

# Hodder Reading Project

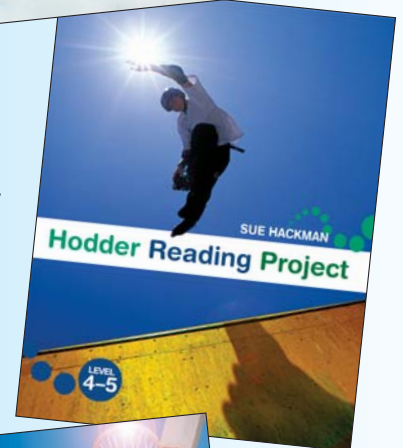
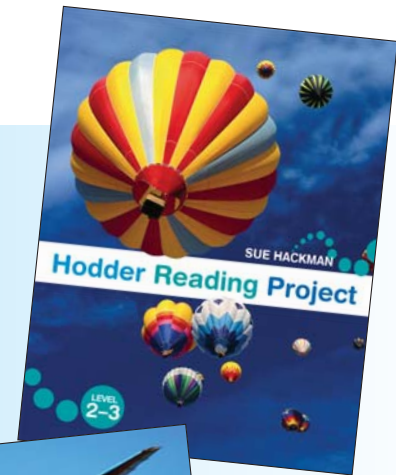
Sue Hackman

**Boost the reading attainment of your pupils!**

The **Hodder Reading Project** is the *only* reading scheme aimed squarely at Key Stage 3.

Specifically designed to break through barriers to reading from Level 2 through to Level 6, it focuses on the skills and strategies which pupils of all abilities need to improve their reading.

- Fully supports the National Strategy and Key Stage 3 Framework guidelines so you can be sure that it is based on best-practice methods of learning
- Diagnoses barriers to progression and sets clear, personal targets for every pupil, fulfilling Assessment for Learning objectives
- Takes an active approach to teaching and learning, consolidating newly acquired reading skills using real books that do not patronise pupils
- Provides complete support for teachers and classroom assistants alike, so the scheme can be quickly and easily introduced into a school
- Can be used one-to-one, with small groups or as a series of whole class masterclasses, optimising opportunities for personalised learning



 **HODDER  
EDUCATION**

[www.hodderreadingproject.co.uk](http://www.hodderreadingproject.co.uk)

# How Hodder Reading Project works

The **Hodder Reading Project** – a suite of resources designed to break through barriers to reading progression.

Written for pupils working at Levels 2–3, 3–4, 4–5 and 5–6, the scheme consists of a five-step approach from pupil evaluation and target setting through to new skill application and consolidation. This gives pupils all the support they need to progress through the scheme at their own pace.

It comprises a Pupil's Book, Teacher's Resource and a set of real Reading Books at each level. At Level 5–6 the **Hodder Reading Project** consists of a Teacher's Resource and a set of 6 Reading Books.

- 1 *Informal reading tests are used to evaluate pupils' reading needs.*



- 2 *Pupils' reading targets are set.*



- 5 *Pupils are retested to check progress.*



- 4 *The pupils apply their new skills in reading groups, using the reading books.*

- 3 *The teacher leads the pupils through the textbook.*



# Hodder Reading Project success stories



"We use **Hodder Reading Project** for Years 7, 8 and 9. It's fantastic! The children thoroughly enjoy the reading books and have fun talking about them. The reading ages of some children have gone up by 3 years in Years 7 and 8. The Estyn Inspector came into a class and saw how well it was working. He was over the moon!"

*Margaret Bush, English Teacher, Ysgol Gyfun Garth Owlg, Pontypridd*

"Absolutely brilliant! This scheme has been so successful we now have our reluctant and disaffected readers actually asking to do more reading!"

*Julie Lancaster, Darrick Wood School, Bromley*

"It is so rewarding seeing a child change from a reluctant reader to becoming an enthusiastic member of the class. This is thanks to the age-appropriate materials and the clear lesson plans in the **Hodder Reading Project.**"

*Julie Shuttleworth & Julia Kirby, Higher Level Teaching Assistants, The City of Portsmouth Boys School*

"Everything in my other lessons has become easier. I feel more confident and can understand things better."

