
The RWBA iLearn Guided Reading Programme Information for Parents

Developing the reading diet, reading fluency, and vocabulary of all our students.



Why are we doing this?

- To develop the reading diet of all our students.
- To develop the reading for pleasure culture across the school.
- To encourage discussion about books our students are reading, have read, or want to read.
- To model the active engagement in reading texts.
- To facilitate the development of the key reading strategies to improve comprehension.
- Develop the reading fluency of all our students.
- Promote independence in reading.
- Exposure to a variety of viewpoints, perspectives, and cultures.
- Further develop our culture of classroom talk.
- Develop our students active listening skills.
- Broaden our students' vocabulary.
- Encourage all students to participate and form opinions.
- Promote the Bassett Values through reading and oracy.

The [National Literacy Trust](#) notes:

- a love of reading can be transformative to a young person's academic success.
- Enjoyment of reading has been negatively affected by the pandemic.

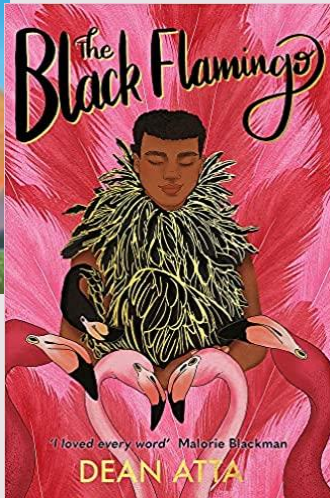
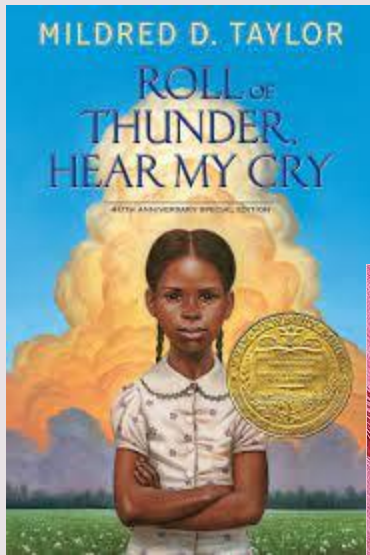
Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status ([OECD](#), 2002)

Listening to and talking about stories and non-fiction develops children's vocabulary, because they meet words they would rarely hear or use in everyday speech. Understanding vocabulary is vital for comprehension and so also for wider learning and progress.

Children who are good at reading do more of it: they learn more, about all sorts of things, and their expanded vocabulary, gained from their reading, increases their ease of access to more reading. Conversely, those for whom reading is difficult fall behind, not just in their reading but in all subjects and a vicious circle develops.

[Dept. of Education](#), January 2022

What is your role here?



- Talk positively about books and reading.
- Ask your child about what their tutor group is reading each term: what do they like/not like? Ask for an update each week.
- Read the same book so you can talk about it together.
- Borrow or buy books of the same genre that they enjoy.
- Join in with any reading challenges (e.g. 50 books a year, *World Book Day* etc.)
- Research news articles or websites with your child that explore the stories and events.
- Remind your child to use the same reading strategies when completing any reading for homework.
- Read other books at home with your child.
- Let your child see you reading for pleasure.

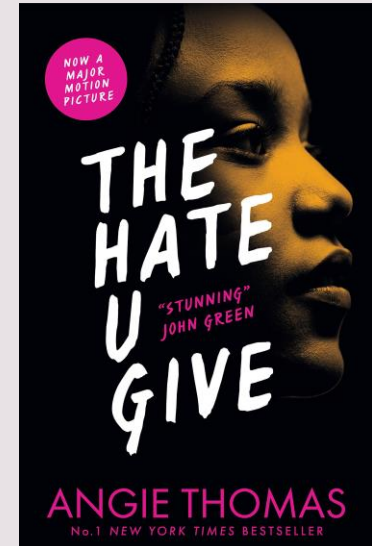
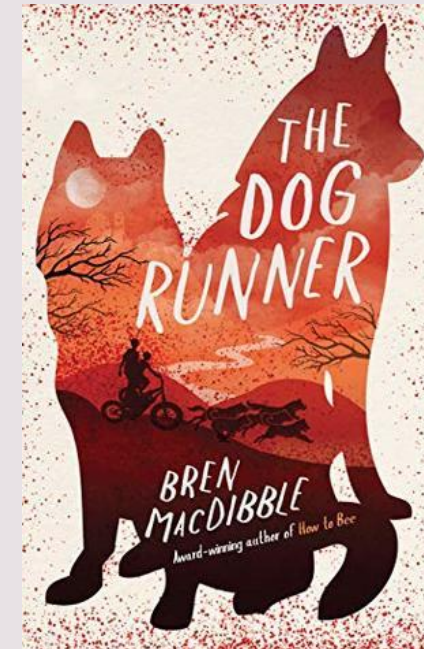
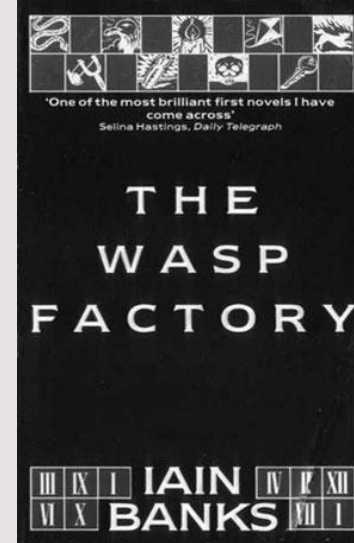
How does it work?

