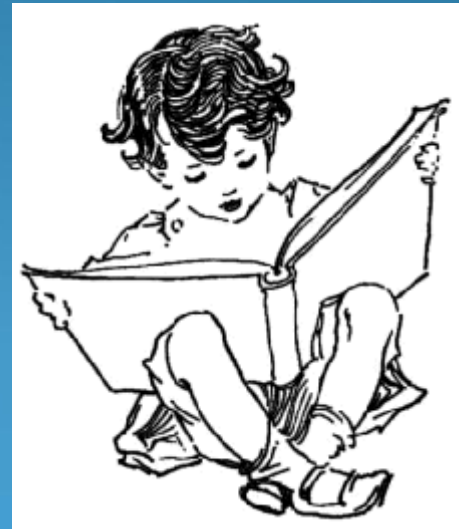


Helping your child with their reading

*“A reader lives a thousand lives before he dies,” said Jojen.
“The man who never reads lives only one.”*

George R. R. Martin, A Dance With Dragons



Our children as readers:

- What Do We Want for Our Children?

To read for pleasure

To be able
to
summarise
what has
been read

To be able to
choose what
they would like
to read for
themselves

To read with
understanding

To read
with
expression

To have reasons for
preferences in what
they read

“Reading is an interactive, problem-solving process of making meaning from texts.”



There can be few better ways to improve pupils chances in school, or beyond in the wider world than to enable them to become truly independent readers.

Reading requires two skills

Phonics and Word Recognition

The ability to recognise words presented in and out of context.

The ability to blend letter sounds (phonemes) together to read words.



Understanding

The ability to understand the meaning of the words and sentences in a text.

The ability to understand the ideas, information and themes in a text.

If a child understands what they hear, they will understand the same information when they read.

Reading in Year 3 and 4

- In Year 3 , children should be able to read books written at an age-appropriate interest level.
- They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words.
- They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. They should develop their vocabulary and the breadth and depth of their reading, to become independent, fluent and enthusiastic readers who read widely and frequently.

Reading in Year 3 and 4

- Children should develop their understanding and enjoyment of stories, poetry, plays and non-fiction, and learn to read silently.
- They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects.
- They should be able to justify their views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4.

Reading in Year 3 and 4

- Children are heard read regularly in Guided Reading and individual reading.
- A variety of texts are shared with the children throughout the curriculum.
- Reading scheme – staged: widened. Matched to their current reading level.
- Books are changed regularly.
- Children will be moved up when they are ready

Reading for Pleasure

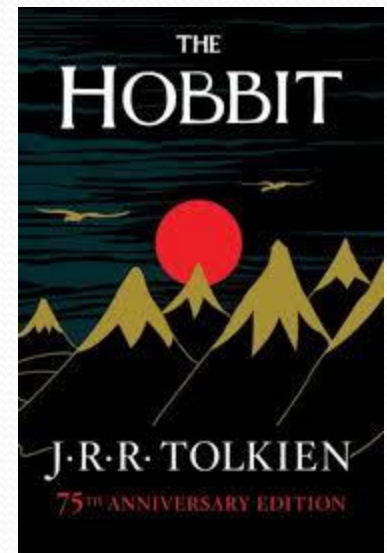
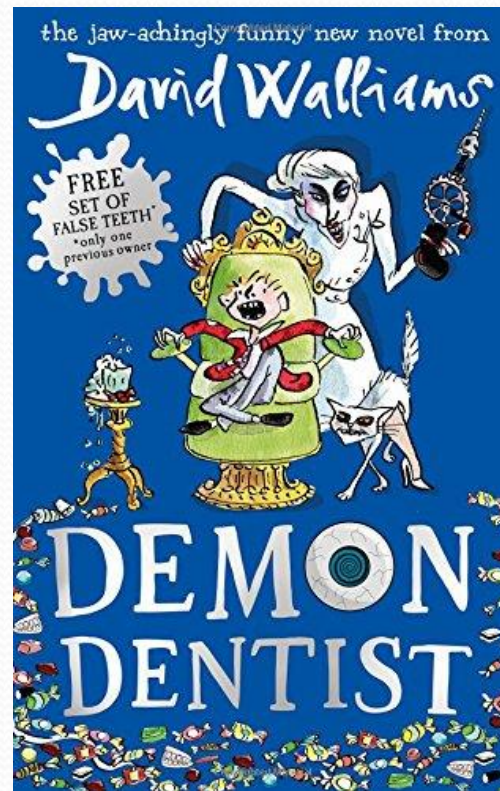


NEW STAR
SOCCER
G-STORY



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- We encourage children to read a range of texts and understand that children may find some of the texts in our reading scheme not to their taste.
- However, in order for teachers to be able to support children meet the National Curriculum expectations, we expect children to actively read texts from our reading scheme as well as their wider reading.