*Year 8 pupil, The City of Portsmouth Boys School*

"The reading system is working very well with one of my Year 8 pupils who is a weak reader. We love the variety of tasks, the topics and the very clear processes."

*Amanda Jenkins, Oratory Preparatory School, Reading*

"All Year 8 and Year 9 pupils in our school, across all abilities, have **Hodder Reading Project** lessons once a fortnight. The kids enjoy the lessons and respond to them. They call it the 'Hodder' lesson! They even ask to take the reading books home. **Hodder Reading Project** helps to make pupils independent learners, but it also lends itself well to group work. We're impressed with the masterclasses because they're Key Stage 3 resources that link perfectly with GCSE."

*Kelly Bubbins, Head of English, and Debra Carr, Librarian, Willows High School, Cardiff*

**Level 2–3** provides an accelerated route for lower-attainers to catch up with their peers in reading. It offers support to those pupils whose reading levels are significantly below the national average. The 12 Reading Books cover a wide variety of topics and help to build confidence without being patronising.



**Level 3–4** offers further support to pupils whose reading levels are below the national average and can be used as a starting point or to strengthen the skills developed at Level 2–3. The 6 Reading Books present a step up in both length and complexity.



**Level 4–5** ensures that pupils are reading confidently at Level 5 by the end of the course. This stage is principally about developing responsive readers into active readers, then critical readers. The accompanying 6 Reading Books promote these skills.



**Level 5–6** develops the reading skills of confident, active readers through engagement with a range of 6 fiction and non-fiction Reading Books.



## Pupil's Books

- Rapidly build confidence and introduce skills to tackle pupils' specific reading difficulties
- Provide a series of self-contained activities allowing pupils to practise their newly acquired skills before moving on to consolidate these skills with the real reading books



Visit [www.hodderreadingproject.co.uk](http://www.hodderreadingproject.co.uk) to download sample pages.

**Hodder Reading Project: Levels 3 → 4**

### Sequels, series and serials

- **sequel** – a follow-up book which shows what happened after the story finished, and sets off on a new adventure
- **series** – a set of books about the same people, but each one has a brand-new story and can stand alone
- **serial** – a story released in parts, and each section follows on from the last

**For example:**

CSI: Crime Scene Investigation is a series.  
Eastenders is a serial.

### Activity

- Name examples of sequels, series and serials in books, TV and film.

### Dramatisations

Famous books are often adapted for television and film but watching the film of a book is not the same thing as reading the book. You get most of the plot, but you miss out on the language and the telling of the story.

### Activity

- Discuss your experiences of 'films of the book'. What differences did you notice in the content and in the way you experienced the story?

**Know your text types**

### Non-fiction text types

Different types of factual writing have their own rules. Match the extracts with the following text types:

- Description
- information
- argument
- instruction

- explanation
- recount
- discursive writing
- persuasion

**A** Take the third turning on the left. Then walk up Green Hill until you see the Post Office on the first corner.

**C** This house plant has large golden leaves and delicate red petals which open out in the day and fold in at night.

**E** On the second day, we woke to rain, but that didn't dampen our spirits. We put on all our wet-weather gear and assembled for the climb up Corbyn Hill.

**G** Gauguin was born in Paris in 1848, but spent his childhood in Peru. Before becoming a painter, he worked in the Navy.

**B** The candle finally goes out because it has used up all the oxygen, and rises to fill the vacuum.

**D** Parents who smoke put their children's health at risk. Children can't choose the air they breathe, but parents can choose to stop smoking.

**F** But weightlifting isn't for everyone. Some people prefer gentler but longer exercise, such as walking or swimming. The benefits are similar.

**H** Buy solar panels now and you need never pay another electricity bill in your life. Your home will be heated by clean, free and safe power.

## Reading Books

- Specially selected for use with each level of the **Hodder Reading Project**
- Provide a range of text types that motivate and encourage even the most reluctant of readers



Visit [www.hodderreadingproject.co.uk](http://www.hodderreadingproject.co.uk) for more information on each book.

