

# Supporting your daughter's Literacy



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**BRADFORD GIRLS'  
GRAMMAR SCHOOL**

*Co-educational up to 11, Girls only 11-16*

## Aims

Understand the AR system and how it works

Develop ways to help your daughter's motivation and  
check progress through Home Connect

Understand other ways you could support your daughter's  
Literacy progress

# Supporting your daughter's Literacy

## Why is reading for pleasure so important?



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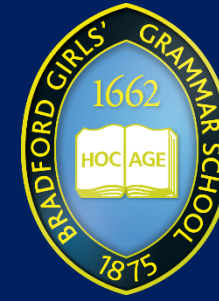
### Reading for pleasure and progress in vocabulary and mathematics

(2015), Sullivan, A. and Brown, M.

This longitudinal study shows that childhood reading is linked to substantial cognitive progress between the ages of 10 and 16. Reading is most strongly linked to progress in vocabulary, with a weaker but still substantial link to progress in mathematics. Strikingly, reading for pleasure is more strongly linked with cognitive progress in adolescence than parental education.

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## Why is reading for pleasure so important?



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# Supporting your daughter's Literacy

## How we encourage Reading For Pleasure at BGGS

Reading lessons in the Library once every two weeks.

Library open before school and after school, break and lunch time.

Form Time reading both silent reading and whole class tutor led reading.

Book group extra –curricular club

Parental book group



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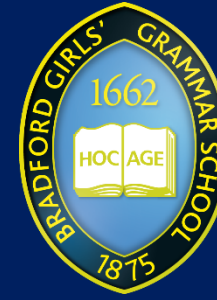
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# Supporting your daughter's Literacy

## How we encourage Reading For Pleasure at BGGS

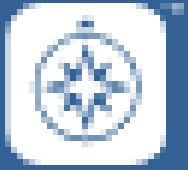
Accelerated Reader <https://www.renlearn.co.uk/accelerated-reader/secondary/>



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**Star  
Reading**



**Accelerated  
Reader**

You are going to take a test called Star Reading. It is a reading test that has fill-in-the blank and short-answer questions.

You will answer 34 questions on a computer. It will take about twenty minutes to answer all of the questions.

Do not worry if someone finishes the test before you because every test is different.

Do not worry about how many questions you think you get right, or how many you think you get wrong.

Everyone will probably miss some of the questions.

The main goal is for you to do the best you can.

This is what the short-answer test questions look like.

12/34

Kenneth Dukes

Stop Test

Leslie curled up in a chair on the porch. She closed her eyes and tuned into her surroundings. She smiled at the familiar sounds of her neighbor rustling his newspaper and the floorboards creaking beneath his rocker. She laughed as the neighborhood boys raced by on their bicycles. The rat-a-tat of the cards pinned to the spokes of their wheels added a beat to the music of the street.

How does the author's use of sensory detail affect the story?

- 1 The sounds help the reader imagine the neighborhood.
- 2 The music is too loud and bothers Leslie.
- 3 The creaking noises give it a mysterious mood.

Short-answer questions have a text passage at the top, followed by a question about the passage. There will be a list of three or four possible answers. Your job is to choose the best answer to the question.

This is what the fill-in-the-blank test questions look like.

3

Kenneth Dukes

Stop Test

The sky is \_\_\_\_\_.

