

Year 3 & 4 Reading Workshop

October 2019



Aims and focus



- How are your children assessed in reading?
- How is reading taught at Garlinge?
- What is expected at the end of Key Stage 2?
- How are we doing locally and nationally?
- How can you best support your child at home?

Garlinge Reading results compared to National levels

Key Stage 1		National % in 2019
2018	2019	
74%	77%	75%

Key stage 2		National % in 2019
2018	2019	
80%	76%	73%

High 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. Reading tests are typically 1 hour. 2168 words in 2019 test.

Possible reasons

```
graph TD; A[Possible reasons] --- B[Poor fluency]; A --- C[Poor phrasing]; A --- D[Poor vocabulary]; A --- E[Hard for children to visualise what is happening in the text.]; A --- F[Struggle to infer and find deeper meaning.]; A --- G[Lack of motivation to read]; A --- H[Poor phonics skills];
```

Poor fluency

Poor phrasing

Poor vocabulary

Poor phonics skills

Hard for children to visualise what is happening in the text.

Struggle to infer and find deeper meaning.

Lack of motivation to read

How do we tackle these problems?

- Poor phonics?

Children who do not pass the year 1 phonics screening receive focus support and intervention in years 2 and 3. Continue to practise sounds at home.

- Poor phrasing and fluency?

More reading miles needed. Daily reading to build up reading stamina and fluency.

- 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.

Billy's Tower (Year 3 text)

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."

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...

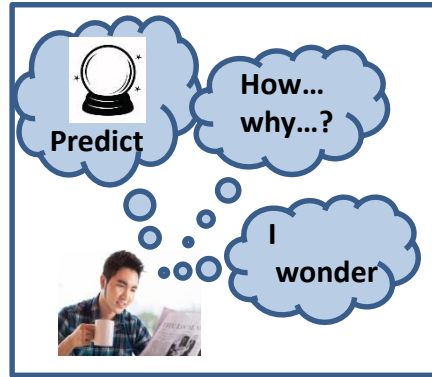
Tomorrow
...so they might
live near sea or
be on holiday..

Strategies to help us understand and enjoy reading.

As we read we



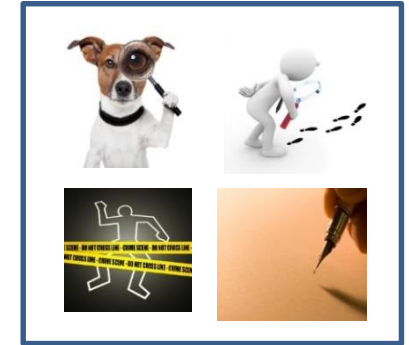
Use our background knowledge and connect to text



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



Visualise



Think like a detective- use inference



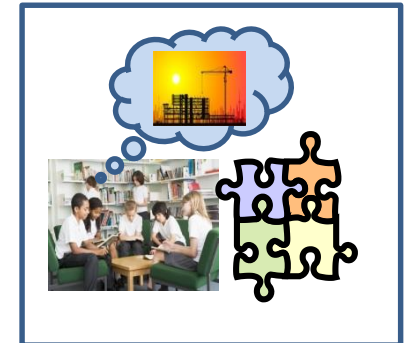
Notice breakdown...



and repair it



Watch out for VIP words/ phrases/ideas



...and put together to build GIST

Words children have needed to know in previous KS2 tests.

triumphant

stubborn

impression

rival

parched

ancestor

image

determined

milled around

rehabilitation

appeal to

extraordinary fascination
unknown ancestors
chamber pots and cracked basins
fashioned by hand
generosity of space
vast horse chestnut
poignant smells
elderly spinster

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)

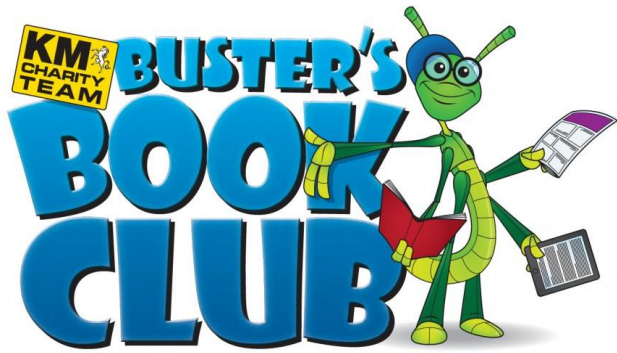
“So I was a little rude in the waiting room. So what? I hate waiting.” (paragraph 2)

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

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 (whole class text that fits in with their topic)
- Daily guided reading (30 minutes)
- Independent reading (10-15 minutes)
- Selecting books/visits to the school library (lunchtime)
- Reading across the curriculum in other subjects
- Home/school reading links/clubs
- Listening to good books read aloud (class story)
- Weekly focused comprehension lessons.
- Targeted intervention groups
- Buy 'Recommended Reads' for specific year groups.
- Celebrate 'World Book Day' and Book Fairs.

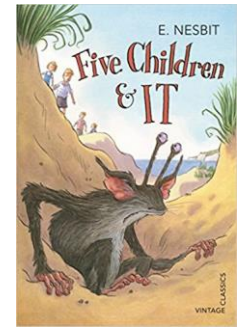


- Buster's Book Club initiative takes place every Wednesday night. Children are encouraged to read for 15+ minutes and then have their book mark signed.
- Reader awards
- Salford reading assessments take place every 2 terms. This allows teachers to move children up in their reading book colours and calculate their reading age.
- Classroom incentives e.g. Treasure maps, reading rockets, certificates for reading milestones e.g 10, 25, 50 books.

How can you best support your child?

- Read daily with your child (or at least 3x a week).
- Find a variety of text types, fiction and non-fiction that your child enjoys.
- Raise the profile of reading. Share books with your child that you enjoyed at their age.
- 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?
 - Use a thesaurus

Different language and contexts



Contemporary

Alfie Moore had a routine. To be honest, he had a lot of routines. He had a waking-up routine, a getting dressed routine ...

Alfie was eleven and the routines had all been worked out by his dad, Stephen.



children's classic literature

The house was three miles from the station, but before the dusty hired fly had rattled along for five minutes, the children began to put their heads out of the carriage window and to say, "Aren't we nearly there yet?"

Phonics Support

- Encourage children to use their phonics to sound out unfamiliar or tricky words.
- 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?

In your pack...

Finally...



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

Beverly Cleary – Children's writer.