

Year 5 and 6
Reading Workshop
Thursday 24th January 2019

Workshop aims:

- ☐ To inform about reading expectations and provide hints and tips for reading at home.
- ☐ To explore the content and expectations of formative and statutory assessments.
- ☐ To model and explore key comprehension skills.





Why focus on Reading?



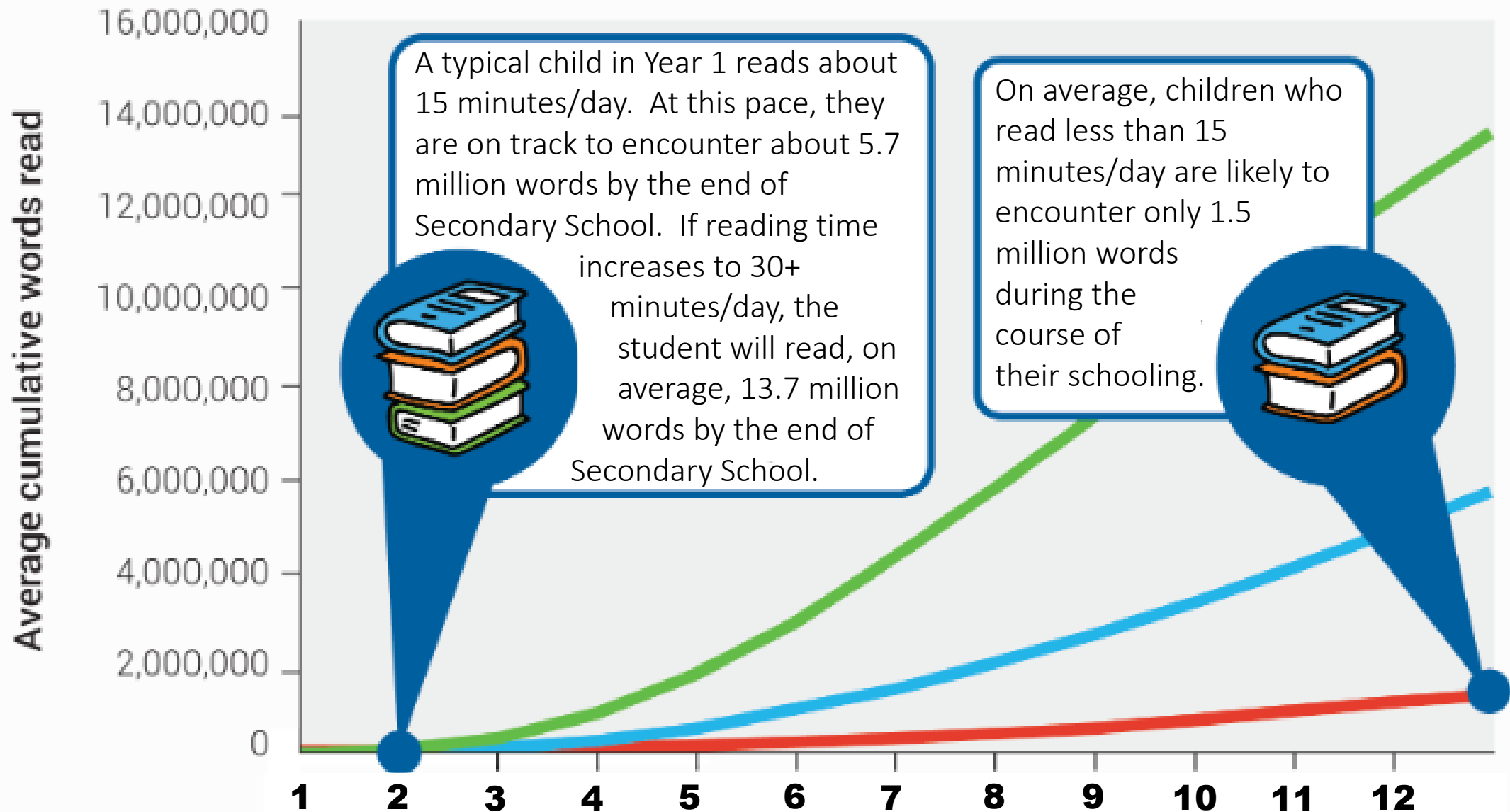
The importance of instilling a need to read

Teens who choose to pick up a book for pleasure are more likely to succeed in life, research shows. But getting them to do so isn't easy, says Jonathan Douglas.

Reading for pleasure at the age of 15 is a strong factor in determining future social mobility. Indeed, it has been revealed as the most important indicator of the future success of the child.