## Teacher's Resources

- Offer full support, with teaching plans, dedicated 'before' and 'after' assessments, worksheets and individualised reading guides
- Provide straightforward guidance on implementing and using the scheme

Visit [www.hodderreadingproject.co.uk](http://www.hodderreadingproject.co.uk) to download sample pages.

### About the author

**Sue Hackman** is the former Director of the Secondary National Strategy and author of successful materials for Key Stage 3 pupils and teachers.

*Pupils are set 'before' and 'after' assessment tasks to monitor progress*

*Targeted worksheets guide pupils through each Reading Book*

Test 2: Tarantula ●●●●●

**TEST 2**

**Tarantula**  
Tarantulas are big hairy spiders that live in warm places such as jungles and deserts. They have large heads and jaws, and bodies that can spin silk like other spiders. They are hairy all over. They have 8 legs with 2 tiny claws at the end of each one. Each leg has 7 small moving parts. Tarantulas can grow to be the size of a big dinner plate.

**Hunting**  
Tarantulas do not spin webs to catch their food like other spiders. They run to catch their food. They hunt at night. They have fangs and use them to grab small animals such as frogs and bugs, and even birds. They crush their prey with their jaws or they can inject venom that makes the flesh melt. They then suck it in. Sometimes they grind their food into a ball and cover it with silk to keep it for later. But no tarantula has ever killed a human being.

**Did you know?**

- There are 800 types of tarantula.
- They can be kept as pets.
- They can hiss.
- They have 8 eyes.
- They sleep for most of the day.
- They lay 500–1000 eggs once a year.
- They can live for over 30 years.
- They use their hairs to feel and smell.

**What to do if a tarantula bites you**  
The bite will swell up and itch, then fade away. Clean the bite with soap and water. Pick out any small hairs, as these cause itching. Use a...

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HRP Teacher's Resource: Level 2 → 3

**Questions about tarantulas**

1 Label the body parts.

2 What did you find out about the hair of the tarantula?

3 Make notes (no more than 15 words) about the way a tarantula kills its prey.

Questions about books

HRP Teacher's Resource: Level 2 → 3

**Matching Level 2 texts to skills and strategies**

Skills and strategies	Fiction 1 The Underground	Fiction 2 Stop Tell You You Drop	Information 1 Ain't It Doc	Information 2 Martin Luther King	Play 1 Pack Your Bets	Play 2 Never Done Nothing
A1 Seeing what you read	✓					✓
A2 What meet?	✓	✓			✓	✓
A3 Feeling it			✓		✓	
B4 Using your experience			✓	✓	✓	✓
B5 Thinking about			✓		✓	✓
B6 Reading like a detective	✓	✓		✓		✓
C7 Sounding out words you don't know	✓					✓
C8 Working out words you don't know			✓	✓	✓	✓
C9 Reading longer sentences	✓					✓
D10 Finding information			✓	✓		
D11 Seeing what's there	✓			✓		✓
D12 Making notes			✓	✓		✓
E13 Choosing a novel	✓					
E14 Writing a book review	✓					
E15 Answering text questions	✓	✓	✓	✓	✓	✓

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Level 2: Martin Luther King ●●●●●

**Martin Luther King** Reading instructions **Sheet 4.1**

**You will need:**  
Sheet 4.2: Map of the United States of America  
Sheet 4.3: Timeline  
Sheet 4.4: Wall poster  
Atlas containing states and cities in the United States of America

**Before reading**

- Discuss what you already know about Martin Luther King.
- Discuss what you already know about the history of black people in the United States of America.

**Read pages 1 and 2 and look at the picture on page 3**

- Find 2 things the picture tells you that the words do not.

**Read up to page 9**

- Work out what the following words mean by looking at their parts and the way they are used. Check in the dictionary afterwards.
  - ▶ Civil War (p.4)
  - ▶ Segregate (p.4)
  - ▶ Divinity (p.7)
- Find out where Alabama is and mark it on the map of the United States of America on Sheet 4.2. Use an atlas. Look in the index for Alabama.
- Discuss what you know about Gandhi. Do you know any other people who have fought against segregation?

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*Reading strategies in the Pupil's Book are matched to the Reading Books for real-life practice and consolidation*

