



How to raise literacy levels
in your school

A young boy with dark hair and green-rimmed glasses is sitting in a wooden chair, intently reading a comic book. He is wearing a black and white jacket with a blue-lined hood. The background is a blurred library with bookshelves filled with books. The text "How important is READING for kids?" is overlaid on the right side of the image.

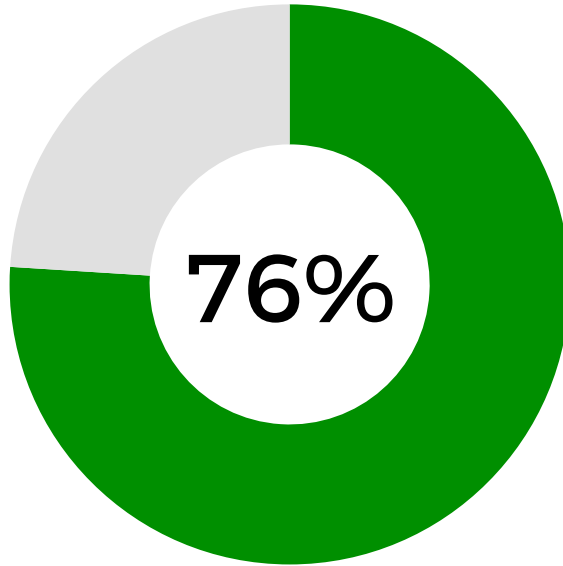
How important is
READING
for kids?

A photograph of two young girls with long brown hair sitting at a table in a library, reading books. The girl on the left is looking down at an open book with a blue cover. The girl on the right is also looking down at a book. In the background, there are shelves filled with many books, slightly out of focus. The text "How do kids feel about READING?" is overlaid on the image in white, with "READING?" in a larger, bold font.

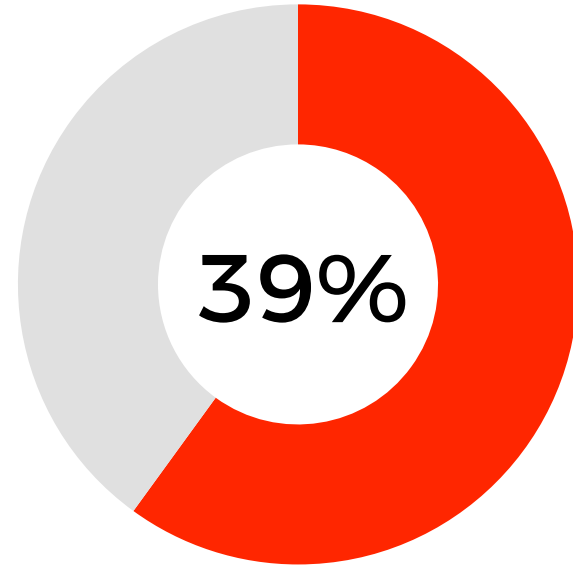
How do kids feel about **READING?**

Pain point

U.S. example



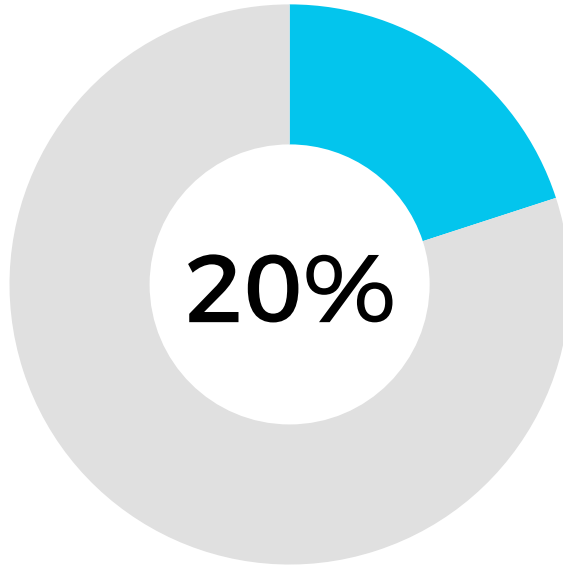
of children **read for fun more than twice a week** by the age of 9.



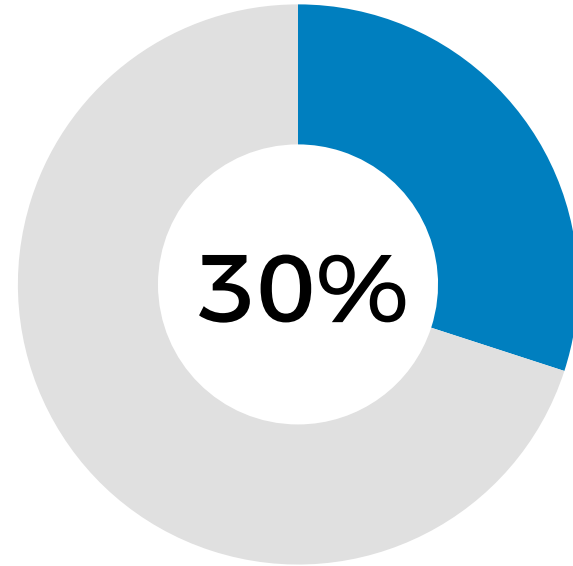
of children **read for fun more than twice a week** by the age of 17.

