



FUN 4 YOUNG PEOPLE



Welcome

The F4YP Reading Programme sits within our core holiday club delivery. We have up to 150 young people on site during school holidays, rotating between a number of different activities run by our team of tutors and coaches.

F4YP supports children in school years H-I, many of whom are referred to us by schools, social services or other agencies. The young people coming to F4YP often have additional needs, whether this is neurodiversity or emotional wellbeing. As a trusted adult, young people may share things with you that are important to pass on. Please ensure you have read and understood our Working with Children Handbook, and direct any questions to Sophie or Sarah.

F4YP has a pastoral team who offer additional support to the young people and their families year-round, we also work with a child and adolescent psychotherapist who offers H-I support to our most vulnerable young people, who would not meet NHS thresholds.

The time you as H-I readers spend with our young people is very special, and I would like to thank you for being a part of this. Many young people do not often get this time at home and promoting and encouraging a love of literacy and reading, has always been a key focus of F4YP.

I hope you enjoy your time and once again thank you for your support.

Sophie Stock

CEO



Introduction

The F4YP Reading Programme is run by Jill Creighton. She started her teaching career 15 years ago in a behaviour support unit and as a mainstream English teacher. She moved to Bedfordshire and took up the position of Lead Teacher of Literacy across the Curriculum. She was Head of English in two schools before moving to the Primary sector where she specialised in Upper Key Stage 2. Jill now runs her tutoring company from home. As a foster parent, she is passionate about helping young people achieve their potential and breaking down barriers to reading. She has worked with F4YP for 5 years.



What we offer

All young people have the opportunity to read during the holiday clubs. With nearing 700 books there is something for everyone whether an avid and confident reader or those beginning their reading journey. From phonics schemes to early readers, non-fiction and book series we aim to cultivate a real love of reading.

You will be given a folder which will contain everything you need for the week. This includes a jotter for each young person in which you can record their progress and stick in engaging tasks. Some young people (YP) return to us year after year, and if this is the case with your allocated YP then you will be able to look at what they have done before.

If a YP has been with us previously, they will have a target sheet stuck at the front of their jotter which will highlight areas of their reading that is secure and areas that need development. Use the questions and activities later in this booklet to help you target areas



for improvement. If this is the first time a YP has accessed the reading programme, you may need to do an assessment with them. This is explained further in the assessment section.

How the session is run

Young people will arrive as a group. On day 1, they will be both excited and nervous. It is best to get them to line up and then introduce them 1 by 1 to their reader (Jill or another member of staff will do this) and then take them to where your desk.

We begin each session with a conversation with the YP. This helps to break the ice and for the two of you to get to know one another. Since Covid, these positive relationships with adults have become even more important to our YP. Please check whether an assessment needs to be completed before you begin- the assessment will be in the young person's jotter. (not needed over summer)

Some YP are confident choosing books, but others may need some assistance. If you are working with our minis- especially those who are 5 or 6- you may want to ask what they are reading at school and what colour of book band books they are on (most will know this off the top of their heads). This will give an indication of their reading ability. Some of our YP like to share reading and this is fine. Try alternating who is reading or offer them support if they decide to challenge themselves. Others will choose familiar books that may seem too easy- and this is okay too.

You will have half an hour with each young person. In this time, you will introduce yourself and get to know the YP. You will either do an assessment or go straight to choosing a book. The YP will read for 15-20 minutes with you asking questions as you go along. They then



can select a task from the front and decorate as they like (there will be paper, felt pens and colouring pencils available). This can be stuck into their jotter at the end of the session.

You will also have a wellbeing form to fill in. This allows the F4YP team to ensure that all our YP are happy, safe and looked after.

The emotional wellbeing scale will be in your folder, if a YP scores 3 or below please inform the F4YP team that day, otherwise these will be handed in along with evaluations at the end of the last day.



