

Reading Workshop

October 2017



Focus

- How are your children assessed in reading?
- How is reading taught at Garlinge?
- How can you best support your child at home?

Higher expectations

- Children are expected to have a far deeper understanding of the text (not just fact retrieval) using evidence from the text to justify their answers.
- Children are expected to have a far wider understanding of vocabulary.
- End of year assessments include 3 lengthy texts that the children need to read and answer questions about within a short time.

Possible reasons

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graph TD; A[Possible reasons] --- B[Poor fluency]; A --- C[Poor phrasing]; A --- D[Poor vocabulary]; A --- E[Hard for children to visualise.]; A --- F[Struggle to infer and Find deeper meaning.]; A --- G[Lack of motivation.]; A --- H[Poor phonics skills];
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Poor fluency

Poor phrasing

Poor vocabulary

Hard for children to visualise.

Struggle to infer and Find deeper meaning.

Lack of motivation.

Poor phonics skills

How do we tackle these problems?

- Poor phonics?

Children who do not pass the year 1 phonics screening receive focus support and intervention. Continue to practise sounds at home.

Phonics Screen Monday 11th June 2018

- Poor phrasing and fluency?

More reading miles needed. Daily reading.

- Poor comprehension?

Modelling of comprehension strategies. Challenging questioning of what the children have read.

Strategies we use to help us understand when reading.



As adults we use a range of different reading comprehension strategies so quickly and without thinking that we don't know they are taking place. Sometimes we are so unaware of that we are doing these strategies that we forget to teach and model them to our children.

Activity

Corandic is an emurient grof with many fribs; it granks from corite, an olg which cargs like lange. Corite grinkles several other tarances, which garkers excarp by glarcking the corite and starping it in tranker-clarped storbs.

1.) What is a corandic?

2.) What does corandic grank with?

3.) How do garkers excarp the tarances from the corandic?

Billy's Tower

Billy was howling because his whole day had been spoilt. All his work had been broken by the wave.

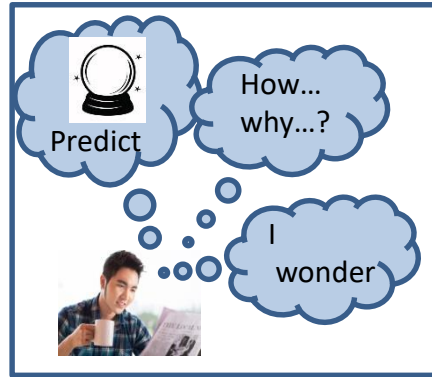
His mum came over to help but she accidentally stepped on the one tower that was left. "Never mind", she said. "Let's go back for tea. You can build some more towers tomorrow."

Strategies to help us understand and enjoy reading.

As we read we



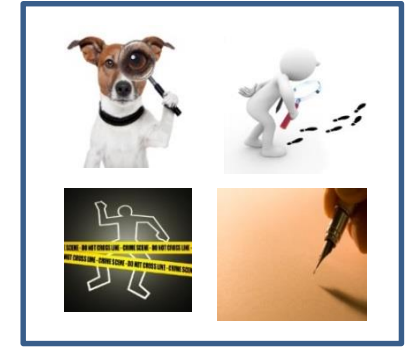
Use our background knowledge and connect to text



Predict, ask questions, I wonder... and read on to find out...



Visualise



Think like a detective- use inference



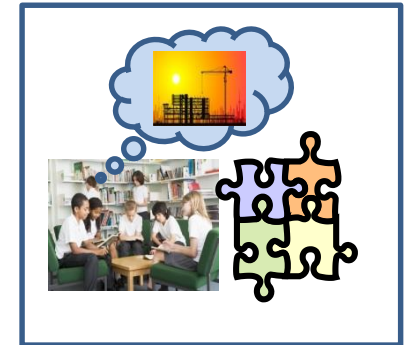
Notice breakdown...



and repair it



Watch out for VIP words/ phrases/ideas



...and put together to build GIST

Whole
day..So the
day must be
nearly over

Tower...work
wave..so
they are on
the beach at
seaside..the
towers are
sancastles..

So it's
about
4pm...

