Reading Stay and Learn Workshop
Miss Fairhurst
07.10.26

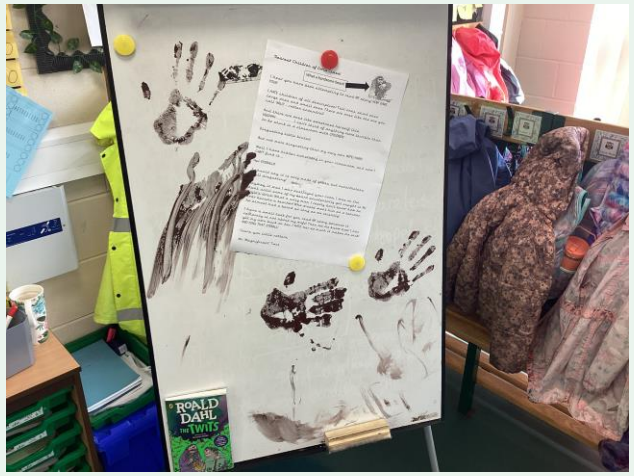
School Data

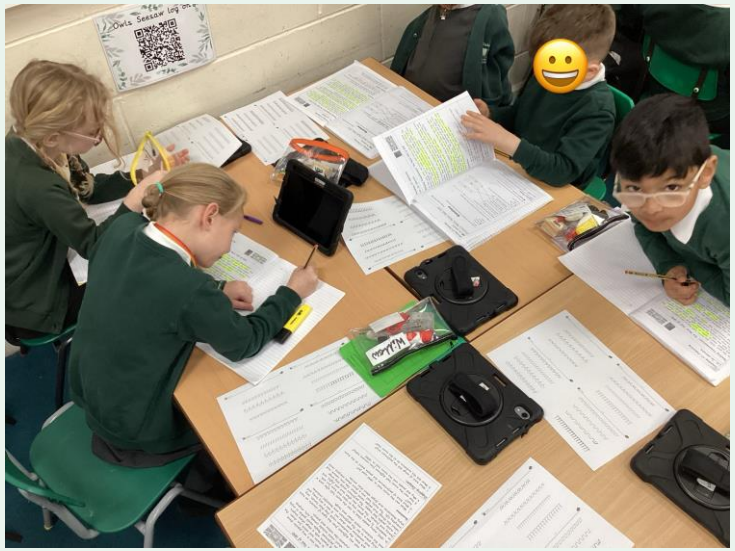
Reading	89% (40%) Bolton 74% (30%); National 75% (31%)	93% (38%) Bolton 73% (29%); National 75% (33%)	80% (42%) Bolton 75% (27%); National 74% (29%)

- Reading is a real strength for our children.
- Our results are above national outcomes, with a high proportion of children reaching the expected standard.
- We are particularly proud of the number of children achieving the higher standard, which is significantly above national figures.
- This reflects the strong reading culture and teaching across our school.

- **Our focus now is on continuing to develop a love of reading, building children's vocabulary and comprehension, and ensuring that every child becomes a confident, enthusiastic reader.**

What do lessons at The Gates look like?













Fiction, Non-Fiction & Poetry (High-Quality)
Wealth of resources to access
Regular Reading Lessons
Use of the Reading Bus

Library Loans
Opportunities to develop fluency
Reading, Phonics & Fluency Interventions
Chance to learn about key individuals/events

Staff modelling fluent reading
Role Play/ Drama/ Oracy
Developing a range of skills
Class choice in novels

Reading Skills

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

Skill-based lessons

2a: Give/explain the meaning of words in context

2a: Give/explain the meaning of words in context

- What does this… word/phrase/sentence… tell you about… character/setting/mood etc?
- Highlight a key phrase or line. By writing a line in this way what effect has the author created?
- In the story, 'x' is mentioned a lot. Why?
- The writer uses words like … to describe …. What does this tell you about a character or setting?
- What other words/phrases could the author have used?
- The writer uses …words/phrases…to describe … How does this make you feel?
- How has the writer made you and/or character feel …happy /sad/angry/ frustrated/lonely/bitter etc?

Vocabulary question are all about the words that a writer uses and the meaning of these words.

<u>This can include the children's ability to:</u>

- Explain and understand the meaning of words in a text
- Decipher the meaning of unfamiliar words by using clues from the text
- Identify the correct usage of a word by its context (i.e. bat – a piece of sports equipment or an animal)
- Recognise synonyms (words with the same meaning) and antonyms (words with the opposite meaning)

The best way to support the development of your child's vocabulary is through lots of talk and lots of reading.

