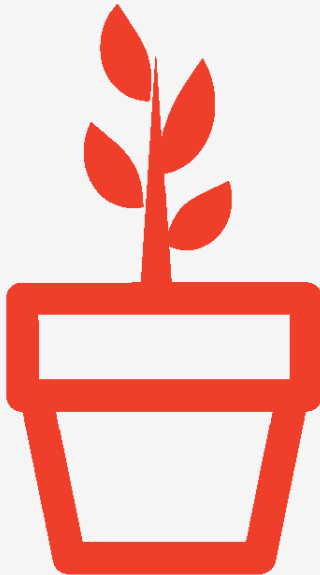




Total Words

By Achieve Psychology For Learning

Read to Learn User Guide



■ Curriculum Readers: 800 - 1300 Total Words

Amazing Plants

About this set

These five titles describe some of the remarkable features of plants – the carnivorous plants that get nutrients from insects, the tiny needles that sting nettles used to deliver chemical stings, bamboo that has a remarkable growth rate, beans that have fed the world for centuries and nurtured the soil, and the tasty plants that keep cafes in business, tea, coffee and cacao.

The five titles include:

1. *Bamboo!*
2. *Help! Get Me Out of Here! Carnivorous Plants*
3. *Anyone for Tea, Coffee or Hot Chocolate?*
4. *Beans, Beans, Beans!*
5. *OUCH! Stinging Nettles*

There are six accompanying learning resources for this set:

Comprehension Activities

1. Amazing Plants: Reading for Information
2. Amazing Plants: Remembering Details
3. Amazing Plants: Topic Thinking Skills
4. Amazing Plants: Topic 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 Amazing Plants

| 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 rate of progress | See how much they can read, how accurately they read, how repeated reading can improve their accuracy. | Individual Reading Challenge |
| Targeted Skill Development | Extend targeted skills in 4-week Impact programmes | Assess progress in selected skills (speed, amount of reading, accuracy, fluency) practise skills for SATS, recall of information. | Impact 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

Mr Jesson decided to use the Total Words **Amazing Plants** books for a week of guided reading in his Year 5 class. There are five titles in the **Amazing Plants** library set, with a range of supporting activities. Over five days the class can read all five books to gain wide topic knowledge, and Mr Jesson can select the activities that best suit each group.

| Class reading group | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------------------|---|---|--|---|---|
| Red | Bamboo! + <i>Pre-Teach Word Study and Sentence Study</i> | Help! Get Me Out of Here! + <i>Pre-Teach Word Study and Sentence Study</i> | Beans, Beans, Beans! + <i>Pre-Teach Word Study and Sentence Study</i> | OUCH! Stinging Nettles + <i>Pre-Teach Word Study and Sentence Study</i> | Anyone for Tea, Coffee or Hot Chocolate? + <i>Pre-Teach Word Study and Sentence Study</i> |
| Blue | OUCH! Stinging Nettles + <i>Reading for Information</i> | Beans, Beans, Beans! + <i>Reading for Information</i> | Help! Get Me Out of Here! + <i>Reading for Information</i> | Anyone for Tea, Coffee or Hot Chocolate? + <i>Topic Thinking Skills</i> | Bamboo! + <i>Topic Thinking Skills</i> |
| Green | Bamboo! + <i>Reading for Information and Remembering Details</i> | OUCH! Stinging Nettles + <i>Reading for Information and Remembering Details</i> | Help! Get Me Out of Here! + <i>Reading for Information and Remembering Details</i> | Beans, Beans, Beans! + <i>Reading for Information and Remembering Details</i> | Anyone for Tea, Coffee or Hot Chocolate? + <i>Reading for Information and Remembering Details</i> |
| Yellow | Anyone for Tea, Coffee or Hot Chocolate? + <i>Reading for Information and Research Projects</i> | Help! Get Me Out of Here! + <i>Reading for Information and Research Projects</i> | Beans, Beans, Beans! + <i>Reading for Information and Research Projects</i> | Bamboo! + <i>Reading for Information and Research Projects</i> | OUCH! Stinging Nettles + <i>Reading for Information and Research Projects</i> |
| Orange | Help! Get Me Out of Here! + <i>Pre-Teach Word Study and Sentence Study</i> | Anyone for Tea, Coffee or Hot Chocolate? + <i>Pre-Teach Word Study and Sentence Study</i> | Bamboo! + <i>Topic Thinking Skills</i> | Help! Get Me Out of Here! + <i>Topic Thinking Skills</i> | Beans, Beans, Beans! + <i>Remembering Details</i> |

Example: Group Work

Dolphin Class is studying Amazing Plants. Their class teacher is using the Total Words 'Amazing Plants' 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 plants. 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>Bamboo!</i> | <i>Help! Get Me Out of Here! Carnivorous Plants</i> | <i>Anyone for Tea, Coffee or Hot Chocolate?</i> | <i>Beans, Beans, Beans!</i> | <i>OUCH! Stinging Nettles</i> |
| Key concepts: Rates of growth and uses for Bamboo | Key concepts: Varieties of insect-eating plants, how plants get nutrition | Key concepts: Processes that convert plants to drinks | Key concepts: Widespread use of beans, beneficial effects of beans and legumes on the soil | Key concepts: Physical structure and chemistry of stinging nettles |

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. Bamboo!
2. Help! Get Me Out of Here! Carnivorous Plants
3. Anyone for Tea, Coffee or Hot Chocolate?
4. Beans, Beans, Beans!
5. OUCH! Stinging Nettles

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 | 1103 | 30 | 1073 |
| 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 | | | | |

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.

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 increase the amount they read daily and to prepare for SATs.

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).

Impact Programmes for Enhanced Reading Skills:

1. Reading Speed
2. Reading Mileage Challenge
3. Reading Accuracy
4. Reading Fluency for an Audience
5. SATS Impact
6. 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. Our SATs Impact Programme is designed to give students practice in efficiently finding details in unfamiliar texts.

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.

SATs Impact

Students completing SATS exams need to read at speed and find information quickly. With daily practice in reading a Challenge or Curriculum book and completing the 'Finding Details' activity, students gain confidence in reading texts and efficiently finding information details.

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)

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 SATs Impact Record

Name: _____

| Date | Book Title | Comprehension Questions Completed | Number of Words Read | How long did it take to read the book? |
|--|------------|-----------------------------------|----------------------|--|
| Monday | | | | ≤10 10-15mins 15 mins+ |
| Tuesday | | | | ≤10 10-15mins 15 mins+ |
| Wednesday | | | | ≤10 10-15mins 15 mins+ |
| Thursday | | | | ≤10 10-15mins 15 mins+ |
| Friday | | | | ≤10 10-15mins 15 mins+ |
| Total number of words read this week: | | | | |
| Average time taken to read a book: | | | | |

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 support students to be self-motivated and to understand the connection between reading practice and progress that can be made in their skills.

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