- 1 blue
- 2 dog
- 3 down

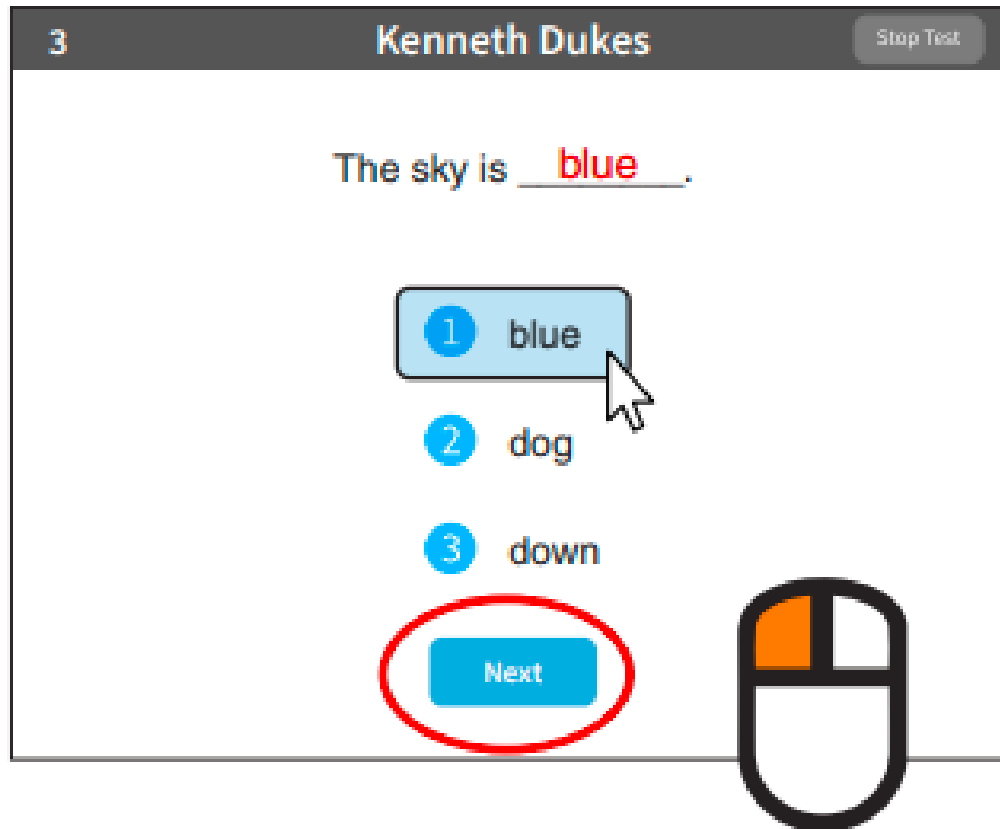
Fill-in-the-blank questions have a sentence with a word missing. There will also be a list of three or four words that could fit in the blank. Your job is to choose the word that best completes the sentence.



Choosing your answer is easy.

You can change your answer choice *before* you enter it.


Each possible answer has a number next to it (**1**, **2**, **3** or **4**).



The screenshot shows a test interface with a dark header bar. On the left of the header is the number '3', in the center is the name 'Kenneth Dukes', and on the right is a 'Stop Test' button. The main content area has a question: 'The sky is blue.' Below the question are three numbered options: '1 blue', '2 dog', and '3 down'. A mouse cursor is pointing at the '1 blue' option. At the bottom left, a blue 'Next' button is circled in red. To the right of the 'Next' button is a large black outline of a computer mouse.

Click on your answer choice using the left mouse button.  
Then, enter your answer choice by clicking **Next** on the screen.

3



Stop Test

The sky is \_\_\_\_\_.

- 1 blue
- 2 dog
- 3 down

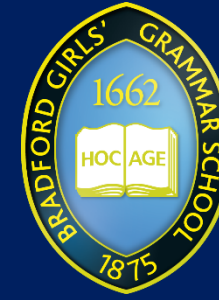
If you see a picture of a clock at the top of the screen, time is almost up for that question.

Choose your answer quickly but if you don't know the answer DO NOT GUESS.

If you do not choose an answer in time, you will see a message that says time is up for that question.

The next question will come up in a few seconds, so be ready.

