

FOCUS THIS WEEK

SIX BOOK CHALLENGE

Remind your tutees!



# Literacy News

SPRING TERM, PART 2

016:12TH MARCH 2018

## Why Read?

### WORLD BOOK DAY II

Well, what a freaky Friday that was! There were some very odd looking characters around the school as staff, and some pupils, dressed up to enjoy the combined science and literacy celebration. A lot of fun was had by both staff and students, both in the science workshops and the break time book quiz.

We have to say well done to our pupil winners, who are listed below. Staff winners will be announced in school on Monday, as some were completing the activity after taxis left on Friday afternoon.

The puzzle involved using science based book covers to answer cryptic clues, enabling the pupil to use their logic skills to resolve the code. It was designed to challenge them to use various scientific skills to complete this complex task, ensuring that only true scientists would succeed and win on the day.

Key Stage 4 Winner : Aaron

Key Stage 3 Puzzle solvers: Conner, Jacob, Ollie, Phoenix, Tom.

The total number of book quizzes completed by our pupils since September is 263 so the tie-break winner is Conner, who guessed 260. Excellent estimation skills!

Congratulations to all who managed to complete this and we hope you enjoy your trip to The Science Museum.



Thanks again go to staff at Waterstones in Bracknell for their help in making sure all our pupils obtained their free book for World Book Day.

Research shows that reading for pleasure can reduce the symptoms of depression, build empathy and help us build relationships with others.

#### Reading and disadvantage

Five year-olds who are eligible for free school meals score 19 percentage points lower in their literacy skills than their peers, and the attainment gap between students on free school meals and their peers for GCSE English is at the same level.

The degree of inequality in reading levels for children aged around ten is higher in England than in almost all other developed countries.

By the final year of compulsory schooling, the reading skills of English children from disadvantaged backgrounds are on average two and a half years behind those from the most affluent homes.

Unemployed adults are twice as likely to have weak literacy skills as those in full-time employment.

#### Educational impacts of reading

Reading for pleasure is more important for children's cognitive development than their parents' level of education and is a more powerful factor in life achievement than socio-economic background.

There is a difference in reading performance equivalent to just over a year's schooling between young people who never read for enjoyment and those who read for up to 30 minutes per day.

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*Every Lesson A Literacy Lesson*

NOW ON

*The 6 Book Challenge*

# Spring Term Ladders

10 March 2018					
Accelerated Reader Quiz League II					
		Quizzes	100.00%	Accuracy average	Points earned
<b>1<sup>st</sup></b>	<b>Jay</b>	<b>17</b>	<b>10</b>	<b>90.00%</b>	<b>59.5</b>
<b>2<sup>nd</sup></b>	<b>Xander</b>	<b>5</b>	<b>1</b>	<b>82.00%</b>	<b>50.3</b>
<b>3<sup>rd</sup></b>	<b>Aaron</b>	<b>11</b>	<b>7</b>	<b>93.60%</b>	<b>11.1</b>
	Tristan	10	7	93.00%	7.6
	Alex	2	1	95.00%	4.5
	Tyler H	7	4	91.40%	4.1
	Theo	4	0	40.00%	3.5
	Bradley	7	5	91.40%	3.2
	Reece P	6	6	100.00%	3.0
	Dean	1	1	100.00%	3.0
	Harvey C	4	2	87.50%	2.5
	TJ	6	4	83.30%	2.4
	Jack P	8	3	68.80%	2.4
	Harvey R	4	3	95.00%	1.9
	Denham	2	1	95.00%	1.9
	Phoenix	4	2	90.00%	1.8
	Josh C	1	0	60.00%	1.8
	George	3	3	100.00%	1.5
	Armani	2	2	100.00%	1.5
	Josh T	3	1	93.30%	1.5
	Dominic	1	1	100.00%	0.5
	Callum	1	1	100.00%	0.5
<b>Totals</b>		<b>109</b>	<b>65</b>	<b>88.60%</b>	<b>170</b>
			59.63%		
<b>Weekly School Pass Rate = 89.2%</b>					