Pain point

United Kingdom example



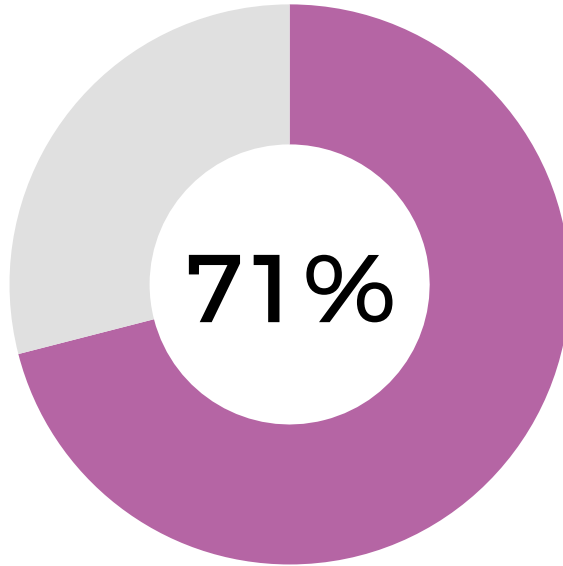
of children **cannot read well**
by the age of 11.



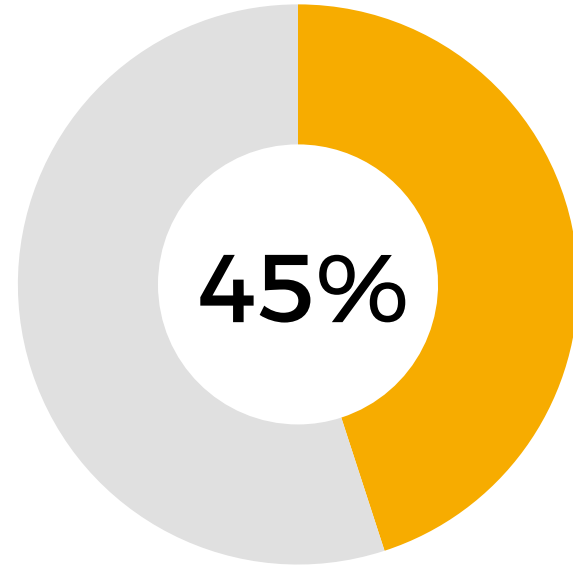
of children aged 11 to 17 years old
are not reading for pleasure.

Pain point

Spain example

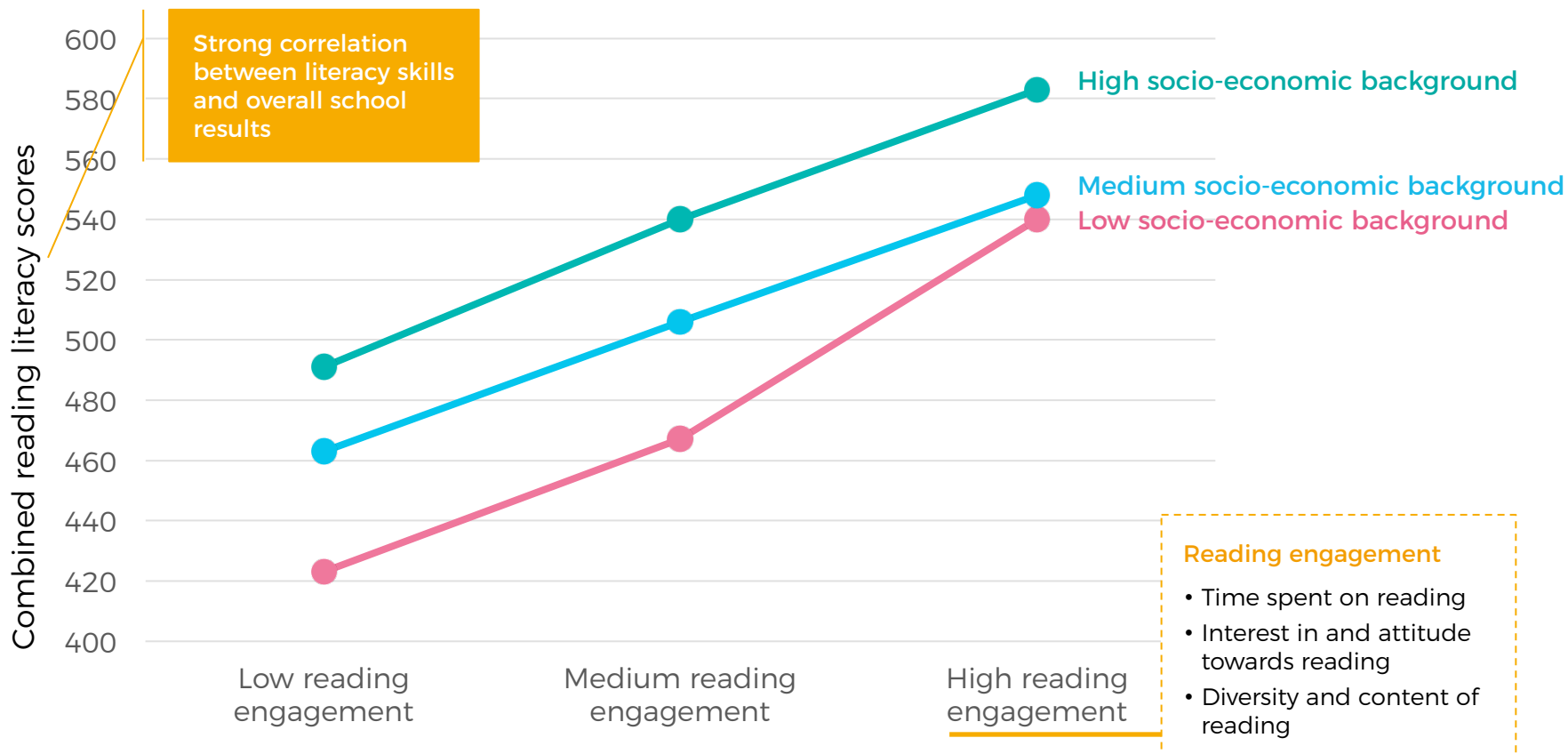


of children are frequent readers
(10-14 years)



of children are frequent readers
(15-18 years)

