Shine ART

Build progress in reading one step at a time

Online targeted interventions for ages 10–16

hachette LEARNING

![Shine ART logo]

![Shine ART]

What is Shine Interventions: ART?

Shine Interventions: ART is an e-learning resource that uses data to provide the learning materials you need for targeted interventions. It accelerates learning progress so you can focus on what matters most: your learners.
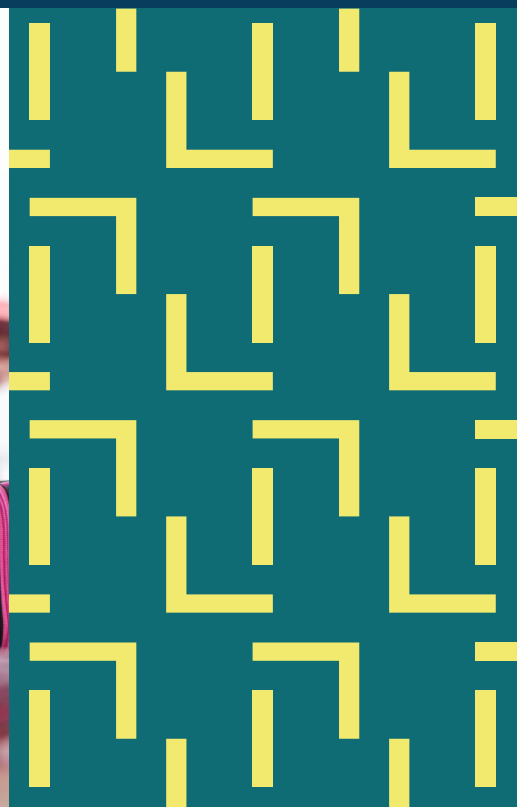
Why subscribe to Shine Interventions: ART?

Shine Interventions: ART takes a scaffolded, pedagogical approach to bridging learning gaps. Each Area of Learning gradually builds knowledge and skills, moving forward to the next skill only when learners feel confident to do so and the data supports progression.

Shine Interventions: ART houses all your targeted interventions in one place. By using the data you gather with your Access Reading Tests (ART), the platform is able to identify the Areas of Learning in which individual learners and groups need targeted support, and present you with the suitable resources for the identified level.

How it works

| Learner takes ART assessment | Results highlight the Area of Learning they need support in e.g. inference | You access the targeted materials for their age group for the identified Area of Learning | You track the learner's progress with the built-in progress quizzes |

Prioritise individual learner needs

Informed by the learners' ART results, the **Individual Intervention Report** in Shine Interventions: ART provides insights on the individual results of your cohort and flags if a learner needs a targeted intervention in a particular Area of Learning.

1. Identify immediately the specific Areas of Learning that individuals need support in

2. Save time on resourcing and only provide support where a learner needs it – if a learner is benchmarking at the expected level in, for example, Inference but is performing below expectations in Vocabulary, you can focus your energy on addressing this specific Area of Learning

Easily group learners who require the same interventions

The Grouped Intervention Report in Shine Interventions: ART enables you to quickly identify and determine which Areas of Learning require additional support for your entire cohort or specific groups and act decisively based on that information.

1. Discover the areas in which cohort-wide interventions are needed and adjust your lessons easily

2. Seamlessly create your intervention groups according to the Areas of Learning learners need support in

Track progress over time

At the end of each intervention, administer an Area of Learning-specific Progress Quiz to identify progress and any additional support. You can then chart a learner's progress with the built in **Progress Quiz Reports**.

1. Questions are appropriate to the learning level and targeted Area of Learning

2. Quick to administer – the quizzes can be completed within one intervention session

3. Test multiple or individual learners depending on how many learners require an intervention

## Save time with ready-made resources and guidance

Written by literacy and pedagogical experts, Shine Interventions: ART provides targeted intervention resources that are suitable for the reading age identified by ART.