Vocabulary exposure increases with daily reading time



Reading Statistics:

“1 in 5 children cannot read well by the age of 11.”

“Students are less able to learn other curricula if they do not develop sufficient reading skills by the middle of primary school.”

“Children who read books often at age 10 and more than once a week at age 16 gain higher results in maths and spelling tests than those who read less regularly.”

“Only 35% of 10-year-olds in England report they like reading ‘very much’.”



Reading Expectations and Assessments



Reading Expectations

My Reading Targets



Date Target Set	Date Target Achieved	Year 5 Reading Targets		My Self-Assessment					
				A1	A2	S1	S2	SI	S2
		Clarify	I can ask questions to improve my understanding.						
			I can explain and discuss my understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.						
		Inference	I can draw inferences such as inferring characters' feelings, thoughts and motives from my actions and justify these with evidence.						
			I can make links between the author's use of language and the inferences drawn.						
			I can predict what might happen from details stated and implied.						
		Language for Effect	I can discuss and evaluate the intended impact of the language used with reference to the text.						
			I can identify how language, structure and presentation contribute to meaning.						
			I can perform my compositions using appropriate intonation, volume and movement so that meaning is clear.						
		Language for Effect	I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.						
			I can check that a book makes sense to me, discussing my understanding and exploring the meaning of words in context.						
			I can distinguish between statements of fact and opinion and understand why this is important to interpreting the text.						

My Reading Targets



Date Target Set	Date Target Achieved	Year 6 Reading Targets		My Self-Assessment					
				A1	A2	S1	S2	SI	S2
		Clarify	I can ask questions to improve my understanding.						
			I can check that the book makes sense to me, discussing my understanding and exploring the meaning of words in context.						
			I can explain and discuss my understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.						
		Inference	I can draw inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justify these with evidence.						
			I can predict what might happen from details stated and implied.						
			I can refer to the text to support predictions and opinions (expanding responses to provide evidence and explanation).						
		Language for Effect	I can evaluate how authors use language including figurative language, considering the impact on the reader.						
			I can explore a similar theme or topic written in a different genre.						
			I can identify how language, structure and presentation contribute to meaning.						
		Language for Effect	I can perform my own compositions, using appropriate intonation, volume and movement so that meaning is clear.						
			I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.						
			I can distinguish between statements of fact and opinion and recognise them in the language used by the authors to influence readers.						

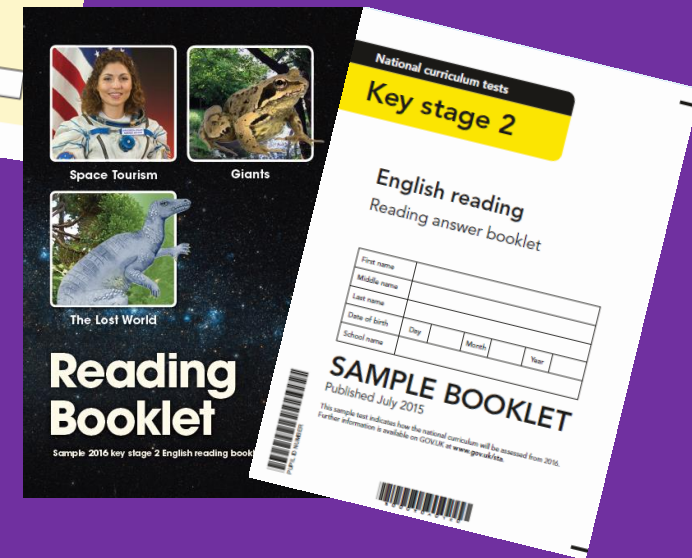
What will my child be learning during Guided Reading in school?

Progress from KS1 to KS2:

At the end of Year 2, your children would have completed assessments (KS1 SATs).

They will complete assessments again in Year 6 (KS2 SATs).

What reading skills do you think children need to develop to be confident when undertaking these assessments?













Exploring Key Comprehension Skills and Ways to Support at Home



What does it all mean?