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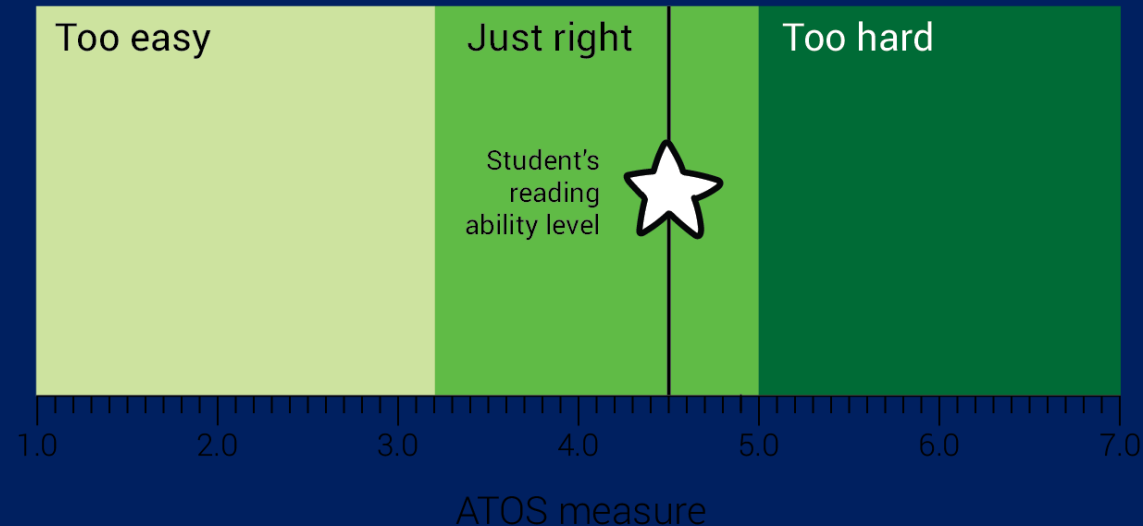
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## Monitoring Reading Progress

Once students have completed a STAR test, they are given a ZPD range. This helps us to understand the book range that will help with progress.

**Visualization of a student's  
Zone of Proximal Development (ZPD)**



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## Monitoring Reading Progress



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Students have recorded their ZPD range, username and password in the back of their planner.

You can use this as parents to log onto Home Connect to check progress.

<https://ukhosted33.renlearn.co.uk/2260566/HomeConnect/>

reading



Accelerated Reader

Reading Practice Quizzes Vocabulary Practice Quizzes

## My Overall Progress

Current Marking Period

13/09/2021 - 17/12/2021 (36% Complete)

### Quizzes

100%

average % correct



Above Target

### Points

0.5

2.7% of target



18.3 Points to Target

### ATOS Book Level

2.5

average level

No Target Set

Quizzes Passed/Taken: 1/1 Word Count: 242

## Reader Certifications

Only passed quizzes count toward certification.

Last Achieved:  
None

Current Target:  
No Target Set

## Email Setup

### Share Results and Progress

First Name

First Name may be shared with your teacher.