Reading engagement drives literacy skills... more than socio-economic background



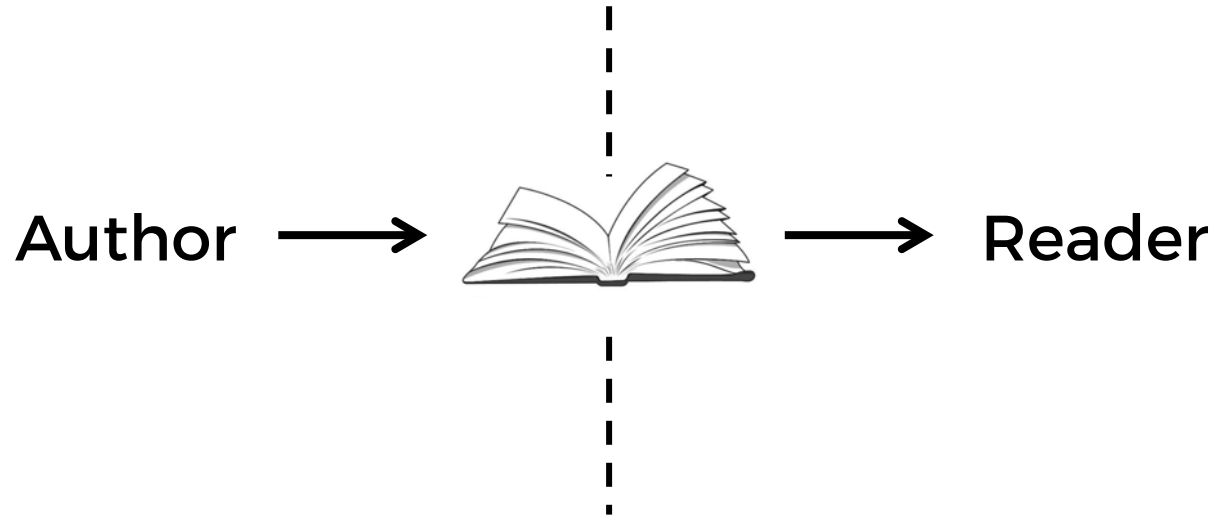
A young boy with short brown hair, wearing a red and black plaid shirt, is sitting by a large window. He is looking down at an open book on his lap. To his left is a large brown stuffed animal. The background shows a bright, out-of-focus view of a city or town through the window. The text "How can we get kids to **ENJOY** reading more?" is overlaid on the right side of the image.

How can we get
kids to **ENJOY**
reading more?

What would the
IDEAL BOOK
look like?



From: Traditional publishing and reading ("product-centered")



Unidirectional reading experience,
without interaction between the authors and their readers.

To: Fiction Express (“learner-focused”)



A deeply engaging reading experience through
co-creation between students and authors.