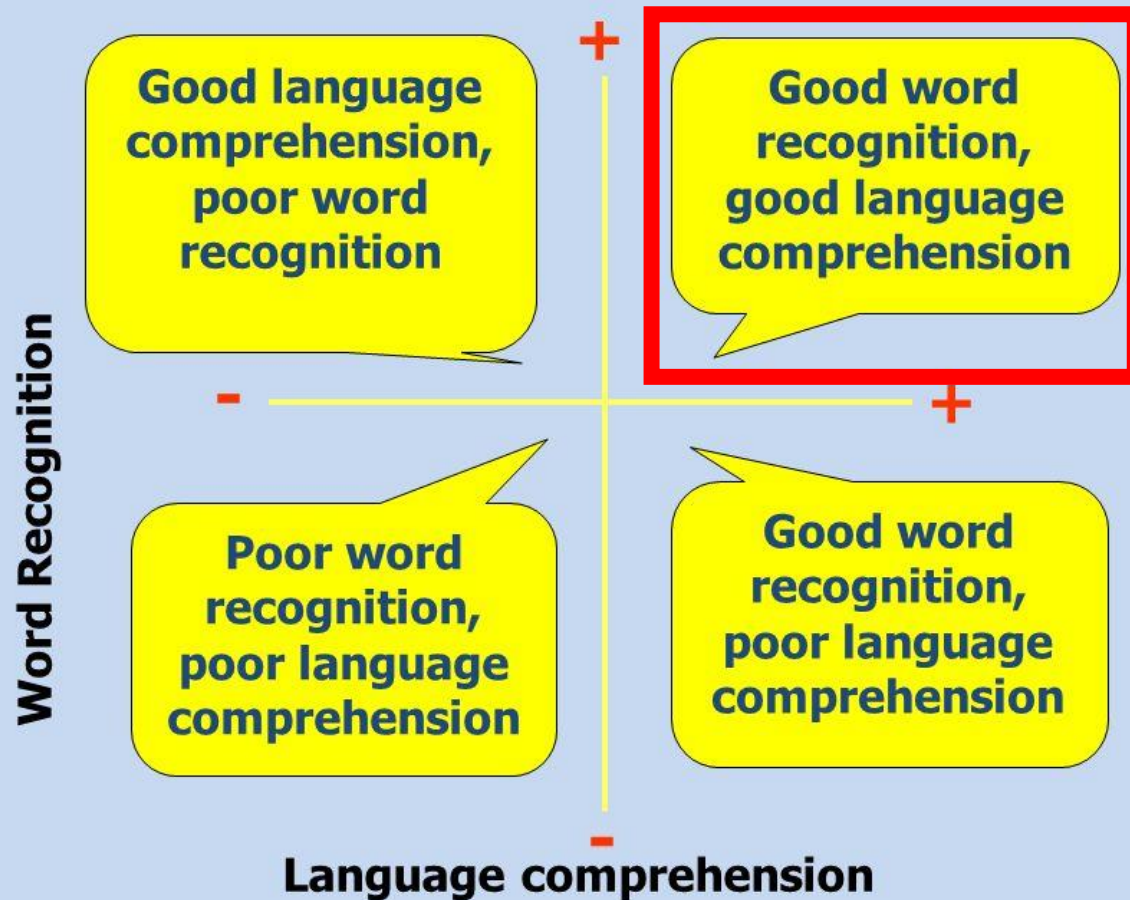
 <p>Word Reading</p>	 <p>Clarify</p>	 <p>Monitor and Summarise</p>	 <p>Select and Retrieve</p>
 <p>Respond and Explain</p>	 <p>Inference</p>	 <p>Language for Effect</p>	 <p>Themes and Conventions</p>

These are the areas of reading that are taught during Guided Reading lessons.

We are going to look at each of these in turn and complete activities or questions linked to a text.



Word reading:



Word recognition:

The ability to recognise and read words.