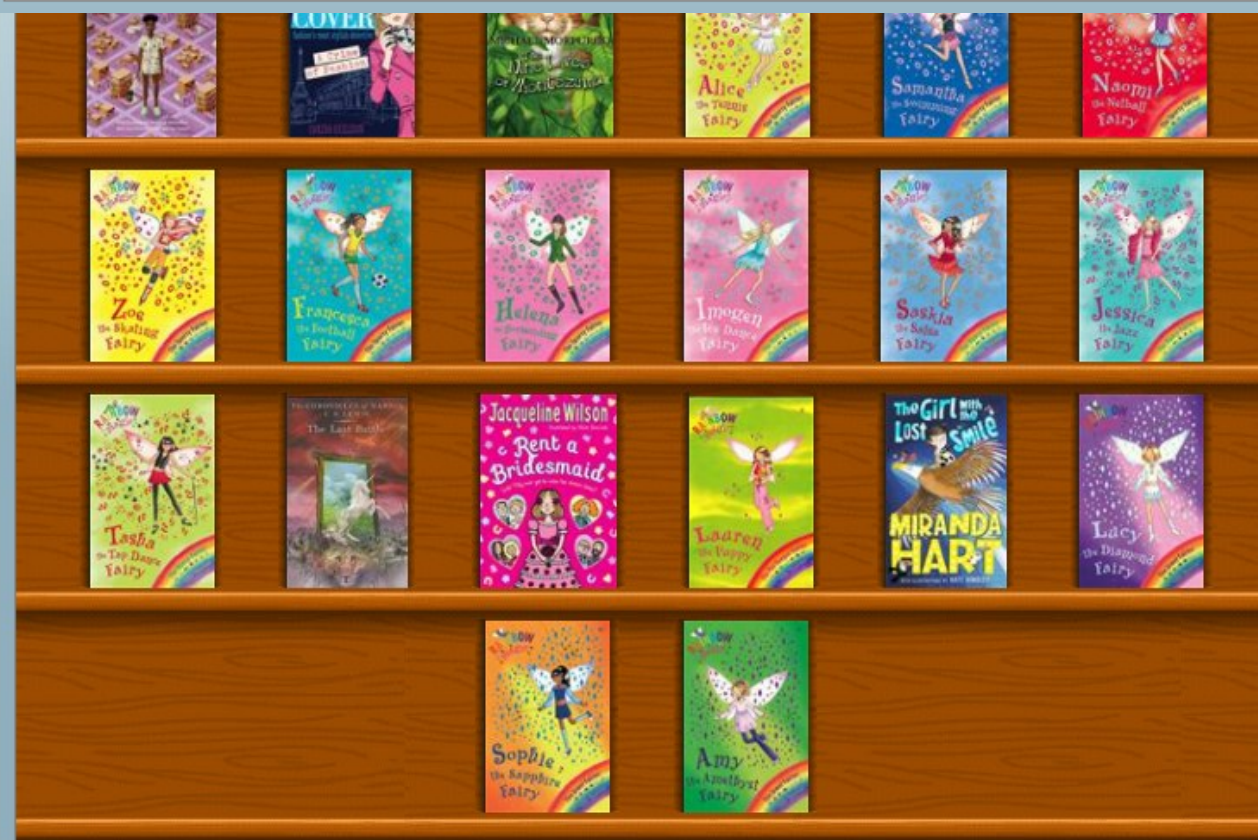
Email

Retype Email

Add

An invitation email will be sent to this person when you click Add. They will need to respond and accept before more emails will be sent.

If you have questions about using Renaissance Home Connect email, please contact your teacher.



# Supporting your daughter's Literacy

## How to encourage Reading For Pleasure at home

Model reading for pleasure at home

Check reading homework is being done- twenty minutes a day and regular quizzing.

Connect to Home Connect

<https://ukhosted33.renlearn.co.uk/2260566/HomeConnect/>

Help with book choices using AR BookFinder [Accelerated](#)

[Reader Bookfinder UK & Ireland - Quick Search](#)

[\(arbookfind.co.uk\)](http://arbookfind.co.uk)



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Class: Year 7

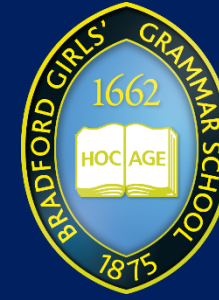
Teacher: Sparrgrove, E

Student	Diag. Codes	RP Quizzes		% Correct		Points					Engaged Time per Day	Book Level		Certification
		Passed	Taken	Target	Avg	Target	Earned	% of Target	% Read Indep.	% Fiction		ATOS BL Target	Avg	Working Towards
Albertson, Kathryn	% D	14	14	85	94.3	-	28.5	-	87	100	37	-	4.3	Ready(2)
Allen, Sarah		19	23	85	82.2	-	49.9	-	95	100	58	-	4.8	Rising
Alun-Jones, Emily		2	2	85	90.0	-	6.3	-	85	100	4	-	5.5	Super
Ashman, Sam	D	15	17	85	85.3	-	29.6	-	78	100	36	-	4.7	Rising(5)
Bell, James		18	20	85	86.0	-	44.7	-	90	100	63	-	4.6	Classic(4)
Blackbeard Rapley, Stephen		19	20	85	92.0	-	13.1	-	77	89	21	-	4.2	Advanced(3)
Burdett, Mez	D	8	9	85	87.8	-	3.8	-	73	100	7	-	3.0	Ready
Emery, Jo		6	6	85	98.3	-	19.5	-	94	100	15	-	4.8	Ready(3)
Gillingham, Michael		13	13	85	96.5	-	41.2	-	97	90	58	-	5.9	Ready
Glentworth, Marcus	D%	10	10	85	98.0	-	25.8	-	76	100	60	-	5.2	Ready(2)
Haile, Laura		23	27	85	81.5	-	11.0	-	63	89	15	-	3.5	Super(2)
Haines, Aimee		7	7	85	97.1	-	16.6	-	100	100	40	-	4.4	Ready(2)
Hull, Tiffany	D	6	6	85	95.0	-	6.0	-	75	100	7	-	4.6	Ready
Humphrey, Carrie		18	20	85	87.0	-	30.6	-	93	73	95	-	4.7	Star
Hunter, Jessamy		7	7	85	92.9	-	29.5	-	98	98	76	-	4.7	Rising
Hurlock, Kate	D	9	9	85	98.9	-	25.3	-	98	100	66	-	4.9	Ready
Jansz, Sarah		35	36	85	95.4	-	183.9	-	97	100	285	-	5.8	Star(2)
Kessler, Nick		10	10	85	89.0	-	5.2	-	71	92	12	-	3.8	Star(2)
Martin, Seon	% D	9	10	85	89.5	-	17.6	-	97	100	45	-	5.1	Star(2)
Mehmet, Erol		20	20	85	97.0	-	157.6	-	99	100	148	-	5.0	Ready
Mistry, Dina		22	24	85	84.6	-	19.2	-	89	100	32	-	4.3	Ready(2)
Moore, John	A	12	12	85	98.3	-	46.7	-	91	100	95	-	5.5	Achieved
Newman, Samantha		0	0	85	-	-	-	-	-	-	0	-	-	Ready
Shapiro, Lauren		24	24	85	97.9	-	22.6	-	75	97	32	-	4.6	-
Sharp, Moe	D	19	21	85	90.0	-	59.7	-	98	99	92	-	4.8	Ready
South, Natalie		8	9	85	86.7	-	9.3	-	89	86	17	-	4.4	Rising(2)



