

Key Stage 2 Reading Workshop

Thursday 23rd November



Aims

- The importance of reading
- How reading is different in Key Stage 2.
- Reading Expectations in Key Stage 2.
- Y6 SATs - What they look like now.
- How you can help your children at home.

Why is reading important?

- Allows children to explore the wider world.
- One of the most powerful ways to support the wider curriculum and improve academic ability.
- Y6 SAT - standard has been raised significantly.

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

How we teach reading in school

Guided reading
Small groups -
texts are
challenging

**Whole Class
Reading**
Small groups -
texts are
challenging

ERIC time

**Individual
Readers**
Teachers hear
children read 1:1

Reading at home

Reading in Key Stage One

- **Phonics and Word Reading**

- The ability to recognise words presented in and out of context.
- The ability to segment and blend letter sounds (phonemes) together to read words.

- **Understanding (comprehension)**

- 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.

What does the curriculum look like in Key Stage Two?

The teaching of comprehension becomes the focus rather than the teaching of decoding.

Reading skills can be broken down into these key areas...

PHONICS AND WORD READING

READING FOR PLEASURE

PREDICTION AND VISUALISATION

WORD MEANING AND VOCABULARY

LITERAL UNDERSTANDING. SUMMARISING. FACT RETRIEVAL

INFERENCE

TEXT STRUCTURE

LEARN BY HEART AND PERFORMING

GROUP DISCUSSION ABOUT READING

THEMES/ CONTEXT/ AUTHOR VIEWPOINT, WORD CHOICE AND STYLE.

Reading Objectives

You will notice that the objectives seem to be the same, however, this is because the level of difficulty of the text increases as the children move through the year groups.

Key Stage Two SATs

By the beginning of year 5, pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level 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. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly.

Main changes made to the SATs (2016)

- Length of the text
- Style/wording of the questions
- 127 words/minute

How much can you read in 1 minute?

Midnight. I look out of my grimy window onto darkness; the fog's lifted and I know that this is my time. I slip on a pair of battered old trainers passed down through generations, they're full of holes and too small but I'm not bothered. Opening our giant front door, I breathe in the glorious fresh air. I run and the adrenalin hits me. Sweat trickles down my face; I know I should turn back but naaah this is my guilty secret. I sprint directionless through damp meadows, grass up to my waist as no human has set foot here in decades; if anyone knew I'd be chucked into prison. Exhilarated and adrenalin filled, I race home. No one has seen me as no one ever leaves their computerized houses anymore. Everyone is overweight and worrying themselves at the thought of stepping outside the world of the internet. The Government uses weight to control society, like puppeteers pulling the strings of their obese, obedient dolls. Everyone except me; no one's ever seen me sprinting through the fields cause no one ever looks past their screens, but tonight I feel like someone's watching me...

In the middle of his lifeless bedroom, Jonathon sat with his laptop on his knees. He had not slept much the past 24 hours and as a result his face was pale and dark circles sat beneath his eyes. Once again, he was up late, hacking successfully into the Government's satellite; a triumphant smile stretching across his face. Scrolling first over England, he quickly zoomed in on his local area, feeling like he had a VIP pass into everyone's lives; however their soulless faces locked onto computer screens made him feel miserable. Jonathon needed some excitement. Deciding to shift to the countryside which he had never visited in person, he remembered with trepidation the frightening stories which he had read online about this mysterious place. A relaxing sound could be heard: the wind in the trees. The need for sleep was overcoming him when suddenly he saw movement and jolted. A figure, moving swiftly. Tall and thin like a character from one of those vintage DS games. A ghost? No, a living, breathing, running girl!

Word level questions

Find one word which tells us that the house is dirty.

What does the phrase 'I sprint directionless' mean?

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Sentence level questions

Sweat trickles down my face

Explain what this description suggests about the character.

Paragraph level questions

Write down three things that tell us the character was happy to be out of the house.

