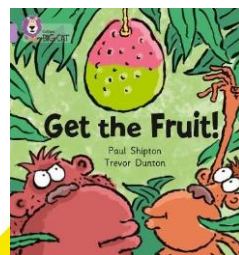
 This is a **READ TO ME** book

Top tips: Read whenever you like, wherever you are and with whomever you choose ...simply enjoy the book together!

 This is a **CHILL TIME** book

Top tips: Enjoy reading this familiar book as often as you like until you know the story inside out!

Providing children with access to a wider variety of texts



What Are the Nationally Recognised Book Bands?	
Band 1	Pink
Band 2	Red
Band 3	Yellow
Band 4	Blue
Band 5	Green
Band 6	Orange
Band 7	Turquoise
Band 8	Purple
Band 9	Gold
Band 10	White

Book banding



Renfrewshire Council

# The Renfrewshire Literacy Checklist



Renfrewshire Council

<b>codes!</b>
Accurate reading - ✓ (not an error)
Substitution - $\frac{\text{child}}{\text{error}}$
Insertion - $\frac{\text{child}}{\text{error}}$
Omission - $\frac{\text{error}}{\text{text}}$
Repetitions - $\frac{\checkmark \checkmark \checkmark R}{\checkmark \checkmark R_2}$ (not an error)
Appeal and Told - $\frac{\text{error}}{\text{text}}$ A or T or A or Y
Self Correction - $\frac{\text{child}}{\text{error}}$ SC

<b>scoring</b>
MSV = Meaning, Structure, Visual
% Accuracy: $\frac{\# \text{ of words} - \# \text{ of errors}}{\# \text{ of words}} \times 100$
Self Correction Rate: $\frac{\# \text{ of errors} + \# \text{ of self corrections}}{\# \text{ of self corrections}}$
L: <input type="text"/>

<b>accuracy</b>
89% or lower - Hard
90% - 94% - Instructional
95% - 100% - Easy

## Get the Text Level Right



Read to your class every day



### THE RENFREWSHIRE PRIMARY LITERACY COACHING PROGRAMME

The change-model draws on the idea of a 'medical checklist'. It links three interconnected domains to prompt significant shifts in staff thinking and capture a learning ecology promoting attainment and equity.

- cultural/social capital & funds of knowledge;
- identity as a learner/as a reader;
- cognitive skills and knowledge about literacy.

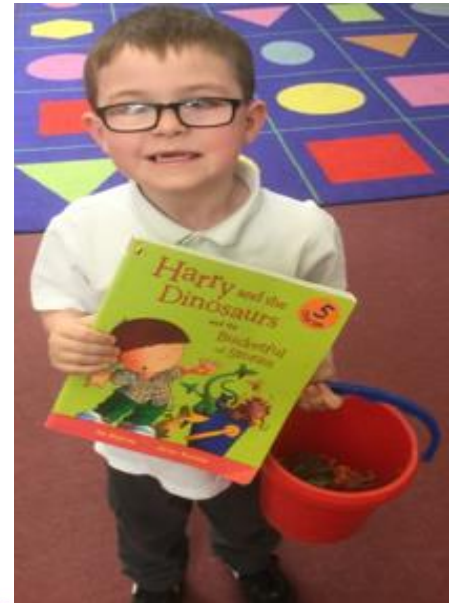
### THE LITERACY CHECKLIST

- Attend to data from all three domains.** Use it to design a fruitful 'learning mix' and be thoughtful about how to intervene. Use it for assessment meetings with other professionals.
- Get the text level right.** An instructional text for best progress should be 90-95% accurate with good comprehension on first reading. 'Easy reading' will be 96%+.
- Let them work out words.** Model how to work out words using a range of cues and strategies and coach children to do this rather than pre-learning the words before reading the book.
- Hear reading before it goes home** so you can teach, coach and check that the level is right.
- Increase 'time on task'.** Use 'independent-simultaneous reading' rather than 'round-robin reading'. Expect P1-3 to read several short books a week (one 'Instructional', two free-choice 'easy' texts).
- Monitor and record progress.** Use running records as a pedagogical tool to monitor the book level, the cues and strategies. Use it as a management tool to actively track progress.
- Promote reading engagement.** Increase the quantity, breadth, fluency and willingness to 'have a go' through low-stakes activities- using & promoting social networks around reading, regular free-choice opportunities and frequent 'easy-reads' (of library and scheme books).
- Read to your class every day.** Choose intellectually, emotionally and linguistically interesting texts that children couldn't access alone. Aim for an enjoyable, engaging experience.
- Focus comprehension lessons on knowledge and interest, not just skills.** Use 'reader response' to share and increase understanding of the social and physical world. Reading breeds knowledge so promote it in how your pupils think about, and talk about, books.
- Demonstrate the point of being literate.** Every day provide interesting, interactive tasks that demonstrate how literacy can be personally useful to pupils.
- Teach for a 'growth mindset'.** Teach children to 'have a go', to push themselves and that 'practice works'. Get them to notice and use new vocabulary, to say when they don't understand and share when they do. Help them to persist with challenging texts, to talk about them, re-read, ask others, clarify what puzzles them, explain what they like and make links to their own lives.
- Attend to pupils social aspirations as readers/writers.** Consider the image they want to project, their friendships, social networks, books and tasks. How are they positioned as learners and readers by classmates, the teacher, their families and themselves? Is it helpful?
- Teach a language-rich, knowledge-rich curriculum.** Knowledge breeds knowledge. Complex ideas prompt a need for complex language. Celebrate knowledge. It matters.