# Book Worm or Reluctant Reader?

There is a fine line between encouraging reading for pleasure and forcing students to read because it's homework!



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You haven't  
found the right  
book yet?





# Other ideas



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## The benefits of sharing audiobooks at home

Audiobooks can give children access to a wider range of stories than they can read for themselves. This can help them learn new words or how to pronounce unfamiliar words.

Many audiobooks are read by well-known actors and celebrities, which can be really exciting for kids!

Audiobooks can be particularly good for less keen or confident readers, giving them the chance to get more absorbed in a story than they might when struggling to read a text.

Audiobooks can be a great way to share stories together as a family, particularly for parents who are less confident reading aloud to their kids.

Research shows that listening to audiobooks can boost children's reading skills, reading enjoyment, mental wellbeing and emotional intelligence.

<https://wordsforlife.org.uk/zone-in/activities/inside-stories-book-list/>

[https://open.spotify.com/album/4o0s9is1WhlqnNFzWpkCc8?si=Yi\\_wv4VkSDGLVSzYAAPrPA&nd=1](https://open.spotify.com/album/4o0s9is1WhlqnNFzWpkCc8?si=Yi_wv4VkSDGLVSzYAAPrPA&nd=1)

# Other ideas



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## The benefits of sharing podcasts at home

Most podcasts are free and can be accessed on smartphones, laptops and smart speakers through free apps, as well as streaming platforms and websites.

Podcasts can be a great way to inspire children! Studies show that children love talking to their family about the podcasts they've listened to, sharing what they've learned and doing activities inspired by things they hear about in podcasts.

Listening to podcasts can be an ideal alternative to screen time during long journeys but they're also great for cosying up in bad weather or for a story before bed!

Many podcasts are really high quality, with professional hosts, narrators and experts so the whole family can enjoy them together.

As podcasts are audio rather than image-based, they may help encourage children to use their imagination.

<https://www.rebelgirls.com/podcast>

<https://www.wgbh.org/podcast/the-creeping-hour>

<https://www.wnycstudios.org/podcasts/radiolab-kids>

# Other ideas



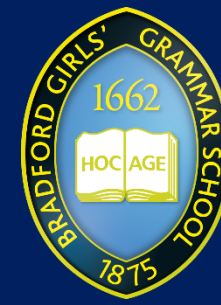
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<https://www.bradford.gov.uk/libraries/libraries/>

# Curriculum Intent in English



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At Bradford Girls' Grammar School, we believe that strong language and literacy skills are at the centre of all learning. A high-quality education in English will teach pupils to speak and write fluently and through reading and listening, they can communicate with their peers and others. The aim for English is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word and to develop their love of literature through widespread reading for enjoyment. We challenge students to become critical thinkers by being exposed to a range of ambitious text choices and empower them through language to become articulate, confident and open-minded individuals. We believe that English is especially positioned to develop students culturally, emotionally and spiritually for them to make a positive contribution to the wider community.

