

The Year 9 ACET Reading Pathway

Reading Intervention Year 9

Students who have been identified as Reading Intervention have a reading age of ten years or below. In school, these students are withdrawn from lessons on a daily basis for one-to-one reading sessions or in small groups. They will also be given a work booklet to complete in registration which helps them to develop their knowledge of phonics sounds.

How you can help your child to make progress:

- Read with them every day for fifteen minutes and praise for sounding out words correctly
- Watch the videos at the following webpage to understand how the phonics system works and how you can help your child sound out words:
<https://www.youtube.com/playlist?list=PLDe74j1F52zSCiOMSn3zQDSzgu9TrbQ1c>
- Praise is very important. When your child gets a word wrong, gently stop them and help them to sound out the word and praise afterwards.
- Make predictions about what the book could be about from the title and the front cover
- Link what you have read together to your own lives. For example, if the story is about a lost pet, discuss how it feels to lose things, or times when you have experienced this in the past.
- Ask your child questions as you read the story to make sure that they are understand what they have read. Here are some typical questions you might ask:
 - So, what do we know about this character from what we've read?
 - What is happening in the story? What do you think will happen next?
- Let your child see you reading and have reading material available at home.
- Consider buying books as gifts for celebrations. It shows that reading is an enjoyable activity.
- Encourage your child to share what they have learned in their phonics lessons with you and their siblings and relatives.
- Play the Fred games with your child. Details are here:
<https://www.ruthmiskin.com/parents/>

Carry On Reading Year 9

Carry On Reading students have a reading age of eleven years. They are able to sound out most words and do not need phonics support in school-time, but they might find it difficult to sound out longer words and understand what they have read. Students will be guided to choose reading texts that are suitable for their ability from the school library. They will also be withdrawn from lessons or tutor-time to read for fifteen minutes two to three times each week and will be provided with workbooks that help them to build their knowledge of words and sounds.

How you can help your child to make progress:

- Read with them every day for fifteen minutes and praise for sounding out words correctly
- Even though they do not have phonics lessons, they will have been taught to read using phonics in primary school. Watch the videos at the following webpage to understand how the phonics system works and how you can help your child to

continue to sound out words:

<https://www.youtube.com/playlist?list=PLDe74j1F52zSCiOMSn3zQDSzgu9TrbQ1c>

- Praise is very important. When your child gets a word wrong, gently stop them and help them to sound out the word and praise afterwards.
- Make predictions about what the book could be about from the title and the front cover
- Link what you have read together to your own lives. For example, if the story is about a lost pet, discuss how it feels to lose things, or times when you have experienced this in the past.
- Ask your child questions as you read the story to make sure that they are understand what they have read. Here are some typical questions you might ask:
 - So, what do we know about this character from what we've read?
 - What is happening in the story? What do you think will happen next?
 - Can you tell me three things you know about the character or the situation? How do you know this? Can you find the words to prove it?
- Let your child see you reading and have reading material available at home.
- Consider buying books as gifts for celebrations. It shows that reading is an enjoyable activity.
- Encourage your child to read to younger siblings.

Carry On Reading Plus Year 9

Carry On Reading Plus students have a reading age of twelve years. They are able to sound out most words and do not need phonics support in school-time, but they might find it difficult to sound out longer words and understand what they have read. Students will be guided to choose reading texts that are suitable for their ability from the school library. They will also be withdrawn from lessons or tutor-time once a week to read for fifteen minutes. They will be provided with workbooks that help them to build their knowledge of words and sounds.

How you can help your child to make progress:

- Read with them every day for fifteen minutes and praise for sounding out words correctly
- Even though they do not have phonics lessons, they will have been taught to read using phonics in primary school. Watch the videos at the following webpage to understand how the phonics system works and how you can help your child to continue to sound out words:
<https://www.youtube.com/playlist?list=PLDe74j1F52zSCiOMSn3zQDSzgu9TrbQ1c>
- Praise is very important. When your child gets a word wrong, gently stop them and help them to sound out the word and praise afterwards.
- Make predictions about what the book could be about from the title and the front cover
- Link what you have read together to your own lives. For example, if the story is about a lost pet, discuss how it feels to lose things, or times when you have experienced this in the past.
- Ask your child questions as you read the story to make sure that they are understand what they have read. Here are some typical questions you might ask:
 - So, what do we know about this character from what we've read?
 - What is happening in the story? What do you think will happen next?

- Can you tell me three things you know about the character or the situation?
How do you know this? Can you find the words to prove it?
- Make links between words. For example, how many words can you think of that end in 'able'? What do all of these have in common?
- Let your child see you reading and have reading material available at home.
- Consider buying books as gifts for celebrations. It shows that reading is an enjoyable activity.
- Encourage your child to read to younger siblings.