**Fiction Express has
been designed to**

IMPROVE

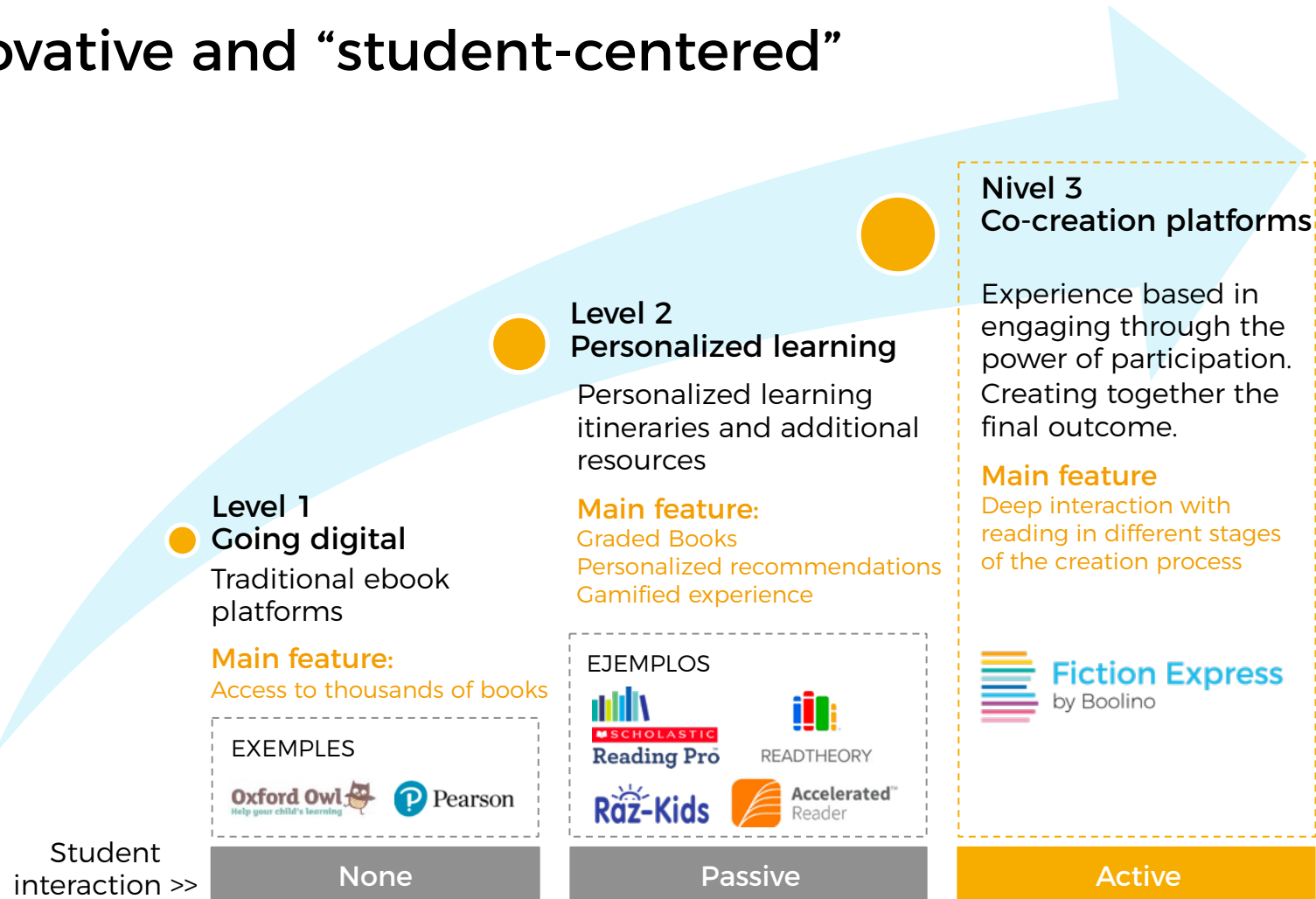
poor reading

HABITS

through the power of

ENGAGEMENT.

Innovative and “student-centered”



Winners of the most prestigious education awards across the world



January 2019
(Global)



GESS
EDUCATION
AWARDS
FINALIST
2019

February 2019
(UAE)



March 2019
(UK)



May 2019
(USA)



June 2019
(Global)



October 2019
(UK)



December 2019
(UK)



January 2020
(Global)

Significant impact on learning outcomes

Case study: English as second language

Test results 10th grade

High / Medium-High

Medium-Low / Low

Global

Reading

Writing

Oral

Fiction Express
school

2018

64,3%

82,2%

25,0%

78,6%

2019

84,0%

92,0%

80,0%

92,0%

+19.7%

+9.8%

+55.0%

+13.4%

Control group
(non-customer)

2018

74,1%

85,2%

59,3%

85,2%

2019

77,1%

79,2%

62,5%

85,4%

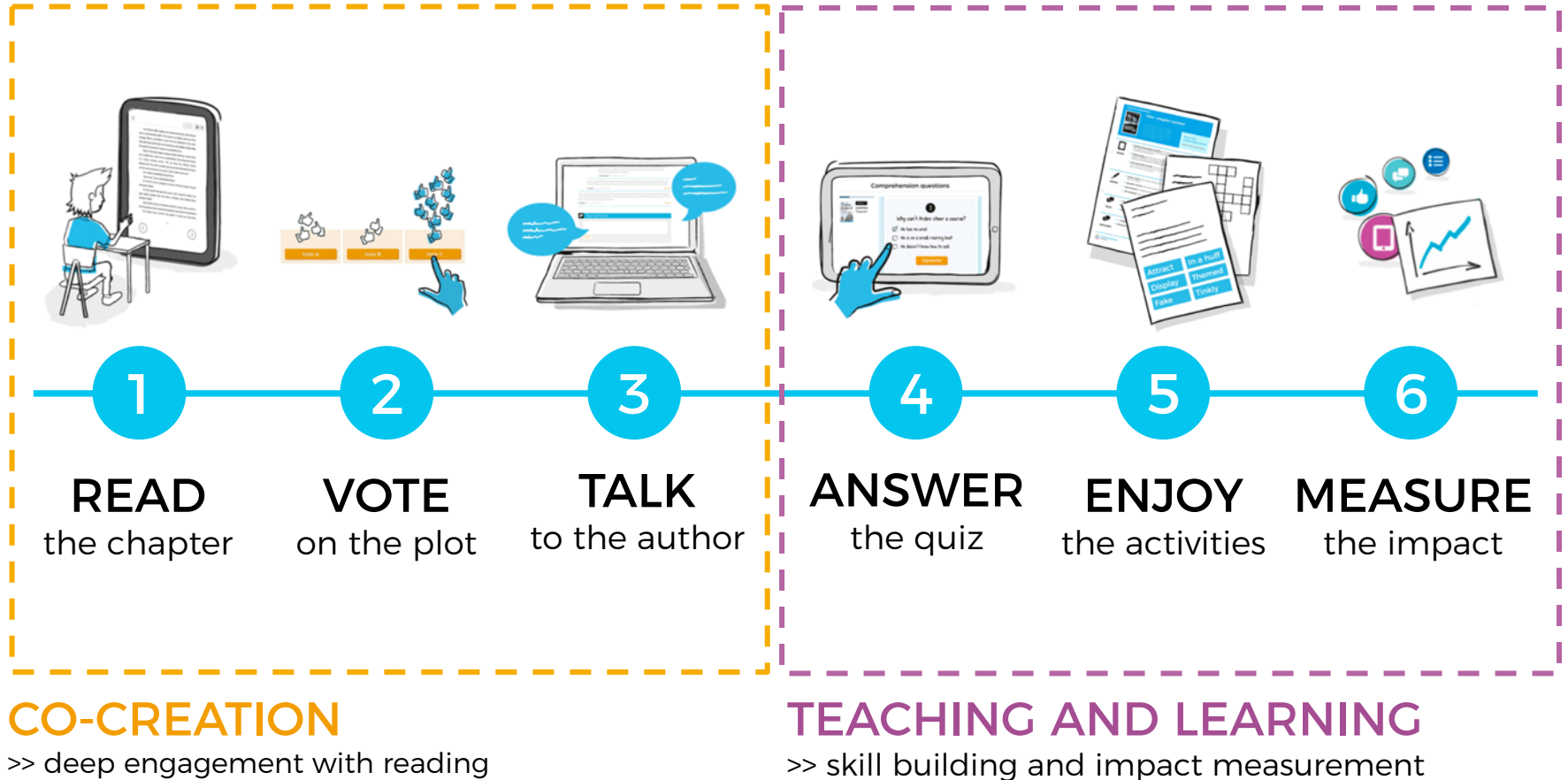
+3.0%

-6.0%

+3.2%

+0.2%

The 6-step Fiction Express methodology



READ the chapter

Books can be read online, offline or on paper

1

Online



Multiple devices

- Computer
- Tablet
- Mobile

Offline



Download PDF for
tablet or e-Reader
(1 page-per-sheet)