## Promote reading engagement



Focus comprehension lessons on knowledge & interest, not just skills

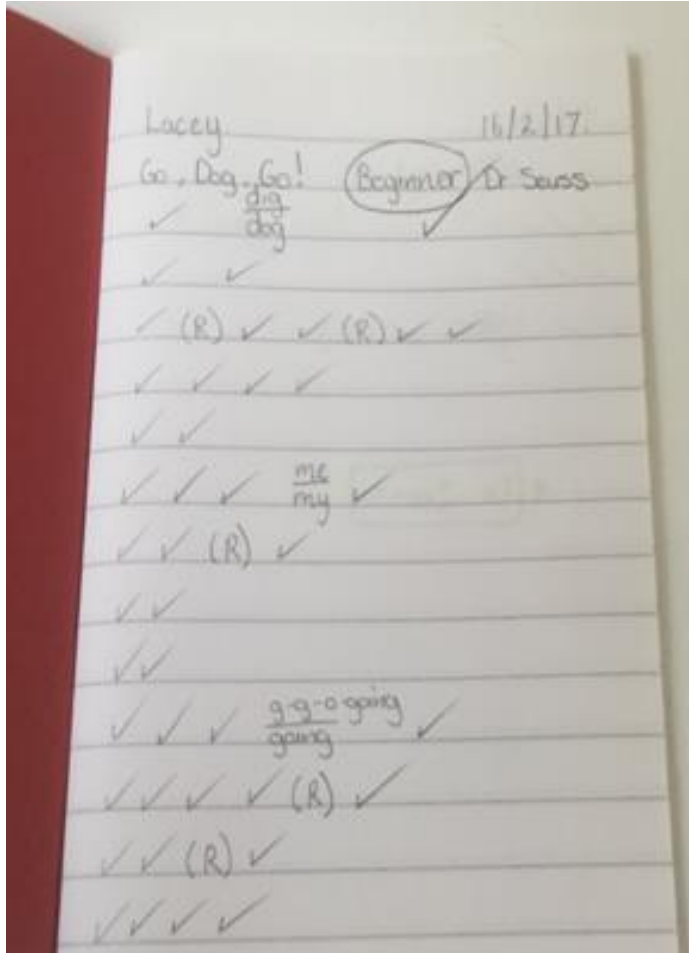




# The Renfrewshire Literacy Checklist



## Get the Text Level Right



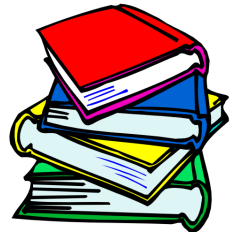
codes!		scoring	
Accurate reading - ✓ (not an error)		MSV = Meaning, Structure, Visual	
Substitution - $\frac{\text{child}}{\text{text}}$ (error)		% Accuracy: $\frac{\# \text{ of words} - \# \text{ of errors}}{\# \text{ of words}} \times 100$	
Insertion - $\frac{\text{child}}{\text{-----}}$ (error)		Self Correction Rate: $\frac{\# \text{ of errors} + \# \text{ of self corrections}}{\# \text{ of self corrections}}$	
Omission - $\frac{\text{-----}}{\text{text}}$ (error)		I: <input type="text"/>	
Repetitions - ✓✓✓ R (not an error) ✓✓ R <sub>2</sub>		<b>accuracy</b>	
Appeal and Told - $\frac{\text{-----}}{\text{text}}$ A T or $\frac{\text{-----}}{\text{text}}$ A Y ✓		89% or lower - Hard	
Self Correction - $\frac{\text{child}}{\text{text}}$ SC (not an error)		90% - 94% - Instructional	
		95% - 100% - Easy	

- Running records and miscue analysis (P1-3)
- 'First Five' (novels - P3 onwards)
- Book banding (P1-3)





# The Renfrewshire Literacy Checklist



## Get the Text Level Right

### Running Record and Miscue Analysis

Name \_\_\_\_\_ Date \_\_\_\_\_

Recorder \_\_\_\_\_

Accuracy Rate \_\_\_\_\_% Self-correct ratio: \_\_\_\_\_

Analysis of strategy use: \_\_\_\_\_

Notes (eg on comprehension, fluency, reading rate, awareness of punctuation, intonation)

\_\_\_\_\_  
\_\_\_\_\_

Book Title:		Book Level/Scheme/Non-scheme book:		
Page	Running Record	M	S	V



*This is a*

**CHALLENGE book**

- Top tips:
- Use the pictures to help you read tricky words
  - Use your letter sounds to read new words



*This is a*

**READ TO ME book**

Top tips: Read whenever you like, wherever you are and with whomever you choose ...simply enjoy the book together!



**This is a**

**CHILL TIME book**

Top tips: Enjoy reading this familiar book as often as you like until you know the story inside out!



# Running Records: Recording



Behaviour	Notation	Example
Correct response	Mark every word read correctly with a check mark.	✓ ✓ ✓ ✓ ✓ Can you see my eyes?
Substitution	Write the spoken word above the word in the text.	✓✓ ✓ the ✓ Can you see my eyes?
Omission	Place a dash above the word left out.	✓ ✓ ✓ _ ✓ Can you see my eyes?
Insertion	Insert the added word and place a dash below it (or use a caret).	✓ ✓ ✓ ✓ big ✓ Can you see my eyes?
Attempt	Write each attempt above the word in the text.	✓ ✓ ✓ ✓ e-ey Can you see my eyes?
Repetition	Write R after the repeated word/phrase and draw an arrow back to the beginning of the repetition.	✓ ✓ ✓ ✓ R ✓ Can you see my eyes?
Appeal* (asks for help)	Write A above the appealed word.	✓ ✓ ✓ A ✓ Can you see my eyes?
Told word	Write T beside the word supplied for the reader.	✓ ✓ ✓ T ✓ Can you see my eyes?
Self-correction	Write SC after the corrected word.	✓ ✓ ✓ the/SC ✓ Can you see my eyes?





# Running Records: Scoring



Count only the running words in a text. Running words do not include titles, subtitles, captions etc.