National Curriculum in Year 3 and 4

Reading Curriculum is broken down into 8 assessable elements:

- Vocabulary
- Retrieval
- Inference
- Reorganisation
- Prediction
- Summary
- Language for effect
- Themes and Conventions

Vocabulary



"Don't worry – how bad can it be?" said Jonny with a smile. "Come on, let's see what all the fuss is about. . ."

The boys hurried inside, but no sooner were they through the door, when. . .

"NO RUNNING!"

The three boys screeched to a halt. At the end of a long corridor stood a tall, neatly dressed woman with a large flame of impossibly shiny, red hair and pointy, dark-rimmed glasses. She fixed her burning glare upon them.

"Scuttling like beetles. . ." Her voice hissed like a snake. "Running is the enemy of obedience, and *Ms Crackdown* will be obeyed."

- What does "screeched to a halt" tell you about how the woman?

Retrieval



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- Where is this story set?
How do you know?

Inference



Jonny and Tommy looked at each other as they reached their new classroom. Were *all* teachers like this?

“Welcome to my world,” hissed Ms Crackdown, opening the classroom door. The boys stepped inside and were met by the fearful eyes of twenty-one nine-year-olds. A deep sense of impending dread filled the room.

“Sit over there, by the window,” huffed Ms Crackdown. She waved her hand as if it was hard work. “Class, this is Twin A, Twin B and Four-eyes.”

“My name’s—” began Tommy.

“Do not even *attempt* to tell me your real name, Twin B, it will only make you feel more important than you are. I make a point of only naming lifeless objects. Look out of the window. Do you see that blue car?”

The boys stared out. A rusty, electric-blue car

- What do you think, “a deep sense of impending dread filled the room,” means?

Prediction



Jonny and Tommy looked at each other as they reached their new classroom. Were *all* teachers like this?

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- Can you think of another story with a similar theme? How do their plots differ?

Summarising



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- What is the main point in this paragraph?

Language for Effect



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- What does the word “Crackdown” tell you about the character?

Themes and Conventions



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What type of character is Ms Crackdown?

How do you know?

How to support your child at home

- Set aside time for reading
- Half time reading; half time discussing
- Positive – encourage your child and give them chance to correct themselves.
- Make use of the library / E-books: Kindle Cloud Reader
- Use the reading diaries to communicate with us
- MAKE IT ENJOYABLE



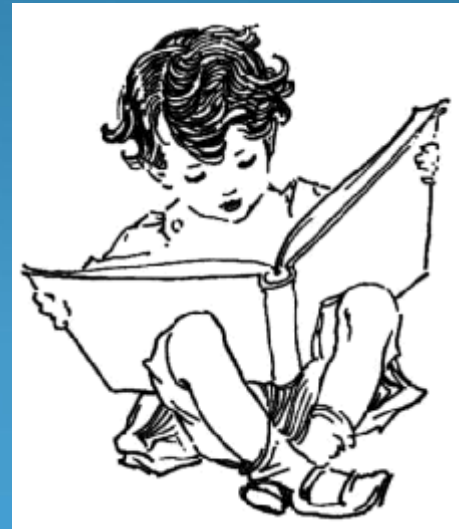


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Reading in Year 5 and 6

- By the beginning of year 5, pupils should be able to read aloud a wider range of poetry and books with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity.
- They should be able to prepare readings, with appropriate intonation to show their understanding, and should be able to summarise a familiar story. They should be reading widely and frequently, outside as well as in school, for pleasure and information.

