



**Total Words**

By Achieve Psychology For Learning

# Learn to Read User Guide



■ Aspiring Readers: 100 - 250 Total Words

## Space

# About this set

The vocabulary of space—comet, orbit, telescope, spacesuit, rocket, planet—and more, are presented in the five titles in our Aspiring Space titles. In short narratives these books present key words related to space through everyday scenarios: the mum who just keeps wanting to take photos, realising that a picnic on the moon is not such a good idea, getting to the space station is going to take a lot of work, painting colours on a rocket might make a rainbow and looking through a telescope can reveal an alien.

## The five titles include:

- 1. Can I Look Through the Telescope?*
- 2. I'm Going to Paint My Spaceship*
- 3. My Astronaut Photos*
- 4. Picnic on the Moon*
- 5. I'm Going to Be an Astronaut Today*

## There are four accompanying learning resources for this set:

### Language Extension

1. Space: Vocabulary
2. Space: Using Language

### Pre-Teach Activities

3. Space: Sentence Study
4. Space: Word Study

# Using The Total Words Library

Total Words digital books and resources are designed to be a flexible and accessible resource for schools and individual readers - with learning features that can be adapted by teachers and caregivers to deliver their lesson and learning objectives. The Total Words library can be used for whole-class lessons, focused small group work and as resources for individual students who require targeted skill-building with their reading.



## Motivation



Use Meaningful Resources

## Action



Practice Reading Skills

## Achievement



Show What You Can Do

# Ways to Use Space

For	Purpose	What Readers can do	Support Information
Whole Class	Topic reading, whiteboard display, whole class reading and word study	Read topic details and key words	Whole Class Planning Guide
Groups in Class	Small group reading plus learning resources	Read content to gain key topic words and language, activities.	Group Planning Guide
Rapid Reading Progress	Rapid reading progress	Rapidly increase reading vocabulary in a supported programme	Total Words Rapid Progress programme
Individual Readers at Home	Extend reading content to be used for projects that can be completed with family.	Read and complete accuracy, creative, challenge and shared projects for students at home.	At Home

# Example: Whole Class

Ms Hall decided to use the Total Words **Space** books as class reading to support the topic of study. There are five titles in the **Space** library set. As the whole class read the books in the set, they learned keywords, could use these words in discussion and gained ideas that they could use in class writing.

Ms Hall's reading plan looked like this:

Class reading group	Monday	Tuesday	Wednesday	Thursday	Friday
Red	Can I Look Through the Telescope? + <i>Pre-Teach Word Study</i>	I'm Going to Paint My Spaceship + <i>Pre-Teach Word Study</i>	My Astronaut Photos + <i>Pre-Teach Word Study</i>	Picnic on the Moon + <i>Pre-Teach Word Study</i>	I'm Going to be an Astronaut Today + <i>Pre-Teach Word Study</i>
Blue	I'm Going to Paint My Spaceship + <i>Vocabulary and Using Language</i>	My Astronaut Photos + <i>Vocabulary and Using Language</i>	Picnic on the Moon + <i>Vocabulary and Using Language</i>	I'm Going to be an Astronaut Today + <i>Vocabulary and Using Language</i>	Can I Look Through the Telescope + <i>Vocabulary and Using Language</i>
Green	Can I Look Through the Telescope + <i>Word Study and Using Language</i>	I'm Going to Paint My Spaceship + <i>Word Study and Using Language</i>	My Astronaut Photos + <i>Word Study and Using Language</i>	Picnic on the Moon + <i>Word Study and Using Language</i>	I'm Going to be an Astronaut Today + <i>Word Study and Using Language</i>
Yellow	My Astronaut Photos + <i>Pre-Teach Word Study</i>	Picnic on the Moon + <i>Pre-Teach Word Study</i>	I'm Going to be an Astronaut Today + <i>Pre-Teach Sentence Study and Word Study</i>	Can I Look Through the Telescope + <i>Pre-Teach Sentence Study and Word Study</i>	I'm Going to Paint My Spaceship + <i>Using Language</i>
Orange	Picnic on the Moon + <i>Pre-Teach Word Study and Sentence Study</i>	I'm Going to be an Astronaut Today + <i>Pre-Teach Word Study and Sentence Study</i>	Can I Look Through the Telescope + <i>Pre-Teach Word Study and Sentence Study</i>	I'm Going to Paint My Spaceship? + <i>Pre-Teach Word Study and Sentence Study</i>	My Astronaut Photos + <i>Pre-Teach Word Study and Sentence Study</i>