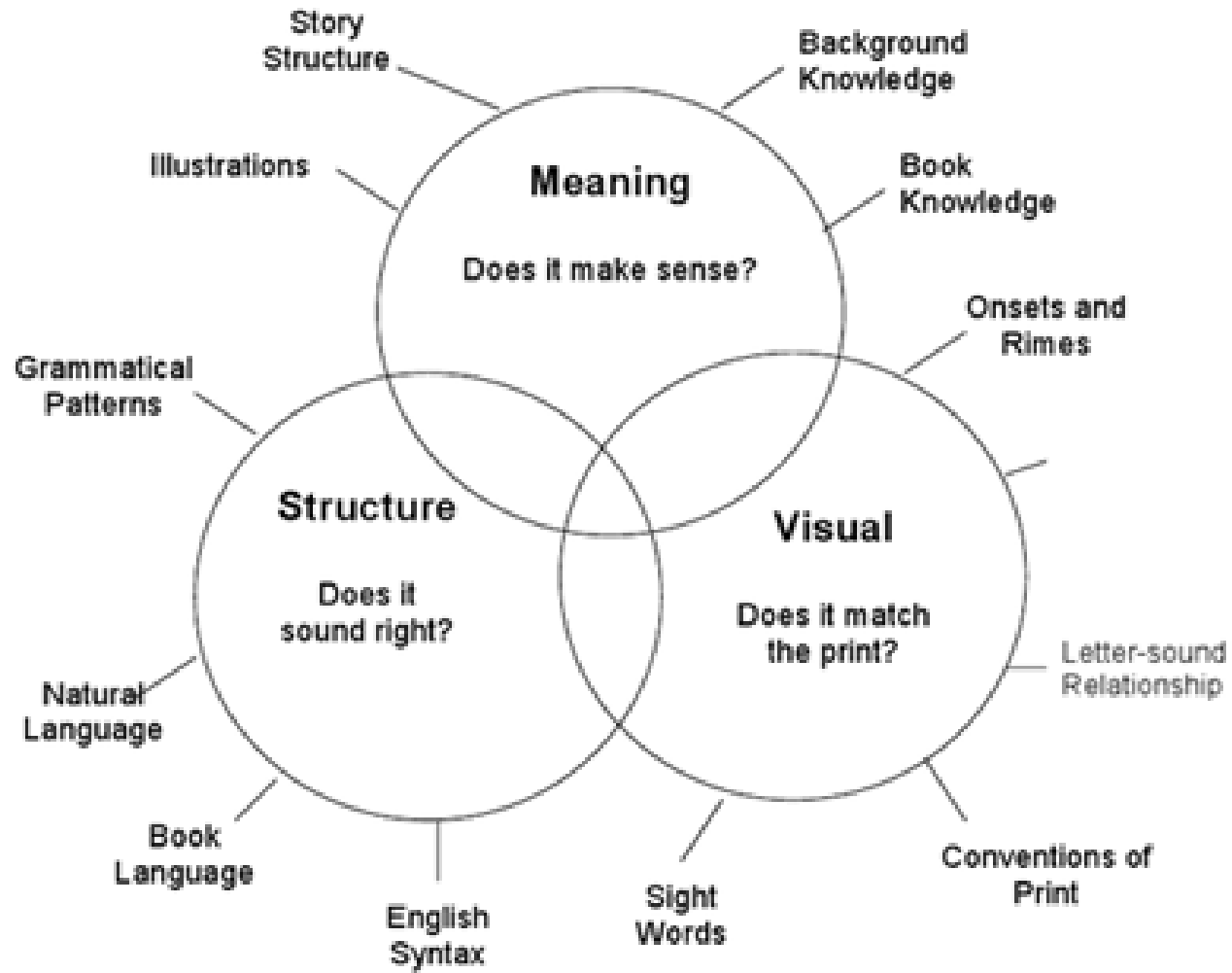
<u>Count as one error:</u>	<u>Do not count:</u>
<ul style="list-style-type: none"><li>• a substitution</li></ul>	<ul style="list-style-type: none"><li>• self-corrections</li></ul>
<ul style="list-style-type: none"><li>• an omission</li></ul>	<ul style="list-style-type: none"><li>• repetitions</li></ul>
<ul style="list-style-type: none"><li>• an incorrect attempt</li></ul>	<ul style="list-style-type: none"><li>• a correct attempt</li></ul>
<ul style="list-style-type: none"><li>• an unsuccessful appeal</li></ul>	<ul style="list-style-type: none"><li>• an successful appeal</li></ul>
<ul style="list-style-type: none"><li>• a told word</li></ul>	<ul style="list-style-type: none"><li>• words pronounced differently in a child's dialect or accent</li></ul>
<ul style="list-style-type: none"><li>• an insertion</li></ul>	

Once a record of a child's reading has been taken, it is necessary to analyse the strategies, cues and behaviours he or she is using (or not using!)

Count each word in a skipped line as an error.

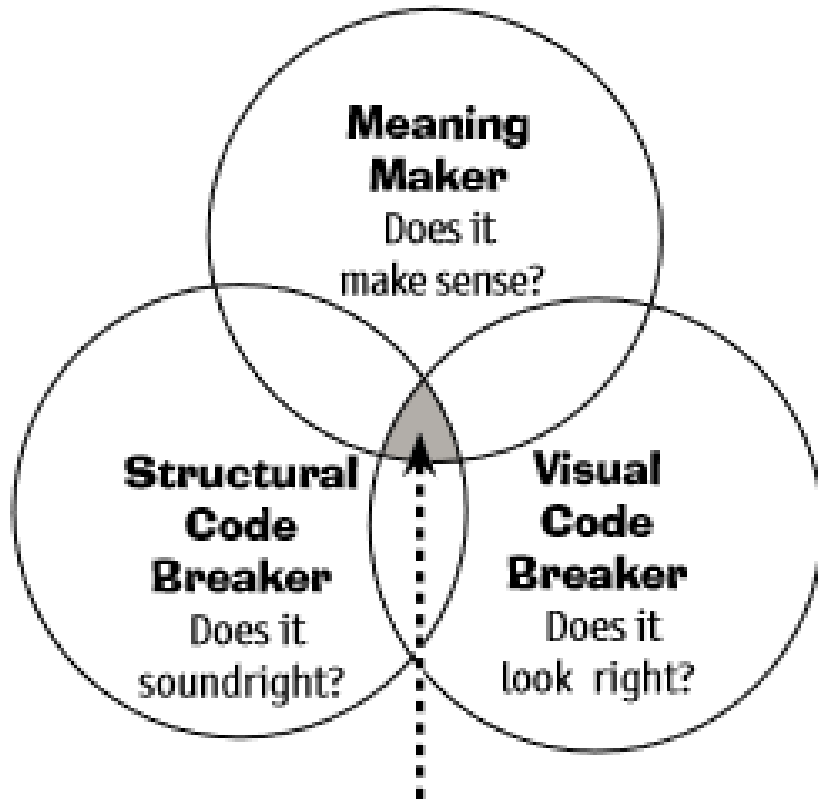


# The Three Reading Cueing Systems





# Running Records: The Three Cueing Systems



**M**

Meaning cues relate to a reader's ability to gather a book's basic message by making meaning of it at the text, content and word level. Readers who use meaning cues think and evaluate what they read.

**S**

Readers who use structural cues are relying on their knowledge of the grammar and structure of the English language to make the text sound right. Using this knowledge, readers check whether or not the word or sentence sounds right.

**V**

Visual information includes the way letters and words look. Readers use their knowledge of the visual features of words and letters and then connect these features to their knowledge of the way words and letters sound when spoken.