Reading in Year 5 and 6

Children should be able to understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

Reading in Year 5 and 6

- Children are heard read regularly in Guided Reading.
- Focus is on the comprehension of what they have read.
- A variety of texts are shared with the children throughout the curriculum – children are encouraged to unpick the texts, focusing on vocabulary and authorial intent.
- Reading scheme – staged: widened. Matched to their current reading level.
- Books are changed regularly.
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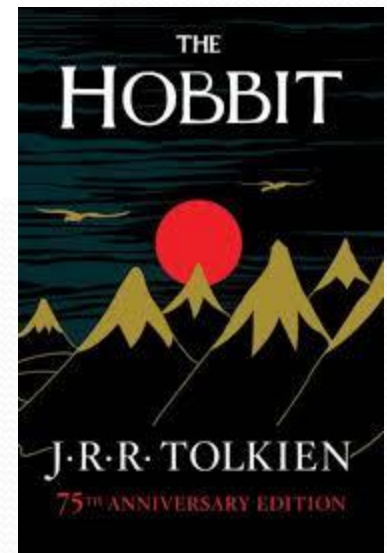
2017 national curriculum tests

Key stage 2

English reading

Reading answer booklet

First name						
Middle name						
Last name						
Date of birth	Day		Month		Year	
School name						
DfE number						



National Curriculum in Year 5 and 6

Content domain reference	
2a	give / explain the meaning of words in context
2b	retrieve and record information / identify key details from fiction and non-fiction
2c	summarise main ideas from more than one paragraph
2d	make inferences from the text / explain and justify inferences with evidence from the text
2e	predict what might happen from details stated and implied
2f	identify / explain how information / narrative content is related and contributes to meaning as a whole
2g	identify / explain how meaning is enhanced through choice of words and phrases
2h	make comparisons within the text

Vocabulary

1

A Siamese cat **crouched** on a tree branch, peering down at Gaby with brilliant blue eyes.

Which word is closest in meaning to *crouched*?

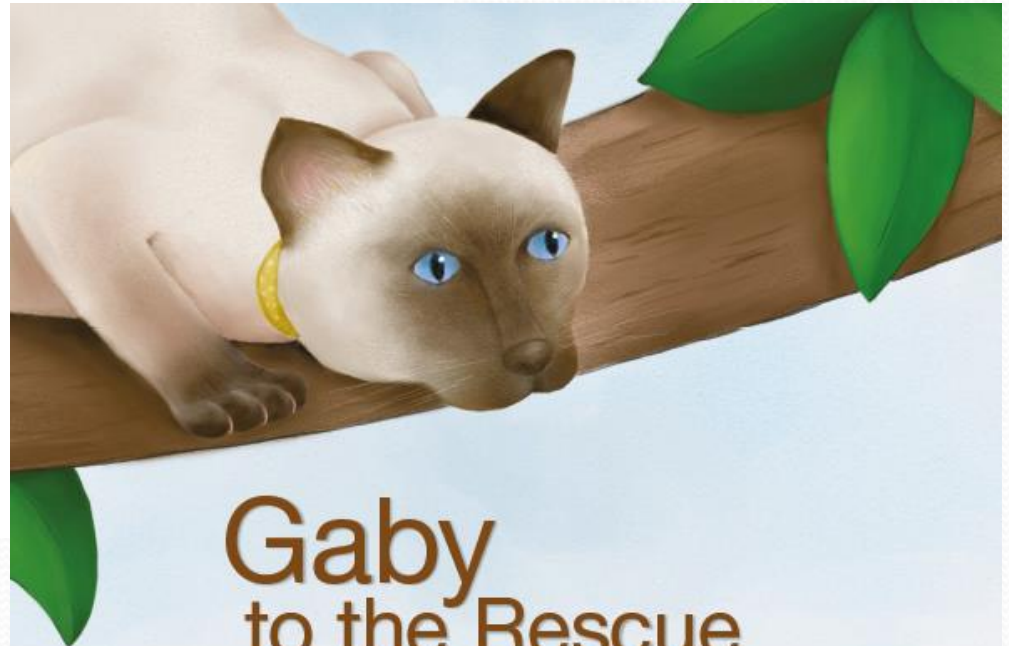
Tick one.

balanced ☐

squatted ☐

trembled ☐

pounced ☐



Gaby to the Rescue

A Siamese cat crouched on a tree branch, peering down at Gaby with brilliant blue eyes. It cried out. The cat was stuck in the tree in front of her house and, as luck would have it, she had on the nicest cardigan she owned. Gaby pulled the cardigan tighter around her. This was her last good school cardigan until who-knows-when her father would have enough money to buy her a new one. The poor cat cried again. Gaby looked back at her small yellow house. If her mother were here, that cat would already be out of the tree and purring – safe and sound, in her mother's arms.

