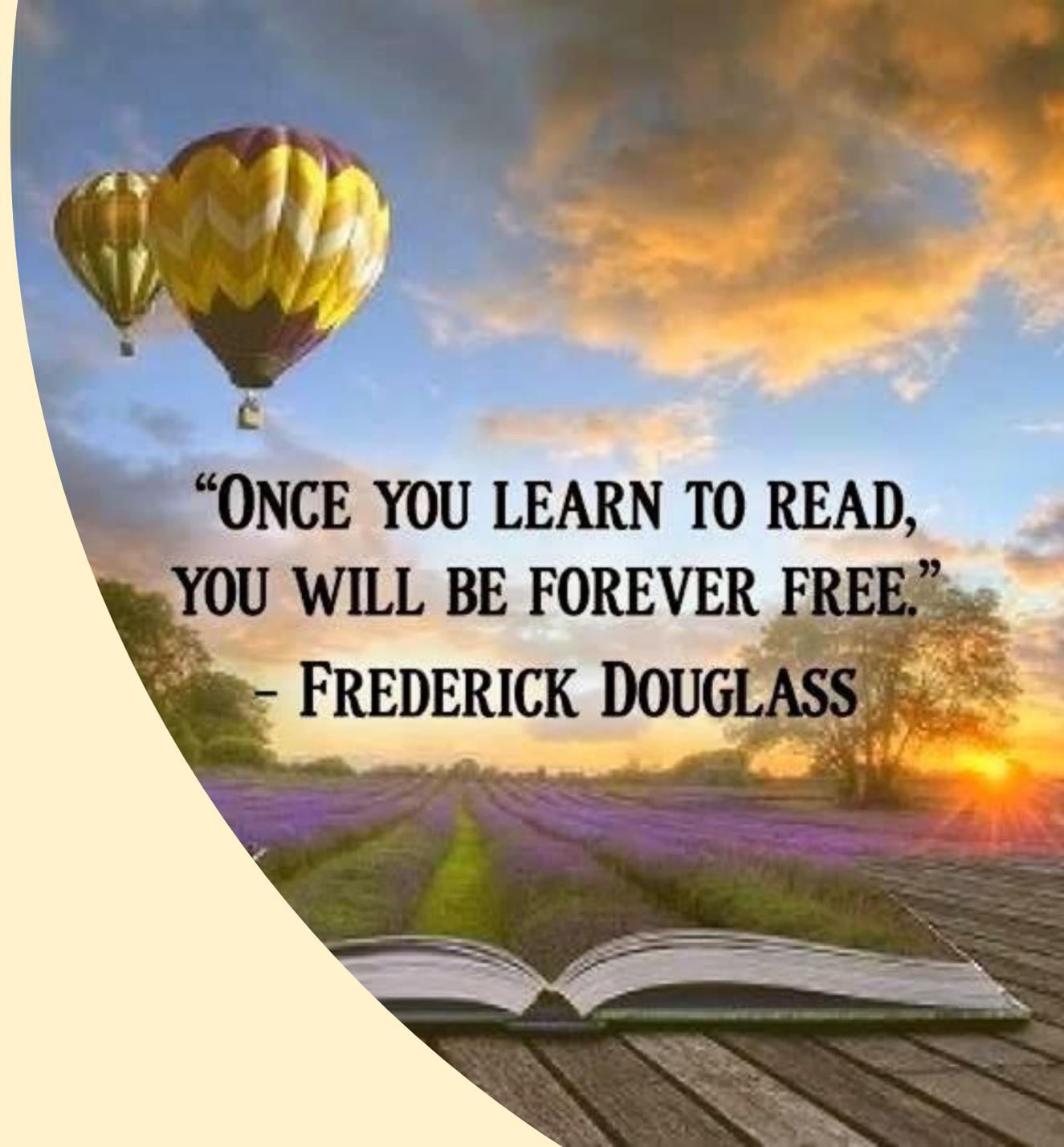


Welcome!