Assessment

It is important for F4YP to show the impact our holiday clubs have on young people. Whilst it may be difficult to determine the impact from one short session to the next, having a clearer sense of how to tailor our questions means the YP gets the most out of their 1-2-1 sessions, something they get less and less of in school as they get older. It also means we are able to give feedback to schools.

Rather than assess a reading age- which doesn't give us any information about strengths and difficulties- we look at aspects of reading that need some extra attention.

How will the assessment work?

All year groups other than Years 7 and 8 will have the same reading passage. Where possible this has been printed on one page for ease. Once the YP is settled, they will read you the text as they normally would and then answer questions you will have on a separate answer sheet. So that it feels less of an assessment, please jot down the answers your YP gives whilst in conversation. The assessment is likely to take the whole of the first session.

What are we actually assessing?

In Years 1 and 2 we will assess phonics and use a short reading passage. We use the phonics screening from the Department of Education. This includes real words and "alien" words, which are made up words that children can read using their phonics knowledge. You will know- and the children will know- if the word is made up as there will be a picture of an alien next to it. For example, quib can be sounded out qu-i-b. There are 40 words in total.

The young people will be assessed against reading objectives such as the ability to infer, summarise or comment on the writer's word choice. Each assessment has been selected for the chronological age of the young person. This may mean that some questions are



difficult for some YP. It is important to see what the difficulties are as all children will still have to sit the KS2 SATs and GCSEs. However, please note that we will need to keep this assessment as low key as we can. We want reading to remain fun and supportive, and whilst the YP might not be keen, it will give us as readers a huge amount of information.

This summary will then be stuck in their books. Use it to help move the YP's reading forward:

Name: _____ John Doe _____ Date: _____ 7/2/23 _____ Year Group: _____ 5 _____

I am good at

- Reading aloud and making sense of the story
- Finding information in a text

I am working on

- Thinking about how characters feel in the story and predicting what will happen next
- Thinking about a writer's viewpoint

Year group	Age	Oxford Level	Book Band
Nursery	Up to 4 years old	1	Lilac
		1+	Pink
Reception / Primary 1	4-5 years old	1	Lilac
		1+	Pink
		2	Red
		3	Yellow
Year 1 / Primary 2	5-6 years old	4	Light blue
		5	Green
		6	Orange
Year 2 / Primary 3	6-7 years old	7	Turquoise
		8	Purple
		9	Gold
		10	White
		11	Lime
		12	Lime +
Year 3 / Primary 4	7-8 years old	8	Brown
		9	
		10	
		11	
		12	
Year 4 / Primary 5	8-9 years old	13	Grey
		14	Dark blue
		15	
Year 5 / Primary 6	9-10 years old	16	Dark red
		17	
Year 6 / Primary 7	10-11 years old	18	Dark red
		19	
		20	

This table can be used as a guide. Please note that some schools may swap over to Accelerated Reader. As this uses a numbered scale, these book band levels won't match.



Tasks

You will find a variety of tasks at the front of each room. Young people can design them as they wish and note down what they have observed in a text. This helps to break up the session rather than only read for the full time.

Whilst each task can be used as follows, it is not prescriptive. Take the time to look at what skills the YP needs to work on before they sit with you so you can feel prepared for the session. It will help to keep the correct page of this booklet open for each YP (and it will vary according to ability) so all of your questions target the area identified for improvement. Wording may vary on the assessment sheet. Do ask if you are unsure of anything.

Target 1: use phonics to decode

Strategies

- Phonics schemes and early readers
- Phonics dominoes, cubes and magnetic letters
- Phonics dice
- Make up your own group of aliens and give them strange and wonderful names to sound out.
- Have the YP write you a quiz of words to try to spell. They will need to write the quiz themselves.



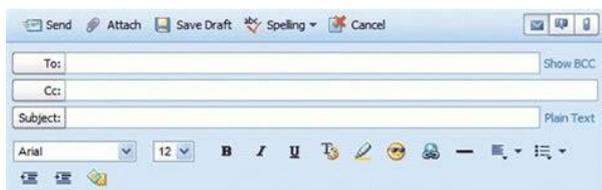
Target 2: understand, select and retrieve information from the text, including using quotations.