1. Interactive teaching presentations – downloadable PowerPoint presentations provide a scaffolded approach to teaching, helping learners to understand the core skills before moving on to the next phase of learning

2. Worksheets – work through questions with your learners as you provide the targeted interventions

3. Videos – share engaging videos with your learners to help them understand the key skills required to tackle the questions. The videos also support staff delivering intervention sessions, so no expert knowledge is needed.
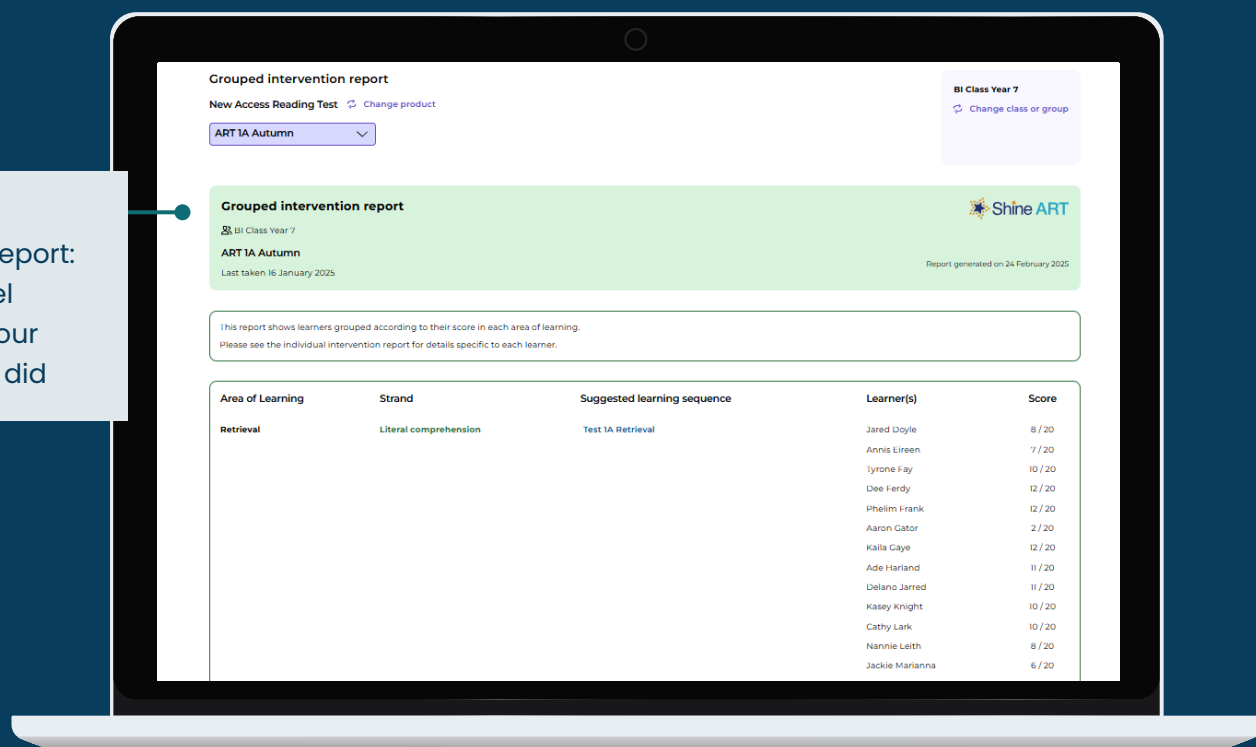
Top features

