

# Reading Workshop

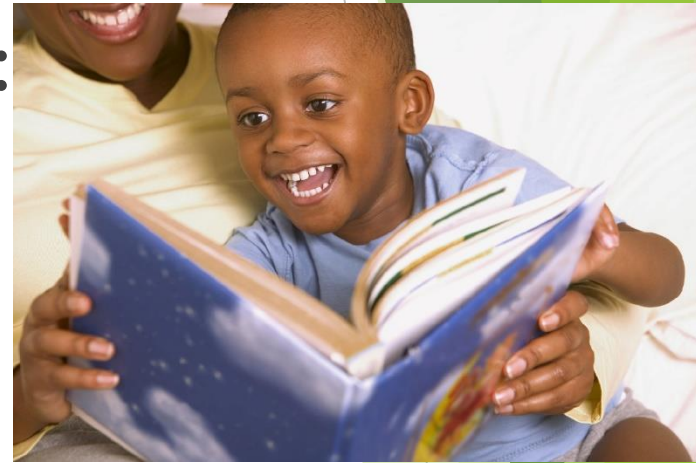
## Wednesday 6<sup>th</sup> March 2019

- How we teach reading in EYFS, KS1 & KS2
- The National Curriculum
- How we assess
- How you can help

# Reading is the key to everything in a child's primary education.

▶ Two main elements of reading:

- De-coding - learning to read words
- Comprehension - understanding



# What happens in EYFS

- Children experience words, books and reading all around them - develop positive life-long reading habits and attitudes
- They learn to hold books, turn pages etc.
- They learn the terminology of books e.g. cover, title
- Focus on daily phonics lessons
- They have stories read to them and learn about sequencing events, finding information, explaining what's happening all linked to being in a 'language rich' environment

# What happens in KS1 (Y1 & 2)?

Learning is based around the DfE Reading domains (objectives)

Content domain reference	
<b>1a</b>	draw on knowledge of vocabulary to understand texts
<b>1b</b>	identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
<b>1c</b>	identify and explain the sequence of events in texts
<b>1d</b>	make inferences from the text
<b>1e</b>	predict what might happen on the basis of what has been read so far

# KS1 Reading domain - steps

## 1a Focus - vocabulary

Draw on knowledge of vocabulary to understand texts



I can

- Use my phonics and other reading strategies to read the word
- Explain what the word means
- Read the sentence around the word if I'm not sure
- Explain how words make me feel
- Say what a word or phrase makes me think about a character or setting or plot

## 1c Focus: **sequence**

Identify and explain the sequence of events in texts



I can:

- Say what the beginning, middle and end of a text are about
- I can write these ideas into one or two sentences
- I can sort events or ideas into chronological order
- In a story, I can say what the hero does to save the day

## 1b Focus: retrieving

Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information



I can

- Find the main facts in a text
- Say who are the characters
- Find the title, sub-title and other information
- Scan (look quickly through) a text to find a piece of information that I am being asked about
- Explain what I like and why
- Find evidence to explain my point of view
- Say why a text has paragraphs or sections, headings etc.

## 1d Focus: inferring

Make inferences from the text



I can

- Say what makes me think that...
- Say which words give me that impression
- Explain why something happens
- Talk about what the author meant
- Talk about why the author chose certain words

## 1c Focus: **sequence**

Identify and explain the sequence of events in texts



I can:

- Say what the beginning, middle and end of a text are about
- I can write these ideas into one or two sentences
- I can sort events or ideas into chronological order
- In a story, I can say what the hero does to save the day

## 1e Focus: predicting

Predict what might happen on the basis of what has been read so far



I can

- Look at the cover/title/first line/chapter headings to help me say what I think will come next
- I can look for clues in the text about what happens next
- I can make links to other texts that are similar
- I can talk about the setting or character and what might happen to them

# What happens in KS2?

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

# KS2 Reading domain poster

## 2a-Meaning of Words

### I can:

1. Read the sentences around the word
2. Look for clues in the sentence – what's the context?
3. Explore what does this word/phrase tell me about the character?
4. Break down the words e.g. '**wrestling** with a monster' = fighting, twisting, struggling & determined
4. Say how the writer made me feel with the words?

