



Success in Academic Reading and Writing

Parent Workshop 2020



**REGENTS INTERNATIONAL SCHOOL
PATTAYA**
A NORD ANGLIA EDUCATION SCHOOL



Be Ambitious Be Regents

Welcome!

1. What books/writers did you read as a child?
2. What language/culture were they from?
3. What impact do you think they had on you?

Why does it matter?



‘Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life.’
Education Endowment Foundation (EEF): Improving Literacy in Schools



“the strongest factor affecting pupils’ science scores is how well they understand written texts”

–EEF 2017

https://educationendowmentfoundation.org.uk/public/files/Review_of_SES_and_Science_Learning_in_Formal_Educational_Settings.pdf

“Students’ reading levels were a stronger predictor of their performance in maths GCSE than of history and English literature”
- GL Assessment 2020

Why it Matters: Cultural Capital

Cultural Capital refers to how power in society is transferred.

Objective: cultural goods, books, works of art

Embodied: language, mannerisms, preferences

Institutionalised: qualifications, education credentials

(1984 Bourdieu)



Student need to be able to interpret the world beyond their own culture – developed reading habits are the most effective way to do this.

Why it Matters.



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CLAS
S OF
2020

Regents International School Pattaya

Ayushi
University
Smith Business School of Queen's University, Canada

Subject
Bachelor of Commerce

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Iulia
University
The University of Edinburgh, Scotland

Subject
Medical Sciences

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Pedro
University
Maastrich University, Netherlands

Subject
Science

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Regents International School Pattaya

Ross
University
Queensland, Australia

Subject
Business Management and Information Technology

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2020

Regents International School Pattaya

Sarvodaya
University
Reed College, United States

Subject
Economics Dual Degree
with Columbia University

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Disciplinary Literacy: Not just for English!



Every teacher communicates their subject through academic language, and that reading, writing, speaking and listening are at the heart of knowing and doing Science, Art, History, and every other subject in secondary school.

What are we doing at KS3? Reading



Reading

- NEW Reading Lessons: We focus on reading strategies, such as activating prior knowledge, prediction and questioning. These can improve students' comprehension.
- NEW Yearly Regents Reading Challenges
- NEW Tutor Group Reading Time
- NEW Reading Challenge CCA with mentors
- Emphasis on vocabulary
- We listen to all KS3 pupils reading regularly and provide them with individual support.



Regents

Reading Challenge

Year 8 Reading Challenge



- A bestseller
- A book written in the 1900s
- A book with an orange front cover
- A book by an author from Asia
- A book written by a female author
- A poetry book
- A book that became a film
- A book that has won an award
- A book by a famous author
- A book on display in the Learning Hub
- A book set in America
- A crime novel
- A book borrowed from a friend
- A book about a boy who dares to be different



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Reading Challenge

Year 8 Reading Challenge



- A book set in a country with which you have a connection
- A classic
- A book that is less than 200 pages long
- A non-fiction book about a topic you love
- A book written in your mother tongue
- A book that has been translated into English
- A book by an author with the same initials as you
- Two short stories by the same author
- A book recommended to you by somebody in Year 9
- A book recommended by one your Art/DT/PE teacher



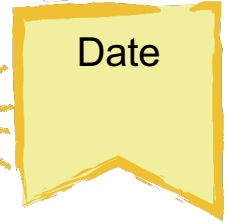
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Regents Reading Challenge



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What are we doing at KS3? Academic Writing



D.I.R.T

DEDICATED
IMPROVEMENT &
REFLECTION TIME

This Week's Challenge... Part 2 (20 Min)

PERSEVERED: KEPT TRYING

Describe a train journey from the point of view of the train.

150 WORDS
20 MINUTES

DON'T FORGET TO USE YOUR VOCABULARY LIST!

Writing Challenge

We know that writing is challenging! Students in every subject benefit from explicit instruction in how to improve.

- We break writing down into planning, monitoring and evaluation, and support students by modelling each step.
- We provide targeted support to students who struggle to write fluently, as this may affect writing quality.
- Teachers use a variety of approaches, including collaborative and paired writing, to motivate students to write.
- Weekly Writing Challenges build confidence and fluency.

What are we doing at KS4?



We know that students can sometimes find it difficult to balance their workload in their examination years. However, it is vital for their academic success that they continue to develop their reading and writing skills.

- NEW: Register and Read (reciprocal reading) for all Year 10 and 11 students

Reciprocal Reader Role Cards

The Predictor uses information found within the text to predict what will happen next/what conclusion might be reached

The Questioner thinks about what you already know, would like to know and what you need to know

The Clarifier identifies any confusing words, sentences, ideas. They need to identify ways to understand them

The Summariser identifies important parts of the text. What was the problem, how was it solved, what did we learn?

The Leader decides who will do each job. They introduce the text and keep the discussion moving. (this role is only filled if you have a group of 6 people)

The Predictor
What do you think will happen next in the text?

- *Because the text says...I think the next section will be about...
- *In the text...therefore, I predict...
- *Based on...I believe...will...

The Questioner
As you read, think of questions to ask your group that will help them to understand what you have read.

- *Why is...important?
- *What might happen if...?
- *What would/could/did/will/is/ can...?

The Clarifier
To clarify means to make the meaning of the text clearer. Find places that are confusing, then try to make sense of them.

- *I did not understand the part where... but now I think...
- *I did not understand (this word)..., but now I think...
- *I need to know more about...

The Summariser
As you finish reading the section, identify the main ideas & put them together in a summary.

- *The important ideas in this section are...
- *The overall gist of this section is...
- *First...Next...Then...

Year 10
Register and Read



Year 11
Register and Read



What can you do?



- Read with your child, or encourage them to read, daily
 - Books (fiction and non-fiction)
 - Articles
 - Magazines
- Ask your child questions about their reading – what kind of text is it? Do they like it? What interesting ideas have they discovered through it?
- Talk about world events
- Listen to podcasts and radio talk shows
- Allow them to access online programs such as <https://uk.ixl.com/ela/>

Thank you.



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