**Key Stage 3 Reading
Meeting for Parents**

Monday 6th December 2021



**“ONCE YOU LEARN TO READ,
YOU WILL BE FOREVER FREE.”**

– FREDERICK DOUGLASS

Introductions

Miss H Grace

Curriculum Leader
KS3 English

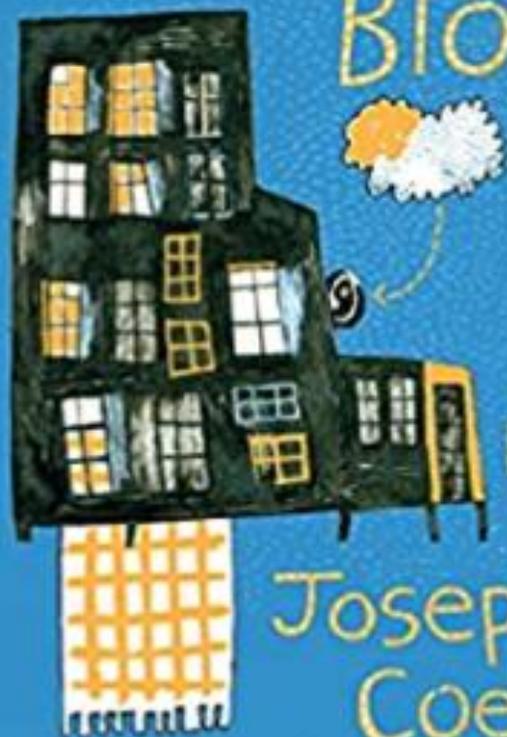


Mrs A Wood

School Librarian



Overheard in a Tower Block



Poems
by

Joseph
Coelho

Illustrated
by Kate Milner

Books Have Helped Me

Books have more images between their words,
than any smart phone could hold,
More flavours than a thousand jelly bears,
More lives for you to live
than any computer game.

Books have helped me:

I've read about characters
who have laughed, cried and sighed like me.

Characters who have battled
monsters larger than any I could imagine.

Characters who have travelled distances longer
than there are miles between me and the sun.

When I thumb through a book
their pages whisper to me
that I'll be all right.

The importance of reading

- 1) Reading is the bedrock of success for our children across the curriculum;
- 2) Reading promotes positive self-esteem and empathy;

No child should leave school unable to read, and enjoy reading.

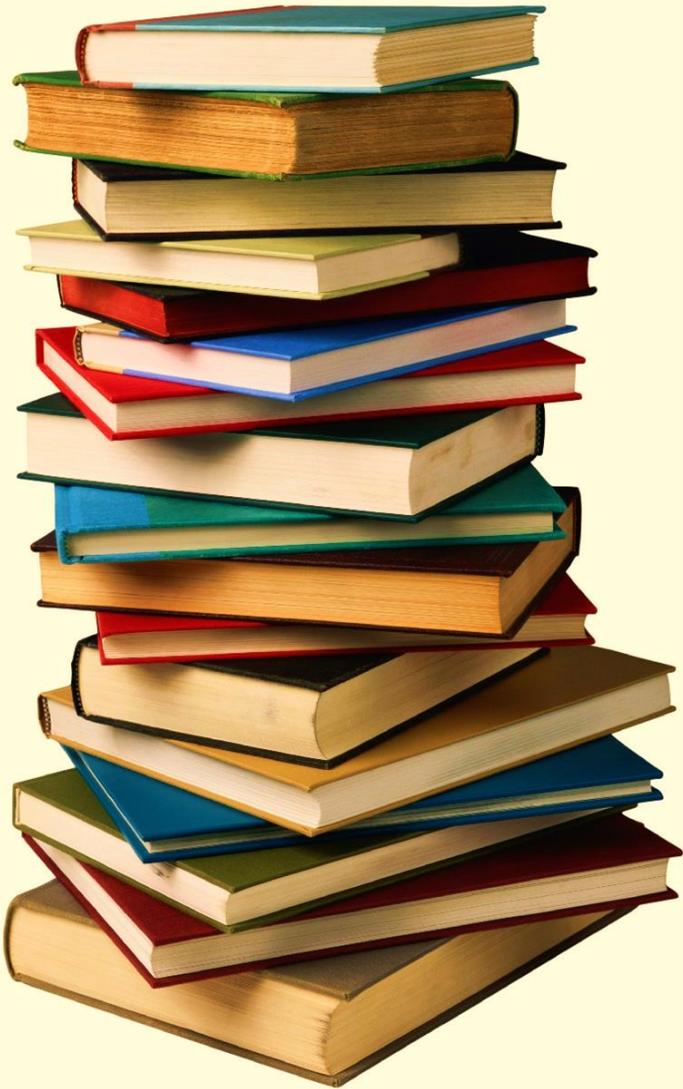
Reading for pleasure has a substantial influence on vocabulary, maths and spelling. Reading books regularly at age 10, signifies a 14.4 percentage point advantage in vocabulary, 9.9 percentage points in maths, and 8.6 percentage points in spelling at age 16.