Retrieval

4

When Gaby pulls herself up on the branch on page 4, the cat meows.

What does Gaby think that the cat is trying to say when it meows?

1 mark

Mind made up, Gaby pulled off her cardigan and tossed it onto her porch. 'You're out of luck, *gato!*' she yelled. 'My mom, master tree climber and cat rescuer, isn't back yet.' She rolled up the sleeves of her white shirt. 'But until she is, you've got me.' Gaby grasped the nearest branch and pulled herself up. 'Gaby to the rescue.'

The cat meowed.

'*I am* hurrying.'

Reorganisation

2

Look at the first paragraph, beginning: *A Siamese cat...*

Gaby pulled the cardigan tighter around her.

Why does Gaby do this?

Tick one.

She is thinking of wrapping the cat in her cardigan.

☐

She is worried about damaging the cardigan.

☐

She is feeling cold.

☐

She is worried the cardigan will be difficult to climb in.

☐

1 mark

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Language for Effect

15 *Nearly twenty-two hours later, the exhausted man staggered onto French soil at Calais and became an instant hero.*

Find and copy two different words from the sentence above that show how tired Matthew Webb was.

1. _____

2. _____

1 mark

Inference

An Encounter at Sea

It was hot. Really hot. There wasn't the slightest breeze to cool the skin or make even a baby-finger crease on the surface of the sea. The *Louisa May* floated like a toy sitting on a glass table.

29

...like a toy sitting on a glass table.

What does this description suggest about the boat?

1 mark

Prediction



Gaby to the Rescue



**Swimming the
English Channel**



An Encounter at Sea

Reading Booklet

2017 key stage 2 English reading booklet

Developing children's responses

As children move from Year 5 to Year 6, they need to focus on the structure of their responses.

The children need to further explain what the evidence in the text suggest / shows / implies.

Do you think that Martine will change her behaviour on future giraffe rides?

Tick one.

