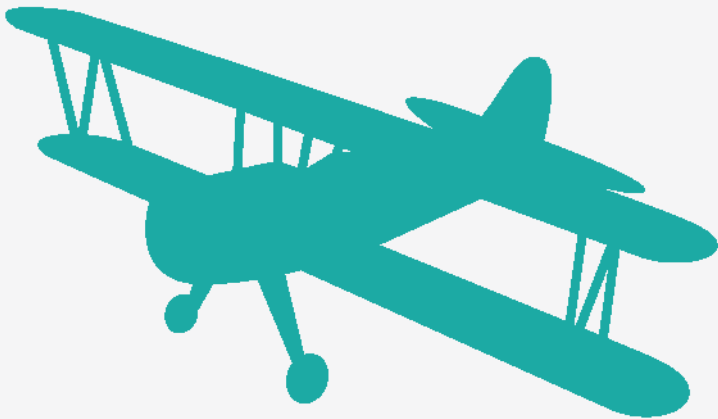




Total Words

By Achieve Psychology For Learning

Read to Learn User Guide



■ Challenge Readers: 300 - 600 Total Words

Choose to Dare

About this set

Throughout history people have made decisions to challenge themselves to achieve remarkable feats of daring. These five books describe the daring achievements of Maria Spelterini, still the only woman to walk a tightrope across the Niagara falls, Trudi Ederle who swam the English Channel in a record time at the age of 20, Amelia Earhart, pioneer of the flying industry, Lily Parr who scored over 960 football goals and Junko Tabei who hated PE as a child and fell in love with mountain climbing.

The five titles include:

1. *Maria Spelterini: The Tightrope Walker of Niagara*
2. *Amelia Earhart: The Queen of the Air*
3. *Junko Tabei: The Free Spirit of the Mountains*
4. *Lily Parr: The Most Brilliant Female Footballer in the World*
5. *Gertrude (Trudy) Ederle: Swimming the English Channel*

There are six accompanying learning resources for this set:

Comprehension Activities

1. Choose to Dare: Reading for Information
2. Choose to Dare: Remembering Details
3. Choose to Dare: Topic Thinking Skills
4. Choose to Dare: Research Projects

Pre-Teach Activities

5. Sentence Study
6. 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 Choose to Dare

For	Purpose	What Readers can do	Support Information
Whole Class	Topic reading, introduction to study, research	Read topic details and key words	Whole Class Planning Guide
Groups in Class	Guided reading, reading plus learning resources	Read topic details, key words and complete comprehension, language, memory activities.	Group Planning Guide
Individual Reading Challenge	Individual skill development	Increase topic vocabulary	Individual Reading Challenge
Rapid Reading Progress	Rapid reading progress	Rapidly increase reading vocabulary in an adult supported programme	Total Words Rapid Progress programme
Targeted Skill Development	Extend targeted skills in 4-week Impact programmes	Assess progress in selected skills (speed, amount of reading, accuracy, fluency), recall of information	Impact Programmes
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

Mrs Okafor decided to use the Total Words **Choose to Dare** books for a week of guided reading in her year 3 class. There are five titles in the **Choose to Dare** library set, with a range of supporting activities. Over five days the class can read all five books to gain wide topic knowledge, and Mrs Okafor can select the activities that best suit each group.

Mrs Okafor's Class Reading looked like this:

Class reading group	Monday	Tuesday	Wednesday	Thursday	Friday
Red	Maria Spelterini: The Tightrope Walker of Niagara + <i>Reading for Information</i>	Amelia Earhart: The Queen of the Air + <i>Reading for Information</i>	Junko Tabei: The Free Spirit of the Mountains + <i>Reading for Information</i>	Lily Parr: The Most Brilliant Female Footballer in the World + <i>Reading for Information</i>	Gertrude (Trudy) Ederle: Swimming the English Channel + <i>Topic Thinking + Research Projects</i>
Blue	Amelia Earhart: The Queen of the Air + <i>Reading for Information</i>	Junko Tabei: The Free Spirit of the Mountains + <i>Reading for Information</i>	Lily Parr: + <i>Remembering Details</i>	Gertrude (Trudy) Ederle: + <i>Topic Thinking</i>	Maria Spelterini + <i>Research Projects</i>
Green	Junko Tabei: + <i>Pre-Teach Word Study + Sentence Study</i>	Lily Parr + <i>Pre-Teach Word Study + Sentence Study</i>	Maria Spelterini + <i>Pre-Teach Word Study + Sentence Study</i>	Lily Parr: + <i>Reading for Information</i>	Gertrude (Trudy) Ederle: + <i>Reading for Information</i>
Yellow	Gertrude (Trudy) Ederle: + <i>Reading for Information and Remembering Details</i>	Junko Tabei: + <i>Reading for Information and Remembering Details</i>	Amelia Earhart: The Queen of the Air + <i>Reading for Information and Remembering Details</i>	Lily Parr + <i>Topic Thinking</i>	Maria Spelterini + <i>Research Projects</i>
Orange	Amelia Earhart: The Queen of the Air + <i>Pre-Teach Sentence Study</i>	Maria Spelterini + <i>Pre-Teach Sentence Study</i>	Junko Tabei: + <i>Pre-Teach Sentence Study</i>	Junko Tabei: + <i>Reading for Information</i>	Gertrude (Trudy) Ederle: + <i>Reading for Information</i>

Example: Group Work

Willow Class is studying famous people who chose to dare. Their class teacher is using the Total Words 'Choose to Dare' books. The class is divided into five groups, with each group to read and report back to the whole class on the information they have read.

Within 20 minutes, the whole class gains knowledge about **Choose to Dare**. They have access to keywords, the topic is embedded into class discussion and all students can make an informed contribution to the class study.

Group 1	Group 2	Group 3	Group 4	Group 5
<i>Maria Spelterini: The Tightrope Walker of Niagara</i>	<i>Amelia Earhart: The Queen of the Air</i>	<i>Junko Tabei: The Free Spirit of the Mountains</i>	<i>Lily Parr: The Most Brilliant Female Footballer in the World</i>	<i>Gertrude (Trudy) Ederle: Swimming the English Channel</i>
Key concepts: Learning skills from early childhood	Key concepts: Setting records in early aviation	Key concepts: The challenge and dangers of mountaineering	Key concepts: Early female football legend during WW1	Key concepts: Strength and endurance in long distance swimming

Individual Reading Challenge

Students can record their daily reading and set personal reading goals to increase their rate of progress.

Example:

Book Titles (numbered):

1. Maria Spelterini: The Tightrope Walker of Niagara
2. Amelia Earhart: The Queen of the Air
3. Junko Tabei: The Free Spirit of the Mountains
4. Lily Parr: The Most Brilliant Female Footballer in the World
5. Gertrude (Trudy) Ederle: Swimming the English Channel

Students record their daily reading (their total words read) on this chart and set goals for themselves.

	Book Number	Number of words read	Number of words prompted	Number of words read correctly
Monday	5	562	11	540
Tuesday				
Wednesday				
Thursday				
Friday				
Total				

Total Words Reading Challenge Record

	Book Number	Number of words read	Number of words prompted	Number of words read correctly
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Total				

(Print)

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, using the Total Words approach to learning—reading a high number of words each day, no errors, no risk, success-only learning.

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">• reads the whole book or the summary, so that the child knows what the book is about;• reads selected keywords from the highlighted boxes and word lists at the front of the book;• reads the first page or first paragraph;• reads the first sentence, pointing to each word as they read and ensuring the child is watching as each word is being read.
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 Daily Reading Record to measure the increase in the number of words that a student can read independently.</p>

Targeted Skill Development: Impact Programmes

Impact programmes are for students who can read but don't read, for reluctant readers and students who have established basic reading skills but need to extend these to become competent, fluent readers.

Impact programmes are designed for students to increase skills in reading rapidly, recalling details, reading fluently and for students to be self-motivated to increase the amount they read daily.

