



Year 5 & 6 Reading Workshop

November 2019



Focus

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

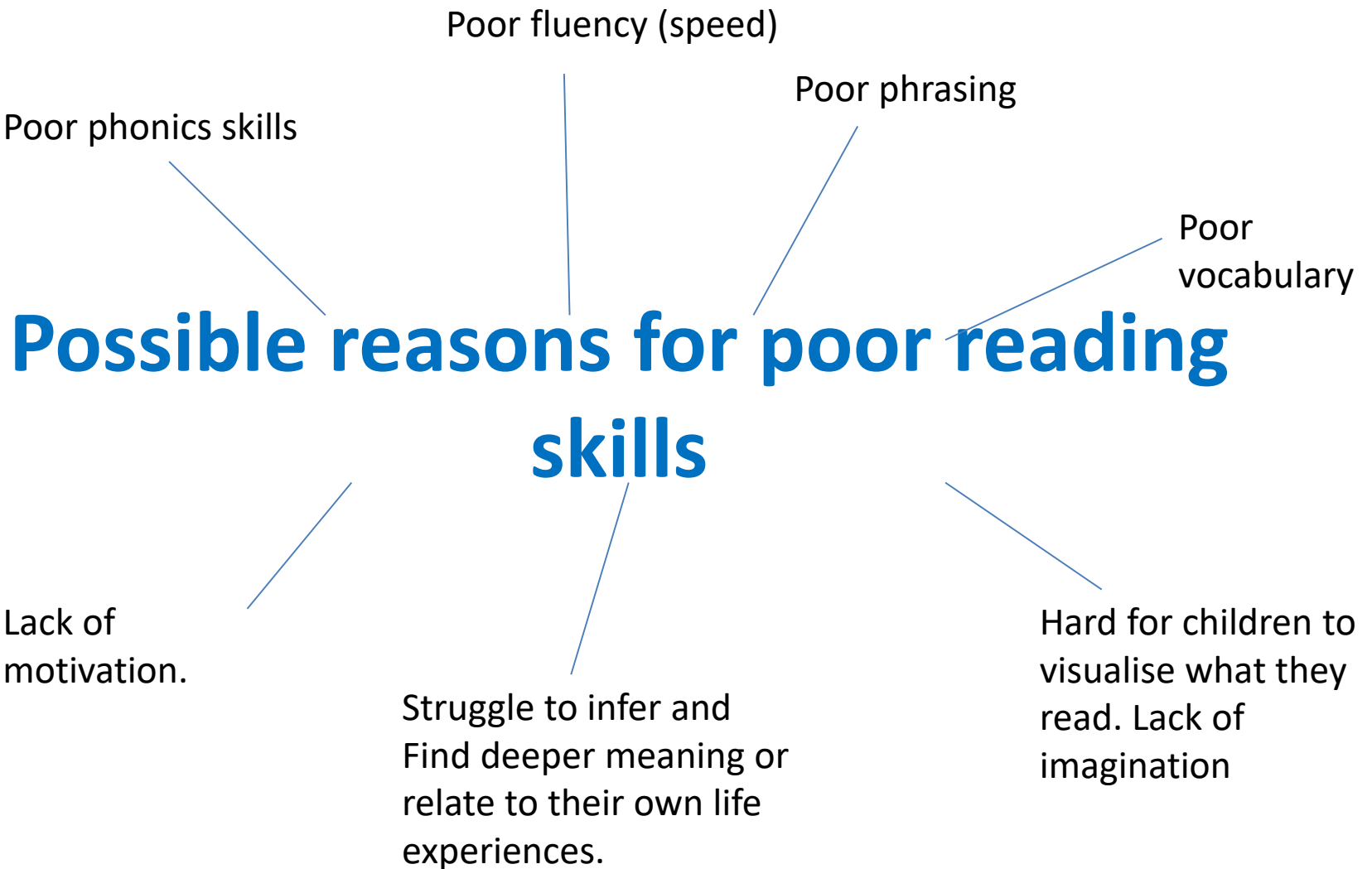
Garlinge Reading results compared to National levels

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

Key stage 2		National figure % 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 are 1 hour long and include 3 lengthy texts that the children need to read and answer questions about. The 2019 End of KS2 Reading test was 2168 words long and comprised of 39 questions. It was estimated that children need to have a 'read speed' of over 100 words a minute.