Midnight. I look out of my grimy window onto darkness; the fog's lifted and **I know that this is my time**. I slip on a pair of battered old trainers passed down through generations, they're full of holes and too small but I'm not bothered. Opening our giant front door, I breathe in the glorious fresh air. I run and the adrenalin hits me. Sweat trickles down my face; I know I should turn back but naaah **this is my guilty secret**. I sprint directionless through damp meadows, grass up to my waist as no human has set foot here in decades; if anyone knew I'd be chucked into prison. **Exhilarated and adrenalin filled**, I race home. No one has seen me as no one ever leaves their computerized houses anymore. Everyone is overweight and worrying themselves at the thought of stepping outside the world of the internet. The Government uses weight to control society, like puppeteers pulling the strings of their obese, obedient dolls. Everyone except me; no one's ever seen me sprinting through the fields cause no one ever looks past their screens, but tonight I feel like someone's watching me...

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Text level questions

How are the characters in the two paragraphs the same?

How are they different?

Reading at Home - Enjoy!

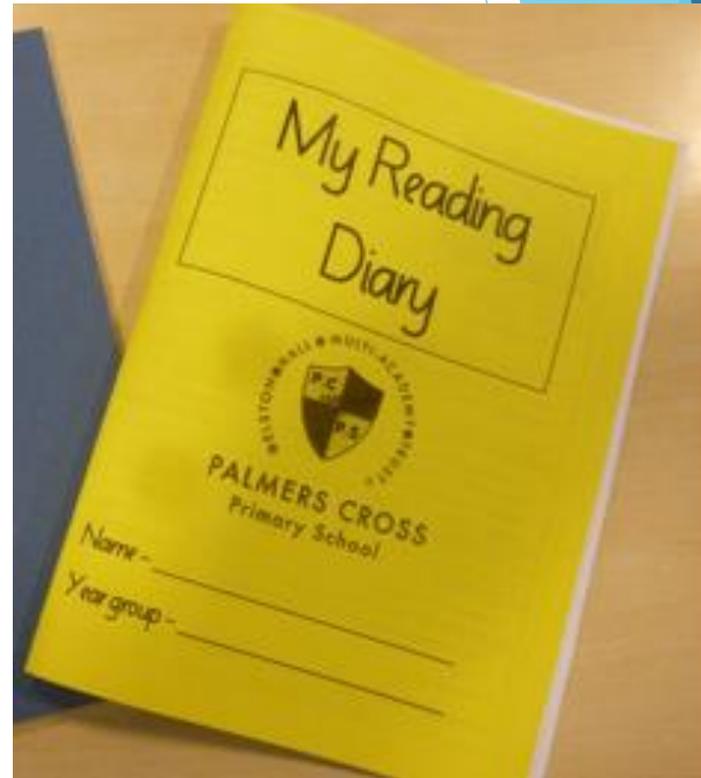
- Understand it is not a test and it is not a race.
- Create a quiet and comfortable reading environment.
- Make reading visible; have books available in your home for different purposes.
(Cook books, newspapers, internet pages, novels and instruction manuals, calendars and diaries)
- Boys need to see that reading is something men do.
- Share books every day. Plan reading into your daily routine.
- Talk about books don't just read them.
- Sit and listen - don't do chores around the reader!

Reading at Home - Enjoy!

- Maintain the flow - try not to stop your child every time a mistake is made.
- If they submit a word but the sentence makes sense, that is ok. Use it as a talking point.
- Encourage your children to complete their reading journals.
- Dictionaries to find out the meaning of difficult words.

Reading Profiles

When you read with your child, it is a good idea to ask them some questions about the text they are reading. Here are some example questions to show the types of questions they will be asked in lessons and in reading tests.



Year 3 Questions

Give/explain the meaning of words in context

Which word in the text describes what xxx is like?

What does the word xxx mean in this sentence?

Find and copy one/two words which describe/means xxx?

In the sentence the word xxx is closest in meaning to xxxxxxxxxxxx given?

What does ... word/phrases xxxx mean?

Retrieve and record information/identify key details from fiction and non-fiction

Retrieval questions:

What, who, where, when, why, how much/many

Using information from the text, decide if the following statements are true or false.