The Total Words approach encourages teachers and students to work in partnership through readers being supported to challenge themselves, through the use of clear daily progress data and through success-only learning. A range of recording sheets are used in our Impact Programmes (these can be printed from the back 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 Week Total: Correct Words Read

Total Number of Words Read Correctly in Practice 1 (B)				Number of New Words Learnt (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 x2=314	40	274
	3	180	1	180	65	115
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

Impact Programmes for Enhanced Reading Skills:

1. Reading Speed
2. Reading Mileage Challenge
3. Reading Accuracy
4. Reading Fluency for an Audience
5. Read and Recall

Impact Programmes: Information

Reading is more than words. Impact programmes are for children who are moving on from acquiring reading skills to using reading skills to become competent readers.

The programmes are for children who need to increase their reading speed, skill in recall, accuracy, fluency and for children who need to increase the amount of reading they can do in a day.

Impact programmes motivate children to read more and to read more effectively. Children can set their own goals and record daily and weekly progress.

Impact programmes use our Challenge and Curriculum range of books with selected activities. The programmes are used for individual students, delivered in daily sessions of 15-20 minutes, over a period of 3-4 weeks.

Programme Descriptions:

Reading Speed

By Year 6, children are expected to read 100-150 words per minute. Reading slowly can become a habit that hinders progress. From an initial baseline measure, increases in reading speed can be assessed over successive practices in reading texts.

Reading Mileage Challenge

Students challenge themselves to increase the amount of daily reading that they complete using the word counts in Total Words books as a clear measure of the amount of reading that is being done.

Reading Accuracy

Many children continue to read with less than 100% accuracy and so consistently read with word-stumbling delays. For an adult, reading at 99% accuracy would be the equivalent of stopping to figure out three words on every page of a novel. This impact programme, allows students to consistently practise reading with 100% accuracy.

Reading Fluency for an Audience

Fluency is a combination of accuracy, pace, phrasing and expression. More subjective than other measures of reading skill, reading fluency for an audience can be increased with practice that focuses on the specific skills required for reading competently for an audience.

Read and Recall

Being able to read words and understand content at the same time can require some practice. Reading a book combined with recalling three details gives students practice in paying attention to the content while they read text.

Record Forms for Impact Programmes

(printable)

How Many Words Have Been Learnt This Week?

Book Title	Practice 1: Number of prompts needed (A)	Last Practice: Number of prompts needed (B)	Total new words learnt: A minus B
Totals for the Week:			

This week I read _____ words.

This week I learnt _____ new words.

Total Words Record of Reading Speed

Student Name:

Book title:

Number of words in the book:

	Minutes Taken To Read the Book	Reading Speed: words per minute (number of words ÷ minutes)
Baseline Practice 1		
Practice 2		
Practice 3		
Increase in speed from ____ words per minute to ____ words per minute.		

Total Words Record of Reading Mileage

Name: _____

Number of Words Read:							
	Monday	Tuesday	Wednesday	Thursday	Friday	Total Words For the Week	Average Words Per Day: Total ÷ 5
Week 1							
Week 2							
Week 3							
Week 4							

Total Words Record of Reading Accuracy

Name: _____

Number of Words in the Book:			
	Errors Made Less than 20	Errors Made Less than 10	Errors Made Less than 5
Practice 1			100%
Practice 2			
Practice 3			

Total Words Record of Reading Fluency

Name: _____

Book Title:	
Number of Words in the Book:	
Word Accuracy /5	
Speed /5	
Responding to Punctuation /5	
Volume and expression /5	
Practice 1	
Practice 2	
Practice 3	

Total Words Record of Read and Recall

Name: _____

Number of Words in Book	Impact Sessions	Book Read with Speed and accuracy (80-100 words per minute + less than 5 errors)	Details recalled accurately and within 3 minutes	How many details have I remembered from yesterday's book?
	Day 1			
	Day 2			
	Day 3			
	Day 4			
	Day 5			

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

Adults let readers hear what fluent reading sounds like, making sure readers practise accurate word reading not errors, giving students texts to read that are meaningful, giving them reasons to talk about what they have read.

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