Overall, we want you to:

- discover information, develop thinking and understanding
- develop creativity, empathy and with this, personal growth
- understand the wider world for active participation in society
- build the skills to communicate confidently, enabling access to further education, careers and a fulfilling life

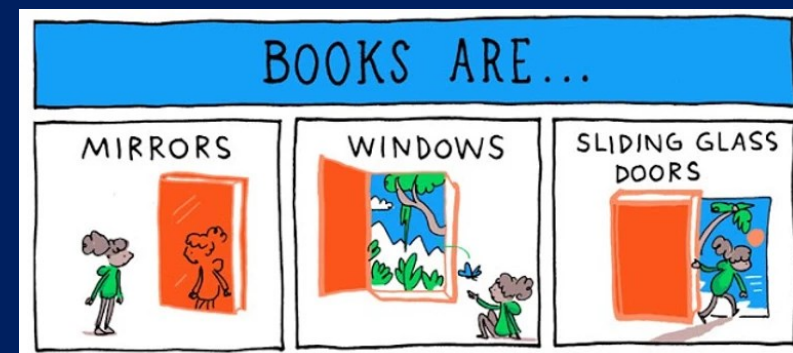
# Curriculum Intent in English



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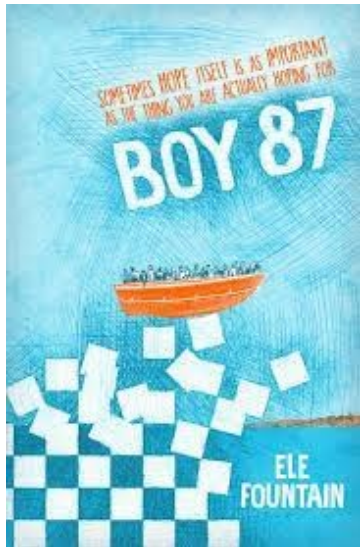
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Year 7



Transition unit – writing and reading assessment



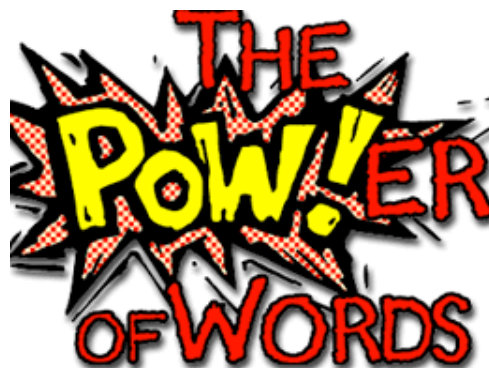
Origins of Literature-  
writing assessment



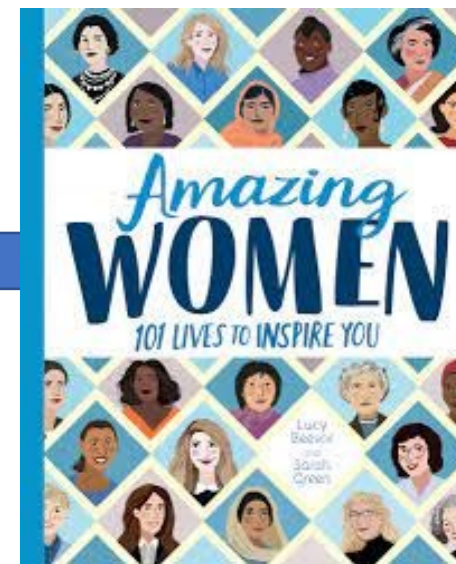
War poetry– reading assessment -  
Private Peaceful writing assessment



Romeo and Juliet–  
Reading assessment



Language Change and Power–  
Speaking and listening assessment



Amazing Women –  
Non-fiction writing assessment

## Subject Content

Autumn Half Term 1	Autumn Half Term 2
<ul style="list-style-type: none"><li><b>Origins of Literature</b> Introducing a range of myths and legends from a variety of different cultures. We are focusing on writing skills and finding connections between stories from the past and present.</li></ul>	<ul style="list-style-type: none"><li><b>War poetry</b> Introducing a range of modern and pre- 1914 poets and poems. We are focusing on reading skills and developing analytical skills as well as an understanding of ideas and context.</li></ul>