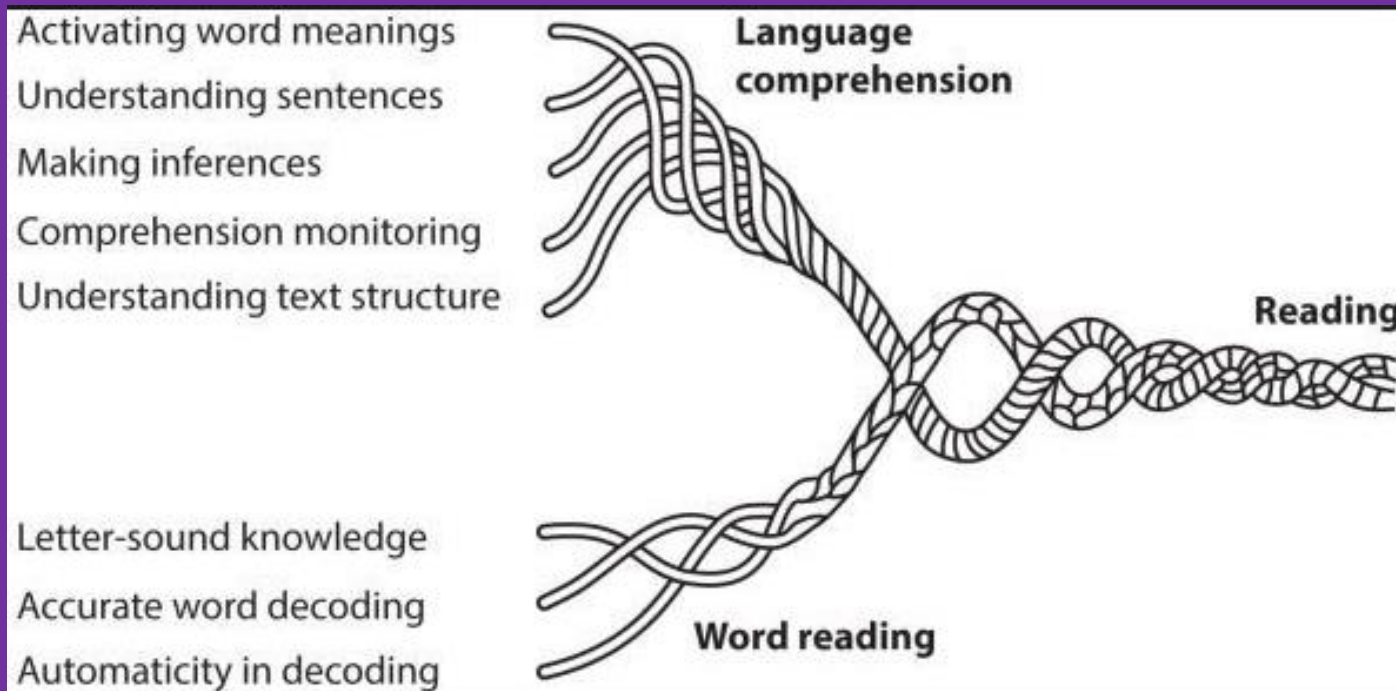
Language comprehension:

The ability to understand the meaning of a word.



Word reading:

How can we strengthen our children's word recognition and language comprehension to ensure they are fluent readers?



Read, read,
read and more
reading!

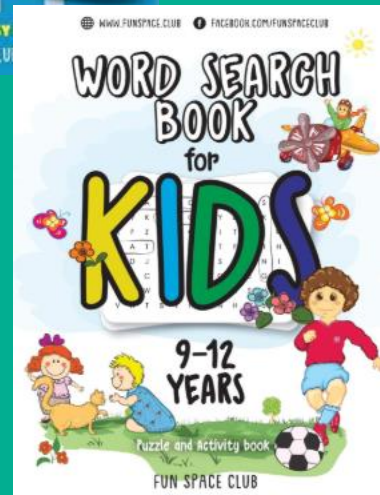
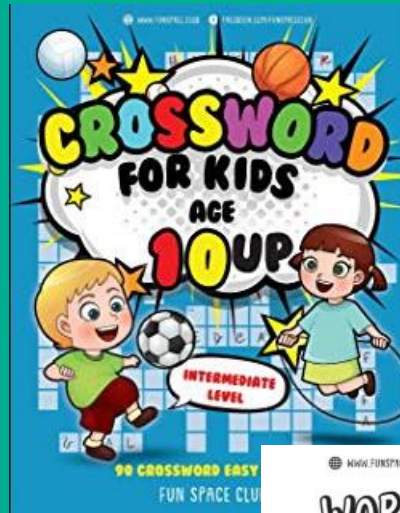


Word reading:

Suggestions for help at home:

-First point of call is always lots of reading!

-To further support and develop reading and vocabulary development, word games and puzzles are engaging and also beneficial.





Word reading:

As the best way to develop word reading is to read, we are going to begin with reading some texts.

Space Tourism

In 1969, a man walked on the Moon for the first time. After this, many people thought that space travel would be available by the year 2000 and that we would all be space tourists. However, here we are in 2015 and space tourism is still an impossible dream for most of us. It is a reality for only a very few, very rich, people.

How would you get to your space hotel?
In the future there may be hotels in space for all the tourists. It wouldn't take long for the space shuttle to get out of the Earth's atmosphere. Then, without Earth's gravity, you would become weightless. Arrival at the hotel would be like an aeroplane parking at an airport, but you would leave the cabin floating along the access tube, holding on to a cable.

Fact: The Russian Space Agency offers flights on board a spacecraft to the International Space Station (ISS), where people can stay. The ISS was built in 1998 and is so big that it can be seen from Earth. Tickets to the ISS are very limited.

What would a space holiday be like?
Once in the hotel, you could admire the unique views of Earth and space and enjoy the endless entertainment of being weightless – and there would always be the possibility of a space-walk.


