

# READING STAY AND LEARN WORKSHOP

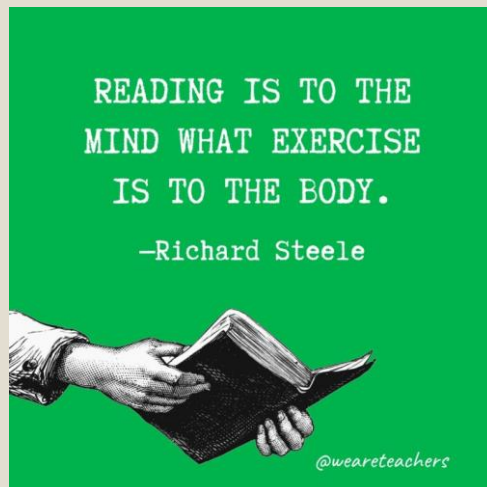
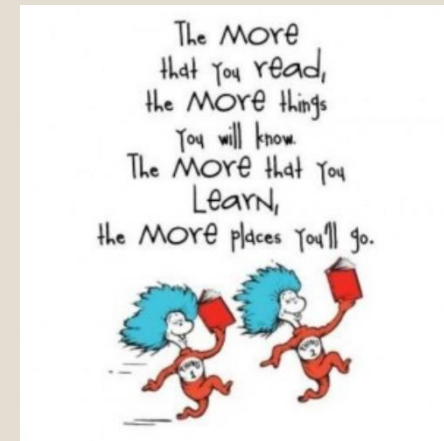
Miss Fairhurst

22.01.25



# Why is Reading important?







- It is a key life skill
- It is a key skill across all curriculum areas
- It teaches about the world around us
- Children learn how language works
- Children are exposed to a wide range of vocabulary



*Being a 'good' reader unlocks all the doors to learning and therefore, opportunity.*

*Being a 'good' reader is also essential for participation in society and furthermore, promotes positive wellbeing and mental health.*