Billy's Tower

Billy was howling because his whole day had been spoilt. All his work had been broken by the wave.

His mum came over to help but she accidentally stepped on the one tower that was left. "Never mind", she said. "Let's go back for tea. You can build some more towers tomorrow."

Billy is going
to be making
something

Howling...a
little boy? A
wolf?

Work...?
wave...is he
making
something ..at
the seaside?

accidentally..
So not on
purpose...

Tomorrow
...so they might
live near sea or
be on holiday..

The Choking Doberman, by Jan Harold Brunvand

A woman returned to her house after a morning of shopping and found her pet Doberman Pinscher choking and unable to breathe. She rushed her dog to the vet, where she left it for emergency treatment. When the woman got home, her phone was ringing. It was the vet. "Get out of your house now!" he shouted.

Words they needed to know in the KS2 test.

triumphant

stubborn

impression

rival

parched

ancestor

image

determined

milled around

rehabilitation

appeal to

Table 2: Content domain relating to questions

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

Table 9: Profile of marks by content area

National curriculum reference	Number of marks	Percentage of total mark
2a give / explain the meaning of words in context	5–10	10–20%
2b retrieve and record information / identify key details from fiction and non-fiction	8–25	16–50%
2c summarise main ideas from more than one paragraph	1–6	2–12%
2d make inferences from the text / explain and justify inferences with evidence from the text	8–25	16–50%
2e predict what might happen from details stated and implied	0–3	0–6%
2f identify / explain how information / narrative content is related and contributes to meaning as a whole	0–3	0–6%
2g identify / explain how meaning is enhanced through choice of words and phrases	0–3	0–6%
2h make comparisons within the text	0–3	0–6%

Comprehension is vital

- The main focus for the new tests are content domains **2b** and **2d**:
- **2b**: retrieve and record information / identify key details from fiction and non-fiction
- **2d**: Make inferences from the text/ explain and justify inferences.

- *2c: Summarise main ideas from more than one paragraph*

- Number these sentences from 1 to 6 to show the order in which they appear.
- What is the main message / theme in this text?
- Summarise the key events of this story.
- What motivated the character to ...?

- *2e: Predict what might happen from details stated and implied*

Do you think the character will change her behaviour in future?

Is the character likely to... ?

Which of these two consequences is more probable?

Explain and support your view using evidence from the text.

"I was still quite suspicious when we reached the desk."

Suggest another word to replace "suspicious" that keeps the same meaning.

(1 mark)

“So I was a little rude in the waiting room. So what? I hate waiting.” (paragraph 2)

Which words tell you that the narrator isn't sorry for being rude in the waiting room?

The cat often exaggerates (makes things sound more than they really are). Give **two** examples from the text.

What we do in school?

During an average day, your child will have taken part in a good number of the following reading activities:

- Shared reading
- Daily guided reading
- Independent reading
- Selecting books
- Reading across the curriculum
- Home/school reading links
- Listening to good books read aloud
- Monitoring and assessment processes
- Reader awards/ Buster's Book Club
- Weekly focused comprehension lessons.
- Targeted intervention groups

How can you best support your child?

- Read daily with your child.
- Find a variety of text types, fiction and non-fiction that your child enjoys.
- Talk about the text. Use content domains to challenge them and test their understanding.
- Challenge children to work out words they don't know.
 - What would make sense there?
 - Have a look at this bit again.
 - Can you guess what that word might be?

Phonics Support

- Encourage children to use their phonics to sound out a word.
- Praise them when they work out a word correctly. If they say: 'Is it?' and the word is correct, reply:
 - · Let's see if that makes sense. Yes - well done!
 - · Does that sound right? Yes - well done!
- **When the attempt is wrong:**
 - · That's a good word and it would make sense but the word the writer used is...
 - · I like the way you tried that word but the word is actually...

If a child still can't attempt a word after prompting, read it yourself. Give positive feedback on other aspects of their reading as often as possible, but without interfering with the flow of the reading:

- Well done! You could tell that wasn't right couldn't you?
- That sounded so good. Well done!
- Excellent. How did you know how to work that one out?

Finally...



Children should learn that reading is pleasure, not just something teachers make you do at school.

Beverly Cleary – Children's writer.