# Whiteboard Shared Reading for Whole Class

By having books that the whole class can read from a whiteboard all students have access to topic knowledge and different levels of reading skills in the class can all share in the same reading content.

Class teachers can select books from the Total Words library, repeat those books and use the range of activities that best suit the needs of their class.

Day 1-3	Day 4-6	Day 7-10	Day 11-13	Day 14-16
<i>Can I Look Through the Telescope?</i>	<i>I'm Going to Paint My Spaceship</i>	<i>My Astronaut Photos</i>	<i>Picnic on the Moon</i>	<i>I'm Going to Be an Astronaut Today</i>
<b>Key Words</b> Telescope, moon, comet, alien	<b>Key Words</b> Spaceship, colours, rainbow, earth	<b>Key Words</b> Photos, spacesuit, planet, helmet, rocket	<b>Key Words</b> Moon, gravity, craters, air	<b>Key Words</b> Astronaut, space station, helmet, rocket, engine, gravity

# Example: Group Work

Oak Class is studying **Space**. Ms Hall is using the Total Words 'Space' books with reading groups in the class. Some groups in class can read the books and complete activities as planned below.

Group 1	Group 2	Group 3	Group 4	Group 5
<i>Can I Look Through the Telescope?</i>	<i>I'm Going to Paint My Spaceship</i>	<i>My Astronaut Photos</i>	<i>Picnic on the Moon</i>	<i>I'm Going to be an Astronaut Today</i>
<b>Key concepts:</b> Using a telescope to look into space	<b>Key concepts:</b> Practice in reading colours and pretend play	<b>Key concepts:</b> Pretend play, astronaut costume	<b>Key concepts:</b> How the moon is different from earth	<b>Key concepts:</b> What astronauts need to wear to be in space

Ms Hall has one group who require more intensive support. With this group, Ms Hall uses repeated reading and the Pre-Teach activities, recording the number of words they read each session.

Student	Whole group reads book 4 (taking turns)	Each student completes an activities	Re-read book 1:1 with Miss Okafor	Re-read book between 2 students	Total words read in the reading session
<b>Ashley</b>	51 words read	202 words read	202 words	XXXX	455 words
<b>Priti</b>	51 words read	202 words read	202 words	XXXX	455 words
<b>Ben</b>	51 words read	202 words read	XXXX	75 words	354 words
<b>Sharnell</b>	51 words read	202 words read	202 words	75 words	556 words

# Rapid Reading Progress

The Total Words library can be used for students who have not made expected progress in their reading and who need a different approach to learning. **Total Words Rapid Reading Progress** focuses on measuring progress and offering adult-supported, success-only approach to learning.

Our Rapid Reading Progress Programme takes a simple, no-nonsense approach to making progress in reading:

- progress is measured in the number of words learnt each day and each week, increasing a reading vocabulary by 10-20-30 words per week;
- students learn to read by reading words **correctly**;
- *reading time is reading time*, not talking, not sounding out;
- whole words, whole sentences, whole books make sense;
- students read a high number of words each day, repeated over successive days;
- read correctly, **no practising errors**.

## Who for?

The programme is for students who need a period of adult support to rapidly increase their rate of progress in reading. Aspiring books can be used for older students who can benefit from learning topic vocabulary while also increasing their reading skills.

## How?

Students read a high number of words each day by:

- reading one book **several times** in reading session; or
- reading **several books** in a reading session.



## Reading texts can increase the scope for learning through:

- providing meaningful content; including enough words that students will not know on their first reading;
- formatting and repeated vocabulary that supports learning.

