

About Project X CODE

Project X CODE is an innovative reading intervention programme, which combines systematic synthetic phonics, comprehension development, motivational 3D design and gripping stories to accelerate struggling readers' progress so that children reach expected literacy levels as soon as possible.

The books

At the heart of **Project X CODE** are exciting books that are part of the ongoing adventure. The books are organised into groups of four set within different zones of the Micro World theme park. Each book in the series contains two texts:

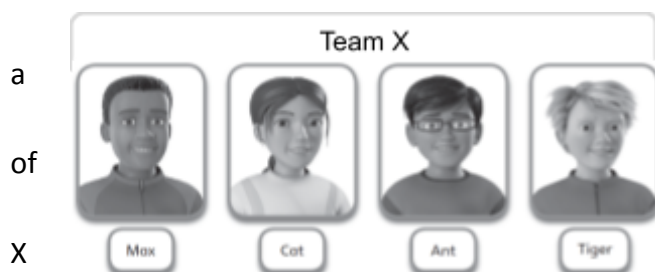
- **Text 1** is short and fully decodable.
- **Text 2** is longer and includes more varied vocabulary to create enthralling stories and develop comprehension skills at the right level of reading challenge.



The story

The adventure stories are set in an amazing theme park with 14 unique zones and two staff-only zones. In each zone there is a different setting and a fantastic ride, but what really makes Micro World different is that people have to shrink to get in.

The adventure begins on the opening day of Micro World when disaster strikes. Macro Marvel, the theme park's inventor, enters the Shrinker and disappears. CODE (the computer that controls the park) has gone wrong – it wants to keep people safe by shrinking the whole world.



Max, Cat, Ant and Tiger make up Team X, team of heroes who have watches that can shrink them to tiny sizes, and an array of amazing gadgets and vehicles. When things go wrong at Micro World, it's Team X to the rescue! They are also joined by Mini, Marvel's daughter.

The children return to Micro World for a second adventure in the sequel stories at Oxford Levels 10 and 11 – it's almost opening day, but the park is in chaos! What has gone wrong this time – can they save Micro World?



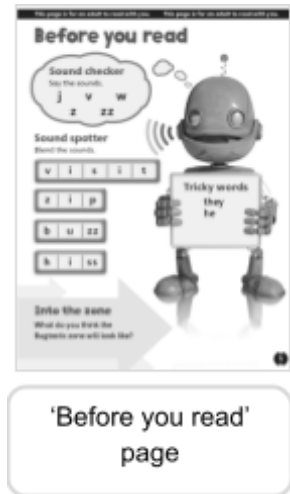
You can find out how the story is progressing on pages 2 and 3 of every **Project X CODE** book.

Reading the Project X CODE books at home

When your child brings a book home, you can help them by following these steps:

Before reading

- Find time and a quiet place to work with them.
- Make sure you know whether they have just been working on the first or second part of the book at school (your child's home/school reading diary may tell you this).
- Read any notes their teacher has written about how they are getting on and the areas they need more help with.
- Work with them on the 'Before you read' pages in the **Project X CODE** books – these are intended for an adult to read with a child.



During reading

- Encourage them to read the relevant part of the book on their own. Let them take time to work out what the words say without interrupting them or giving them too much help.
- Don't rush to tell them a word if they get stuck – ask them to look carefully at the letters in the word and remind them about the sounds you practised before they read the story. Only tell them the word if they really cannot work it out – but don't get cross!
- Don't interrupt if they get a word wrong – just let them carry on reading. Make a note of the word and when they have finished reading the story, go back to the page and the word that caused a problem, point out the word and say something like: *I noticed that you had a bit of a problem with this word. You said ... but I don't think this is what the word says. Let's look at it again very carefully and work it out together.*
- Make a note of examples where they did really well working out a word. Wait until they have finished the story and then go back to the page where they did well, point out the word and say something like: *I noticed that you had to think carefully about this word – show me again how you worked it out ... That was really good!*



After reading

- Work with them on the 'Now you have read ...' pages which are included in the books – these are intended for an adult to read with a child.
- Talk with them about the latest events in the adventure and the things the characters have been doing.
- Fill in the parents'/carers' section of the home/school reading diary.

Supporting your child using Project X CODE

There are many different ways you can help support your child whilst they are using **Project X CODE**. Here are some ideas to get you started.

You can support your child and help develop their reading both at home and out and about. These are some simple steps you could do ...

At home

- Talk to your child about what they have been doing in their **Project X CODE** lessons that day.
- Ask your child about the stories and what the characters have been doing in the latest story. Talk about what they are looking forward to finding out about.
- Make a point of showing your child if you are reading the paper, the TV guide or a leaflet that has come through the door and explaining what you are doing ...

I'm just reading about what happened in the football last night.

I'm just looking to see what's on TV tonight ... I think we'll all be watching ...

This is a leaflet from the new fish and chip shop down the road – they're open seven days a week.

Out and about

- When you are in the street, in shops, at the Doctor's, etc. encourage your child to spot letters and words that they know.
- Point out posters, labels and street signs that give you useful information. Talk about the information you read in them ...

That poster has reminded me that we all need to get flu jabs before the winter starts.

I've just looked at the label on this medicine to see how often you need to take it.

That sign says our road is going to be closed next week.



Jargon buster

Blending: To say the individual sounds that make up a word and blend them together to hear the whole word for reading, e.g. s-a-t becomes sat.

Book Bands: A system of grouping books by colour to represent levels of reading difficulty.

Consonant: Every letter in the English alphabet that is not a vowel.

Decodable (books): Books which have been specifically written using words containing phonemes that children systemically and cumulatively learn over a period of time.

Decoding: To read a word by saying the sounds then joining, or blending, those sounds together to form the word.

GPCs (Grapheme Phoneme Correspondence): To be able to match a phoneme (sound) with a grapheme (a letter or groups of letters that represent that sound), e.g. a, sh, tch, ough.

Group reading: Similar to guided reading, but children take it in turns to read aloud from the same book whilst the teacher listens and supports them.

Guided reading: When usually 6 children, grouped by reading ability, read from the same book at the same time whilst the teacher listens in and draws out teaching points.

High frequency words: These are the words that occur most commonly in the English language. Some are 'decodable' whilst others are 'tricky' (see below).

Phonemes: The smallest unit of sounds in a word represented by letters or groups of letters.

PCM: photocopiable master (often an activity sheet)

Reading fluency: When children are reading with confidence, intonation and at a good pace.

Reading stamina: A child's ability to read substantial and often more challenging books for a longer period of time or in one sitting.

Segmenting: To write or spell a word by listening for the sounds in the word and deciding which letters represent those sounds. We say you blend to read and segment to spell.

Synthetic phonics: A way of teaching reading where children are taught to read letters or groups of letters by saying the sound(s) they represent. Children can then start to read words by blending (synthesising) the sounds together to make a word.

Tricky words: Common words that are difficult to decode because some of the letters don't make the sounds you would expect, like *the* or *said*.

Vowels: The letters a, e, i, o, u in the English alphabet.

You can find more jargon busters at: www.oxfordowl.co.uk