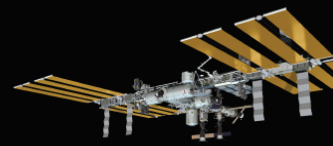

Fact: The first tourist in space was Dennis Tito in 2001. His trip cost him around £14 million.

Who has already had a holiday in space?
In 2008, Anousheh Ansari became the first female space tourist when she made the trip from Russia to the International Space Station (ISS). Anousheh stayed on the ISS for eight days and kept a blog (an online diary). Parts of her blog are shown here.

Anousheh's Space Blog

September 25th
Everyone wants to know: how do you take a shower in space? How do you brush your teeth? Well my friends, I must admit keeping clean in space is not easy! There is no shower with running water. Water does not "flow" here, it "floats" – which makes it a challenging act to clean yourself. There are wet towels, wet wipes and dry towels that are used. Now brushing your teeth in space is another joy. You cannot raise your mouth and spit after brushing, so you end up rinsing and swallowing. Astronauts call it the "fresh mint effect".

September 27th
Being weightless has some wonderful advantages. You can lift a really heavy object with one hand and move it around with one finger! You can fly and float around instead of walking. You can do somersaults at any age. Everything is effortless. If you want to move forward, you simply touch a wall with one finger and you start moving in the opposite direction. If you have left your book at the other side of the module, no problem – you ask someone close to it to hand it to you. That means they pick it up and very gently push it towards you, and there it is – your book flying to you all the way from the other side.



This is an extract from *The Lost World* by Sir Arthur Conan Doyle, written in 1912. Professor Challenger has claimed that he discovered dinosaurs in a distant part of South America. He is now on an expedition to prove his story with another scientist, Professor Summerlee. Also on the expedition are Lord John, an explorer, and Malone, a journalist. In this extract, narrated by Malone, the men are about to set off into the remote area where Professor Challenger believes they will find dinosaurs...

The Lost World

We slowly and cautiously set forth into the unknown. After a few hundred yards of thick forest, we entered a region where the stream widened out and formed a considerable bog. High reeds grew thickly before us, with tree-ferns scattered amongst them, all of them swaying in a brisk wind. Suddenly Lord John, who was walking first, halted. "Look at that!" said he. "This must be the trail of the father of all birds!"

An enormous three-toed track was imprinted in the soft mud before us.

"It'll stake my good name," said Lord John, "that the track is a fresh one. See, here is the mark of a little one too!"

"But what of this?" cried Professor Summerlee, triumphantly, pointing to what looked like the huge print of a five-fingered human hand appearing among the three-toed marks. "Not a bird."

"A beast?"

"No, a reptile – a dinosaur! Nothing else could have left such a track."

Summerlee's words died away into a whisper, and we all stood in motionless amazement. Following the tracks, we passed through a screen of brushwood and trees. Beyond was an open glade, and in this were five of the most extraordinary creatures that I have ever seen. Crouching down among the bushes, we observed them at our leisure.

There were, as I say, five of them, two adults and three young ones. In size they were enormous. Even the babies were as big as elephants, while the two large ones were far beyond all creatures I have ever seen. They had slate-coloured skin, which was scaled like a lizard and shimmered where the sun shone upon it. All five were sitting up, balancing themselves upon their broad, powerful tails and their huge three-toed hind feet, while with their small five-fingered front feet they pulled down the branches upon which they browsed. I can only bring their appearance home to you by saying that they looked like gigantic kangaroos with skins like black crocodiles.

I do not know how long we stayed gazing at this marvellous spectacle. From time to time the little ones played round their parents in untidy gambols, bounding into the air and falling with dull thuds upon the earth. The strength of the parents seemed to be limitless, for one of them, having some difficulty in reaching a bunch of foliage, put his forelegs round the trunk of the tree and tore it down as if it had been a sapling. Then it slowly lurched off through the wood, followed by its mate and its three enormous infants. We saw the glistening grey gleam of their skins between the tree-trunks, and their heads high above the brushwood. Then they vanished from our sight.

I looked at my comrades. The two professors were in silent ecstasy.

"What will they say in England of this?" Professor Summerlee cried at last.

"They will say that you are a liar," said Professor Challenger, "exactly as you and others said of me."

"In the face of photographs?"


"Faked, Summerlee! Clumsily faked!"

"Who's to blame them? For this will seem a dream to ourselves in a month or two," said Lord John. "What were they?"

"Guanodons," said Summerlee. "England was once alive with them when there was plenty of good lush green-stuff to keep them going."