Summarise main ideas from more than one paragraph

Number the sentences below from 1 to 4 to show the order they happen in the story.

What happened before or after xxx?

What happens first in the story?

Make inferences from the text/explain and justify inferences with evidence from the text

Find a word that shows that xxx

How do you think someone is feeling/felt at a point in the story? Why did he feel that way?

Why did xxx happen?

Why did xxx do xxx?

Why did xxx think xxx?

Why did xxx describe xxx as xxx?

How do you know that xxx was xxx?

How did xxx feel when xxx happened?

Using information from the text, tick one box in each row to show whether each statement is a fact or an opinion.

Predict what might happen from details stated and implied

How do you think this story will develop?

What do you think will happen next? Why do you think that/what are the clues?

Identify/explain how information is related and contribute to meaning as a whole

How does the title encourage you to read on?

In what way do the illustrations support the text?

Identify/explain how meaning is enhanced through choice of words and phrases

What does the word xxx tell you about xxx?

What effect has the author created by writing a particular line this way?

The writer uses word like xxx. How does this make you feel?

Make comparisons within the text

Which text is better and why?

Describe different character's reactions to the same event.

Why has information been organised differently in different parts of the text?

What is similar/different about two characters?

Year 4 Questions

Give/explain the meaning of words in context

Which word in the text describes what xxx is like?

Find and copy one/two words which describe/means xxx?

In the sentence the word xxx is closest in meaning to xxxxxxxxxxxx given?

Give the meaning of the word xxx in the sentence.

What does ... word/phrases xxxx mean?

Retrieve and record information/identify key details from fiction and non-fiction

Retrieval questions:

What, who, where, when, why, how much/many

Using information from the text, decide if the following statements are true or false.

Summarise main ideas from more than one paragraph

What happened before or after xxx?

Number the sentences below from 1 to 4 to show the order they happen in the story

Which of the following would be the most suitable summary of the whole text/paragraph?

Make inferences from the text/explain and justify inferences with evidence from the text

How do you know that xxx was excited?

How did xxx feel when xxx happened?

What impressions do you get of a setting/person from a paragraph?

What does a particular paragraph suggest/infer about a person/setting?

Why did xxx happen?

Why did xxx do xxx?

What evidence in the text is there that a character felt/is xxxxxxxxxxxx....?

Predict what might happen from details stated and implied

How do you think this story will develop?

Do you think that someone will do/act differently in the future?

Identify/explain how information is related and contribute to meaning as a whole

How does the title encourage you to read on?

In what way do the illustrations support the text?

Identify/explain how meaning is enhanced through choice of words and phrases

What does the word xxx tell you about xxx?

What effect has the author created by writing a particular line this way?

The writer uses words like xxx. How does this make you feel?

Make comparisons within the text

Which text is better and why?

Describe different character's reactions to the same event.

In what way are two characters/settings the same/different?

Years 3 and 4 Key Vocabulary

address
answer
appear
arrive
believe
bicycle
build
caught
circle
complete
consider
decide
disappear
eight
eighth
favourite
February
heard
history

material
mention
minute
natural
notice
often
perhaps
popular
position
potatoes
probably
question
regular
remember
sentence
special
suppose
though
although

accidental
accidentally
actual
actually
breathe
busy
business
calendar
centre
century
certain
continue
describe
different
difficult
early
earth
enough
exercise
experience

forwards
fruit
grammar
group
guard
guide
heart
height
imagine
increase
island
knowledge
length
medicine
naughty
occasion
occasionally
ordinary
particular
peculiar

promise
purpose
quarter
recent
reign
separate
straight
strange
strength
surprise
therefore