Questions: fiction

- Where and when does the story take place?
- When does the story take place?
- Name the characters.
- What do you think is happening here?
- Which part of the story did you like best?

Questions: non-fiction

- Did this take place in the past or present? Find information to show this.
- Can you find the piece of information that shows _____?
- Are any famous people named? Who are they?
- What event has taken place?
- What was your favourite fact from today?
- What might this mean?



Write an email from one character to the other commenting on the events from the last chapter.



Who is telling the story? Is it one of the characters or a narrator? How do you know?



Fill in the story shark. What is this story about? Which part did you like best?

Miss Honey is her teacher
 Aunt Trunchbull is horrible
 Terrible school called Crunchem Hall
 Is very smart
 Lavender is her best friend
 Dad is a crook
 Agatha is Ms Trunchbull's first name

Ask the young person to choose a significant character or the title of the book to create an acrostic poem using the most important details.



Target 3: deduce, infer, summarise or interpret information from the text

Questions: fiction

- How is the character feeling/ thinking in this section?
- Would you want to be friends with them? Why? Why not?
- Can you predict what will happen next?
- What do you think this book is about (theme)? How do you know?
- What impression do you get of ---?
- What are the strengths/ weaknesses of the characters?

Questions: non-fiction

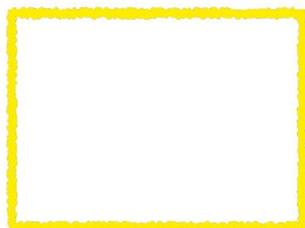
- Can you summarise what this page is about?
- What is this page telling you about why --- happened?
- What do you think the next page will be about?
- Can you explain why---?



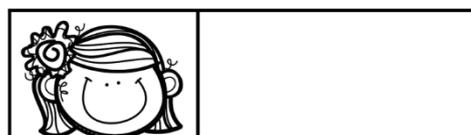
What clues do you get about the story in the blurb?



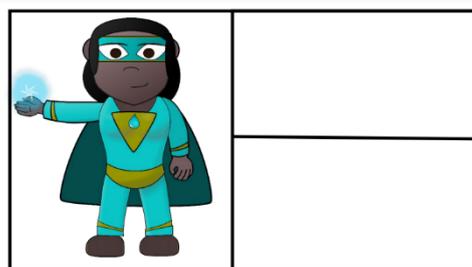
Write down something your character did in the story. Why do you think they did it?



Draw an illustration of what you think will happen next in the story.



How is one of the characters like someone you know? How do you think they will act in the rest of the story?



What do you think will happen to the goodie/ baddie/ main character? Why do you think this?



Create a headline for each of the chapters you have read. For some funny inspiration, try playing Hilarious Headlines first.



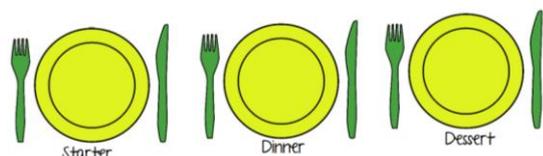
Target 4: identify and comment on the structure of a text

Questions: fiction

- What do you like about the way the story is laid out? (pictures, chapter title)
- What tense is the story written in? why do you think that is important?
- If you had written/ designed this book, how would you have changed it and why?
- How would you adapt this for older/ younger readers?

Questions: non-fiction

- Why have headings/ subheadings/ fact boxes/ pictures been used and what effect do they have on you as a reader?
- How does the title/ layout encourage you to read on?
- How are the different sections made clear?
- Who do you think this information is for?

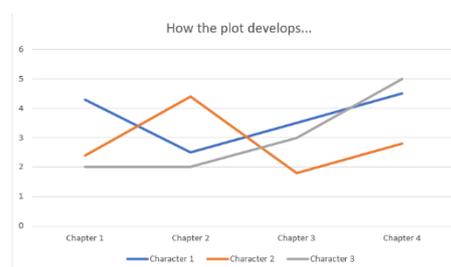


Can you sequence the events in the story like you were ordering a meal? What was the first thing the character had to deal with? What was the meaty-main event? How did the story finish up?