Don't be afraid to use more advanced vocabulary and to explain its meaning to your child (which teachers do all the time). When reading to you child or hearing them read to you, discuss the meanings of words they come across and talk about how we could use those words in different situations.

2b: Retrieve and record information

2b: Retrieve and record information/identify key details from fiction and non-fiction

- Where does the story take place?
- When did the story take place?
- What did s/he/it look like?
- Who was s/he/it?
- Where did s/he/it live?
- Who are the characters in the book?
- Where in the book would you find…?
- What do you think is happening here?
- What happened in the story?
- What might this mean?
- Through whose eyes is the story told?
- Which part of the story best describes the setting?
- What words and /or phrases do this?
- What part of the story do you like best?
- What evidence do you have to justify your opinion?

Retrieval questions simply ask the children to find information within the text.

They test pupils basic understanding of what they have read and may ask about characters, the setting of the story, key events and in non fiction texts just the facts.

When answering questions it is important that the children pick out the key information.

The best way to support your child with retrieval is to talk about books you have shared together and ask questions about them.

2d: Make inferences

2d: Make inferences from the text/explain and justify inferences with evidence from the text

- What makes you think that?
- Which words give you that impression?
- How do you feel about…?
- Can you explain why…?
- I wonder what the writer intended?
- I wonder why the writer decided to…?
- What do these words mean and why do you think the author chose them?

Inference questions involve being a ‘reading detective’ as children have to use clues from a text in infer meaning.

This could be about the author’s intentions, the layout of a text or a characters thoughts and feelings.

Inference questions are very much about asking pupils what they think but they must be able to justify their answer by referring back to the text.

To support your child with inference questions talk about what you have been reading together and ask lots of questions that begin with ‘why’, ‘where’, ‘who’, ‘how’, ‘what’, ‘do you think…?’ Encourage your child to explain why they think something and to refer back to the story to find evidence to back up their ideas.

2c: Summarise main ideas

2d: Predict what might happen from details implied

2f: Explain how content contributes to meaning

2c: Summarise main ideas from more than one paragraph

- What's the main point in this paragraph?
- Can you sum up what happens in these three/four/five… paragraphs?
- You've got 'x' words; sum up these paragraphs.
- Sort the information in these paragraphs. Do any of them deal with the same information?
- Make a table/chart to show the information in these paragraphs.
- Which is the most important point in these paragraphs? How many times is it mentioned?

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

- Can you think of another story, which has a similar theme; e.g. good over evil; weak over strong; wise over foolish? Do you think this story will go the same way?
- Do you know of another story which deals with the same issues; e.g. social; moral; cultural? Could this happen in this story?
- Which other author handles time in this way; e.g. flashbacks; dreams?
- Which stories have openings like this? Do you think this story will develop in the same way?
- Why did the author choose this setting? Will that influence how the story develops?
- How is character X like someone you know? Do you think they will react in the same way?

2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole

- Explain why a character did something.
- Explain a character's different/changing feelings throughout a story. How do you know?
- What are the clues that a character is liked/disliked/envied/feared/loved/hated etc…?
- What is similar/different about two characters?
- Why is 'x' (character/setting/event) important in the story?
- What is the story (theme) underneath the story? Does this story have a moral or a message?
- Why do you think the author chose to use a… question/bullet/subheading/table etc to present the information?
- How does the title/layout encourage you to read on/find information?
- Where does it tell you that…?
- Why has the writer written/organised the text in this way?
- In what ways do the illustrations support the instructions?
- How could these instructions/information/illustrations be improved?
- Who do you think this information is for?

2g: Identify how meaning is enhanced through word choice

2h: Make comparisons within the text

2g: Identify/explain how meaning is enhanced through choice of words and phrases

- What does the word 'x' tell you about 'y'?
- Find two or three ways that the writer tells you 'x'.
- What does this... word/phrase/sentence... tell you about... character/setting/mood etc?
- Highlight a key phrase or line. By writing a line in this way what effect has the author created?
- In the story, 'x' is mentioned a lot. Why?
- The writer uses words like ... to describe .... What does this tell you about a character or setting?
- What other words/phrases could the author have used?
- The writer uses ...words/phrases...to describe ... How does this make you feel?
- How has the writer made you and/or character feel ...happy /sad/angry/ frustrated/lonely/bitter etc?
- Has the writer been successful in their purpose or use of language?
- What do you think the writer meant by... 'x'?
- Which words do you think are most important? Why?
- Which words do you like the best? Why?
- The author makes an action/description 'like' something else. Why?
- The author states that 'x' is something it isn't. What is the effect of this? Why have they done this?