On paper



Download and
print out PDF
(2 pages-per-sheet)

READ the chapter

Online reader facilitates accessibility and understanding

1

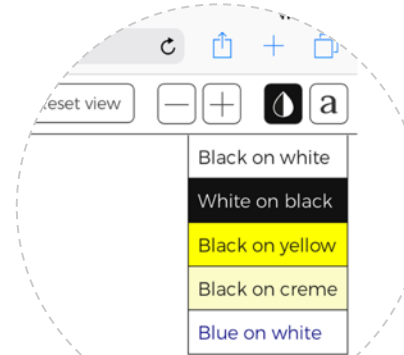
Online



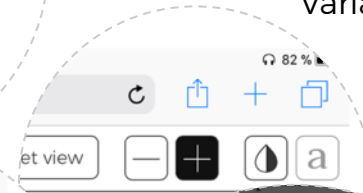
Multiple devices

- Computer
- Tablet
- Mobile

Accessibility for dyslexic readers
in different font and background
colour combinations



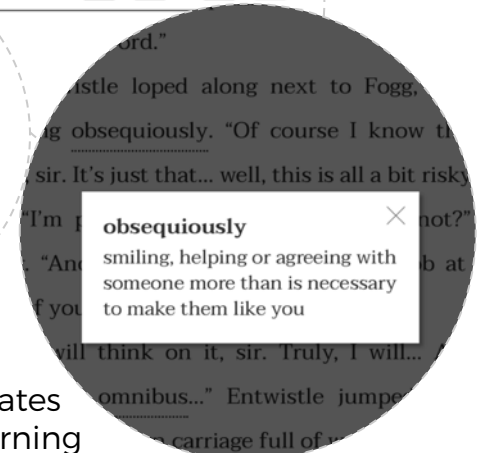
Variable font size



Serif and
Sans Serif fonts

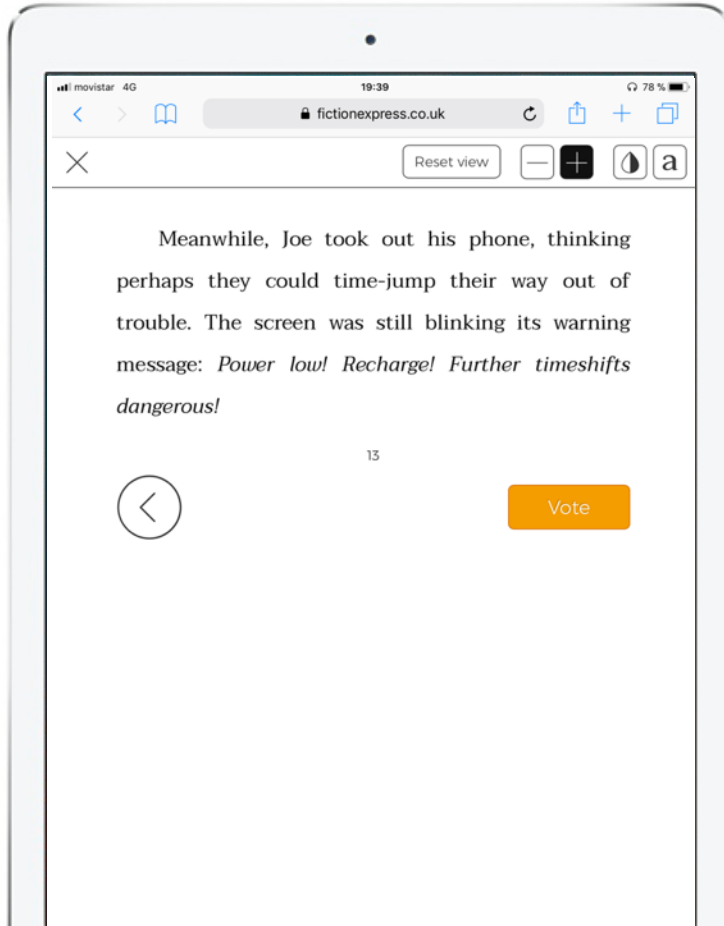


Glossary facilitates
vocabulary learning



VOTE on the plot

At the end of each chapter the author gives three possible options



What should Joe and Maya do?

Open the door to Entwistle and beg for mercy Vote A

Risk using the timephone to escape Vote B

Try and escape unseen through the carding room Vote C

Teachers can also choose the Collective vote option for their classes. This option is used when chapters are read offline (pdf) and discussed in class.