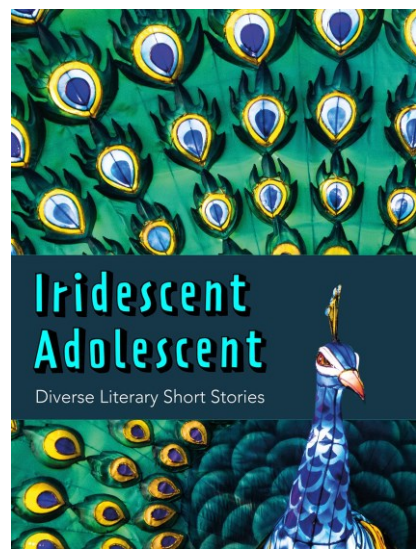
## How parents/carers can help

- If your child is stuck with her work, ask her to check Class Notebook on Teams for resources for the lessons.
- Encourage reading for pleasure; the expectation is that students read for 20 minute every day and quiz on the books read by logging on to Accelerated Reader.

## Useful Resources

- As a parent you can login in to Accelerated Reader to view your child's reading progress <https://Ukhosted33.renlearn.co.uk/2260566/HomeConnect>. Ask your daughter for her login for AR which you can use for Home Connect.
- Myths and Legends resources from the National Geographic [www.natgeokids.com/uk/discover/history/greece/greek-myths/](http://www.natgeokids.com/uk/discover/history/greece/greek-myths/) ;
- War Poetry resources from the BBC: [www.bbc.co.uk/bitesize/articles/zhfp2v4](http://www.bbc.co.uk/bitesize/articles/zhfp2v4)



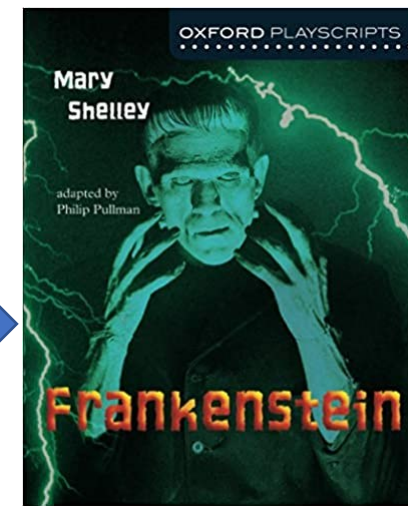


Diverse shorts-reading assessment

Year 8



Gothic and Brontes– writing assessment



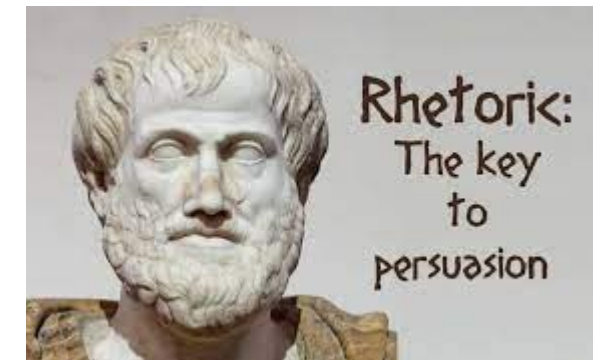
Frankenstein– Speaking and listening/reading assessment



Dystopian fiction– writing assessment



Romantics and Revolutionaries– Reading assessment



Rhetoric through the ages– writing assessment



## Subject Content

Autumn Half Term 1	Autumn Half Term 2
<ul style="list-style-type: none"><li><b>Iridescent Adolescents</b></li></ul> <p>A reading module, in which we focus on short stories as a way of studying comprehension and critical reading skills. The stories are from a range of diverse cultures and genres.</p>	<ul style="list-style-type: none"><li><b>Gothic and the Brontes</b></li></ul> <p>A writing module, focusing on the Bronte sisters and other 19<sup>th</sup> Century writers to study the gothic genre and its conventions. Students will work on writing skills, for example looking at how to use descriptive language and accurate spelling, punctuation, and grammar.</p>

## How parents/carers can help

- If your child is stuck with her work, ask her to check Class Notebook on Teams for resources for the lessons.
- Encourage reading for pleasure; the expectation is that students read for 20 minute every day and quiz on the books read by logging on to Accelerated Reader.

