



KS2 Reading Workshop

Aims

- What have we achieved as a school?
- What are the raised expectations?
- How do we teach your child to read and develop their comprehension?
- How can I support my child to develop their reading and comprehension at home?
- Time to answer questions

Reading is the **KEY** to learning



What have we achieved as a school?

2016/17 **KS2 SATS** outcomes are in-line & above Nat.

Reading Results:

- 69/68% of our children achieving the expected standard in Reading: 24/23% at greater depth
- 65/68% achieving expected standard in reading, writing and maths: 12/7% above National



Raised Expectations - Test Content

In 2016, the new more challenging National Curriculum, which was introduced in 2014, was assessed by new tests and interim frameworks for teacher assessment. Results are no longer reported as levels: each pupil receives their test results as a scaled score and teacher assessments based on the standards in the interim framework. The tests will include a small number of questions designed to assess the most able pupils so separate tests, such as the previous level 6 tests, are no longer required.

English reading: reading booklet and associated answer booklet. 3 parts. 50 marks.



Raised Expectations - Test Content

- The English reading test has a greater focus on fictional texts. There is also a greater emphasis on the comprehension elements of the new curriculum (inference and deduction). The expectation for vocabulary understanding and reading stamina is high. and The test consists of a reading booklet with 3 texts (approx. 2300 words) and a separate answer booklet. They will have a total of 1 hour to read the 3 texts in the reading booklet and answer the questions. There will be a mixture of genres. The least demanding of the texts will come first with the following texts increasing in difficulty.

Maria and Oliver were quite a distance from the party when they found the little rowing boat in the grassy shallows of a small lake beyond the garden.

Glancing nervously behind her, Maria suggested that they row out to the island in the middle of the lake. Oliver looked at her questioningly. Maria explained that there was a secret monument on the island to one of her ancestors. This was a woman who had married a prince at the time when there was a struggle for the throne. The struggle had been between two rival families – one had a lion as its symbol, the winner had a bear.

“Come on,” Maria said impatiently.

3

Look at page 4.

How can you tell that Maria was very keen to get to the island?

3

Look at page 4.

How can you tell that Maria was very keen to get to the island?

Content domain: 2d – make inferences from the text / explain and justify inferences with evidence from the text

Award 1 mark for answers referring to any of the following:

1. recognition that Maria speaks or behaves impatiently, e.g.
 - *“Come on,” Maria said*
 - *she was being impatient.*
2. recognition that she is rushing Oliver, e.g.
 - *she was telling him to hurry up.*

Also accept reference to Maria giving an order.

1m

For a long time Martine had only ever ridden Jemmy at night and in secret, but when her grandmother had found out about their nocturnal adventures she'd promptly banned them, on the grounds that the game reserve's deadliest animals were all in search of dinner after dark and there was nothing they'd like more than to feast on a giraffe-riding eleven-year-old. For a while Martine had defied her, but after several close calls and one terrible row with her grandmother, she had come to accept that the old lady was right. When lions were on the hunt, the game reserve was best avoided.

Another of her grandmother's rules was that Martine ride sedately at all times. 'No faster than a trot and, in fact, I'd rather you stuck to a walk,' she'd counselled sternly.

Martine had paid almost no attention. The way she saw it, Jemmy was a wild animal and it was only fair that he should have the freedom to do what came naturally, and if that meant tearing across the savannah at a giraffe's top speed of thirty-five kilometres per hour, well, there wasn't a lot she could do about it. It wasn't as if she had reins to stop him. Besides, what was the point of riding a giraffe if the most he was permitted to do was plod along like some arthritic pony from the local stables?

2 marks

(a) What evidence is there of Martine being stubborn in the way she behaved with her grandmother?

Give **two** points.

Qu.	Requirement	Mark
15a	<p>What evidence is there of Martine being stubborn in the way she behaved with her grandmother?</p> <p>Give two points.</p> <p>Content domain: 2d – make inferences from the text / explain and justify inferences with evidence from the text</p> <p>Award 1 mark for reference to each of the following up to a maximum of 2 marks:</p> <ol style="list-style-type: none">1. defies her / pays no attention to her rules, e.g.<ul style="list-style-type: none">• <i>she pays no attention to her grandmother's instructions</i>• <i>she went faster than her grandma wanted her to.</i>2. she argues with her grandmother, e.g.<ul style="list-style-type: none">• <i>she had a row with her.</i>	Up to 2m

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.

3 marks

Content domain: 2e – predict what might happen from details stated and implied

Acceptable points (yes):

1. she had started to listen to / obey her grandmother
2. she got a fright / found herself in danger
3. she had learnt from the experience.