Collective vote

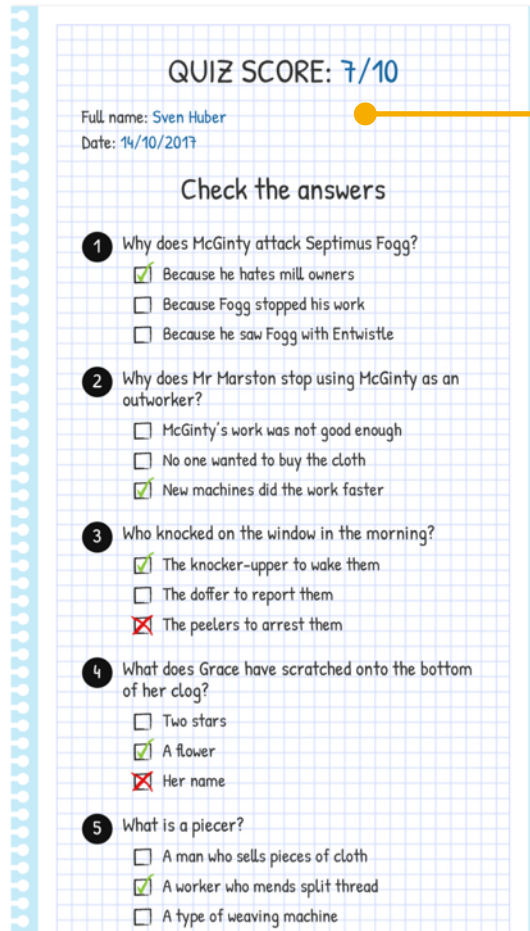
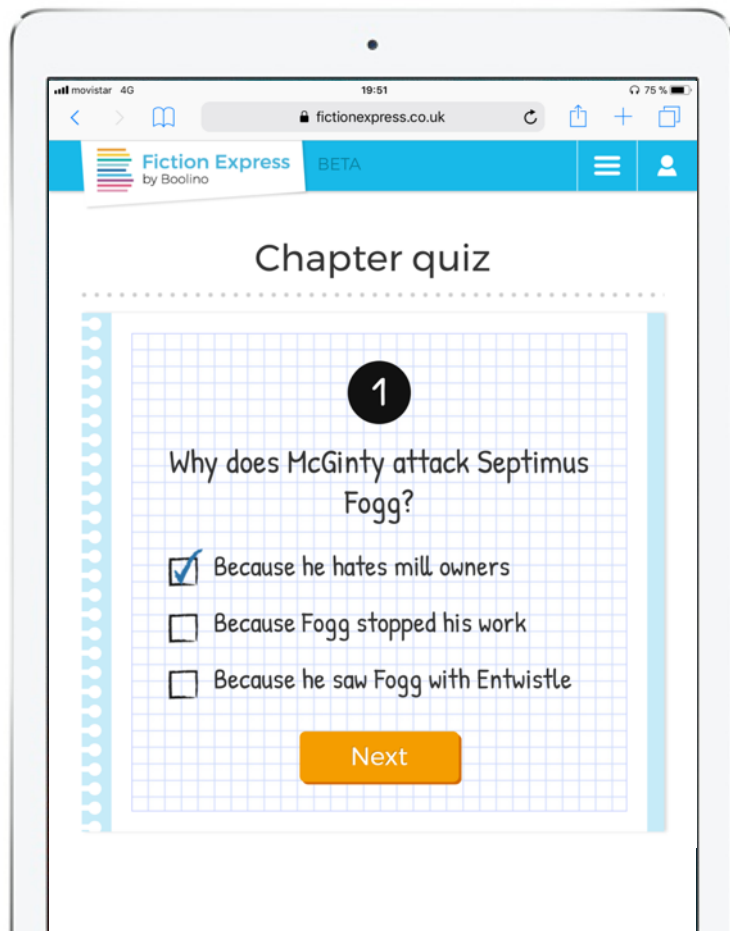
You can add the collective vote option if you prefer to discuss the options in class. Please note that your students will not be allowed to vote individually while this option is active.

