

Monday, 10<sup>th</sup> November, 2014

Dear Parents/ Guardians,

I would like to take a moment to provide you with information regarding academics at Somerset Primary School.

Our performances on the 2014 Cambridge Checkpoint examination were as follows:

English Language: 4.0

Mathematics: 2.9

Science: 3.8

The following table shows how we compare locally and internationally.

Examination Title	International Average	Bermuda Average	Somerset Primary Average
English	3.7	3.5	4.0 <b>3.0</b>
Mathematics	3.9	2.6	2.9 <b>2.4</b>
Science	4.3	3.5	3.8 <b>2.6</b>

**Explanation of the Cambridge Primary Checkpoint Scale**

- Scores of the Cambridge Primary Checkpoint scale are from 0.0 (the lowest level of ability) to 6.0 (the highest level of ability).
- Scores between 3.0 and 4.0 reflect sound understanding of most of the curriculum content.
- Scores less than 2.0 reflect basic understanding of the curriculum content.
- Scores above 5.0 reflect an excellent understanding of the curriculum content.

The scores of the 2013 cohort are highlighted in yellow. Comparatively, the cohort of students who took the Checkpoint Examinations in May made gains in all three content areas. 

## End-of-Year (2013/2014) Reading Results

The Fountas & Pinnell Benchmark Assessment System (BAS) is the instrument that Somerset Primary uses to link assessment to instruction along The Continuum of Literacy Learning. It is a comprehensive system that employs one-on-one assessment. Students' results are used to ensure that instructional and independent reading is aligned with their current abilities.

Data taken from the assessment administered in June 2014 shows that 68% of the total school population is reading on or above grade level.

When the data is disaggregated into upper and lower school the results show that 79% of the lower population is reading on or above grade level compared to 56% of the upper school student population.

Students at the Primary One and Three year level met our goal of 80% of the students reading on or above grade level. We anticipate that the Primary One cohort-now in Primary Two will maintain or improve. Contrarily, we anticipate a decrease in the overall reading results with the Primary Four cohort, as the benchmarking process may have been compromised.

### **Here are some ways to help your child with reading at home:**

- Help your child find a comfortable, quiet place to read.
- Orient your child to the book by looking at the cover first and talking about what you think it may be about  
or any way it reminds you of your life. Ask your child what s/he thinks.
- Have your child see you as a reading model.
- Read aloud to your child. Re-read favorite stories.
- Read with your child.
- Discuss the stories you read together.
- Recognize the value of silent reading.
- Keep reading time enjoyable and relaxed.
- Let your child see you reading for enjoyment and for information.

# Responding to Errors in Reading

Based on the way most of us were taught to read, we tell children to “sound it out” when they come to an unknown word. To help your child to become an independent reader who monitors and corrects him/herself as they read, try the following ideas before saying “sound it out”.

When your child has trouble reading a word, give him or her wait time of 5 to 10 seconds. See what he/she attempts to do to help him/herself and then apply one or more of the following questions or comments.

- “What would make sense there?”
- “What do you think that word could be?”
- “Use the picture to help you figure out what it could be.”
- “Go back to the beginning and try that again.”
- “Skip over it and read to the end of the sentence (or paragraph). Now what do you think it is?”
- “Put in a word that would make sense there.”
- “You read that word before on another page. See if you can find it.”
- Help your child sound it out or tell what the word is.

Most importantly, focus on what your child is doing *well* and *attempting* to do. Remain loving and supportive.

Use the columns below to help you put into perspective your child’s reading level. You should receive this information during parent conferences as well as during official reporting periods. Knowing your child’s reading level helps to drive discussions with your child’s teacher. If your child receives reading intervention or has an IEP for reading, use the table to help drive discussion with the Learning Support/Reading Teacher.

**Example:** A student entering Primary 2 in September of any given school year is expected to be reading at least on level E. In June of the given year the Primary 2 student is expected to be reading at least on level J.

Year	Level	Fountas & Pinnell
September	P1	A
	P1	A
	P1	B
	P1	C
June	P1	D
September	P1/P2	E
	P2	F
	P2	G
	P2	H
	P2	I
June	P2	J
	P2/P3	J
June	P3	K
	P3	L
September	P3/P4	M
	P3/P4	M
	P3/P4	M
	P4	N
June	P4	N
	P4	O
	P4/P5	P
	P4/P5	Q
June	P5	R
	P5/P6	S
	P6	T
	P6	U
June	P6	U-V

There are five key skills that students must learn in order to read:

- **Phonemic Awareness** - is the ability to hear, identify, and manipulate individual sounds spoken words.
- **Phonics**- teaches students to read by correlating sounds with letters or groups of letters in an alphabetic writing system.
- **Fluency** – This is the ability to read with speed, accuracy and proper expression.
- **Vocabulary**- know the meaning(s) of familiar and unfamiliar words in texts
- **Reading Comprehension**- read text, process it and understand the meaning of the text.

## When should my child be learning these five skills?

In the early grades (P1-3), students are “learning to read.” After Primary 3, students are expected to “read to learn.” Every year there are certain grade-level objectives your child should meet. These objectives are listed in the curriculum pamphlets that were issued on Meet-The-Teacher Night” With effective instruction, most students should be able to meet these goals as scheduled. A few students, such as those with language delays or learning disabilities, may need individualized reading goals. **However, the five key skills necessary for reading remain the same.**

**If you require additional information/explanation, please contact the school(teacher/principal).**

**Mr. Osborne,  
Principal**