Enhanced reports

Individual Intervention Report: drill down into a specific learner's results
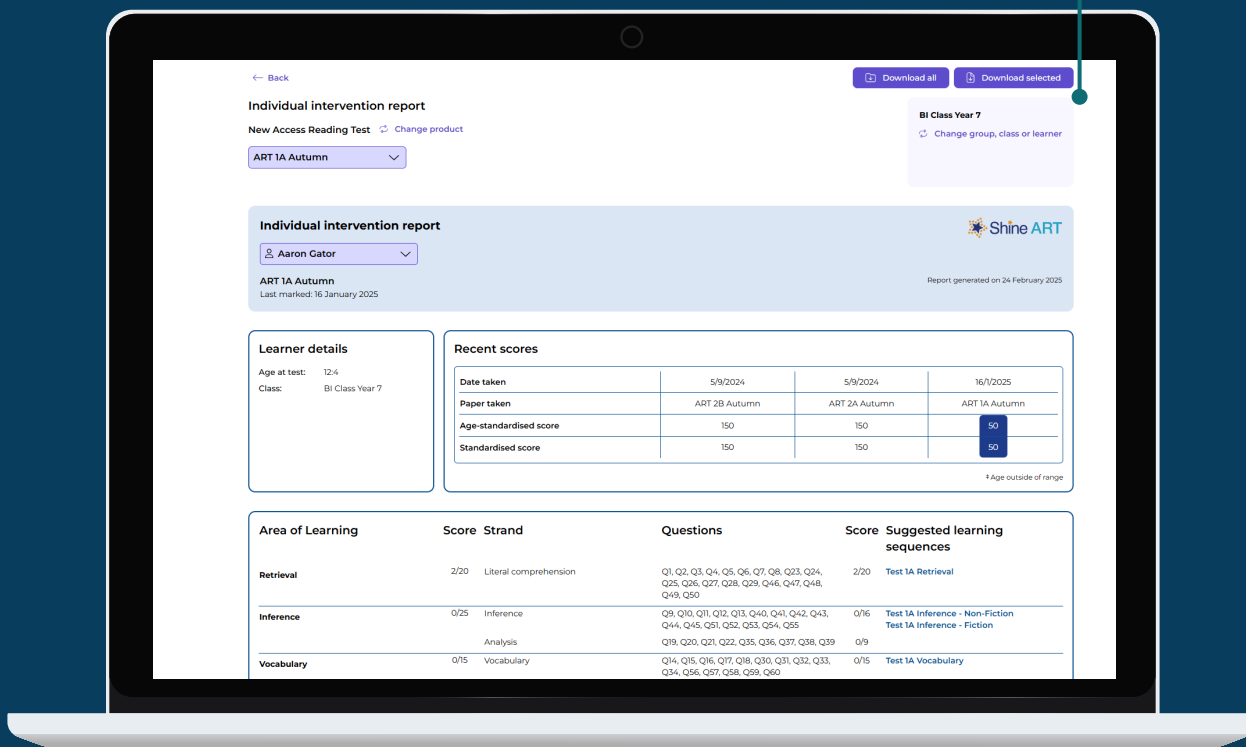
Grouped Intervention Report: get a top-level view of how your whole-cohort did

Teacher Presentations

Each Area of Learning has an accompanying downloadable and interactive teacher presentation that breaks down the subject matter into digestible steps.

Inference

Skill in focus

This Learning Sequence will teach you to:

- infer the feelings of characters
- find evidence to support inferences about characters' feelings.

▶ Watch this video to learn how to **infer a character's feelings** by using clues in the text.

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Session 1: Discussion

Text A: The Adventure Begins …

Pre-reading

Discuss the answers to these questions:

- If you could time-travel yourself to another place or time, where would you go?
- Would you be worried about getting back again?

Test 1A: Learning Sequence 1

Session 1

Return to text on full screen

SSASI System of Reading

You are going to learn a systematic method of **reading texts** in order to **answer questions** about them.

There are five steps to this method:

Click the numbers to reveal the methods.

1 Skim

2 Say

3 Analyse questions

4 Scan for answers

5 Infer
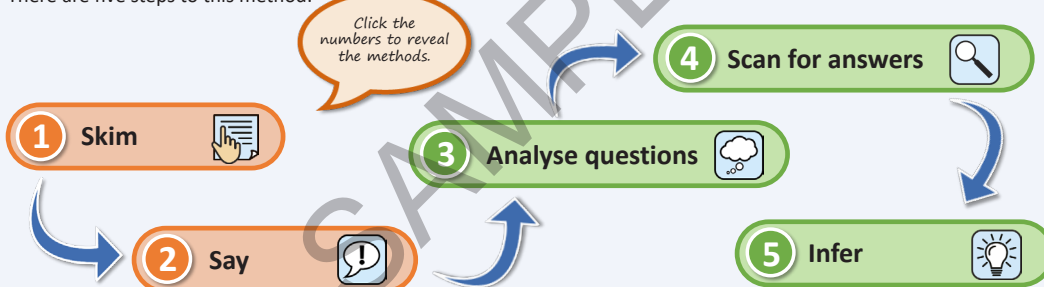
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Test 1A: Learning Sequence 1

Worksheets

Each Area of Learning has an accompanying worksheet to structure your intervention sessions and to assess how learners are progressing.

To Catch A Thief

Area of Learning: **Inference**
Text type: **Fiction**
1A

Text A: Suspicious Behaviour

Mark had followed the old lady around the superstore for around ten minutes. She just looked shifty. After all, it was his job as a store detective to keep an eye out for odd behaviour. And the warning he'd received from the store manager just that week; there had been an increase in small robberies in store for about a month and Mark had been told very clearly that he needed to improve his performance or else he was out of a job. Now, this old woman looked a perfect suspect.