## Success-only learning through:

- adults use a **prompt-practice-perform** sequence to generate correct reading skills with no errors;
- adults read the text before asking students to read;
- adults model how to read phrases or sentences so that students know what the text is meant to sound like;
- read whole words correctly then look at phonic elements;
- use **success-only** questions.

## Time is used efficiently:

- adults make sure students do not practise errors, immediately correcting errors and getting students to say the word or phrase correctly;
- no sounding out or word stumbling—in the time taken to sound a word out, a student could have had 3-5 practices in saying the word or phrase correctly.

## Making sense matters:

- reading whole words in complete sentences allow the meaning of text help a student to recognise words;
- reading whole books affirms a sense of accomplishment;
- evidence of daily progress motivates (how many words read correctly today compared to yesterday).

## Efficient learning processes establish and sustain skills through:

- repeated practices with the same text over successive days to let student remember words over time;
- clear data recording of day-by-day reading performance— number of words read each day, number of adult prompts needed, number of words read correctly.

## Prompt–Practice–Perform

Adults working with readers in the Programme for Rapid Reading Progress use a sequence of prompt-practice-perform.

**Prompting** a reader to correct any errors made or any instances when a reader is struggling serves two functions:

1. An adult can keep an accurate record of the number of prompts required to read the text correctly.
2. It ensures that the reader is provided with a clear, correct model of successful accurate reading.

Our programme emphasizes skill **practice** as readers rapidly make progress in reading by **doing** correct reading.

Having established correct skills in reading a text, the adult's role is to then let the reader show how they can perform competently.

# A Reading Session with an Adult: Using Prompt–Practice–Perform

## Book one - reading session one

Prompt	<p>Before a pupil is asked to read any words, an adult:</p> <ul style="list-style-type: none"><li>• reads the whole book or the summary, so that the child knows what the book is about;</li><li>• reads selected keywords from the highlighted boxes and word lists at the front of the book;</li><li>• reads the first page or first paragraph;</li><li>• reads the first sentence, pointing to each word as they read and ensuring the child is watching as each word is being read.</li></ul>
Practice	<p>As the child reads each sentence, the adult immediately tells a child any words that are said incorrectly and any words that the child is struggling to recognise. The adult prompts the word and also repeats the word in a meaningful phrase so that the child's reading is supported by the meaning of the text. An adult records the total number of words read and counts the number of prompts that the student has required. Adults may select words to study word patterns, match with another example or describe distinguishing features of words.</p>
Perform	<p>The child progresses to read the book independently. It is expected that each child will work with an adult to decide when they want to read a sentence, a page or the whole book by themselves. They can usually read sentences or 3-4 word phrases after one or two practices. The whole book can be read repeatedly over 3-5 days. The adult completes the <b>Daily Reading Record</b> to measure the increase in the number of words that a student can read independently.</p>

## Examples of Weekly Rapid Reading Programme:

### Individual Reading Session Over One Week

In this example, Billie is supported by an adult to read a whole book of 248 words twice each day for three days. By the fourth day, the accuracy and fluency is high. The next book in the set is introduced. Over the five days, Billie practises over 2000 words.

Monday	Tuesday	Wednesday	Thursday	Friday
<b>Reads:</b> <i>Who Wants to Help Make the Garden</i> (x 2) plus practice words, key words	<b>Reads:</b> <i>Who Wants to Help Make the Garden Today</i> (x 2) plus practice words, key words	<b>Reads:</b> <i>Who Wants to Help Make the Garden</i> (x 2)	<b>Reads:</b> <i>Who Wants to Help Make the Garden</i> (x 1). <b>Reads:</b> <i>Look I Found a Worm</i> (x 1)	<b>Reads:</b> <i>Who Wants to Help Make the Garden</i> (x 1) <b>Reads:</b> <i>Look I Found a Worm</i> (x 2)
Independently completes	Independently completes	Independently completes	Independently completes	Independently completes
<b>Pre-teach activity:</b> Matching sentences and picture	<b>Pre-teach activity:</b> Find the next sentence	<b>Pre-teach activity:</b> Find the sentence and fill in the gaps	<b>Pre-teach activity:</b> Words in sentences	<b>Pre-teach activity:</b> word list, sounds in words, more words
<b>Total words:</b> <b>496</b>	<b>Total words:</b> <b>496</b>	<b>Total words:</b> <b>496</b>	<b>Total words:</b> <b>394</b>	<b>Total words:</b> <b>540</b>