Book Exchange Year 9

These students all have a reading age of between twelve and thirteen years, which is approximately in-line with their actual age. They will be able to sound out most words easily and understand what they have read. They will find longer words challenging at times. Book Exchange students will enjoy buddy reading in form time, where they will read with either a member of staff or a student of a higher reading ability. They will complete a short task at the end of each session. Book Exchange students will also be invited to upload information about what they have been reading, through reviews and blogs, to the school Reading Cloud. They will also be invited to write reviews for the school website.

How you can help your child to make progress:

- Read with them every day for fifteen minutes and take an interest in the books they are enjoying. You could ask:
 - What book do you have from the school library? What is it about?
 - What are you reading in form-time?
 - What are you reading in English?
- Encourage your child to read at a certain point every day to build independent reading habits, such as before bed or instead of playing games or watching television.
- Provide lots of opportunities to read and encounter new vocabulary. Consider joining the local library to access lots of books that your child will enjoy. The local library service also offers an online service, where you and your child can read books online and listen to high-quality audiobooks for free. This can be an enjoyable activity to do together. Remember to discuss any unfamiliar or new words they encounter, looking up any they do not know on the internet or in a dictionary.
- Praise is very important. Inevitably, your child read words incorrectly. Gently stop them and encourage them to look at the word again, sounding it out if necessary. Make links between these words and similar words, or words that mean the same or opposite.
- Encourage your child to tell you about what they have read and link this to your own lives. For example, if the story is about an adventure to a foreign place, discuss how it feels to encounter new places, places you have travelled to together and where they would like to travel to in future.
- Ask your child questions as you read the story to make sure that they are understand what they have read. Here are some typical questions you might ask:
 - So, what do we know about this character from what we've read?
 - What is happening in the story? What do you think will happen next?
 - Can you tell me three things you know about the character or the situation?
How do you know this? Can you find the words to prove it?

- What's the message of the story?
- Make links between words. For example, how many words can you think of that end in 'able'? What do all of these have in common?
- Let your child see you enjoying reading.
- Consider buying books as gifts for celebrations. It shows that reading is an enjoyable activity.
- Encourage your child to read to younger siblings.

Olympic Readers Year 9

Olympic Readers are students who have a reading age of between fourteen and fifteen years, which is above their actual reading age. They will be able to read fluently and understand what they have read. They will find longer words challenging at times. Olympic Reader students will enjoy buddy reading in form time, where they will read with another Olympic Reader. They will complete a short task at the end of each session. Olympic Reader students will also be invited to upload information about what they have been reading, through reviews and blogs, to the school Reading Cloud. They will also be invited to write reviews for the school website.

How you can help your child to make progress:

- Take an interest in the books they are enjoying. You could ask:
 - What book do you have from the school library? What is it about?
 - What are you reading in form-time?
 - What are you reading in English?
- Encourage your child to read at a certain point every day to strengthen independent reading habits, such as before bed or instead of playing games or watching television.
- Provide lots of opportunities to read and encounter new vocabulary. Consider joining the local library to access lots of books that your child will enjoy. The local library service also offers an online service, where you and your child can read books online and listen to high-quality audiobooks for free. This can be an enjoyable activity to do together. Remember to discuss any unfamiliar or new words they encounter, looking up any they do not know on the internet or in a dictionary.
- Encourage your child to tell you about what they have read and link this to your own lives. For example, if the story is about an adventure to a foreign place, discuss how it feels to encounter new places, places you have travelled to together and where they would like to travel to in future.
- Let your child see you enjoying reading.
- Consider buying books as gifts for celebrations. It shows that reading is an enjoyable activity.
- Encourage your child to read to younger siblings.

Shirebrook Academy Children's Book Award Year 9

The Shirebrook Academy Children's Book Award is for students with a reading age of 16 years and above. These students are independent readers and are able to read complex texts. The Shirebrook Academy Children's Book Award will provide these students with access to challenging reading material and lists of suggested reading material. They will be

invited to share what they have read in additional sessions and at the end of the year, there will be a celebratory event, including a visit from an author. Shirebrook Academy Children's Book Award students will also be encouraged to take a role of responsibility across school in promoting reading.

How you can help your child to make progress:

- Ensure that your child has access to challenging reading material. Consider joining the local library to access lots of books that your child will find challenging. The local library service also offers an online service, where you and your child can read books online and listen to high-quality audiobooks for free. This can be an enjoyable activity to do together. Remember to discuss any unfamiliar or new words they encounter, looking up any they do not know on the internet or in a dictionary.
- Take an interest in the books they are enjoying. You could ask:
 - What book do you have from the school library? What is it about?
 - What are you reading in form-time?
 - What are you reading in English?
- Encourage your child to read at a certain point every day to continue to strengthen independent reading habits, such as before bed.
- Encourage your child to research unfamiliar words and their origin. This is called etymology and strengthens their understanding of a wide range of words. It also will help them make links between the language they are studying in school and the English language.
- Encourage your child to research topics that they are reading about in further detail. For example, if they are reading a text that is set during a particular time period, they could research that era and explain to you what they have found out.