yes

☐

no

☐

maybe

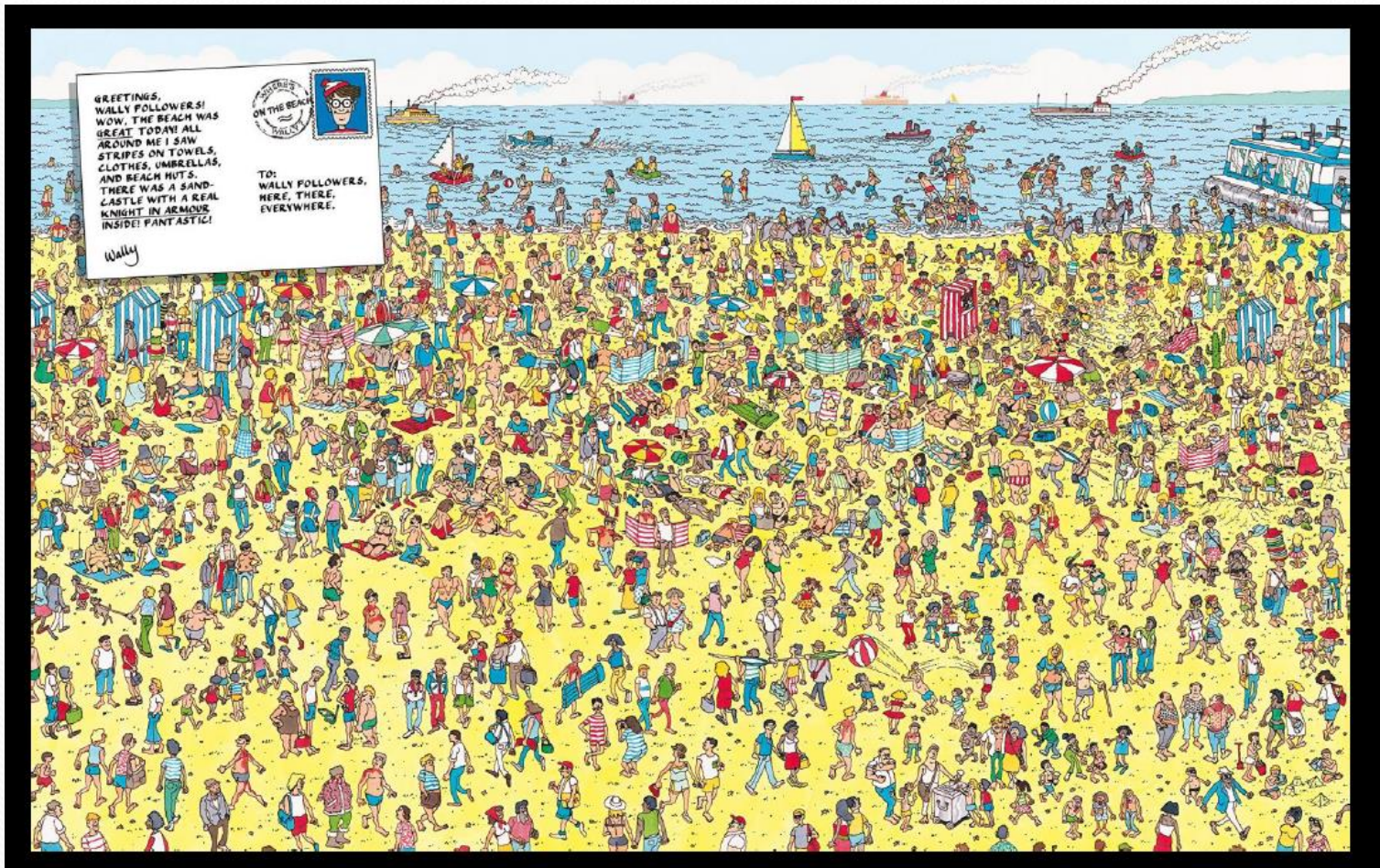
☐

Explain your choice fully, using evidence from the text.

Developing children's responses: PEE

- Point:
- I think that Rihanna is kind and thoughtful.
- Evidence:
- I know this because in her lyrics she says, “You can stand under my umbrella.”
- Explain:
- This tells me that she is the type of person who would invite you under her umbrella in a rainstorm.

Skimming and scanning



Figurative language

Questions 23–33 are about *The Way of the Dodo* (pages 10–11)

23

Look at the paragraph beginning: *For thousands of years...*

What does the word *spat* suggest about how the island of Mauritius was formed?

It was risen from the ocean floor.

0
1 mark

Have a go!

Virginia set off for France in March 1944. This time there was no thought of an American cover. She was to be an elderly French peasant, unrecognisable from the sophisticated journalist of her previous visit. Layers and layers of thick clothing filled out her figure, explaining the slow shuffling walk that helped to disguise her limp. Her brown hair was dyed grey and pulled back into a bun, over which a headscarf was tied. She even underwent dental treatment to remove her fillings and replace them with typically French ones. No stone was left unturned. The German army was on the lookout for a tall, good-looking, intelligent, limping American journalist. They would hardly confuse her with the stooping, dirty, overweight peasant woman that would shortly arrive in their midst.

Explain what is suggested by the sentence, “No stone was left unturned.”

How did you do?

Award 1 mark for reference to measures taken to transform Virginia and why

They did everything they could think of to disguise her

It means they left nothing out to disguise her

She missed nothing out to make sure she wasn't recognised

She had to change everything about her appearance because the German army would be looking for her

Do not accept answers that describe Virginia's disguise

e.g. She wore layers of thick clothing

Her brown hair was dyed grey

She even had dental treatment to change her looks

What next?

- Set aside time for reading – encourage children to read both from and outside the reading scheme
 - Half time reading; half time discussing
 - Use bookmarks to support questioning
 - Use the reading diaries to communicate with us
-
- Examples of SAT papers and reading diaries are at the front for you to look at.





Thank
you!!