# An Introduction to Book Banding





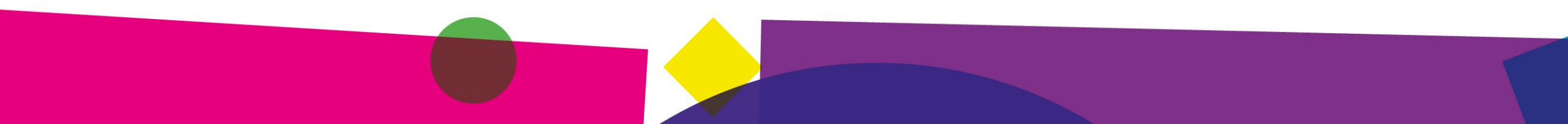
# The Renfrewshire Literacy Checklist

## Get the Text Level Right: Book Banding



Why is this so important?

<i>Stage 2</i>	<i>Book Band / Colour</i>	<i>Stage 2</i>	<i>Book Band / Colour</i>	<i>Stage 2</i>	<i>Book Band / Colour</i>
<b>Storybooks</b>		<b>More Stories Pack B</b>		<b>Fireflies (non-fiction)</b>	
The Toy's Party	2 / Red	Kipper's Laces	N/S	Transport	2 / Red
New Trainers	N/S	The Wobbly Tooth	4 / Blue	Our class	3 / Yellow
A New Dog	2 / Red	The Foggy Day	N/S	Is this too much?	1B / Dark Pink
What a Bad Dog!	N/S	Biff's Aeroplane	N/S		
The Go-Kart	N/S	Floppy the Hero	N/S		
The Dream	N/S	The Chase	3 / Yellow		
<b>More Stories Pack A</b>		<b>More Patterned Stories</b>			
Floppy's Bath	N/S	The Lost Puppy	2 / Red		
The Baby-sitter	3 / Yellow	New Trees	2 / Red		
The Water Fight	N/S	What Is It?	2 / Red		
Kipper's Balloon	N/S				
Spots!	N/S				
Kipper's Birthday	N/S				
<b>Patterned Stories</b>					
Monkey Tricks	2 / Red				
Hey Presto!	2 / Red				
It's the Weather	2 / Red				





# Book Banding

## Storyworlds



Storyworlds Stage 8

Resource List

October 2013

Fact World (non-fiction)			
Save the animals!		Warming up	
Stormy weather		What a waste	

Our World		Animal World	
Rescue at sea	turquoise	The elephant that forgot	orange
The highland games	turquoise	The shark with no teeth	orange
The highland cattle	turquoise	The bear that wouldn't growl	orange
Lost in the mist	turquoise	The snake that couldn't hiss	orange

Fantasy World		Once upon a time World	
Kim and the computer mouse	purple	The three wishes	turquoise
Kim and the computer giant	purple	The tiger and the <u>jacka</u> ;	turquoise
Kim and the missing paint pot	purple	Little red riding hood	turquoise
Kim and the shape dragon	purple	Ali Hassan and the donkey	turquoise







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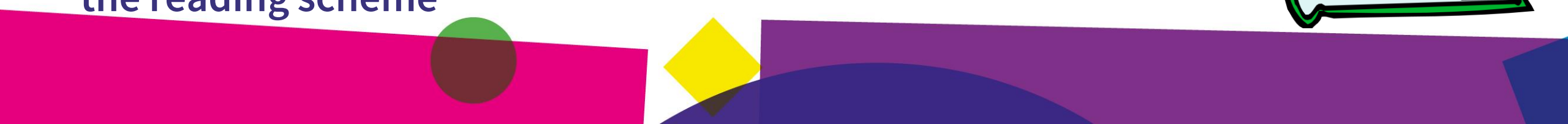
# Book Banding

## The Pros...



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- Ensures the correct text level for all pupils
- Identify 'gaps' in guided reading scheme resources and target future spending
- Band guided reading scheme books and story books
- Book band resources across all major published reading schemes to make full use of the resources you have
- Works alongside running records to ensure that pupils are progressing
- Ensures that you are led by text characteristics, NOT the reading scheme





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# Book Banding: Banding Across Resources



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Yellow Level Texts			
Storybooks	All Aboard	O.R.T	Ginn 360
The Baby's Catalogue Alan & Janet Ahlberg	<u>Stage 2</u> - A Guinea Pig for Rosie	<u>Stage 2 - Trunk Stories</u> - New Trainers - What a Bad Dog! - The Go-Kart	<u>Level 2 - Main Readers</u> - Can we Help? - I Can Hide - Can You? - Ben & the Duck
Oh Dear! Rod Campbell	<u>Stage 3</u> - Home Time - The Greedy Guinea Pig	<u>Stage 2 - More Stories</u> - Floppy's Bath - The Babysitter - The Water Fight - Kipper's Balloon - Spots	
Where's Spot? Eric Hill	- Lizzie & the Car Wash	<u>Stage 3 - Trunk Stories</u> - The Rope Swing - On the Sand - By the Stream	
You Choose Pippa Goodhart & Nick Sharratt	<u>Stage 3 - Traditional Tales</u> - Counting Chickens - Town Mouse, Country Mouse	<u>Stage 3 - More Stories</u> - Kipper the Clown - The Jumble Sale - At the Seaside - The Snowman - Strawberry Jam	
Monkey Nut Simon Rickerty		<u>Stage 4 - More Stories</u> - Poor Old Mum	
Rosie's Walk Pat Hutchins			
Puffin Peter Petr Horacek			
Look Out, Suzy Goose Petr Horacek			
Lunchtime Rebecca Cobb			
The Cat Sat on the Mat Fiona Manlove			



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# Book Banding: Banding Across Resources

Book band: Blue



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Class: \_\_\_\_\_

Group: \_\_\_\_\_

<u>Storyworlds</u>	Date Completed
Stage 5 - Our World Ali and <u>Aming</u> Stories	
The Mango Tree	
Who Did It?	
Presents	
Stage 5 - Animal World Dipper Stories	
Dipper to the Rescue	
Dipper in Danger	
Dipper Gets Stuck	
Stage 5 - Fantasy World <u>Nesta</u> and Ned Stories	
The Big Snowball	
Creepy Castle	
The Bag of Coal	
Fire in Wild Wood	
Stage 5 - O.U.A.T World Once Upon a Time Stories	
The Lake of Stars	
The Ugly Duckling	
Stage 7 - Animal World African Animal Stories	
<u>Duma</u> and the Lion	