(Sullivan and Brown, 2013)

Children with above expected reading skills **are three times more likely** to have high levels of mental wellbeing than their peers with below expected reading skills.

(National Literacy Trust, 2018)

Why we believe reading matters



1. Students who read regularly achieve better outcomes in all subjects;
2. Students who read regularly have a wider active vocabulary;
3. Students who read regularly have more positive self-worth as well as a more attuned ability to empathise with others;
4. Reading is relaxing and fun!

**I love
reading
because...**

it helps me
learn new
words and
ideas.

it opens your
mind and
improves my
imagination.

it improves my
writing.

it helps me
relax, calm
down and it's
fun!

**Reading
can make
a difference
for all
students...**

“Reading makes me feel more relaxed and makes me feel like I’m in another world. Also, reading helps me in my other lessons because I learn a lot of new words and find out how to work things out.”

Our School Library



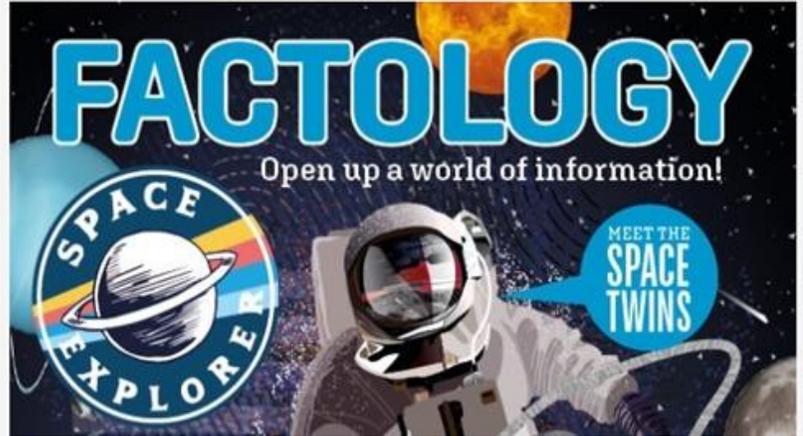
The Library contains approximately **4,000 books** which can be borrowed for a 2 week period. Each student is entitled to a **maximum of 3 books** which can be reserved and renewed. The Librarians are able to help students and recommend books.

The books on the Accelerated Reader Programme are **colour-coded** and shelved in sections according to their reading level. Most are fiction although there are a selection of non-fiction titles.



Magazines

This is a new magazine. It cannot be borrowed but please have a look when you are in the Library.

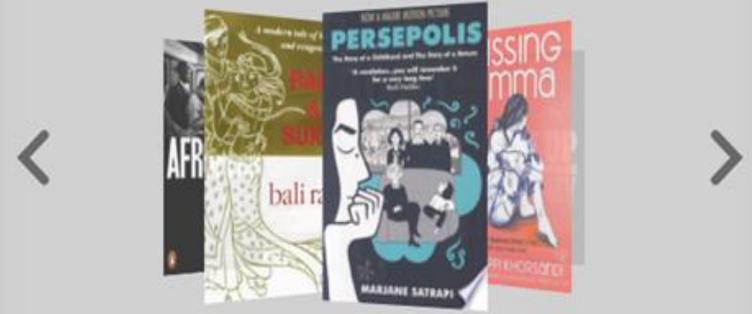


Scholastic Book Fair

In the Library from 26th November. Come and have a look.