"I don't know what anyone else thinks, but this place makes me feel very uneasy..." said Lord John.

I had the same feeling of mystery and danger around us. In the gloom of the trees there seemed a constant menace and as we looked up into their shady foliage, vague terrors crept into one's heart. The guanodons we had seen were lumbering, inoffensive brutes which were unlikely to hurt anyone, but what other creatures might there not be – ready to pounce upon us from their lair among the rocks or brushwood?

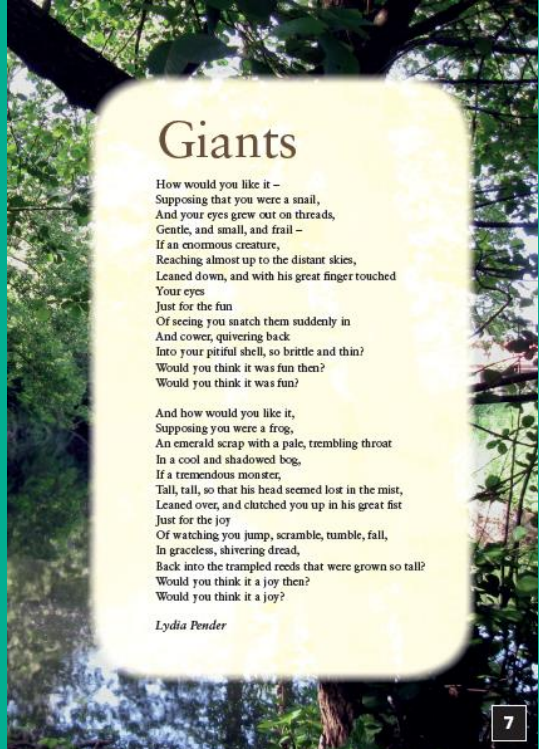


Giants

How would you like it –
Supposing that you were a snail,
And your eyes grew out on threads,
Gentle, and small, and frail –
If an enormous creature,
Reaching almost up to the distant skies,
Leaned down, and with his great finger touched
Your eyes
Just for the fun
Of seeing you snatch them suddenly in
And cower, quivering back
Into your pitiful shell, so brittle and thin?
Would you think it was fun then?
Would you think it was fun?

And how would you like it,
Supposing you were a frog,
An emerald scrap with a pale, trembling throat
In a cool and shadowed bog,
If a tremendous monster,
Tall, tall, so that his head seemed lost in the mist,
Leaned over, and clutched you up in his great fist
Just for the joy
Of watching you jump, scramble, tumble, fall,
In graceless, shivering dread,
Back into the trampled reeds that were grown so tall?
Would you think it a joy then?
Would you think it a joy?

Lydia Pender





Clarify

Clarify:

Clarifying: be able to check that you understand what you are reading.

Do I know the meaning of this word?

Do I understand what is happening in my text?

What questions does this text raise in my mind?



Clarify:

Suggestions for help at home:

-Talking about reading.

-Whether you have read with your child or they have read independently, always ask questions:

- What was your story about?
- Who were the main characters?
- How did the story end?
- What do you think will happen next?

Questions about *Space Tourism* (pages 4–6).

Find out when a meteor shower is due and arrange to go star spotting with an adult...

In this sentence, the word *arrange* is closest in meaning to...

Tick **one**.

set out.

☐

meet.

☐

pack up.

☐

plan.

☐



Clarify

Clarify:

Questions about *Giants* (page 7).

Into your pitiful shell, so brittle and thin

In this line, the word *brittle* is closest in meaning to...

Tick **one**.

shiny.

☐

soft.

☐

delicate.

☐

rough.

☐

Explain **two** things that the words *emerald scrap* suggest about the frog.



**Monitor and
Summarise**

Monitor and Summarise:

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Monitoring: being able to check
a text makes sense/you
understand what is being read.

Summarising: being able
to identify the main ideas.

**Can I explain the
story in a few
sentences?**

**What happened in
this chapter?**

**What was this
section about?**



Monitor and
Summarise

Monitor and Summarise:

Westfields
JUNIOR SCHOOL

Suggestions for help at home:

- Talk about reading.
- Whether you have read with your child or they have read independently, always ask questions:
 - What happened in that chapter?
 - What do you think the main point is?
 - Explain what happened in this paragraph.

Questions about *Giants* (page 7).

What is the main message of the poem?

Tick **one**.

People can learn a lot from holding small creatures.

☐

People should think about how their actions affect others.

☐

People are much bigger than frogs and snails.

☐

People should overcome their fear of nature.