# Reading at The Gates

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Focus Text</b>	<b>David Wiesner Focus</b> 	<b>How to Train your Dragon</b> by Cressida Cowell 	<b>Varjak Paw</b> by S.F. Said 	<b>The Night Bus Hero</b> by Onjali Q. Rauf 	<b>Rumblestar</b> by Abi Elphinstone 	<b>The Miraculous Journey of Edward Tulane</b> by Kate DiCamillo 
<b>Other reading texts</b>	<b>Flotsam</b> by David Wiesner <b>Tuesday</b> by David Wiesner <b>The Three Pigs</b> by David Wiesner	<b>The British</b> by Benjamin Zephaniah <b>If I Were Prime Minister</b> by Tove Skrag (Picture Book – UK Parliament) <b>Coming to England</b> by Baroness Floella Benjamin & Diane Ewen (Black History).	<b>Hurt No Living Thing</b> by Christina Georgina Rossetti (Poetry) <b>Eye of the Wolf</b> by Daniel Pennac <b>Ruby's Worry</b> by Tom Percival (Picture Book – Mental Health)	<b>Frankie's World</b> by Aoife Dooley (Autism Awareness). <b>Happy Here</b> by Black British authors and illustrators (International Day of Happiness). <b>My Heart is a Poem</b> by various poets	<b>The Legend of Tutankhamun</b> by Morgan Sally <b>Hidden Figures</b> by Margot Lee Shetterly (Non-Fiction – Big Question). <b>My Shadow is Pink</b> by Scott Stuart (Picture Book – Tolerance).	<b>Egyptian Diary: The Journal of Nakht, Young Scribe</b> by Richard Platt <b>The Brilliant Deep: Rebuilding the World's Coral Reefs</b> by Kate Messner & Matthew Forsythe (World Ocean's Day). <b>The Midnight Fair</b> by Gideon Sterer
<b>Poetry</b>	<b>School Tomorrow, Excuses For Mum</b> – Joseph Coelho		<b>Keepy-Upppy Kid</b>	Rachel Rooney	<b>Free</b> – Kate Wakeling	
<b>Writing</b>	<u>Handwriting, Grammar &amp; Sentence Focus</u> Handwriting Practise (Daily) Slow Write (Weekly) Sentence Structures	<b>(NF) Recount:</b> School Trip <b>(P) Poetry:</b> Haikus, Tankas and Cinquains (Literacy Shed Plus) <b>(NF) Non-Chronological Report:</b> Dragons	<b>(F) Narrative:</b> An action scene: Varjak's helicopter encounter. <b>(NF) Non-Chronological Report:</b> Mesopotamian Blue Cats <b>(NF) Formal Letter:</b> A letter from Hector to Mrs Vergara.	<b>(NF) Wanted Poster:</b> Create a 'Wanted' poster for a bully character <b>(NF) Formal Letter:</b> Write the letter Hector gives to Mrs Vergara <b>(P) Poetry:</b> Similes & Metaphors (Literacy Shed +)	<b>(NF) Persuasion:</b> Pupil Leadership <b>(F) Narrative:</b> Write a rescue story <b>(NF) Biography:</b> Environmental Activist	<b>(P) Poetry:</b> Free Verse - a poem which conveys Edward's transformation (Literacy Shed Plus) <b>(F) Narrative:</b> Dialogue between two characters
<b>Events</b>	<b>13<sup>th</sup> September</b> – Roald Dahl Story Day <b>3<sup>rd</sup> October</b> – National Poetry Day <b>17<sup>th</sup> October</b> – Harry Potter Book Day	<b>11<sup>th</sup> – 15<sup>th</sup> November</b> – World Nursery Rhyme Week	<b>9<sup>th</sup> January – 13<sup>th</sup> January</b> – Walker Books Week <b>27<sup>th</sup> January – 4<sup>th</sup> February</b> – National Storytelling Week <b>7<sup>th</sup> February</b> – World Read Aloud Day	<b>7<sup>th</sup> March</b> – World Book Day <b>21<sup>st</sup> March</b> – World Poetry Day	<b>June</b> – National Writing Day	

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

Library Loans  
 Opportunities to develop fluency  
 Reading, Phonics & Fluency Interventions

# 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

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

## 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?

This can include the children's ability to:

- 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 your 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 to infer meaning.

This could be about the author's intentions, the layout of a text or a character's 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 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?

### **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?

### **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?



# How do we foster a love of reading?

Reading Scrapbooks

Reading Buddies

Parents & Carers Reading Shelf

Mystery Books

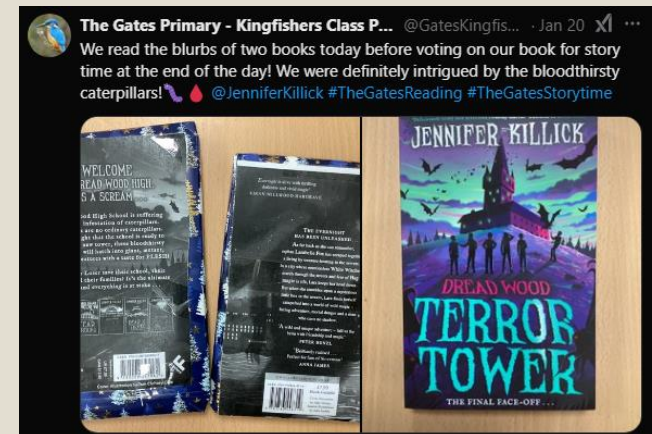
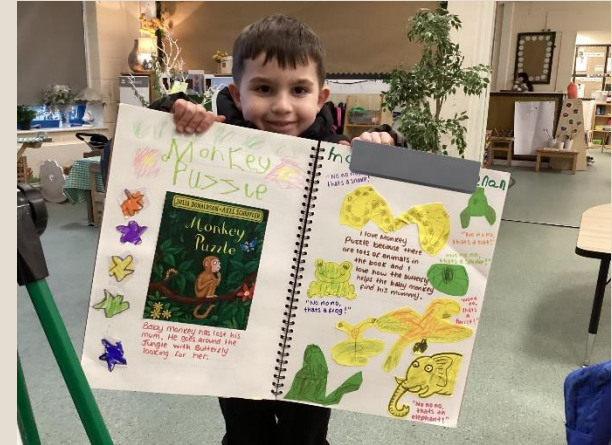
(encouraging choice in the books chosen)

Class Reading Timelines

Sharing book recommendations and opportunities to talk about books.