1. Tutors will read to their tutors groups for one iLearn session a week.
2. Each year group has a varied selection of popular and engaging texts, which will be rotated around the tutor groups. The aim is to read one at least every two terms.
3. The focus is very much on reading for pleasure, so students will be invited to discuss what they did and did not enjoy.

Equipment needed:

A book – one between two will be provided. Each year group has a selection of books that will run on rotation.

The reading strategies bookmark or a ruler and/or reading filter.



PREDICT

A prediction is a good guess about what you think you will find out about or what will happen next in a text.

Good readers make predications before they read and as they read.

Things that helps you make a prediction:

- Headings, pictures and other text features.
- Making connections to what you already know.
- Skimming, scanning and re-reading the text.

Prediction sentence starters:

- ☐ Based on the title, subheadings, picture/diagram, etc.), I predict that this page/chapter will be about... I think the next chapter (or page) will be about...
- ☐ From the questions I think that I will find out about... Based on (a clue), I imagine that...
- ☐ Based on what I know about... I believe that...



QUESTION

Asking questions about a text helps you have a purpose or reason for reading and deepens your understanding.

Good readers ask themselves questions all the time while they are reading and read to answer those questions.

Ask 'teacher-like' questions:

- What is going on...?
- When is this happening?
- Where is...?
- Who will...?
- How is...?
- Why is...important?
- Why is that happening?
- How are ____ and ____ alike or different?
- Why would happen if...?
- What does ... mean?
- How will it?
- How come...?
- What might...?
- Why can...?



CLARIFY

Clarifying means making the meaning of the text clearer.

Good readers, when they notice they don't understand what they've read take steps to figure out the meaning.

You read it but haven't got it when:

- a) The voice inside your head has stopped. The camera in your head stops.
- b) Your mind begins to wander. You can't remember what you just read.
- c) The questions you have are not answered.
- d) You have no idea what a word or phrase means.

Clarifying or fix- it up strategies:

- ✓ Re-read the part you don't understand, you may 'get it' the second time.
- ✓ If it's a word you don't understand, use the rest of the sentence to figure out what it means.
- ✓ Look at the text features for clues.
- ✓ Use a dictionary to look up words.



SUMMARISE

Summarising a text means picking out the main ideas and leaving out anything that is not essential.

Good readers look for the main ideas as they read and can give 'the gist' of what they have read *in their own words*.

How to summarise what you read:

1. Look at the topic sentences - the first sentence in each paragraph.
2. Look at the concluding sentence or last sentence in each paragraph.
3. Answer the *Who? What? When? Where? Why? How?* of the text.
4. Focus on key details. Use key words and phrases. Leave out little details that aren't important. Write only enough to convey the gist.

Also:

- Use thinking maps, mind maps, graphic organisers, etc. to plan your summary.
- Use a dual coding system as you read.



PREDICT



QUESTION



CLARIFY



SUMMARISE

Additional reading strategies:

Visualise – use your imagination to picture what you are reading about. A bit like a movie in your mind.



Make inferences – use your prior knowledge to 'read between the lines' and make guesses about what is being hinted at.



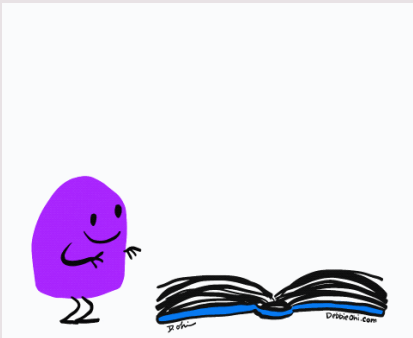
Synthesise – make links across the text you are reading to help build a bigger picture and better understanding of what is happening or being suggested.



The Book List

Year 7

1. *Roll of Thunder Hear My Cry* Mildred D Taylor
2. *Ghost Boys* Jewell Parker-Rhodes
3. *Ghost of Thomas Kemp* Penelope Lively
4. *After The War* Tom Palmer
5. *Trash* Andy Mulligan
6. *Dog Runner* Bren MacDribble



Year 8

1. *River Boy* Tim Bowler
2. *War Horse* Michael Morpurgo
3. *Booked* Kwame Alexander
4. *Noughts and Crosses* Malorie Blackman
5. *A Good Day for Climbing Trees* Jaco Jacobs
6. *Itch* Simon Mayo

Year 9

1. *Animal Farm* George Orwell
2. *The Hate U Give* Angie Sage
3. *The Truth of Things* Antony McGowan
4. *The Outsiders* S.E. Hinton
5. *When The World Was Ours* Liz Kessler
6. *Melissa* Alex Gino

Year 10

1. *Of Mice and Men* John Steinbeck
2. *Fahrenheit 451* Ray Bradbury
3. *The Girl with all the Gifts* Mike Carey
4. *Black Flamingo* Dean Atta
5. *Hitchhiker's Guide to the Galaxy* Douglas Adams
6. *A Change is Gonna Come* Various

Year 11

1. *The Wasp Factory* Iain Banks
2. *Orangeboy* Patrice Lawrence
3. *Blood Brothers* Willy Russell
4. *Killing Mr Griffin* Lois Duncan
5. *Toffee* Sarah Crossan
6. *A Man Called Ove* Fredrik Backman