<u>Collins Big Cat</u>	Date Completed
Blue Fiction	
<u>Talk Talk Talk</u>	
Funny Fish	
Percy and the Badger	
The Mermaid & the Octopus	
Blue Non - Fiction	
Top Dinosaurs	
<u>Harry's Garden</u>	
Blast Off to the Moon!	
Recycling Plastic	





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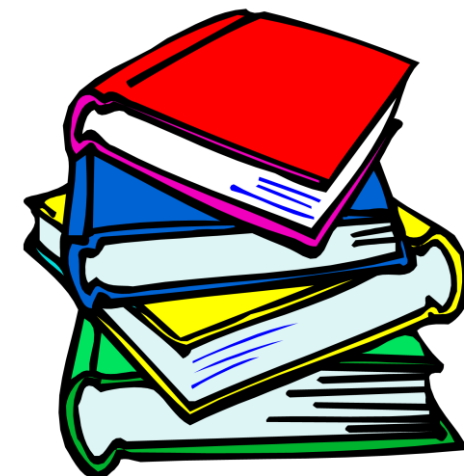
# Book Banding

## The Cons...



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- Multiple book bands exist!
- Not all reading schemes or books can be banded using the nationally recognised book bands
- Book banding isn't an exact science
- It can appear confusing to parents and pupils





# Book Banding: Information for Parents/Carers



## Raising Attainment in Renfrewshire: An Approach to Improving Literacy



### Book Banding: Information for Parents & Carers



Raising Attainment in Renfrewshire:  
An Approach to Improving Literacy



#### Book Banding

##### What is Book Banding?

Book banding is an approach widely used across primary schools. Book banding was developed to support teachers, alongside their professional knowledge, to select the right texts at the right time when teaching children to read by bringing together the knowledge and skills they are learning.

Book banding is a way of organising reading books, across a wide range of published reading schemes, in order to teach text-reading skills. The term 'Book Bands' refers to colour-coded levels of challenge that ensure continuity and consistency across primaries and classes.

##### An Introduction to the Book Bands

Book banding is used to support children at the early stages of reading. Book banding is mostly used with primary 1 - 3 pupils but will end earlier or later for some.

What Are the Nationally Recognised Book Bands?	
Band 1	Pink
Band 2	Red
Band 3	Yellow
Band 4	Blue
Band 5	Green
Band 6	Orange
Band 7	Turquoise
Band 8	Purple
Band 9	Gold
Band 10	White



Raising Attainment in Renfrewshire:  
An Approach to Improving Literacy



##### How Have these Bands Been Created?

Book bands have been created to reflect that books vary in many dimensions. When book banding, the following aspects have been considered:

- amount of print on the page
- size of font used and the spacing between words
- range and familiarity of vocabulary
- extent to which the language follows spoken or literary conventions
- extent of repetition in various forms including vocabulary, story structure etc
- extent to which illustrations support the text
- variety and complexity of sentence structure
- predictability of the story line
- length and complexity of the story or book
- formality of language and layout used
- extent to which the text genre is familiar to children

##### What are the Benefits of Book Banding?

Book banding enables schools to:

- ensure the correct text level for all pupils
- identify potential 'gaps' within existing resources
- match reading scheme books with a selection of story books
- match resources across all major published reading schemes ensuring that children experience a variety of texts at the same level
- use running records to ensure that pupils are progressing with the correct level of support and challenge
- ensure that pupil learning is led by the text level, not the suggested level of a publisher

If you have any questions regarding book banding at St Paul's Primary School or wish further information, please do not hesitate to contact:

Mrs Anne Louise Nicholson  
Depute Head Teacher  
0300 300 0187



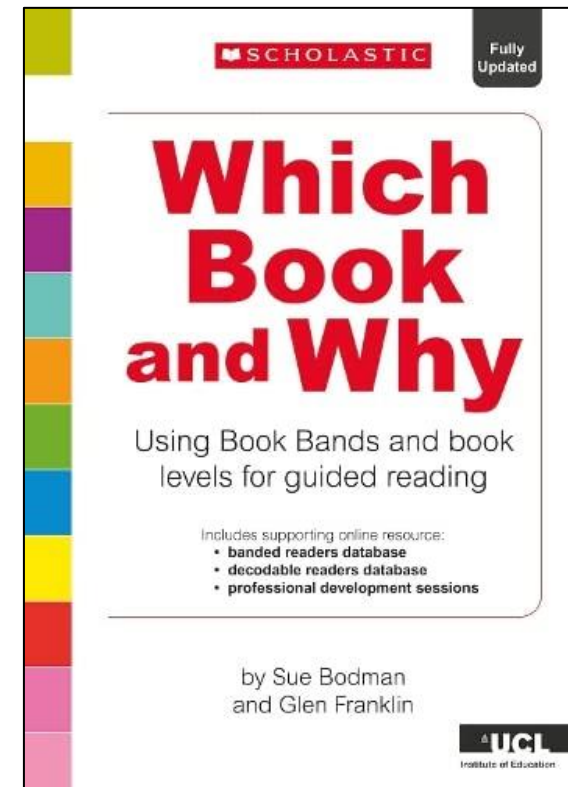
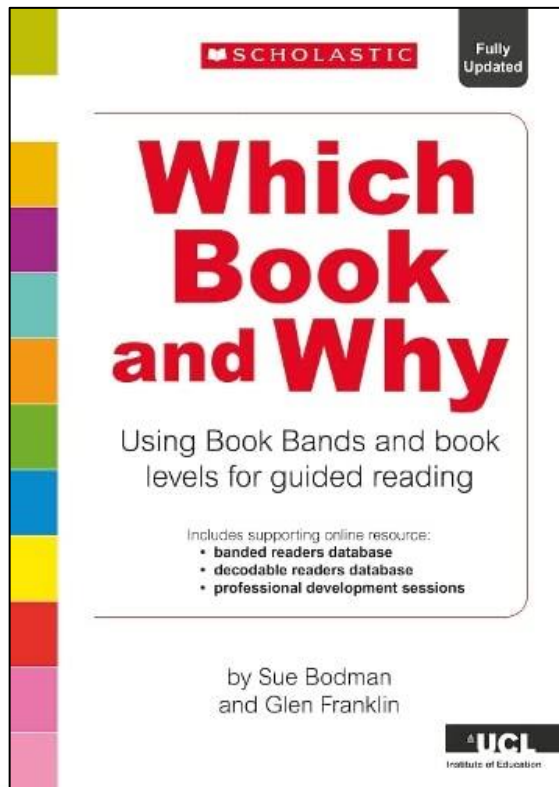