Years 5 and 6 Key Vocabulary

achieve
ancient
apparent
attached
bargain
bruise
committee
correspond
criticise
curiosity
definite
desperate
determined
develop
equip
equipped
excellent
familiar
forty
harass
identity

neighbour
occupy
occur
persuade
physical
privilege
profession
programme
queue
recognise
recommend
relevant
rhyme
rhythm
sacrifice
shoulder
sincere
sincerely
soldier
stomach
suggest
symbol
system
twelfth
variety

accommodate
accompany
according
aggressive
amateur
appreciate
available
average
awkward
category
cemetery
communicate
community
competition
conscience
conscious
controversy
convenience
dictionary
disastrous
embarrass
environment
equipment
especially

exaggerate
existence
explanation
foreign
frequently
government
guarantee
hindrance
immediate
immediately
individual
interfere
leisure
marvellous
mischievous
necessary
nuisance
opportunity
parliament
prejudice
restaurant
secretary
signature

Date	Book title and page number	Parent/Teacher/Pupil comments
19.9.17	p50-52	[redacted] was able to re-tell the story with detail - RS
20.9.17	White Song Pg 52 - End	
23.9.17	David Copperfield p8	[redacted] was able to make an excellent prediction based on evidence from the text. <i>AL</i>
26.9.17	p8 - p10	Lovely fluent reading [redacted] Well done <i>EN</i>
3.10.17	p11	[redacted] was able to explain how the main character felt - RS

Words to learn

_____	_____	_____
_____	_____	_____
_____	_____	_____

Date	Book title and page number	Parent/Teacher/Pupil comments
9/10/17	David Copperfield. p11 - p28	FABULOUS READING [redacted] REALLY ENJOYED LISTENING TO THE STORY REALLY WELL DONE <i>AL</i>
10.10.17	p28-30	An excellent prediction [redacted] You used the text to justify your idea - RS
12.10.17	<i>p34</i>	[redacted] showed an excellent understanding of the text. Well done. <i>AL</i>
15/10/17	p34 - p45	[redacted] READ THE CHAPTER REALLY WELL - HE'S ENJOYING THE BOOK LOVING ISLANDS TO THE POINT WHERE PROX TO
17.10.17	p46 - 48	An excellent recap [redacted] You used the text to show your understanding - RS
18.10.17	Pg 48 - 56	
19/10/17	p46 - 69 chapter 8.	Great reading [redacted] Really enjoyed listening to you Great expression and understanding well done

mom [redacted]
[redacted]

Reading Journals

READING JOURNAL ACTIVITIES Y4

Reading Journal Activities for Year 4 ARE. Choose one of these activities and complete it in your journal. Use as much text evidence as you can. You are expected to complete at least one journal each week, even if you have not finished a complete book. Reading Certificates will be awarded upon completion of certain number of journals. Who will complete the most in your class, year group, key stage, school? Will you win a prize?