### Using Daily and Weekly Worksheets

Evidence of daily and weekly progress is highly motivating for readers and provides adults with clear indication of the number of practices, the number of words, the number of daily words that the student needs to read, and the pattern of repetition required for effective learning. In the programme for Rapid Reading Progress, we use two sheets: one for day by day reading performance and the other that summarises the weekly gain in the number of words successfully learnt.

## Example of Weekly Summary Progress Weekly Record:

### How Many Words Have Been Read Correctly This Week?

Total Number of Words Read this Week	Total Number of Words Read Correctly in Final Practice (A)	Total Number of Words Read Correctly in First Practice (B)	Increase in Number of correct words read (A - B) =
1268	650	220	612

This week I read \_\_\_\_\_ words.

This week I learnt \_\_\_\_\_ new words.

(Printable sheets provided at the end of this guide.)

# At Home

The 'At Home' range of additional resources included in the Total Words library is designed for readers to extend the range of ways they engage with books with family members.

## Total Words Reading: What Matters

Reading matters. Reading is more than saying words; it is information, ideas, sharing knowledge, feeling excitement, accomplishment, intellectual and emotional meaning.

For Total Words, this is what makes reading matter.

### 1. Total Words Matter

Reading a high number of words each day, reading books cover-to-cover, reading books that have scope for learning.

### 2. Access to Knowledge

Total Words reading books are designed so that all students can access information through reading and can help and be helped by peers reading the same range of books.

### 3. Reading is Thinking

Total Words additional support material prompts students to find details in the text, to think about content, and talk about and share information that has been read. Our learning activities require students to read and re-read text, giving them more word-reading practices, great for effective learning and consolidating ideas into knowledge.

## 4. Wellbeing

We want pupils to enjoy reading and to read relevant, meaningful books. We provide reading resources that support intellectual well-being, emotional and ethical wellbeing through factual stories about topics and events, told with a human interest perspective.

## 5. Learning Partnerships

Let readers hear what fluent reading sounds like, make sure they practice accurate word reading not errors, give them texts to read that are meaningful, give them reasons to talk about what they have read.

# Aspring Books and What Matters for Rapid Reading Progress

- 1.** Using reading time for reading the maximum number of words possible.
- 2.** Read correctly – no practising errors, no time wasting in sounding out words. The time spent sounding out a word, can be used to look and say the word correctly 3-4-5 times.
- 3.** Reading a high number of words each day with an adult in partnership, immediately correcting showing correct reading of words, sentences, intonations.
- 4.** Reading texts that give readers enough scope to learn new words.
- 5.** Repeat reading the text in a schedule of practices over successive days (3-5 days).
- 6.** Clear daily data on the number of words read each day and the number of words that needed to be prompted by an adult each day will show progress over successive days.



# Record Sheets

*(printable)*

# Total Words Week Total: Correct Words Read

Total Number of Words Read this Week	Total Number of Words Read Correctly in Final Practice (A)	Total Number of Words Read Correctly in First Practice (B)	Increase in Number of correct words read (A - B) =

This week I read \_\_\_\_\_ words.

This week I learnt \_\_\_\_\_ new words.

# Total Words Rapid Reading Progress: Day-by-Day Record

	Book Number	Number of Words in the Book	Practice Number with this Book	Number of Words Read	Number of Words Prompted	Number of Words Read Correctly
<i>Example:</i>	2	157	3	157 x 2 = 314	40	274
	3	180	1	180	65	115
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

**Learn to Read.  
Read to Learn.**