## 2b - Retrieve

### I can:

1. Say the question in my head & be clear what it's asking: who, when, how, why etc.
2. Scan by looking quickly through to locate words linked to the question
3. Underline key words and phrases
4. Check! Some info can be close but not what I'm looking for

## 2c - Summarise

### I can:

1. Skim read by reading first & last paragraph
2. Read sub-headings, first & last line of every other paragraph
3. Read info in boxes or pop-outs
4. Write key words
5. Put the key words into two or three sentences

## 2d - Infer

### I can:

1. Read the whole text to gain a clear idea about it.
2. Find & underline the lines that refer to the question.
3. Explore what the words are showing e.g. tumble = fell and spun like a tumbler (gymnast). Fearless = not scared.
4. Explain, in full sentences, what this tells me. Use synonyms not the actual words from the text.
5. Add evidence or quotes from the text.
6. Make sure my answer fits in with the ideas in the text.

## 2e – Predict

### I can:

1. Make sure *what* the question is asking you to predict e.g. what, who, how?
2. Read last paragraph & link your idea to this
3. Remember – you can usually have a choice of two predictions but it must be backed up with evidence
4. Follow the structure: I think \_\_\_\_\_ because + quotes (it may tell you how many pieces of evidence)
5. Add quotes that support your prediction

## 2f-Meaning as a Whole

### I can:

1. Ask what is the main idea (theme) running through the text?
2. See if there a moral or message?
3. Ask why the author chose the style e.g. story, poem, first person, diary?
4. Explain my reasoning
5. Add quotes to back up my view

## 2g – Word Choice

### I can:

1. Go to the paragraph mentioned, then the sentence that contains the word
2. What is the whole sentence about?
3. Ask: how does that word(s) make me feel?
4. Say what picture do they put in my mind?
5. Not use the actual word in my answer – But use synonyms instead

## 2h - Compare

### I can:

1. Find the two things I am asked to compare
2. Use my skills from '2d Infer' to think about how & why they are described that way
3. Explain how one thing is described with quotes
4. Add a contrasting conjunction e.g. whereas, in contrast to, on the other hand
5. Explain how the second thing is described with quotes

# How do we teach Reading as the children progress through school?

- ▶ Daily phonics lessons in EYFS, Y1 and for some children in Y2-6
- ▶ Guided Reading lessons - 3 or 4 per week
- ▶ Reading in English lessons using a high quality text - rich variety of books
- ▶ Reading across the curriculum
- ▶ Book choices - banded books, book corner, library visit once per week
- ▶ Other Reading interventions
- ▶ **Reading for pleasure** - World Book Day, author talks, buddy reading, pyjama reading days, Readathon



# How we assess

West Acton Primary School Reading Assessment 2018-19		Class: Name:																				
		<b>Year 3 &amp; 4 National Curriculum Criteria for Reading</b>																				
Word Reading		1. Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in <u>English Appendix 1</u> , both to read aloud and to understand the meaning of new words they meet																				
		2. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word																				
Comprehension	develop positive attitudes to reading and understanding of what they read	3. Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks																				
		4. Read books that are structured in different ways and reading for a range of purposes																				
		5. Use dictionaries to check the meaning of words that they have read																				
	understand what they read, in books they can read independently	6. Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally																				
		7. Identifying themes and conventions in a wide range of books																				
		8. Check that the text makes sense to them, discussing their understanding and <b>explaining the meaning of words in context</b>																				
		9. Ask questions to improve their understanding of a text																				
		10. <b>Draw inferences</b> such as inferring characters' feelings, thoughts and motives from their actions, and <b>justifying inferences with evidence</b>																				
		11. <b>Predict</b> what might happen from details stated and implied																				
		12. <b>Identify main ideas drawn from more than one paragraph and summarise these</b>																				
13. <b>Identify how language, structure, and presentation contribute to meaning</b>																						
14. Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context																						
15. <b>Retrieve and record information</b> from non-fiction																						
16. Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say																						

Reading Record signed regularly:

**Autumn**  
PIRA score:

**Spring**  
PIRA score:

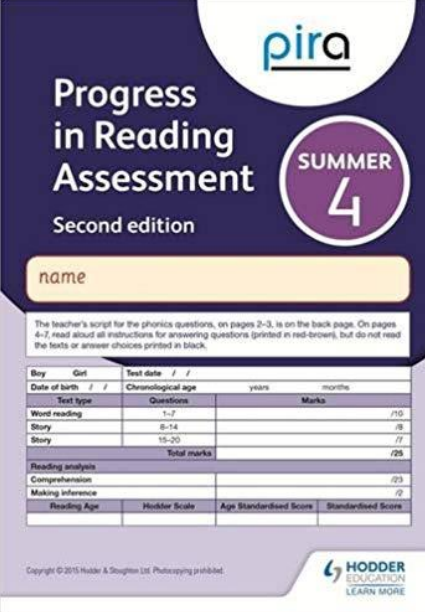
**Summer**  
PIRA score:

Enjoys reading and is able to read independently

# How we assess

## Teacher judgements based on:

- ▶ PIRA in Y1-6
- ▶ Practice SATs and actual SATs papers in Y2 & Y6
- ▶ Hearing children read, their decoding of words, their understanding of words, of plot, character, genre of book etc.
- ▶ Through their discussions in Guided Reading, their work in books



The form is titled "PIRA Progress in Reading Assessment" and is for "SUMMER 4" (Second edition). It includes a name field and a section for the teacher's script for phonics questions. Below this is a table for recording marks for different text types and a reading analysis section.

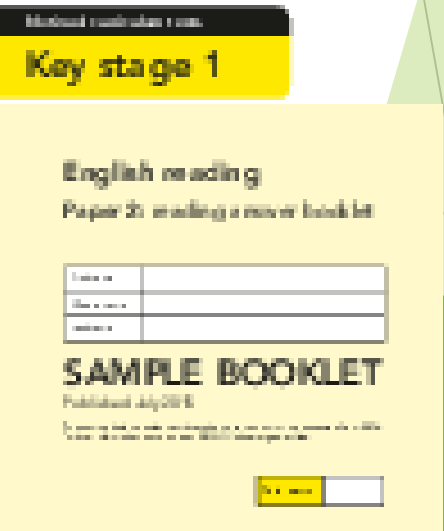
Boy	Girl	Test date	Test date
Date of birth	Chronological age	years	months
Text type	Questions		Marks
Word reading	1-7		/10
Story	8-14		/8
Story	15-20		/7
Total marks			/25

Reading analysis

Comprehension	Making inferences
	/25
	/2

Reading Age:      Hodder Scale:      Age Standard Score:      Standardised Score:

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The booklet is titled "Key stage 1 English reading Paper 2: reading a novel booklet". It includes a table for recording marks for different text types and a reading analysis section.

Text type	Questions
Word reading	
Story	

**SAMPLE BOOKLET**  
Published July 2015

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# Some examples of Reading questions

**Reading Year 2**

**Test B, Paper 2**

**Questions** 1–14 are about *Wild Weather* on pages 3–5 in the Reading Booklet.

Marks

1. Why are we lucky in this country? (page 3)

Tick **one**.

Our weather is wild.  Our weather is quite good.

It snows in January.  We get some bad weather.

1

2. Why wouldn't there be icebergs near the North Pole if it was warm? (page 3)

Tick **one**.

They would sink.  They would melt.

They would float to the South Pole.  They would freeze together.

1

3. Why are the Alps covered in snow for most of the winter? (page 3)

\_\_\_\_\_

\_\_\_\_\_

1

4. Where is the sunniest place in the world? (page 3)

\_\_\_\_\_

1

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Scholastic Practice Papers

# Some examples of Reading questions

3 Why did the boat hit the rocks?

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1 mark

4 The boat hit the rocks with *a great crunch*.

This means that it made...

Tick **one**.

a huge squeak.

a big splash.

a long creak.

a loud crash.



1 mark

# How you can help.

- ▶ Daily reading - both read to and listen to
- ▶ Reading record
- ▶ Ask questions
- ▶ Join Acton or Ealing library
- ▶ Come to the school library in the morning
- ▶ Be a reader yourself



# How you can help with de-coding

- ▶ Sound words out (check out the letter sounds- phonemes)
- ▶ Look at the pictures for clues
- ▶ Meaning of the text
- ▶ Word knowledge
- ▶ Length of word
- ▶ Make sure children re-read sentences that haven't made sense.
- ▶ Make sure children pause at punctuation.

# How you can help with understanding (comprehension/inference questions:

- Why did the character do this?
- Can you point to the...?
- How is the character feeling now? Which words make you think this?
- What questions would you ask this character?
- Who would you like to meet in this story?
- What do you think might have happened before?
- What might happen next?
- Is it like any other book you've read?

# Thank you!

We really appreciate your support with reading.

It will make a huge difference!

## Reading