The	children	sneaked	through	the
cupboard	door	into	a	new
and	exciting	world	called	Narnia
where	they	met	a	witch.

Try the 30 word summary challenge. Can the young person sum up the story in exactly 30 words?

Design a new page for the book you are reading. Think about chapter headings/ titles/ colours that represent what you are conveying.



Create a line graph to show how the plot develops for up to three characters. The points can be made a chapter at a time. The numbers represent tension with 0 representing none and 5 representing the most. Ask the young person to explain their reasoning.



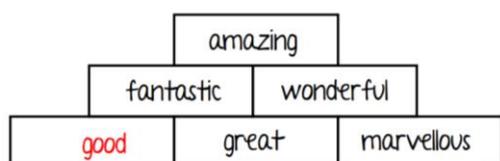
Target 5: explain and comment on the writer's use of language and imagery

Questions: fiction

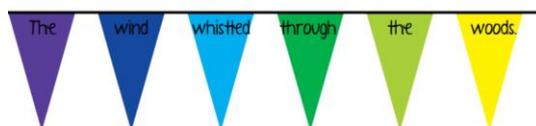
- What does the word 'x' tell you about 'y'?
- What does this word/ phrase tell you about ---?
- In the story, --- is mentioned a lot. Why?
- Explain why a character did ---.
- How does the character change throughout the story? Select the words and phrases which show this.

Questions: non-fiction

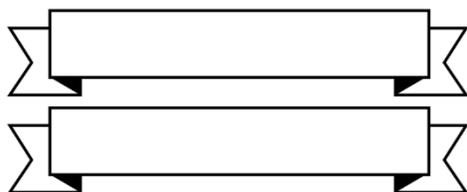
- Find two or three ways the writer tells you about ---.
- Highlight a key word or phrase. What is the writer telling you?
- What other words or phrases could have been used?
- How is the world created? (e.g. what do we learn about space through the writer's choice of words?)



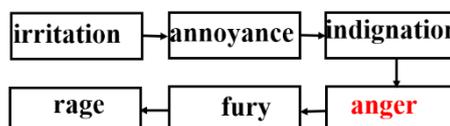
Ask the young person to choose their favourite word from the text. Explore what that word means and see how many synonyms you can find. Ask them to build the whole word wall.



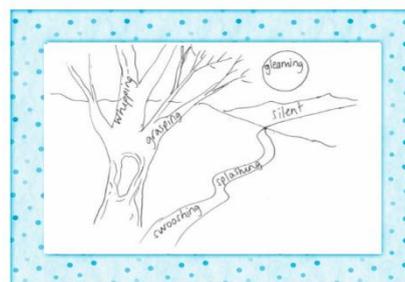
Select the bunting to write a favourite phrase from what has been read so far. Share your favourite phrase and talk about why you like them.



Choose a phrase from the book. Discuss why the young person has chosen the phrase and what they think it means. Then have to select 2 or 3 key words that they will highlight and change before writing it in the banner. The second discussion should be centred around how the meaning is altered with the use of different words.



Create a word gradient. Put the young person's chosen word somewhere in the diagram. The challenge is to choose another word that is a shade of meaning more or less than the one before it.



Think about how the setting is described. Ask the young person to do a quick sketch of the scene that has been created and select the words the author has used.



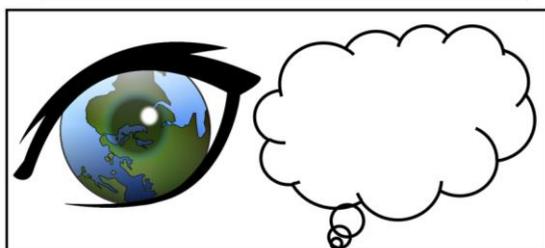
Target 6: identify and comment on the writer's purpose and viewpoint and the text as a whole

Questions: fiction

- What makes this a successful story?
- What is the most important/ exciting part of the story?
- What advice would you give to the character?
- What characters are we supposed to feel sympathy for? Are there characters we are supposed to dislike? Was the author successful?
- Whose voice do we hear? How would the story change if it was told by a different character?