☐



Monitor and
Summarise

Monitor and Summarise:

Westfilds
JUNIOR SCHOOL

Suggestions for help at home:

- Talk about reading.
- Whether you have read with your child or they have read independently, always ask questions:
 - What happened in that chapter?
 - What do you think the main point is?
 - Explain what happened in this paragraph.

Questions about *The Lost World* (pages 8–9).

Using information from the text, tick one box in each row to show whether each statement is **true** or **false**.

	True	False
Lord John saw the dinosaur tracks first.	<input type="checkbox"/>	<input type="checkbox"/>
Professor Summerlee has faked the evidence.	<input type="checkbox"/>	<input type="checkbox"/>
Professor Challenger worries that people won't believe them.	<input type="checkbox"/>	<input type="checkbox"/>
They are all frightened of the iguanodons.	<input type="checkbox"/>	<input type="checkbox"/>



Select and
Retrieve

Select and Retrieve:

Retrieving: being able to quickly find information and use it to answer questions about a text.

Why...?

How...?

When...?

Who...?

Where...?

What...?



Select and
Retrieve

Select and Retrieve:

ASKING THE RIGHT QUESTIONS



When reading with your child, check for understanding by asking questions. Don't just ask questions at the end, it's important to check for understanding before, during and after reading. Here are some questions to ask!

BEFORE

- What do you think will happen in this story?
- What might be the problem?
- Where may be the setting of the story?
- What do you know about this topic?
- What does this story make you think of?
- What are you wondering?
- What does the title tell you?

DURING

- What do you think will happen next?
- What can you tell me about the story so far?
- How do you feel about the story so far?
- What questions do you have?
- Why do you think the character did that?
- What would you have done?

AFTER

- What was the title?
- What was the problem/solution in the story?
- Why do you think the author wrote this book?
- What was your favorite/least favorite part?
- What would you change about the story?
- What will happen next?

Created By Deana Kalerberg

Suggestions for help at home:

-Ask questions before, during
and after reading.



Select and
Retrieve

Select and Retrieve:

Questions about *Space Tourism* (pages 4–6).

How would you get from the spacecraft to the space hotel?

Look at page 4.

According to the text, what could you do on your space holiday?

Give **two** examples:

1.

2.

Suggestions for
help at home:

-Ask questions before, during
and after reading.



Select and
Retrieve

Select and Retrieve:

Questions about *Giants* (page 7).

(a) What does the 'giant' do to frighten the snail?

(b) What does the 'giant' do to frighten the frog?

Gentle, and small, and frail

Which part of the snail do these words describe?

Circle the part of the snail in the picture below.



Suggestions for help at home:

-Ask questions before, during
and after reading.



Respond and
Explain

Respond and Explain:

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Explaining: being able to
provide reasoned
justifications for views.

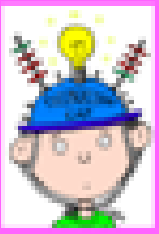
What do I like
about this text?

What do I dislike
about this text?

Suggestions for
help at home:

-Talk about reading.