## Useful Resources

- As a parent you can login in to Accelerated Reader to view your child's reading progress <https://Ukhosted33.renlearn.co.uk/2260566/HomeConnect>. Ask your daughter for her login for AR which you can use for Home Connect
- More details and resources about the Gothic genre can be found on the British Library website [The Gothic - The British Library \(bl.uk\)](#)

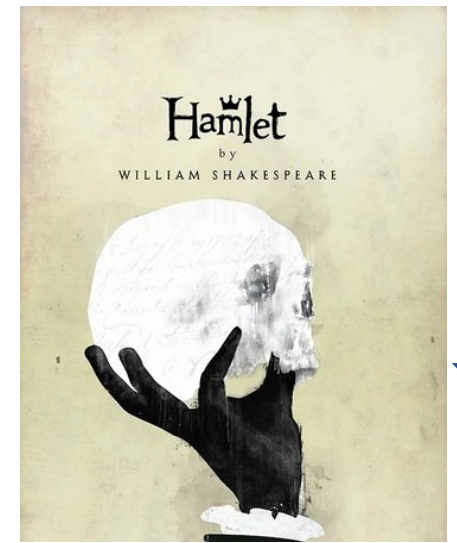
Year 9



Animal Farm – reading assessment



Elements of Crime- Writing Assessment



Hamlet -reading assessment

**Poetry  
should  
comfort the  
disturbed &  
disturb the  
comfortable.**

Disturbed Voices– reading assessment



Victorian Viewpoints – reading assessment



Coming of Age– writing assessment

## English

### Subject Content

Autumn Half Term 1	Autumn Half Term 2
<ul style="list-style-type: none"><li><b>Animal Farm</b></li></ul> <p>A detailed study of the novella 'Animal Farm' by George Orwell, focusing on GCSE Skills in inference and making contextual links with the historic background of the text.</p>	<ul style="list-style-type: none"><li><b>Elements of Crime Writing</b></li></ul> <p>A study of a range of detective and crime fiction leading to a piece of creative writing using elements of the Crime genre</p>

### How parents/carers can help

- If your child is stuck with her work, ask her to check Class Notebook on Teams for resources for the lessons.
- Engage in discussions with your child about the texts we are studying and encourage them to apply the information to the world around them. Animal Farm is a very political text and is relevant even now.
- Encourage reading for pleasure: the expectation is that students read for 20 minute every day and quiz on the books read by logging on to Accelerated Reader.

### Useful Resources

- As a parent you can login in to Accelerated Reader to view your child's reading progress <https://Ukhosted33.renlearn.co.uk/2260566/HomeConnect>. Ask your daughter for her login for AR which you can use for Home Connect.
- Visit the school or your local library to borrow detective books- you could start with Sherlock Holmes [The Adventure of the Speckled Band Full Text - The Adventure of the Speckled Band - Owl Eyes](#)



Choose your homework each week from the menu below.  
The Peri-ometer indicates the level of challenge in the homework.  
All work must be handwritten unless otherwise stated.

## Animal Farm

### TAKEAWAY HOMEWORK



Re-write the Jones' removal from the farm as a short story from their point of view.

(Minimum 1.5 A4 pages)

Research and write about a political figure who demonstrates hypocrisy/rebellion today. Explain how they link to events or characters in Animal Farm.  
(Minimum 1.5 A4 pages)

'Politics should be taught in KS3.'

To what extent do you agree?

(Minimum 1.5 A4 pages)

Create 7 Commandments of our society today. Give reasons for each.

Write a diary entry from the point of view of one character from the text.

(Minimum one A4 page)

Make a model of the farm, labelling where different animals sleep and why.

Conduct an interview between two main characters from the text. Write a script and film it on iMovie.

Create a timeline of Tweets from Napoleon about his rise to power/his reign over the farm.  
(Minimum 15 Tweets)

Write a poem influenced by a theme in the text.

Create a comic strip for one of the chapters. You must have at least eight boxes with both drawings and texts.

Design a costume for a character - consider how you would represent their beliefs/status on the farm.

Research the reasons as to why Orwell found it difficult to get 'Animal Farm' published.