Acceptable points (no):

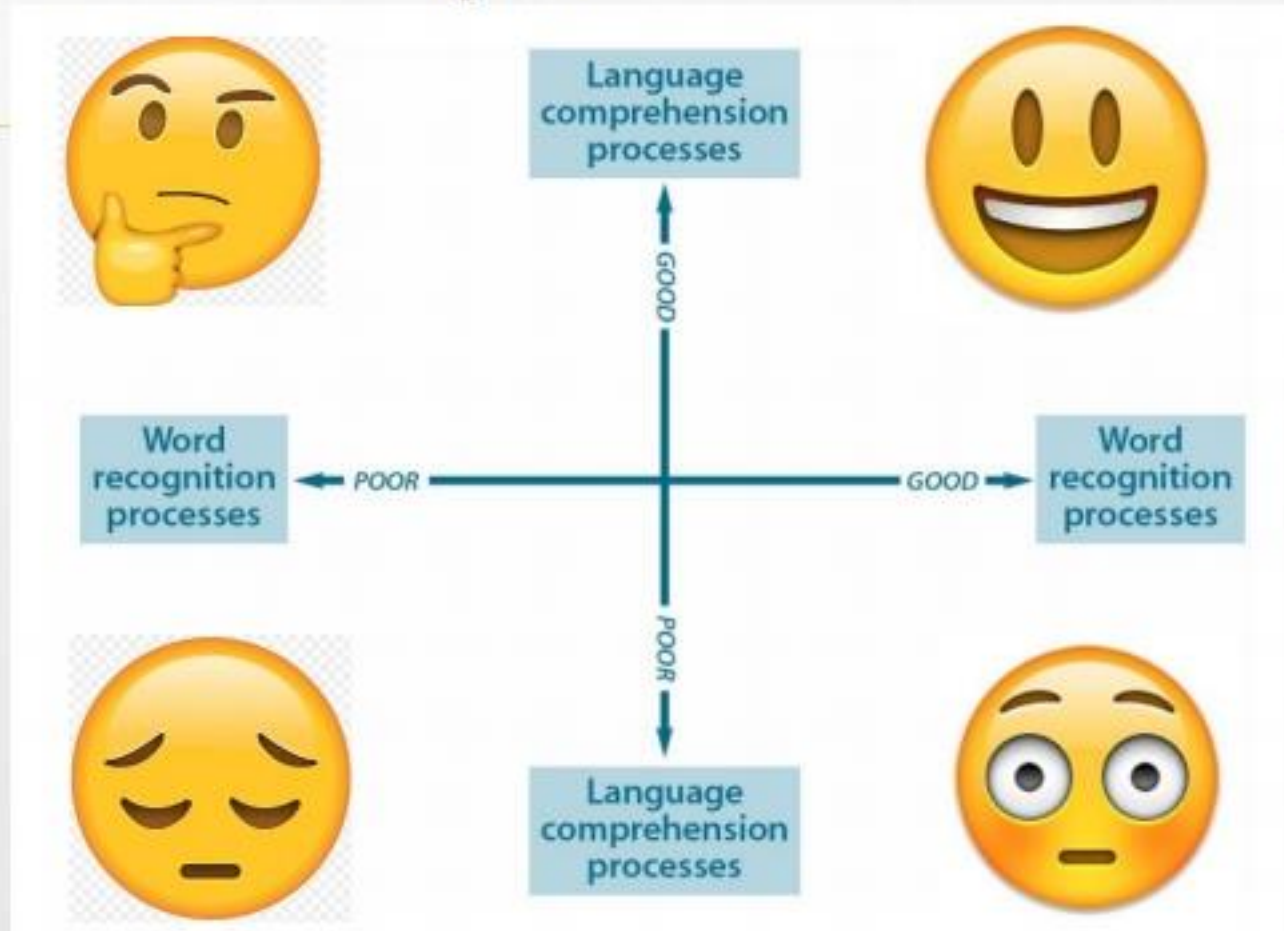
4. she has been in danger before and not been hurt / got away with it
5. she is stubborn / defiant / does not listen to others
6. she had fun / she is adventurous / she is thrill-seeking.

Award 3 marks for **three** acceptable points **or two** acceptable points with at least **one** supported with evidence, e.g.

- *because it says Martine rode the rest of the way home at a gentle walk. This explains that Martine had learnt her lesson and she won't go fast again. But then she has got into trouble before and didn't change [evidence + AP3, AP4]*
- *even though she has just had a scare with the warthogs she has got through it unharmed and she may think she can do anything. However, because of this experience she may feel that that ride could have got her hurt and decided to play it safe [AP2, AP4, AP3].*

The Simple View of Reading

The SVR was adopted by the Rose Report (Independent review of the teaching of early reading) and forms a central part of the National Curriculum's view of learning to read.





Word Recognition

The National Curriculum 2014 deals first with the horizontal axis - word recognition: 'Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.'

Comprehension

Second, it looks at the vertical axis: 'Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion..... as well as from reading and discussing a range of stories, poems and non-fiction.'



