

Reading



2018-2019

Reading Owls

- ▶ School initiative aimed towards children across the school reading for pleasure at home more than they have previously done
- ▶ Children awarded pin badged according to how much they have read
- ▶ In Years 5 and 6 the expectation is that the children are reading a novel a week
- ▶ There is a chart stuck in each child's planner that keeps track of how much they are reading
- ▶ Children must be able to discuss the text in depth and answer questions related to what they have read

Reading Reading Reading !



SKY SPORTS

BARCLAYS PREMIER LEAGUE

| TEAM | P | W | D | L | F | A | P |
|-------------------|----|---|---|---|----|----|----|
| Chelsea | 10 | 6 | 1 | 3 | 17 | 10 | 23 |
| Manchester City | 10 | 3 | 6 | 1 | 11 | 10 | 28 |
| Tottenham Hotspur | 10 | 2 | 6 | 2 | 11 | 10 | 28 |
| Wigan Athletic | 10 | 0 | 4 | 6 | 11 | 10 | 28 |
| West Ham United | 10 | 0 | 2 | 8 | 11 | 10 | 28 |
| Portsmouth | 10 | 1 | 3 | 6 | 11 | 10 | 28 |
| Liverpool | 10 | 5 | 1 | 4 | 11 | 10 | 28 |
| Leeds City | 10 | 3 | 4 | 3 | 11 | 10 | 28 |
| Bolton Wanderers | 10 | 3 | 4 | 3 | 11 | 10 | 28 |
| Aston Villa | 10 | 3 | 4 | 3 | 11 | 10 | 28 |
| Arsenal | 10 | 3 | 4 | 3 | 11 | 10 | 28 |
| Colchester | 10 | 3 | 4 | 3 | 11 | 10 | 28 |



CHOICE OF BIRPS

CHOICE OF CHICKENS

NEW MENU

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 5

| Word Reading | Comprehension |
|--|--|
| As above and: - | Explore themes within texts e.g. heroism, loss |
| Read books at an age appropriate level. | Express preferences, make comparisons. |
| Use knowledge of root words to understand meanings of words. | Learn a wider range of poetry by heart. |
| Apply knowledge of prefixes to new words e.g. dis-, re-, pre-, mis-, over- | Demonstrate active reading strategies. |
| Use suffixes to understand meanings e.g. -ant, -ance, -ancy, -ent, -ence, -ency, -ible, -able, -ibly | Infer characters' thoughts and feelings. |
| Read and understand words from the Year 5 list. | Scan for key words and text mark. |
| | Justify opinions by referring to the text. |
| | Distinguish between fact or opinion. |

Year 5

| | | | | | |
|-----------|------------|-------------|-------------|------------|-------------|
| apparent | cemetery | determined | explanation | interfere | occupy |
| rhythm | amateur | communicate | develop | familiar | language |
| occur | secretary | ancient | community | dictionary | foreign |
| leisure | persuade | shoulder | available | conscience | environment |
| forty | lightening | physical | soldier | average | convenience |
| equipment | government | muscle | programme | stomach | bargain |
| curiosity | excellent | hindrance | neighbour | queue | temperature |
| bruise | desperate | existence | individual | nuisance | recognise |
| twelfth | rhyme | vegetable | | | |

Year 6

| Word Reading | Comprehension |
|--|--|
| As above and: - | Skim and scan. |
| Use knowledge of root words, prefixes and suffixes to investigate how the meaning of words change e.g. un+happy+ness | Retrieve, record, make notes and present information for non-fiction texts across all subject areas. |
| Use suffixes to understand meaning e.g. -cious, -tious, -tial, -cial | Locate clues through close reading, re-reading and reading ahead. |
| Use etymology to help with the pronunciation of new words e.g. chef, chalet, machine, brochure (French in origin) | Independently read longer texts with sustained stamina and interest. |
| Work out new words by focusing on all letters i.e. not confusing invitation with imitation | Elaborate through Point + Evidence + Explanation |
| | Participate in debates on issues related to reading. |
| | Compare texts written in different periods. |

Year 6

| | | | | | |
|-------------|-------------|------------|-------------|---------------|------------|
| accommodate | category | disastrous | immediately | privilege | sincerely |
| accompany | committee | embarrass | interrupt | profession | sufficient |
| according | competition | especially | marvellous | pronunciation | suggest |
| achieve | conscious | exaggerate | mischievous | recommend | symbol |
| aggressive | controversy | frequently | necessary | relevant | system |
| appreciate | correspond | guarantee | opportunity | restaurant | thorough |
| attached | criticise | harass | parliament | sacrifice | variety |
| awkward | definite | identity | prejudice | signature | vehicle |
| yacht | | | | | |

Reading Books

| |
|-------|
| Gold |
| White |
| Lime |
| Brown |
| Grey |
| Blue |
| Red |
| |

End of KS2 Reading SATs

- ▶ What did this look like last year?
- ▶ The expectations are high – many questions focused upon vocabulary and inference
- ▶ To succeed the children must have reading stamina and they must utilise their time effectively
- ▶ Children do not receive any support when reading the questions

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.