# The Renfrewshire Literacy Checklist

## The Book Bands and Text Characteristics



Ensuring clear progression  
in reading





# The Renfrewshire Literacy Checklist



## Get the Text Level Right: Book Banding

### Pink Band

#### Text Characteristics:

- Natural language following children's speech patterns
- A short, simple, highly predictable, text involving familiar objects and actions
- Repetitive sentence structures including high frequency words
- Illustrations that provide full and direct support for the text
- Reasonably large print size with clear spaces between words
- Fully punctuated text in the same position on each page





# The Renfrewshire Literacy Checklist



## Get the Text Level Right: Book Banding

### Red Band

#### Text Characteristics:

- Slightly longer, highly predictable text involving familiar objects and actions
- Repetitive sentence/phrase patterns including high frequency words
- Sentences short, clear and straightforward following children's speech patterns
- Illustrations provide full and direct support for the text
- Simple story development (fiction text)
- Non-fiction texts may have more than one type of print format
- Reasonably large print with obvious spaces between words
- Full range of punctuation







# The Renfrewshire Literacy Checklist



## Get the Text Level Right: Book Banding

### Yellow Band

#### Text Characteristics:

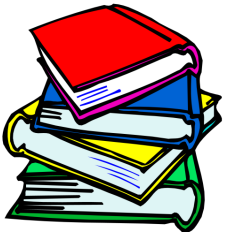
- Some repetition of phrase patterns, ideas and vocabulary
- More variation of sentence structure
- Story lines include more episodes following a time sequence
- Some literary conventions along with familiar oral language structures
- Stories may involve imaginary happenings in framework of familiar experiences
- Non-fiction texts still use personal experience and children's language patterns
- Illustrations still support the text quite closely





# The Renfrewshire Literacy Checklist

## Get the Text Level Right: Book Banding



### Blue Band

#### Text Characteristics:

- Greater variation in sentence patterns and content
- Literary language integrated with natural language
- Any repeated language patterns are longer or act as refrains
- More lines of text on page, sometimes up to 6 or 8 lines
- Stories have more events
- Non-fiction texts include some abstract terms and impersonal sentence structures
- Pictures support story line rather than convey precise meaning so closely
- More similar-looking words appearing in text





# The Renfrewshire Literacy Checklist



## Get the Text Level Right: Book Banding

### Green Band

#### Text Characteristics:

- Varied and longer sentences
- Little or no repetition of phrases
- More varied and larger number of characters involved
- Events sustained over several pages
- May have larger number of words on page
- Less familiar or specialised vocabulary used
- Illustrations may provide only moderate support for the text





# The Renfrewshire Literacy Checklist

## Get the Text Level Right: Book Banding



### Orange Band

#### Text Characteristics:

- Stories are longer - 250-300 words
- Increased proportion of space allocated to print rather than pictures
- Illustrations support overall meaning of text
- More literary language used
- Sentence structures become more complex
- Non-fiction texts contain more formal sentences and a widening range of unfamiliar terms





# The Renfrewshire Literacy Checklist



## Get the Text Level Right: Book Banding

### Turquoise Band

#### Text Characteristics:

- Elaborated episodes and events
- Extended descriptions
- More use of literary language
- May have full pages of print
- More unusual and challenging vocabulary
- Illustrations provide a lower level of support in fictional texts
- Non-fiction texts contain longer, more formal sentences and a widening range of unfamiliar terms





# The Renfrewshire Literacy Checklist



## Get the Text Level Right: Book Banding

### Purple Band

#### Text Characteristics:

- Sentence structures become longer and more complex
- Story plot may be more involved and reflect the feelings of the writer
- Wider variety of text genre but still illustrated
- Some books with chapters for more sustained reading
- Characters are more distinctive and rounded than at earlier levels
- Widening vocabulary and range of terminology
- Non-fiction texts cover an increasing curriculum range and different text formats





# The Renfrewshire Literacy Checklist



## Get the Text Level Right: Book Banding

### Gold Band

#### Text Characteristics:

- Somewhat more challenging than in band 8
- Sentence structures becoming longer and more complex
- Story plot may be more involved and reflect the feelings of the writer
- Wider variety of text genre but still illustrated
- Some books with chapters for more sustained reading
- Characters are more distinctive and rounded than at earlier levels
- Widening vocabulary and range terminology
- Non-fiction texts cover an increasing curriculum range





# The Renfrewshire Literacy Checklist



## Get the Text Level Right: Book Banding

### White Band

#### Text Characteristics:

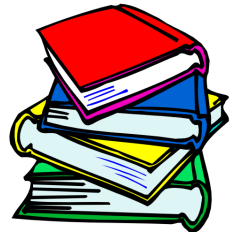
- Widening range of genre and writing style
- Story line or theme may be sustained over a longer period of time with chapters or sub-sections of text
- Sentence structures may be longer with more subordinate phrases or clauses
- Characters may be more fully developed
- More than one point of view expressed within the text
- Information or action may be implied rather than spelled out
- Texts may contain more metaphorical or technical language
- Non-fiction texts placed in a broader context and include more detailed information



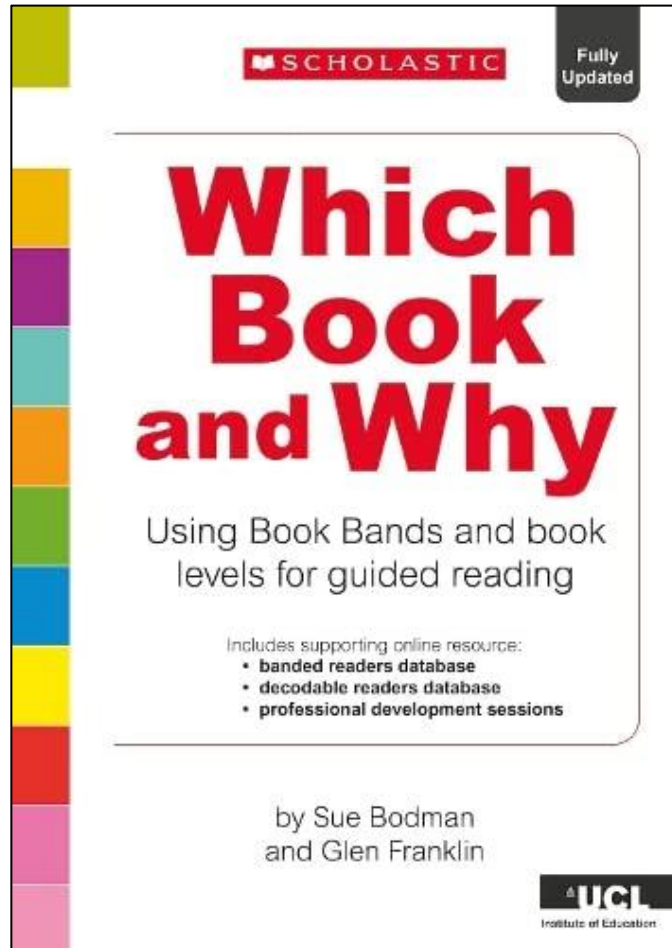




# Book Banding Reading Schemes



## Which Book and Why?



[www.scholastic.co.uk/WBAW-resources](http://www.scholastic.co.uk/WBAW-resources)