What type of reader is my child?



Top Tips

- If a child is finding reading difficult, ask yourself this question. "If I read this to him, would he understand it?" If the answer is 'yes,' it's very likely that he is finding word reading difficult - and not comprehension.
- Children will not necessarily progress at the same rate in both dimensions. Some will have difficulties with word reading even when they don't have any difficulties in understanding language; others will have difficulties with language comprehension, even when they don't find word reading difficult.



What comes to mind?





Apple activity explained- the theory bit!

- The comprehension element of reading is made up of several different parts:

Linguistic processes - understanding the vocabulary - the meaning of the words

Meta - cognitive processes - memory/making inferences.

Domain knowledge bases - general knowledge/experience of the World

We rely on our domain knowledge when reading to understand! It is so important to widen this knowledge base and share it!



How do we teach your child to read? (Word Recognition and Comprehension)



Guided Reading

Book fairs/
Book Week

Comprehension lessons

Using the Library

Bug Club

Shared reading

Letters and Sounds (phonics)

Individual Reading

Cross curricular reading opportunities



What do Guided Reading lessons look like?

- Highly successful model - main vehicle for teaching reading (word recognition and comprehension) in key stage 2 across schools.
- Children split into small groups - weekly session
- Whole class takes part - activities for independent groups to promote skills in reading whilst one groups works intensively with the teacher and one group works with LSA.
- Each session is carefully planned for using strategies to read independently as well as developing comprehension skills
- The teacher will use these ongoing assessments to reach a termly judgement as to the band your child is working within and what the next steps are.



What do Comprehension lessons look like?

- Once a week during Guiding Reading time - LSA works with small group to develop comprehension.
- Weekly comprehension lesson (Literacy Sets). Session carefully planned to develop and teach comprehension skills.
- Allows practise to answer a range of different question types.
- Where needed, decoding skills will be taught.
- Ongoing assessments of these sessions are used in conjunction with guided reading notes to reach a termly judgement as to the band your child is working within and what the next steps are.



What makes successful readers?

- Large vocabulary - children with largest vocabularies are most successful with comprehension.
- Being able to identify new vocabulary.
- Being able to make predictions. (What do you think will happen next? Why do you think that? What clues in the text lead you to think that?)
- Self monitoring - to seek clarification. (I'm puzzled by... can anyone explain why?)
- Readers need to ask questions - during and after reading (Good readers internalise questions - adult support can draw these out and develop)
- Asking/answering different types of questions (literal/inference/deduction/opinion)
- Summarising - a good indication someone has understood what they have read. (plot/theme/character)
- ***Guided reading and comprehension lessons are rich and meaningful contexts in which children develop these skills. These skills can also be developed at home with your support!***



How can I support my child with reading at home?



Reading to
your
child/sharing
books

Hear your child read
(Daily - Reading
Diaries)

Give support and
encouragement

Being a role
model - get
caught reading!

Asking
effective
questions

Reinforcing taught
phonemes/sight words

Enjoying a wide range
of materials:
Picture books (all
ages!)
Newspapers
Magazines
E-books (Bug Club)
Audio books

Using Libraries

Encourage wide
reading - range of
genres

Your child is never too old to read to you or for you to read to them!

Make reading a pleasure! Make it fun!

Encourage your child to enjoy books everyday!



How to ask effective questions.

There are different types of questions. To have a good comprehension skills your child needs to develop their ability to respond to all of these.



Literal

The looking and finding question



Inference

The clue question



Deduction/Opinion

The thinking question – goes beyond the text. This connects the text to the World.

Inference: Children often find it hard to provide the evidence needed to support their point.

Deduction/Opinion: If children have poor domain knowledge, they find this type of question really difficult!



Reading Diaries - Update

- Pupil voice survey and our response
- New guidance in your child's reading diary
- Regular monitoring in school - support offered where children are not reading regularly
- Frequency - whole school reward system.
- Importance of listening to your children read aloud regularly (even at year 6!) at least 4 times a week.
- A balance with independent reading is encouraged for competent readers - but it is always important to provide opportunities for children to discuss their reading (deduce and infer meaning when discussing the texts, as well as retrieving information).
- Range of genres (free readers - still need reading guidance - NC says children need to read widely to develop their knowledge of themselves and the world in which they live)
- Signing the reading diary (keeping diaries focused on reading)
- What counts in the diaries - does it have to be my child's school book?

Finally...

Supporting your child to read is the most important thing you can do to help your child succeed!

Your child's ability to read directly impacts their ability to write!

Reading together is fun and helps build relationships!

The impact lasts a lifetime. Successful readers tend to be more imaginative and confident!

Children learn by example, so if they see you reading, they are likely to want to join in.

Talk, talk, talk! More able readers are better speakers. The wider and richer your child's vocabulary and knowledge and experience of the world around them, the better their comprehension will be!

Any questions?