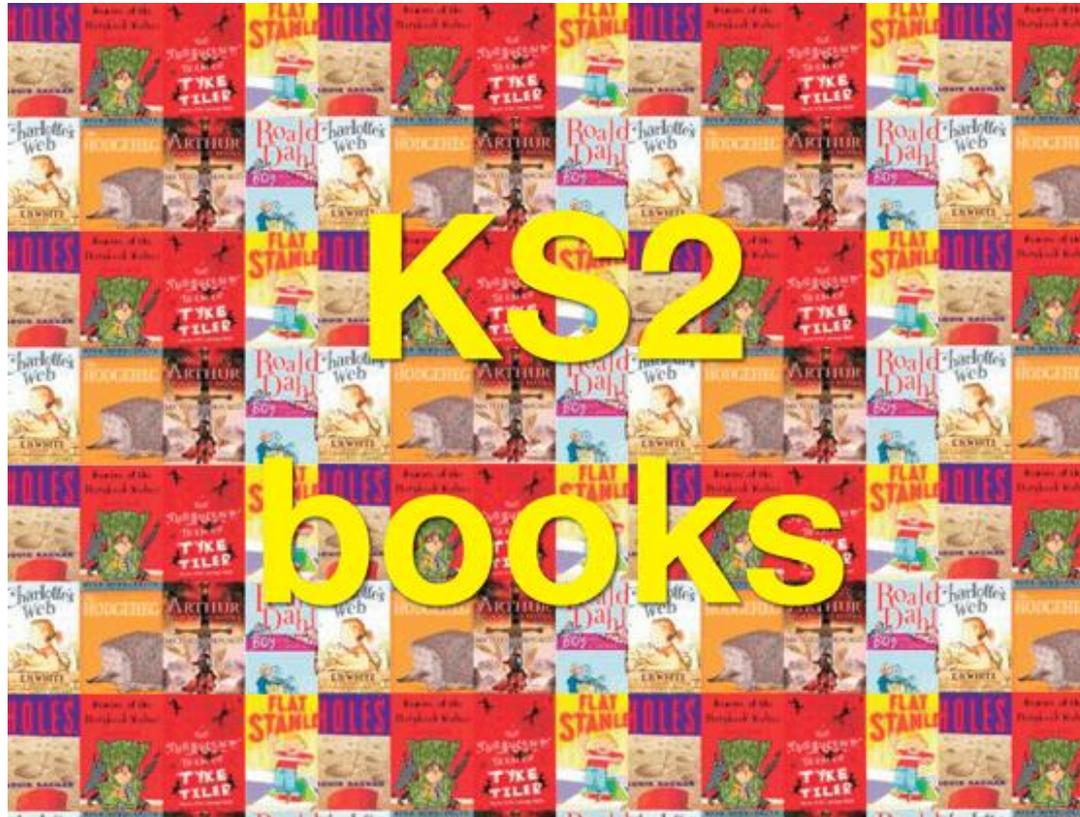


<p><i>A. Read the back cover blurb of the book. Predict what you think will happen in the book and why you think this will happen. (11,12)</i></p>	<p><i>B. Find three words in the first part of the book. Explain what these words mean. Use a dictionary if you need some help. (13,14,15)</i></p>	<p><i>C. Use the contents page, index and glossary to help you to find information in the text. Explain how these parts of the text helped you to find information and understand the text. (17,18, 30)</i></p>	<p><i>D. Pick a character from the story. List 5 adjectives to describe the character's personality. Explain how you know and give text evidence to support your ideas. (23, 24.)</i></p>
<p><i>E. Choose a page or a chapter from your book. List 5 words that the author has used to have impact on the reader. Explain why they have such an impact and what they help the reader to picture. (37, 38, 41)</i></p>	<p><i>F. What is the main theme of this text? R, Q, 2a, 2b and 2c. Explain how you know using examples from the text. (39, 40)</i></p>	<p><i>G. Find a chapter which contains paragraphs. Explain why the writer has started new paragraphs and write a list of any words that link the paragraphs together. (26)</i></p>	<p><i>H. After reading your non-fiction book, can you explain which school subject this book would be useful for and why? Can you think of a person, family member or teacher who would enjoy this book and explain why? (19)</i></p>
<p><i>I. Read a poetry anthology. What different types of poems can you find in this book? Make a list. What characteristics of poems do you know and what is special about them? What is your favourite type of poem and why? (31)</i></p>	<p><i>J. Choose a chapter from your book or a double page, write a summary of each paragraph in 5/10/20 sentences. (16)</i></p>	<p><i>K. Think about the stories that you have read and listened to. List some different types of story and describe their special features. R, Q, 2a, 2b, 2c. Write a story with animal characters and a moral. (25)</i></p>	<p><i>L. Think about the stories that you have written and look in the text that you have just read. Find 5 similes or metaphors in this text and explain their meaning. (38)</i></p>
<p><i>M. After reading your non-fiction text, write down 5 new facts that you have learned as a result of reading this book. (17)</i></p>	<p><i>N. Write 5 questions that you would like to ask a character in the story and then imagine what they would reply and write their responses. (23, 24, 20)</i></p>	<p><i>O. Write 5 questions that you wanted to find out before you read your non-fiction book and, if you found out the answers, write these as well. (20, 17)</i></p>	<p><i>P. Describe how the book you have just read is organized. Think about layout, chapters, glossary, index, illustrations, photos, headings, sub-headings. And then explain why the text is set out this way. (29, 8, 7,27)</i></p>

Different journal activities per year group.

Don't have to be done independently!

Great way to spend some time talking about the book instead of asking lots of questions.



Questions



**Thank you
for coming!**