Access Key: **WBAW2ED**



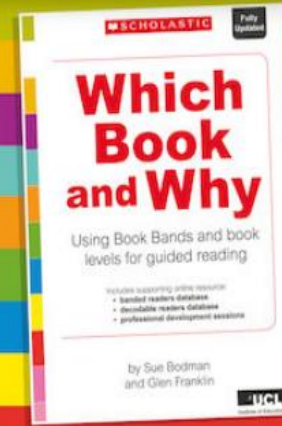
# Book Banding Reading Schemes

## Which Book and Why?



### Which Book and Why

Your guide to using Book Bands and book levels for guided reading



To access the online supporting resources for Which Book and Why please choose one of the options below.

Databases 🔍

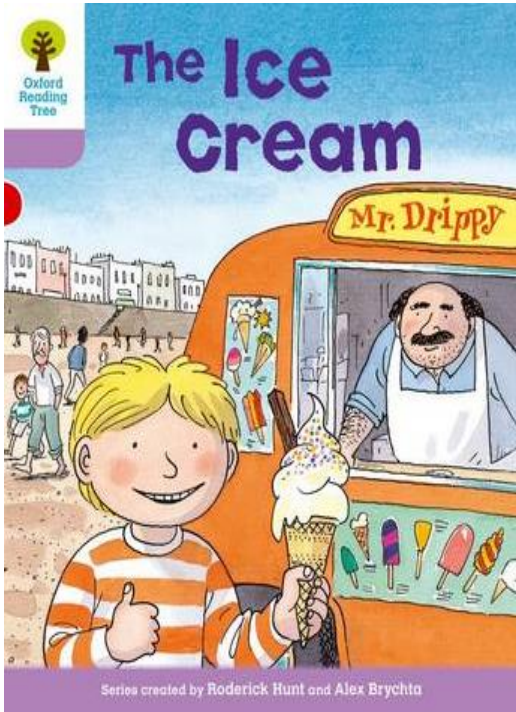
Resources grouped by area

Index of all resources

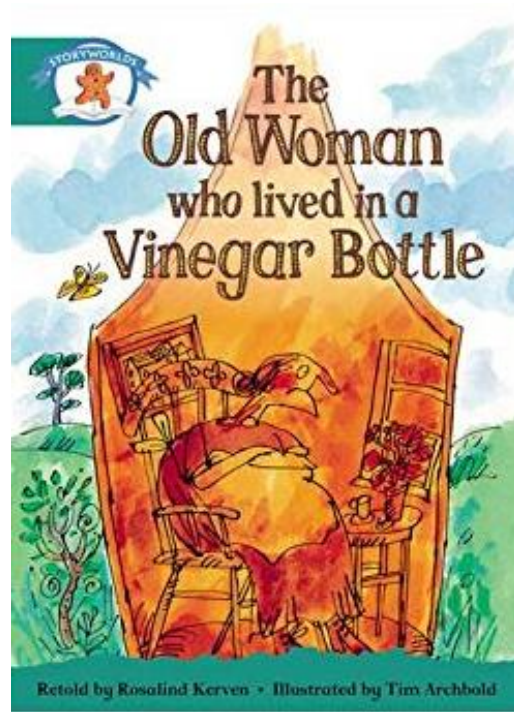


# The Renfrewshire Literacy Checklist

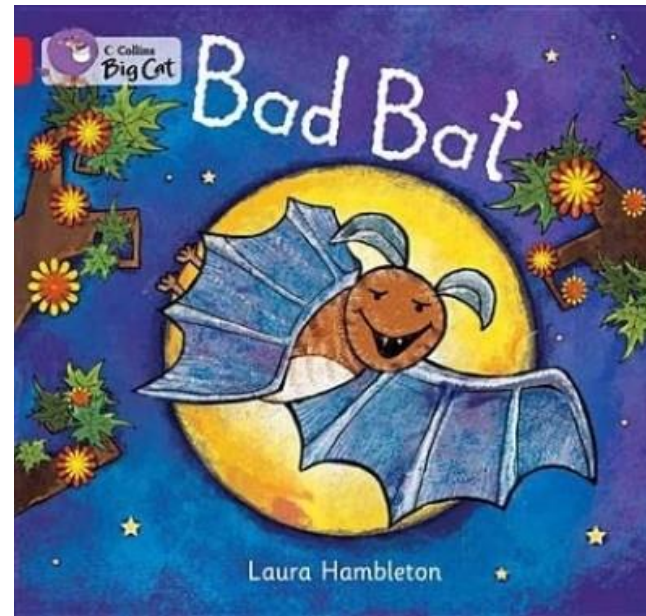
## Get the Text Level Right: Using a Variety of Texts