☒ Active

ANSWER the quiz

Each chapter is linked to an online reading comprehension quiz

3

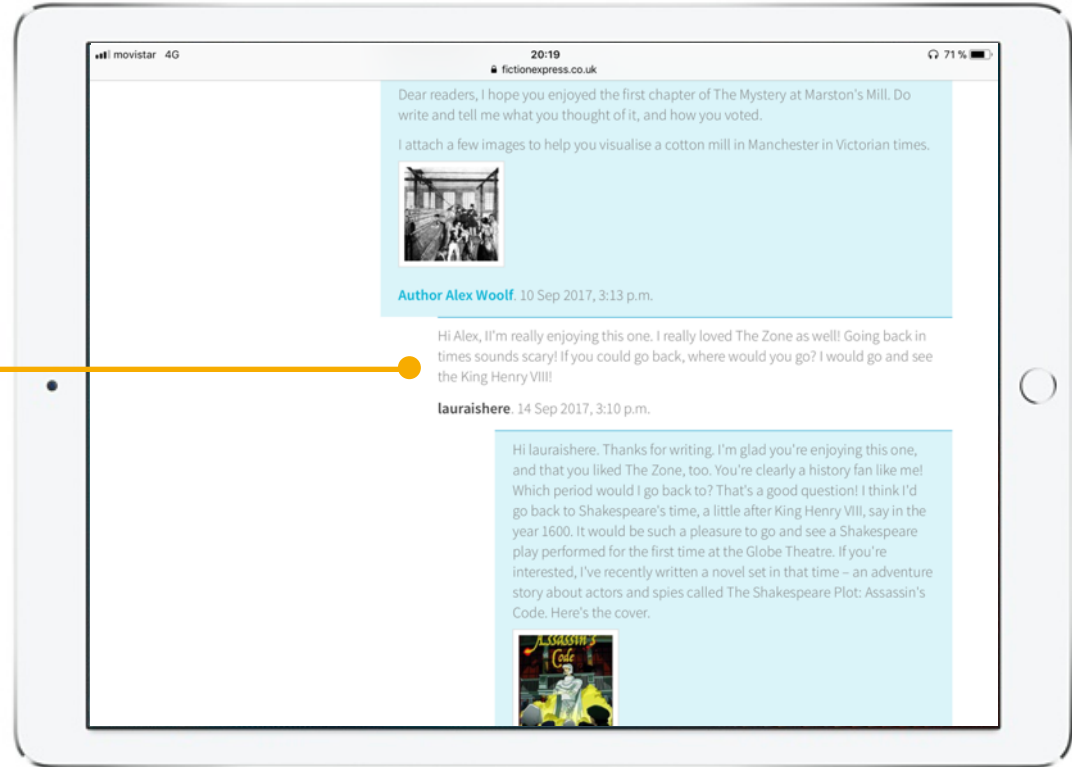


Students get immediate results

TALK to the author

Direct access to the author through the book forum

Through the book forum, students can interact directly with the author, sharing comments, ideas or questions



ENJOY the activities

Teacher resources for every chapter ensure the story's learning potential is exploited to the full

5

TEACHER RESOURCES



Chapter 3 · Trouble at the Mill

Joe and Maya are forced to time jump their way out of danger, but there's plenty of trouble ahead. They still have no idea who the culprit is, and the Chartists are demonstrating at the mill.

THE MYSTERY AT
MARSTON'S MILL

Alex Woolf

CONTENT



READ!

→ **Reading comprehension questions:** 10 multiple choice questions to test text retrieval and reading comprehension. These questions may also be completed online at www.fictionexpress.co.uk

→ **Guided reading:** teacher's notes and a written response worksheet comprising 6 questions which allow for deeper response to the story, looking at personal response, inference and prediction



WRITE!

→ **"Inspire!" words** to encourage children to include them in their own writing

→ **"Spotlight!" word list** of the words highlighted and defined online

→ **Writing worksheet:** dialogue for plot

→ **Grammar worksheet:** degrees of possibility



TALK!

→ **Voting options:** discussion points for each voting option

→ **Discussion activity:** creating a verbal narrative with a different setting



EXPLORE!

→ **Game activity:** play a Victorian childhood game

The Mystery at Marston's Mill · Chapter 3 · Trouble at the Mill Comprehension Questions



Name: _____

1

Why are Maya and Joe surprised to hear machines working after their jump?

2

The Mystery at Marston's Mill · Chapter 3 · Trouble at the Mill Worksheet: Dialogue for Plot



Name: _____

Dialogue can be a quick and dramatic way to move on the plot of a story. Write a line of dialogue to replace each of these lines of narrative.

3

The Mystery at Marston's Mill · Chapter 3 · Trouble at the Mill Discussing the Options



What should Joe and Maya do?

What would you like to happen next in the story? Discuss the options in a group. Remember: listen to each other's opinions. Ask each other questions. Listen to the answer. Be prepared to change your mind!

4

5

The Mystery at Marston's Mill · Chapter 3 · Trouble at the Mill Worksheet: Victorian Games



Name: _____

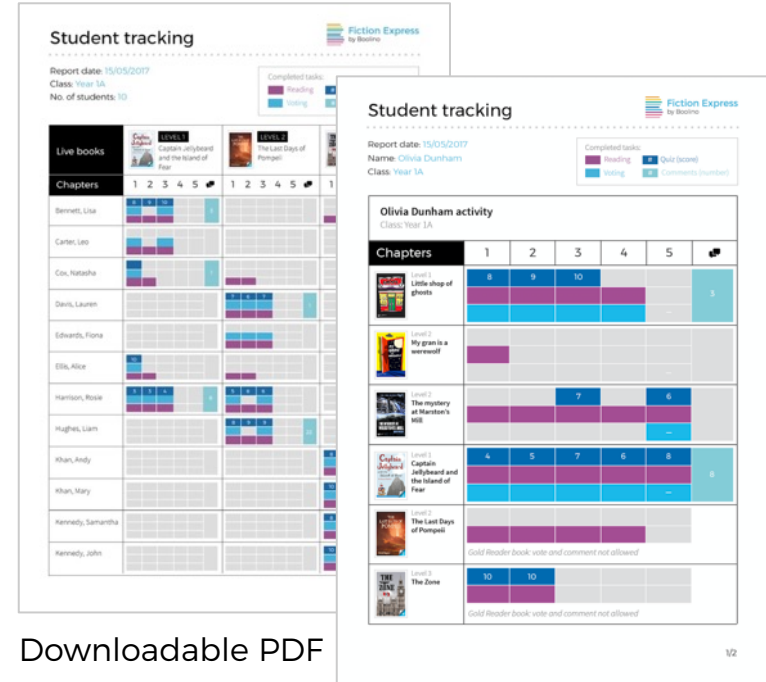
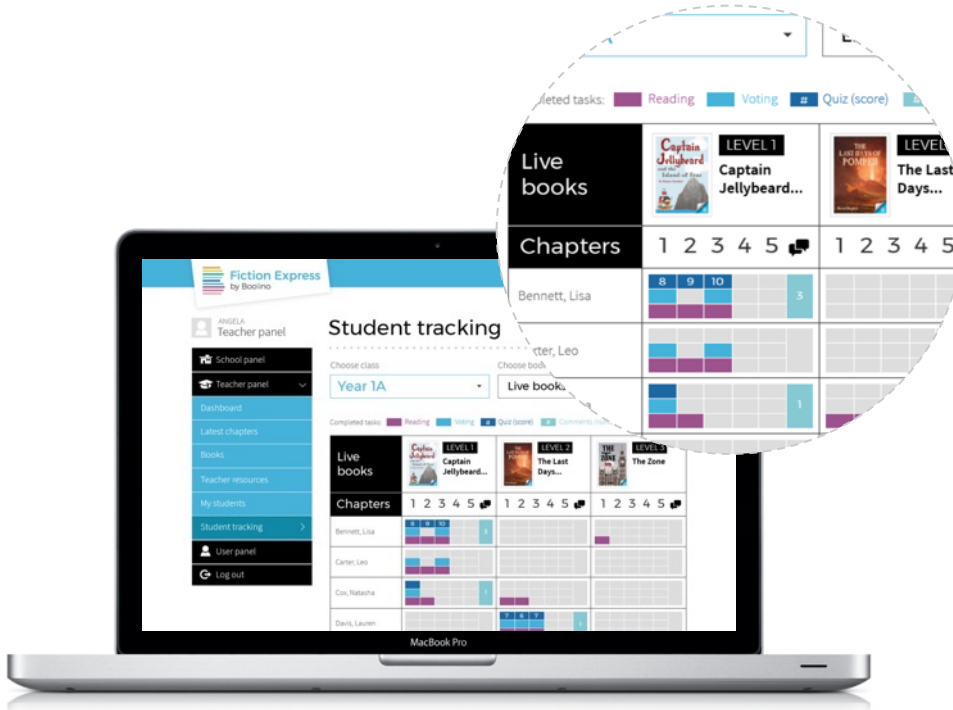
It wasn't all work for Victorian children!
Try playing one of these Victorian games with a friend.