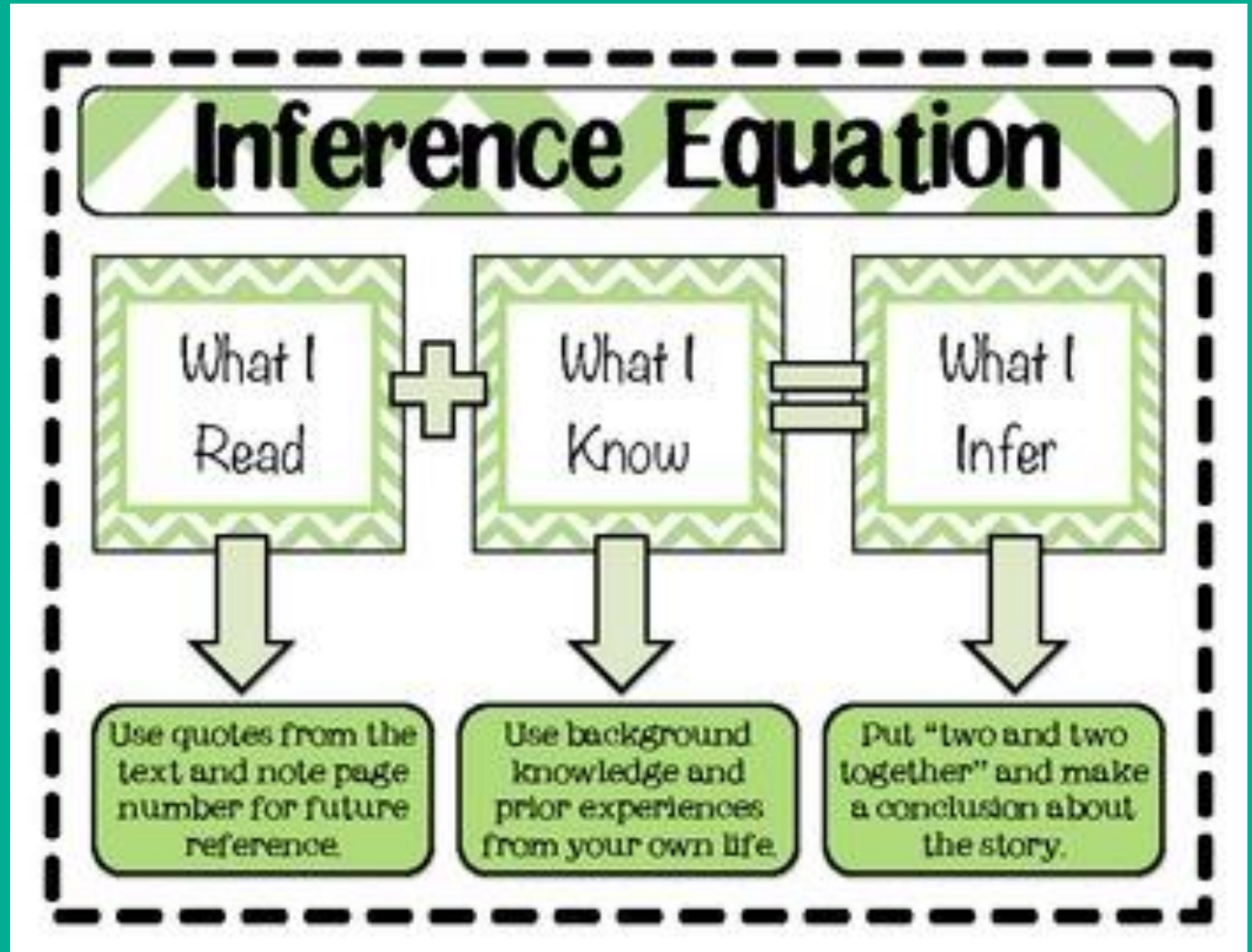
How does this text
make me feel?

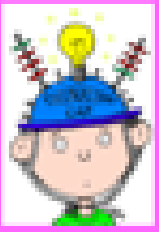


Inference

Inference:

Inferring: being able to use clues (words and pictures) to understand a text.





Inference

Inference:

Questions about *Space Tourism* (pages 4–6).

Look at Anousheh's blog entry for September 25th.

Find and **copy** a group of words that shows that Anousheh wrote her blog for others to read.

Look at Anousheh's blog entry for September 27th.

Explain how Anousheh felt about being in space that day.



Inference

Inference:

Questions about *The Lost World* (pages 8–9).

Suggestions for help at home:

-Ask questions before, during
and after reading.

The Iguanodons are described as *inoffensive brutes*...

Look at the paragraph beginning: *I do not know how long...* (page 8).

Explain how the descriptions of the Iguanodons in this paragraph support the idea that they were both *inoffensive* and *brutes*.

Use evidence from the text to support your answer.



Language for
Effect

Language for Effect:

Language for effect: being able to understand why an author has made a particular word or language choice.

Why did the author choose this word?

What did the author mean by....?



Language for
Effect

Language for Effect:

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Questions about *Space Tourism* (pages 4–6).

...in a flash... (page 6)

What does this tell you about the burning of rocks in space?



Language for
Effect

Language for Effect:

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Questions about *The Lost World* (pages 8–9).

Look at the paragraph beginning: *I had the same feeling of mystery and danger around us.*

Find and **copy four different** words from the rest of the paragraph that suggest danger.

1. _____
2. _____
3. _____
4. _____

Suggestions for
help at home:

-Talk about reading.



Themes and
Conventions

Themes and Conventions:

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Themes and
Conventions: being
able to recognise how
texts are similar or
different and make
links between texts.

Is this text similar
to another I have
read?

Suggestions for
help at home:

-Discussing texts.

How does this
text compare
to...?

Supporting Reading at home:

- 1) Reading regularly (at least 15 minutes a day).
- 2) Ensuring that your child has opportunities to read with adults as well as independently (no matter how confident a reader they are).
- 3) Talking about reading. In KS2, children are assessed on their written responses to reading so therefore we must spend as much time modelling this as we do on learning how to read.

Thank you for coming.

Any Questions?