Questions: non-fiction

- Why has this text been written? What is the purpose of it?
- How does the writer try to persuade us to do something?
- Are there more facts or opinions? Is there an alternative point of view?
- Who is this text aimed at? How do you know and was the writer successful?

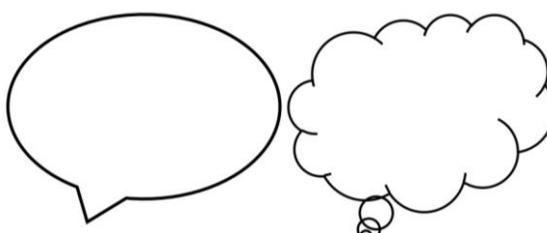


When is this book set? Do you know what was happening in the world at that time to make the author include it in their ideas? E.g. Narnia was set in wartime. The children were sent away and discovered the new world at their uncle's house, but also the fantastic world of Narnia- the fantasy world both gave them escape and made them grow up.

Write a conversation from another character's point of view. How does it change the story?

Could you write a short newspaper article about what you have read?

Write down something a character says. What are we supposed to think about it?





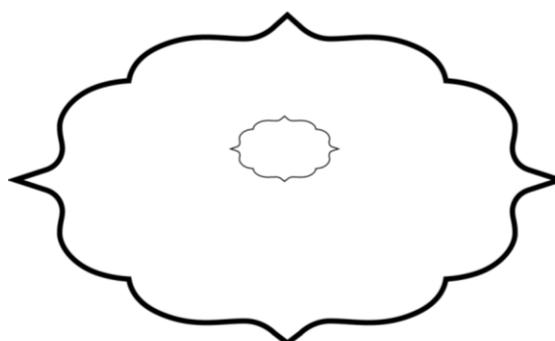
Target 7: relate texts to their social, historical and cultural heritages

Questions: fiction

- Is this a modern or historical story? How do you know?
- What culture is this story from?
- What was happening in real life when this story was set? How did it influence the writer's ideas?
- How can you relate to what is going on?
- What is the moral/ theme of the story?

Questions: non-fiction

- When did the person live? How did that shape their views?
- Why is that person still important to us today? What did we learn from them?
- What was going on in the world at that time?
- Does this story come from a particular religion/ culture? What do you know about it?



Create a schema. A schema is everything you know about something. Choose a word from your book, place it in the centre and fill the rest of the space with what you know about that word.



Where has the story been set? Draw a picture of something that is important to the time period/ culture or religion.



Daily notes in jotters

Each day we ask that you note down how the young person read that day, what they read, how easy it was. Some will have previous entries you can look back on. Please make sure you add the date. These are really helpful to look back on and see what YP have read before, as well as keep track of where they may have challenges.

End of week Evaluations

These are completed to support F4YP funding. Please note teamwork is not relevant to reading.

It is really important you score each section as these feed in to our overall reporting requirements.

Comments- in your comments please can you refer to one or more of the evaluation questions. It may also be helpful to ask your readers whether they feel they have grown in confidence in their reading or enjoyed their sessions?

Example comment-

Even though she engaged in conversation, Sophie was not happy to read out loud on day one, however by the end of the week had read 2 pages to me. She said she enjoyed the sessions even though she was nervous at first.

OUTCOMES - Scale: 1 = Not at all, 2 = On occasion, 3 = Mostly, 4 = All the time

* Did they demonstrate self-confidence?	↶
3	▼
* Did they demonstrate teamwork skills?	↶
N/A (reader only)	▼
* Did they show appropriate social skills?	↶
4	▼
* Have they learnt or tried something new?	↶
Yes	▼