## WORD RACE

10 March 2018

	Quizzes		Word Count	
	Passed	Taken	Term	This week
<b>Jay</b>	<b>16</b>	<b>17</b>	<b>415,676</b>	<b>37,724</b>
<b>Xander</b>	<b>5</b>	<b>5</b>	<b>411,608</b>	
<b>Aaron</b>	<b>11</b>	<b>11</b>	<b>74,998</b>	
Tristan	10	10	45,159	
Theo	1	4	30,285	
Alex	2	2	29,639	
Dean	1	1	19,784	
Josh C	1	1	18,192	
Tyler H	7	7	17,466	
Harvey C	4	4	13,314	
Denham	2	2	13,004	
Jack	6	8	6,855	
Armani	2	2	6,230	2,020
Phoenix	4	4	5,709	
Josh T	3	3	4,788	
Harvey R	4	4	3,960	
George	3	3	3,765	1,613
Dominic	1	1	1,874	1,874
Reece P	6	6	1,749	
Callum	1	1	1,568	
Bradley	7	7	1,450	262
TJ	5	6	1,232	
<b>Totals</b>	<b>102</b>	<b>109</b>	<b>1,128,305</b>	<b>5,769</b>

**Words Read (2017-18)**

**1,873,189**

**“Read,  
read,  
read!”**

Alex Wheatle to NH  
pupils, December 2017

# Updates

## In The News...


### The Staffroom Bookstore

A reminder that there is a section of the bookshelves in the main staffroom set aside for staff to donate, share and borrow books, whether for ourselves or our families. #Share a story.

### The Six Book Challenge

To clarify, further to enquiries, staff reading their six texts are allowed to include periodicals, graphic novels, blogs, biographies or other forms of longer text. Although adverts, websites and movies are also texts, we aren't counting these so get into a real story for a while!

On the subject of this challenge, there has been some scoffing by both pupils and staff around the achievement of our sole take-away claimant. Please remind all students that they are welcome to read any six books within their ZPD, and that if achieving this goal is so easy, they should join the list of those achieving success. Gotta be in it to win it!

6 Books	Passed	100%
 Aaron ✓	7	6
Harvey R	4	3
Josh T	2	-
Denham	1	1
Alex	2	1
Jack	3	1
Armani	1	1
Dean	1	1
Dominic	1	1
Tyler H	1	-
Phoenix	1	-

## EVENTS

### This Week

12th—29th March  
STAR Test Updates

### Friday options

*Remind pupils they can do book quizzes or borrow texts for the weekend.*

### Continuing

*The Six Book Challenge*

## Target Setting Targets

*As we seek to continue our efforts to raise our standards at this stage of the term when we complete reports and IEPs, it is worth remembering some key points.*

At the end of each half term teachers are busy completing reports and tutors work with pupils to review targets and set new ones for the next session.

Targets are always supposed to be SMART. If you are not familiar with this acronym, it means:

- **Specific (Stretching)** (What is the goal?)
- **Measurable (Meaningful)** (What are the success criteria?)
- **Agreed Upon (Achievable)** (with the pupil)
- **Realistic (Relevant)** (usually based on prior performance)
- **Time-based (Tangible)** (half termly in our context)

While the same is true for all our subjects, in literacy this means a target such as 'Bill will improve his spelling' or 'Jim will get higher marks in the test' fail the SMART test.

Best practice suggests that setting a more specific goal helps motivate the learner as they know how they will see progress. Asking Bill to 'know how to spell common -ble words correctly' or 'select the correct homophone for there, their, they're' is a more specific and measurable goal.

With reading, we have a lovely system in place: 'Read X books and achieve 85% or better on the quizzes' or 'Read 10,000 words' for example. These are clearly measured on AR and pupils can be updated weekly by the literacy notices.

Which reminds us of the next key issue. Pupils not only need to know their targets, but should also be reminded. We all occasionally need to check our notes on long term plans to avoid failing to complete tasks by deadlines. Our pupils need almost daily reminders of their targets if we are to expect them to achieve goals over 6 or 8 weeks.

Finally, bear in mind that we are all setting pupils targets for our subject and pastoral roles. Higher functioning learners might well remember 3 targets for some of their subjects, but most of our pupils will function best if given simpler areas of focus, possibly broken into smaller steps, so they can aim for short term successes and long term progress.

This is not to say we cannot set them a stretching challenge. Indeed we are at our best when we set high, but realistic expectations which require the pupils to achieve that little extra every lesson and every day. That is the way we all make progress and develop our outstanding learning environment.

**Collaborative Writing returns next week.**