Story time timetabled into the curriculum

World Book Day



# Key Assessment Points

## KS1 SATs – at the end of Year 2

There are two papers in the Reading test, each worth 20 marks.

Each may include fiction, non-fiction and poetry.

Children answer comprehension questions to show their understanding of the texts. There are two papers to complete, with the second paper being slightly more challenging.

### Where Does Wool Come From?

At different times of year, we need to wear different types of clothes. When the weather is cold, we sometimes wear thick jumpers, hats, scarves or gloves. These are often made from a material called wool.



#### Practice questions

**a** People wear scarves and gloves in...

Tick **one**.

warm weather. ☐

cold weather. ☐

rainy weather. ☐

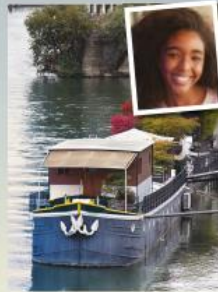
sunny weather. ☐

**b** What are warm clothes often made from?

\_\_\_\_\_

### Houses Around the World

All over the world, people live in different kinds of houses. Houses can be made from lots of materials and be found in all sorts of unexpected places!



My name is Sara and I live on a houseboat in a country called France. Living on a boat means that my house can move and my family can travel to lots of interesting places.

My boat has everything you need, just like a house on land! We even have a special machine that gives us electricity but it can sometimes run out. I have to be careful about how much time I spend having a shower or watching television because they both use electricity.

My favourite part of living on a houseboat is that I am able to see lots of different wildlife. Watching a family of otters while eating breakfast is not something everyone is lucky enough to do.

My name is Bora and I live in a country called Mongolia in a house called a ger.

A ger is a round tent that can be moved from place to place. We keep animals that need to move to different places to eat. Because we have to go with the animals, our house has to be able to move too. Our ger is made of wooden poles in a special pattern called a lattice.

Gers have one room and a hole in the middle of the roof. This lets in fresh air and sunlight. Gers are covered with special fabric to help keep out the wind and rain.

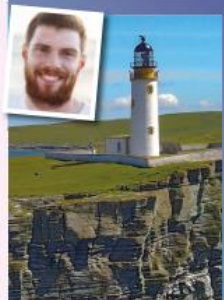
Some gers, like mine, have solar panels, which turn sunlight into electricity. This means we can charge our phones wherever we go!



My name is Tom and I live in a lighthouse in Scotland. My house is built high up on a cliff at the edge of the sea.

Living by the water in a tall lighthouse gives me the chance to see some amazing views. On sunny days, I will climb to the top of the lighthouse to look out across the sea. There are nearly 100 steps in total so it is harder than it sounds. Sometimes, the weather is not good and I can't see much from my lighthouse.

During heavy storms, it can be hard for me to get out and about, so I always have to have lots of food and water ready in case I can't get to the shops for weeks! Luckily, there is plenty of room in a lighthouse to store all those extra supplies.



My name is Ella and I live in an underground house in a country called Australia. A large part of this country is desert and it is very hot in the summer.

One way to stop yourself sweating in the heat is to live below ground where it is much cooler. Special air tunnels called shafts let in fresh air from outside. This keeps the underground rooms cool.

Even though my house is underground, it has everything that an above-ground house has. My house has electricity, water, a telephone and even the internet. The only thing it doesn't have is windows! Tunnels connect all the houses so you can easily visit your neighbours.

The best part about living underground is that you are not disturbed by any outside noise, so you will definitely have a good night's sleep!