2h: Make comparisons within the text.

- Describe different characters' reactions to the same event in a story.
- How is it similar to ...?
- How is it different to ...?
- Is it as good as ...?
- Which is better and why?
- Compare and contrast different character/settings/themes in the text
- What do you think about the way information is organised in different parts of the text? Is there a reason for why this has been done?

How do we foster a love of reading?

School place a strong value on the skill of reading.

Staff are role-models in sharing their passion about the value of reading.

Reading Scrapbooks

Reading Buddies

Parents & Carers Reading Shelf

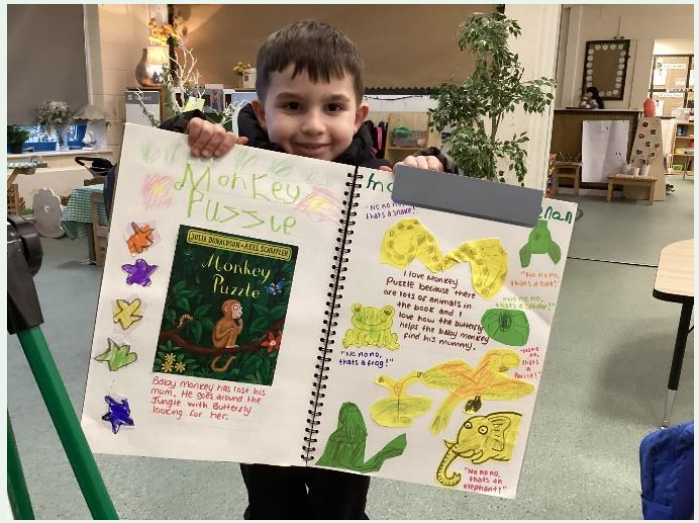
Encourage choice in the books chosen

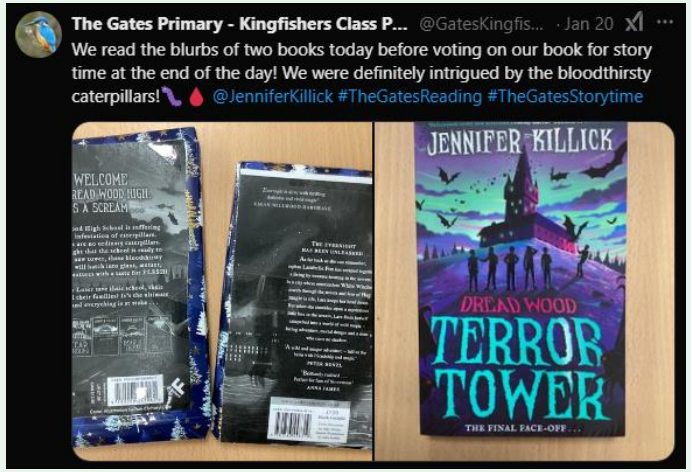
‘Books we have read overtime’ timelines.

Sharing book recommendations and opportunities to talk about books.

Mr D Story time timetabled into the curriculum, daily







How do we foster a love of reading?

Inviting parents in to deliver story time.

Visits to the local library and from Librarians.

Adapted the School Reading Challenge to encourage Reading for Pleasure.

Vending Machine prizes for those who win the weekly Reading Challenge.

School Reading Bus

Celebrating
National Events e.g. Storytelling Week & World Book Day











Our key messages at The Gates:

Reading for pleasure makes a big difference to children's educational performance.

Read every day.
Talk about what you read.
Keep reading together.
Let children choose books they enjoy
Celebrate every success.



Classroom Activity:



The session will finish at 10:00 to give time to get ready for home time. There should be a bell to indicate this.

Exit through the main school office.

If you have children in different classes in school, you can move through school to move between classes. There will be staff in the corridors to direct you.

Feedback:

An evaluation form will be sent out alongside the slides from today, your feedback is much appreciated.

https://forms.cloud.microsoft/e/47a6eeqmfJ?origin=lprLink