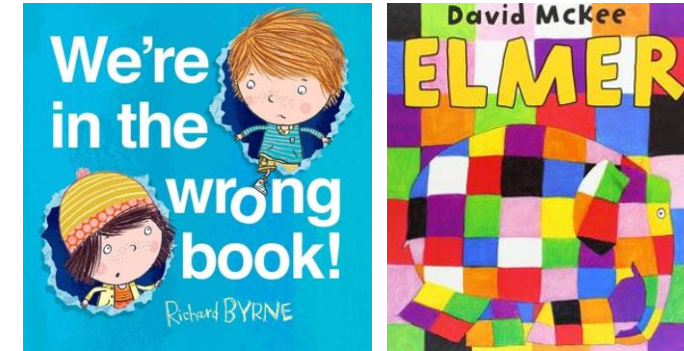
Oxford  
Reading Tree



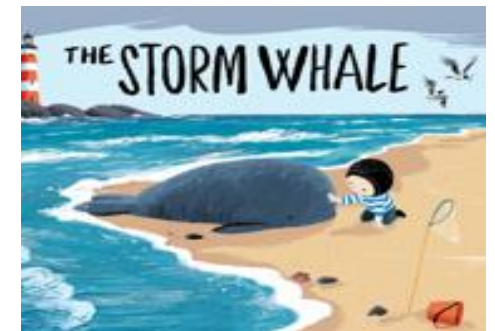
Storyworlds



Big Cat



Book banded story books





# Alternative Resources



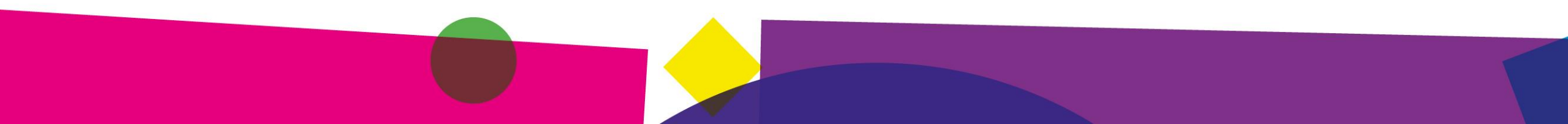
Jolly  
Phonics



# A Coaching Approach to Reading



Jess Anderson, Research Associate  
University of Strathclyde





# A Coaching Approach to Reading



## Coaching Strategies and Reading Prompts




### Before the child begins to read consider:


- Book introduction: "Rich introductions to new stories make them easier to read at the first reading." Marie Clay (see later section on book introductions for more detail)
- Strategy check: what can you do if you come to a word you don't know? Or remind child of particular strategies they are less likely to use if unprompted.
- Remind: " Listen to yourself when you're reading, notice the pictures you see in your head. Does your reading make sense?"
- "Notice if you have any questions in your mind when you read."
- "When you are reading, notice if the story reminds you of anything (or the characters or the setting)"





Similar re read


# Reading Strategies


**Spotting**  Use the pictures for clues.

**Familiar**  Sound out and blend the letters.

**Imagine**  Look for smaller words hiding inside bigger words.


**Clues**  Cut up the words into syllables.

**Talk**  Use the punctuation to help it to make sense.


**Questions**  Go back and read it again if you don't understand.


blend SPOTTING GO BACK PHONICS FAMILIAR PICTURE IMAGINE CLUES TALK SYLLABLES PUNCTUATION


Similar re read





# Reading Strategies


**Spotting**  Read on to see if you can make sense of the word.

**Familiar**  Listen to the words as you read them.

**Imagine**  Look to see if the word is similar to one you know.

**Clues**  Imagine what is happening.

**Talk**  Ask questions that will help you if you don't understand


**Questions**  Know your mistakes and put them right.


blend SPOTTING GO BACK PHONICS FAMILIAR PICTURE IMAGINE CLUES TALK SYLLABLES PUNCTUATION


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Similar re read

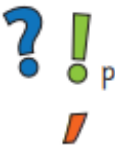
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blend SPOTTING GO BACK PHONICS FAMILIAR PICTURE IMAGINE CLUES TALK SYLLABLES PUNCTUATION


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# Something to Consider...



**SCHOLASTIC**

Put reading at the heart of your school with the

## Reading Charter

1. Celebrate reading and ensure it's at the heart of all school activities
2. Cultivate strong links with the local library
3. Maintain well-stocked class and school libraries, with the aim of having a minimum of ten books per child in the school
4. Create a culture of book ownership and encourage children to value books
5. Ensure the school environment demonstrates a commitment to reading
6. Believe that every child has an entitlement to be able to read by the end of primary school

7. Set aside time every day for story time and create a buzz about reading with book weeks and author visits
8. Engage parents in a home/school reading culture
9. Ensure that all teaching staff are knowledgeable about books and reading and are confident to identify the right book for the right child at the right time
10. Never take reading for pleasure for granted
11. Celebrate reading success at every level
12. Value reading as a thoughtful activity at every level and encourage children to form opinions, both through their reading experience and about their reading experience







# Creating an Evidence-Based Literacy Curriculum



## CHOOSING & USING QUALITY CHILDREN'S TEXTS

### What we know works

Centre for Literacy in Primary Education

Research from the Power of Reading Project



## CHOOSING & USING CHILDREN'S TEXTS WHAT WE KNOW WORKS

1. Build a collection of books from a wide and diverse range of authors, illustrators, genres and forms
2. Become familiar with the ways in which different books can be used to support a variety of reading experiences
3. Choose books and multimodal texts with high quality artwork and production values which complement, support or extend the text or story
4. Ensure there are texts that children can engage with in a variety of ways depending on their views, responses, maturity, tastes and choices
5. Select texts that present information in a variety of interesting ways
6. Allow children to see themselves reflected in what they read and to have the opportunity to investigate other lives, worlds and perspectives
7. Take risks with the books you read and introduce to children
8. Respect children's tastes and choices, ensuring that the texts you choose foster and increase their experience of literature as well as supporting current interests
9. Choose books that are worth revisiting, re-reading and provide the opportunity to respond in a variety of cross-curricular and creative ways
10. Select books that include rhyme, rhythm and pattern, encouraging children to play with language so that they see reading as a meaningful and fun process



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# Creating an Evidence-Based Literacy Curriculum



## READING FOR PLEASURE

### What we know works

Centre for Literacy in Primary Education

Research from the Power of Reading Project



## READING FOR PLEASURE WHAT WE KNOW WORKS

1. Developing an ethos and an environment that excites, enthuses, inspires and values
2. High quality texts with depth and interest in story, character, illustration, vocabulary, structure and subject matter
3. A read aloud programme
4. Teachers who are knowledgeable about children's literature
5. Creating a community of readers with opportunities to share responses and opinions
6. Planning for talking about books and stories, providing structures within which to do this
7. Understanding the importance of illustration in reading both in terms of creating a text and responding to a text
8. Using drama and role-play to help children to understand and access texts
9. Working with authors and author/illustrators to understand the process of creating books
10. Using literature beyond the literacy lesson – cross-curricular planning with quality literature as the starting point



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# Any Questions?

## Get in Touch!



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**[julie.paterson@renfrewshire.gov.uk](mailto:julie.paterson@renfrewshire.gov.uk)**



**@AttainRen**