# Key Assessment Points

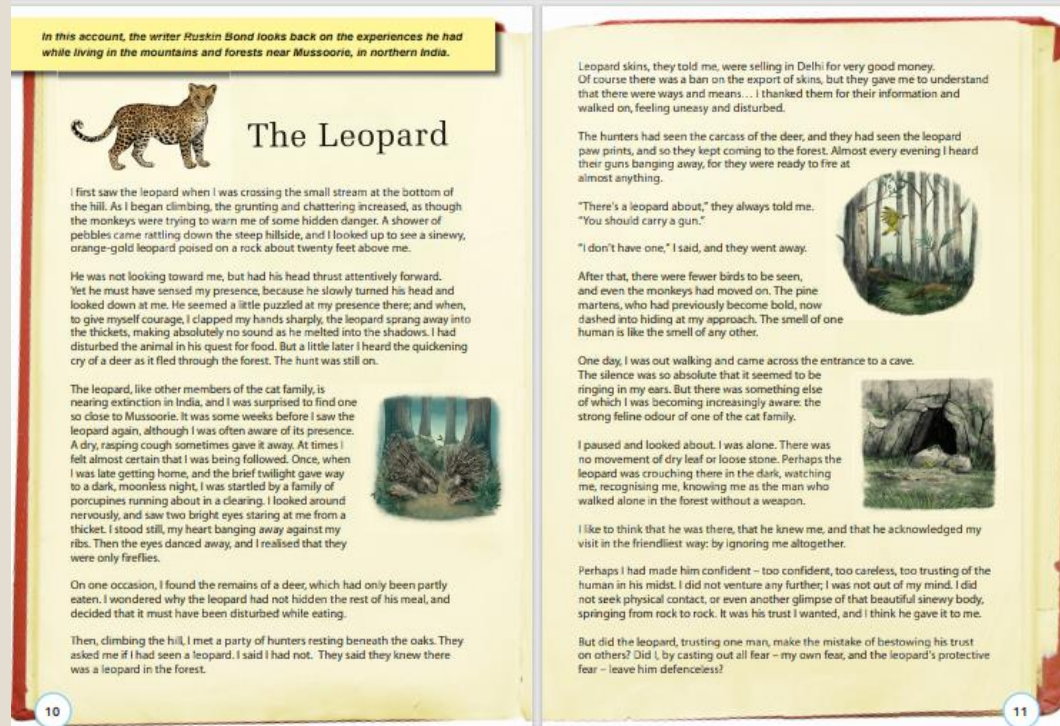
## KS2 SATs – at the end of Year 6

There is one paper in the Reading test which is worth 50 marks.

The test include 3 different texts and three sets of questions which link to the texts provided.