Newly added

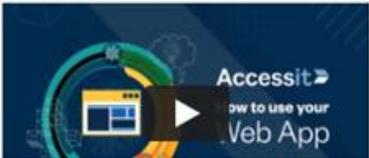


Persepolis

Opening Hours

Librarian: Mrs A Wood
Opening Times
Monday -Thursday 8.15am - 4.30pm
Friday 8.15am - 3.45pm

Please watch the following video which will show you how to use search for books.



Suggestions

Please complete this Google Form to have your say. Genres - What do you enjoy?



If you have any books you would like to be considered to add to the our school library stock please let Mrs Wood know.

Dudley Libraries on-line

Your local library is a brilliant place

What is Accelerated Reader?



- In Key Stage 3 all students take part in the **Accelerated Reader** programme, which is designed to:
 1. Find books that are accessible and sufficiently challenging for your child;
 2. Encourage your child to read more;
 3. Improve your child's reading age.
- All students have a dedicated AR lesson once a fortnight as well as reading time at the start of English lessons.

How does it work?

- Three times a year, students complete a STAR test which works out their reading age and **ZPD (Zone of Proximal Development)**.
- All the books in the library are coded according to ZPDs and students pick books from within this range.

3.2 – 4.6

Lowest number

Highest
number

How does it work?

- Once students have read a book, they complete a quiz;
- Students record the results of quizzes on p.27 of their planners;
- Their progress is monitored by their English teacher who will 'check in' and offer targeted support to students based on quiz results.



Incentives to succeed

- Reading Achievement points for quiz passes
- Postcards home
- Be chosen as the Star reader on the KS3 noticeboard
- Aim for **Word Millionaire status** and join our exclusive club. (Last year 29, this year...???)





Who?

Compare and contrast 2 characters in the novel.

How are the characters feeling? Why?

Who is the protagonist? Why?

Who are the minor characters? Why?

Who is the antagonist? Why?

What was a turning point for the character? Why?

What do you think will happen to the character? Why?



What?

What would have happened if...?

What do you think about...?

Based on events so far, what do you think will happen next?

What message or idea is the author trying to convey? How?

What do you think will happen between....?

What clues has the author given you about future events?



Where?

Why has the author chosen this setting?

How does the setting affect the plot?

Has the setting changed since the start? Why or why not?

How might the setting reflect the events that take place in the book?



Why?

Why are characters feeling the way they do?

Why do you think the writer decided to..?

Why have things happened the way they have so far?

Why hasn't the author told you everything about....?

Why did the author choose to start the story in this way?

Why has the author decided to put chapter breaks in where they are?



When?

When does this story take place? Why this time setting?

When are we introduced to the protagonist? Why at this time?

When was something significant about a character revealed to the reader? Why then?

When did you realise something revealing had happened?

When in the story did the author include a moment of drama or climax? Why at that point?

How long do events take to unfold? Why did the writer choose this time frame?



How?

How does the author keep you engaged in the story?

How does the author structure the story? What order do events happen in?

How is the story told to you? Who is the narrator?

How does the writer make you imagine a place, character, event?

How have characters and their feelings changed, if at all?

Some more links you may find useful:

Reading tips:

<https://www.booktrust.org.uk/books-and-reading/tips-and-advice/reading-tips/>

<https://literacytrust.org.uk/parents-and-families/>

Local libraries information:

<https://www.better.org.uk/library/dudley>

https://www.birmingham.gov.uk/info/50132/visiting_the_library_of_birmingham

<https://www.sandwell.gov.uk/libraries/>

Opportunities in school

- Take part in one of our **KS3 House competitions**
- Sign up for the **KS3 Book Quiz** and compete with other schools
- Join the **KS3 Reading group** on Tuesdays after school in the library
- Join **KS3 Debate club** on Mondays after school in A29
- Talk to us about training to be a **Student Librarian**
- Talk to us about activities and ideas you want to see happening!

We need you!

Can you spare 1 hour a week to help our students read better?

If so, please consider becoming a **Parent Reader!** You will listen to a student read, chat to them about their reading and encourage them to build their reading stamina.

