Literacy in Newmains

22nd February 2018

NEWMAINS PRIMARY SCHOOL

Renfrewshire Literacy Project

Newmains Primary has been involved in the Renfrewshire Literacy Project for the past 2 ½ years.

The project has been a joint venture between Renfrewshire Council and Strathclyde University.

Staff were trained in using new methodology including using coaching strategies.

Evidence of changes to teaching practices in Renfrewshire primary schools was collected. This data shows improvements in teacher knowledge of literacy, increased understanding of how poverty impacts on literacy attainment and of how to intervene to promote equity. There is now greater emphasis on fostering reading engagement and comprehension, use of appropriately challenging text levels, responsive coaching approaches and increasing time on task.

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.

How were the Book Bands created?

Book Bands were 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 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 text	Variety and complexity of sentence structure
Predictability of story line	Length and complexity of book	Formality of language and layout used	Extent to which the text genre is familiar to the children

What are the book bands?

BOOK BAND	COLOUR
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
Band 11	Lime

Blue (4)	ORT Stage	Date	More Stories Pack B	ORT Stage	Date	Fireflies (non-fiction)	ORT Stage	Date
Storybooks			More Stories Pack B			Fireflies (non-fiction)		
The Dream	Stage 2		Kipper's Laces	Stage 2		Night animals	Stage 4	
			The Wobbly Tooth	Stage 2				
A Cat in The Tree	Stage 3		Floppy the Hero	Stage 2		Playscripts		
						Gran		
House For Sale	Stage 4		The Barbecue	Stage 3		Castle Adventure		
The New House	Stage 4		The Carnival	Stage 3		Village in the Snow		
Come In!	Stage 4							
The Secret Room	Stage 4		The Scarf	Stage 4				
The Play	Stage 4		The Dragon Dance	Stage 4		Dad's Grand Plan		
			The Cold Day			Mirror Island		
Magic Key	Stage 5		More Stories Pack C			Don't Be Silly		
More Stories Pack A			Look Smart	Stage 4		Picture Books		
			An Important Case	Stage 4				
Kipper's Idea	Stage 3					Jasper's Beanstalk		
						Stomp, Chomp, Big Roars!		
						Here Come the Dinosaurs!		
Nobody Got Wet	Stage 4		Sparrows			Dinosaur Roar		
The Weather Vane	Stage 4					Not Now, Bernard		
The Wedding	Stage 4		Pip at the Zoo	Stage 4		The Journey Home		
A Monster Mistake	Stage 5					What's Under the Bed?		
			Consolidation			This Book Just Ate My Dog !		
			Roy at the Fun Park	Stage 4		Snow		
			Midge and the Eggs	Stage 4		This is the Bear		
			Joe and the Mouse	Stage 4		Aaaarrgghh, Spider!		
			Pip and the Little monkey	Stage 4				

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

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

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

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

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

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

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

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

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

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

How do we teach reading in Newmains? P1-3

Children begin by learning phonics and how the sounds go together to make words. They then put the words together to make simple sentences. As they increase in confidence they begin to read simple books.
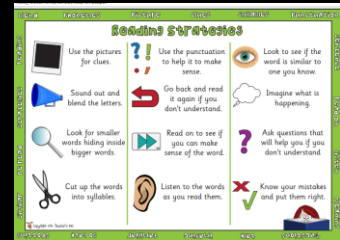
When children begin to read we use miscue analysis to determine the correct level of book.

Below 90% accuracy the book is too difficult and will cause frustration.

90-95% is deemed the correct level to allow for teaching.

Above 95% would be an easy read. Ideal for independent reading for enjoyment.

Coaching Strategies

Reading in Class

- Teacher gathers a group of mixed ability children.

- Before reading the group discuss the strategies that they can use to help if they become stuck.

- The children begin to read. All children read at the same time with the teacher focussing attention on individual children.

- The text practised in class is the reading the children will take home that night.

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3 Sharings

The class teacher will read aloud to children every day. During these sessions we use a model known as the 3 sharings to aid comprehension.
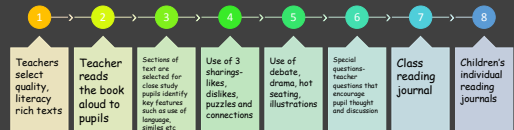
- Likes/Dislikes
- Connections
- Puzzles

When children reach lime book band they are deemed to have mastered the mechanics of reading. Greater emphasis is then placed on fluency, expression and comprehension.

At this stage it is important that children experience a wide range of genres suitable for their age and interest.

Exercise caution here. Just because a child *can* read something doesn't mean they *should* !

P4-7 Reader Response

1	2	3	4	5	6	7	8
Teachers select quality, literacy rich texts	Teacher reads the book aloud to pupils	Sections of text are selected for close study pupils identify key features such as use of language, similes etc	Use of 3 sharings- likes, dislikes, puzzles and connections	Use of debate, drama, hot seating, illustrations	Special questions- teacher questions that encourage pupil thought and discussion	Class reading journal	Children's individual reading journals

P 4-7 Other Strategies

Highland Literacy	Reading Circles/Reading Detectives	Traditional Comprehension

What next for Newmains?

- Continue to work with Renfrewshire Council to implement the Renfrewshire Literacy Project.

- Supplement our current range of reading books. Ensuring a range of resources that challenge and support pupils. Our sponsored read will help with this.

- Develop parent and community partnership in developing literacy.