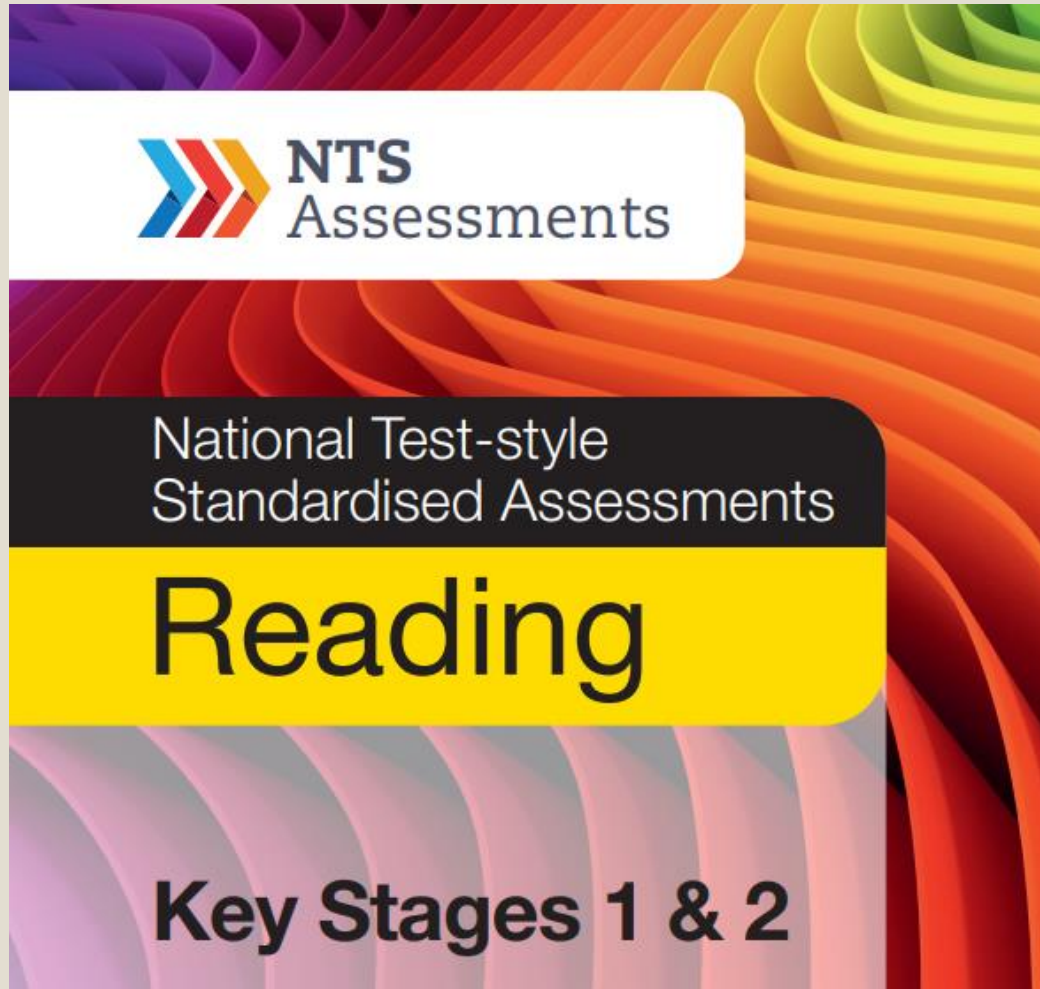
Each may include fiction, non-fiction and poetry.

Children have one hour to complete the test paper





# Key Assessment Points



Years 1-5

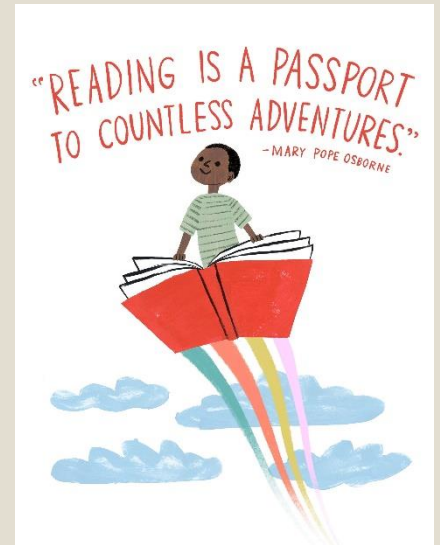
Autumn 2

Spring 2

Summer 2

# How can you support at home?

*Studies show that reading for pleasure makes a big difference to children's educational performance. The evidence suggests that children who read for enjoyment every day not only perform better in reading tests than those who don't, but also develop a broader vocabulary, increased general knowledge and a better understanding of other cultures.*



Reading regularly with your child at home (reading to them and listening to them read).

Ask questions about the book that help to develop skills.

Encourage reading choice – providing children with opportunities to read different things.

Talk about books – use the front cover as a starting point. What was their favourite character or moment?

Fluency – are they reading to the punctuation? What is their expression like?

# Classroom Activity:

- The session will finish at 3.10 to give time to get ready for home time. There should be a bell to indicate this.
- Exit through the classroom fire exits.
- Children will be dismissed at usual time.
- 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.



**Thank you!**