1 Potato race

MEASURE the impact

Tracking of students' activity and progress

6



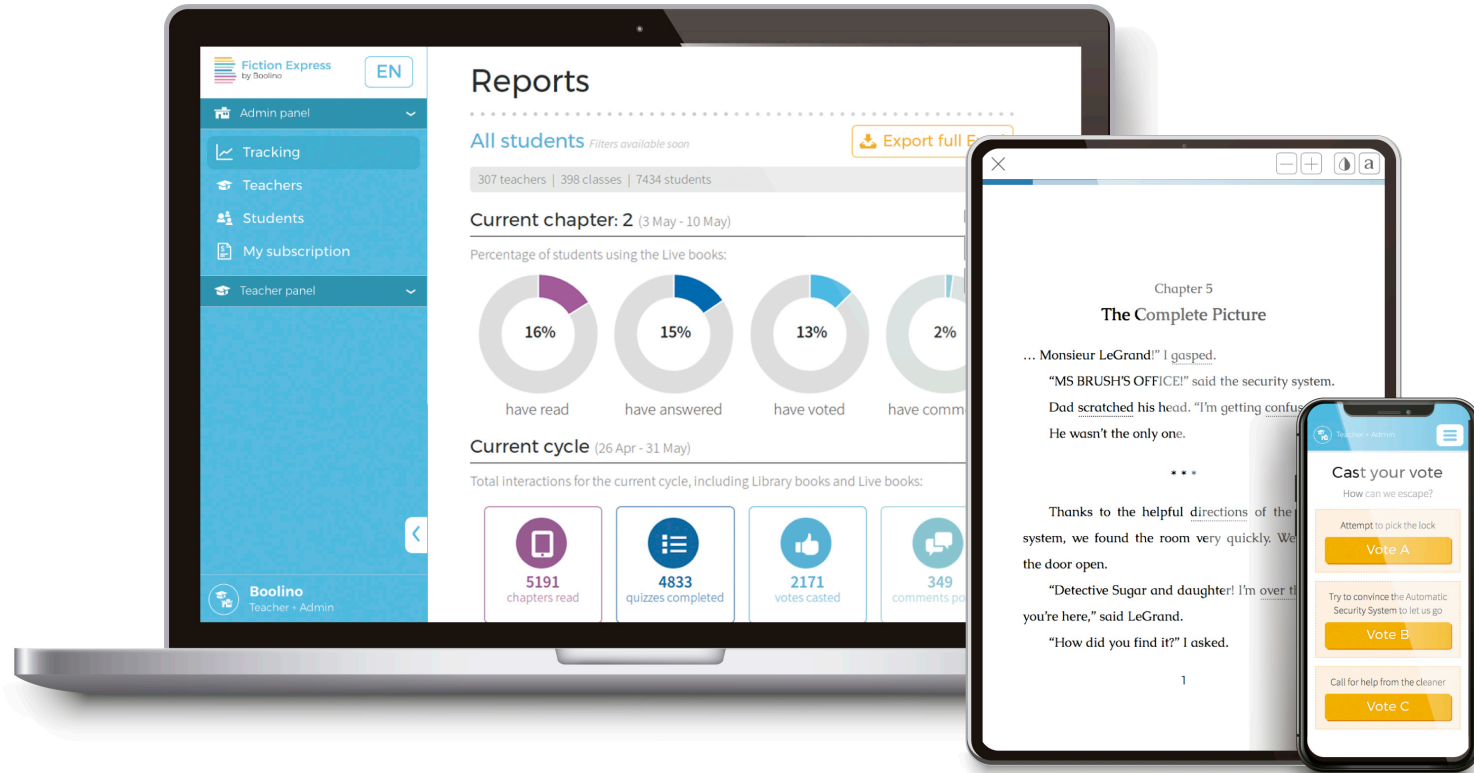
Downloadable PDF

1/2

Easy-to-use, attractive user experience



Multi-device



Any
QUESTIONS?



A photograph of a classroom where several young children are seated at desks, focused on using tablets. The children are wearing white school uniforms. The background is softly blurred, showing more students and bright light from a window. A semi-transparent grey banner is overlaid across the middle of the image, containing the text 'Thank you very much for your attention'.

Thank you

very much for your attention

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info@fictionexpress.com