We can offer you:

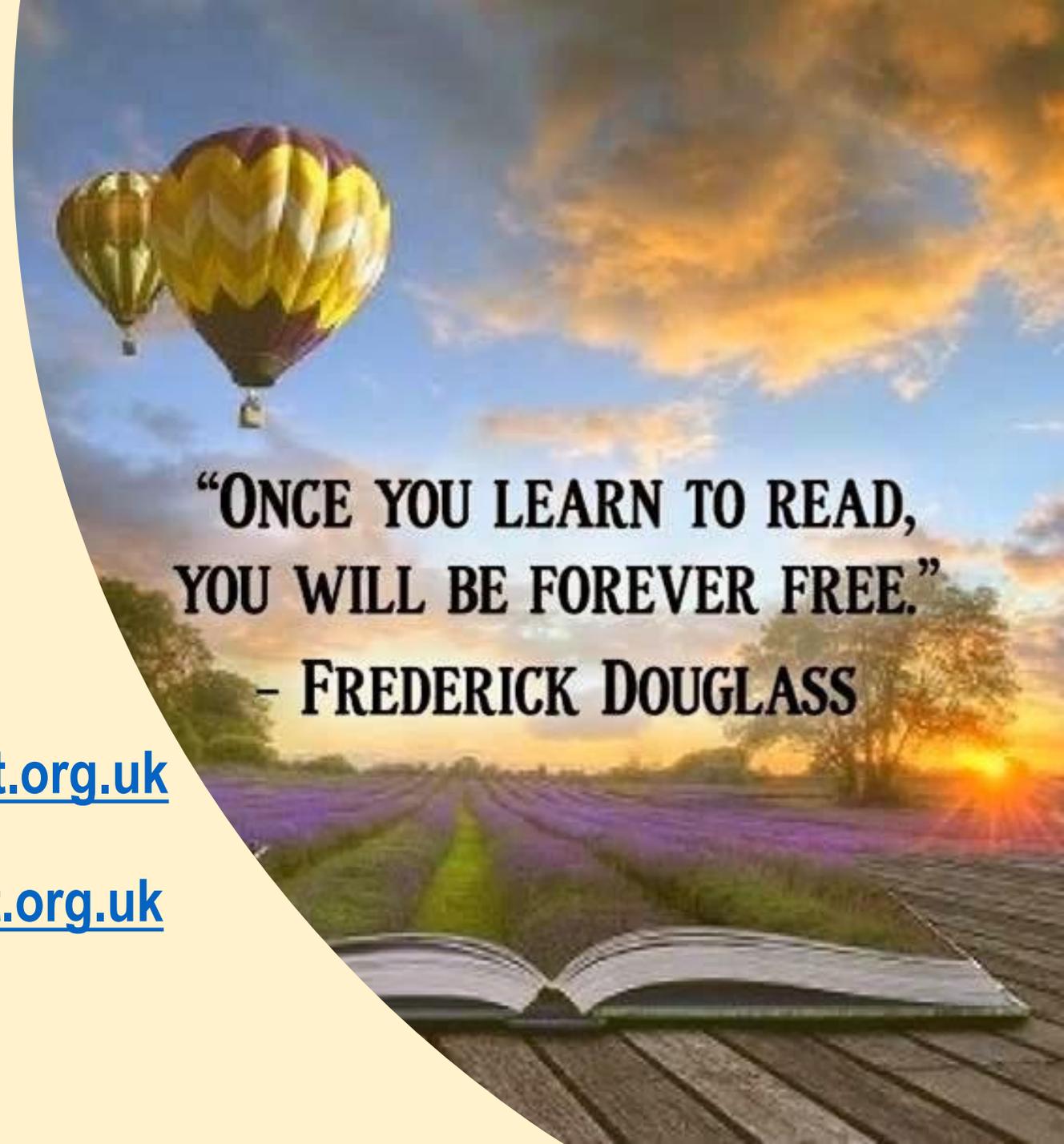
- Ongoing support and training
- Support in completing your DBS check
- A cup of tea and a lovely, productive and fulfilling hour for you!

Any questions?

Please ask us any questions you may have.

hgrace@windsor.windsoracademytrust.org.uk

awood@windsor.windsoracademytrust.org.uk



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