The old woman had spotted Mark watching her almost immediately. She had not been particularly careful in her behaviour, hanging around shelves, picking up items, expressing interest in the labels before replacing them. Her basket remained empty. He had pretended to be looking elsewhere but was not too good at hiding his obvious interest in her. She smiled to herself. Soon she would make her mo[...] it be? She moved towards the tinned soups.

Mark saw her switch direction suddenly. He had [...] sweets that she had held in her hand for a long [...] replacing them. She had not spotted that he wa[...] on its unsuspecting prey, he followed her and w[...] section where he could see her while he stayed [...]

Shine Interventions: Access Reading Tests

Text A: Questions

1 Where does this part of the story take place?

_____

2 Who are the main characters in the story?

_____

3 What happens in this part of the story?

_____

4 Why does this happen?

_____

5 Give TWO reasons why Mark is anxious at the start of this story.

_____

_____

6 Which phrase in the second paragraph is used to mean 'steal an item'?

_____

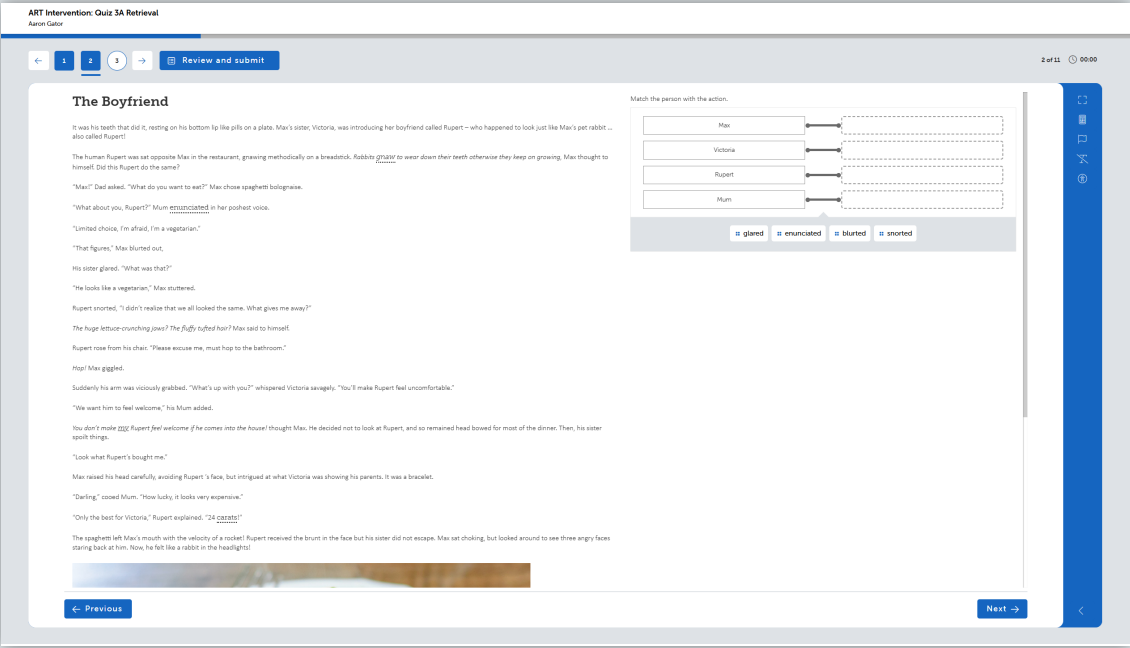*Shine Interventions: Access Reading Tests*   © Hodder & Stoughton Limited 2024

Videos

Access videos to engage learners and quickly outline literacy skills and expectation.

Progress Quizzes

You can track progress by assigning a progress quiz for the relevant Area of Learning in Boost Insights.

Progress Quiz Reports

You can also track how learners are performing in the Progress Quizzes with the Progress Quiz reports. There are two types of reports: Intervention progress quiz report and Intervention progress quiz report: comparison view.

Intervention Progress Quiz report

Intervention Progress Quiz report: comparison view

See how learners are performing across multiple progress quizzes (compare up to six at once)

Get in touch

Get hands on with **Shine Interventions: ART** by contacting your local Assessment Consultant.

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Tel: 01235 827720