

Reading



2018-2019

Reading Reading Reading !



SKY SPORTS

BARCLAYS PREMIER LEAGUE

TEAM	PTS	GD	PTS	GD	
1 - LIVERPOOL	18	23	2 - CHELSEA	18	18
3 - MAN CITY	11	18	4 - ARSENAL	11	12
5 - MIDD	8	11	6 - NEW ITS	8	10
7 - PORTSMOUTH	8	4	8 - NEW CITY	8	11
9 - LONDON	8	11	10 - WEST HAM	8	11

WEDNESDAY 11 OCT 2011 19:04 PM



CHOICE OF BIRPS

CHOICE OF CHICKENS

NEW RESTAURANT

SOUPS



Vocabulary, Vocabulary, Vocabulary!



“Vocabulary at the age of five is a powerful indicator of how many GCSEs children will get at 16. Children who had good vocabularies at age six have been found at age 14 to be on average five years ahead in their reading comprehension, compared to those who had poor early vocabularies”

The purpose of Primary English

The intention of the English Curriculum is to ensure pupils:

- ▶ Develop reading and writing skills towards age-related expectations
- ▶ Develop a love of reading
- ▶ Develop a wide range of vocabulary
- ▶ Develop accuracy and application in phonics, spelling, punctuation and grammar
- ▶ Explore a range of books
- ▶ To talk about a fiction and non-fiction book.

Year 3

Word Reading	Comprehension
Read books at an age appropriate level.	Read and discuss a range of fiction, poetry, plays and non-fiction.
Use the knowledge of root words to understand the meaning of new words.	Sequence and discuss main events.
Use prefixes e.g. un-, dis-, mis-, re-, pre-	Orally retell a range of stories.
Use suffixes to understand meaning e.g. -ly, -ous	Identify and collect favourite words.
Read and understand words from the Year 3 list.	Use intonation, tone and volume.
	Use a dictionary.
	Justify responses to a text.
	Analyse and evaluate texts.

Year 3

accident(ally)	century	February	length	popular	strange
actual (ly)	circle	forward(s)	minute	potatoes	thought
address	decide	fruit	naughty	promise	through
answer	describe	heard	library	purpose	weight
arrive	early	heart	notice	quarter	woman
believe	Earth	height	occasion(ally)	question	women
bicycle	eight / eighth	history	often	reign	
centre	enough	Learn	perhaps	sentence	

Year 4

Word Reading	Comprehension
As the previous year groups and:	Read texts that are structured in different ways.
Read books at an age appropriate level.	Learn by heart a range of poetry to perform.
Use knowledge of root words to understand the meaning of new words.	Use punctuation when reading with expression.
Use prefixes to understand meaning e.g. in-, ir-, sub-, inter-, anti-, super-, auto-	Make predictions.
Use suffixes to understand meaning e.g. -ation, -tion, -ssion, -cian, -sion	Identify main ideas across paragraphs and summarise them.
Read and understand words from the Year 4 list.	Scan for dates, numbers, names.
	Explain the meaning of key vocabulary.
	Demonstrate active reading strategies.

Year 4

appear	consider	favourite	knowledge	possess	straight
breadth	continue	grammar	material	possession	strength
breathe	different	group	medicine	possible	suppose
build	difficult	guard	mention	pressure	surprise
busy	disappear	guide	natural	probably	therefore
business	exercise	imagine	opposite	recent	though
calendar	experience	important	ordinary	regular	although
caught	experiment	increase	particular	remember	
certain	extreme	interest	peculiar	separate	
complete	famous	island	position	special	

Reading Books

Gold

White

Lime

Brown

Grey

Gold
White
Lime
Brown
Grey

Comprehension – understanding the text

- ▶ Knowledge of words
- ▶ Key parts of the story
- ▶ Sequence of the events / Summarise main ideas
- ▶ Inferences
- ▶ Predictions
- ▶ Explain how narrative content is structured
- ▶ How meaning is enhanced through choice of words

Knowledge of words	Key parts of the story	Sequence of events	Inferences	Predicting
<p>Which word in the text describes ...?</p> <p>Find a word which tells you that ...</p> <p>What does the word ... mean in this sentence?</p> <p>Find a word you like – say why</p>	<p>What is the character doing?</p> <p>What is the setting? How do you know?</p> <p>Tell me two things about the character</p> <p>What happens in the story?</p> <p>What did the characters find/see?</p> <p>Where did the character go?</p> <p>How did the character behave?</p> <p>Why did the character ...?</p>	<p>Can you tell the story in sequence?</p> <p>What happens after ...?</p> <p>What happens before ...?</p> <p>What did ... do first/next/last?</p>	<p>Why do you think the character ...?</p> <p>Why might the character have felt...? (worried/upset/happy/sad/lonely)</p> <p>Why do you think the character said...?</p> <p>How do you know that...?</p> <p>How can you tell...?</p> <p>What is meant by...?</p>	<p>What do you think will happen next? Why?</p> <p>Can you predict who might be in the story?</p> <p>Can you predict where the story might take place?</p> <p>Can you predict when the story might take place?</p> <p>Was your prediction correct? (after reading)</p>

Instant recall - when information is stated

Inference — when information is implied and not stated

The twenty five year old man hurried down the street in the freezing rain with his hands jammed tightly in his pockets. His foot slipped on the icy pavement. One of his jacket pockets bulged more than the other. He was feeling worried; he was rushing home to his daughter's birthday party.