How do we tackle these problems?

- Poor phonics?

Children who do not pass the year 1 phonics screening receive focus support and intervention. They need to continue to practise their sounds at home. Other interventions exist further up the school e.g. precision teaching.

- Poor phrasing and fluency/speed?

More reading miles needed. Daily reading is needed to build up stamina.

- Poor comprehension?

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

Unpicking the strategies we use as adults to read.



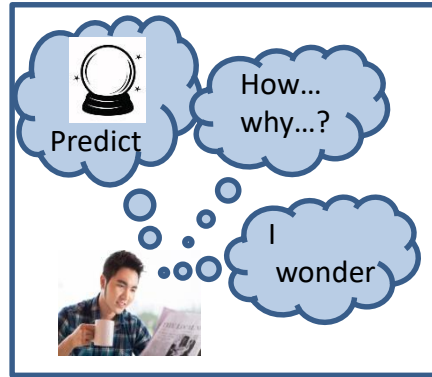
As adults, we use a range of different reading comprehension strategies. We often do these so quickly that we do them without really knowing they are taking place. It is important to unpick these and to teach / model these to our children so that they too can become successful readers for life.

Strategies to help us understand and enjoy reading.

As we read we



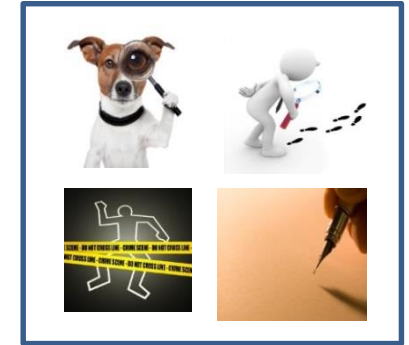
Use our background knowledge and connect to text



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



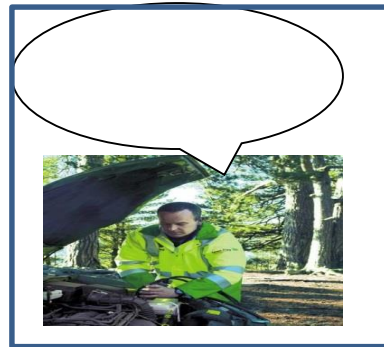
Visualise



Think like a detective- use inference



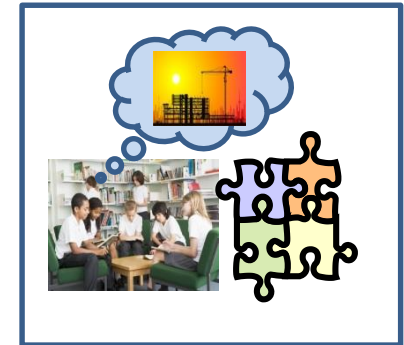
Notice breakdown...



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

reassure

image

determined

'milled
around'

rehabilitation

reluctantly

2019 vocabulary

warden reluctantly 'blinking back the tears'
redeveloped passionate declined 'intensive
farming' 'clearly visible' pollinators
geraniums begonias conservation artificial
stranded fundraising meteor debris
restlessness slanted tarnished slung
brimstone stove 'musical box' 'kerosene
lamp' 'hung over her like a veil' contraptions
faltered indignant crater components
(Text 1 Text 2 Text 3)

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.

Q4 - Look at page 4

Find and copy one word from the text which shows Joe is angry. (1 mark)

Q8 - If she was trying to **reassure** Joe, it wasn't working.

What does reassure mean in this sentence? (1 mark)

Q26 – Give one example of the use of humour in the fact sheet (1 mark)

Q34 – Look at page 9.

'But she won't sing?'

What does Piper mean when she says this? (1 mark)

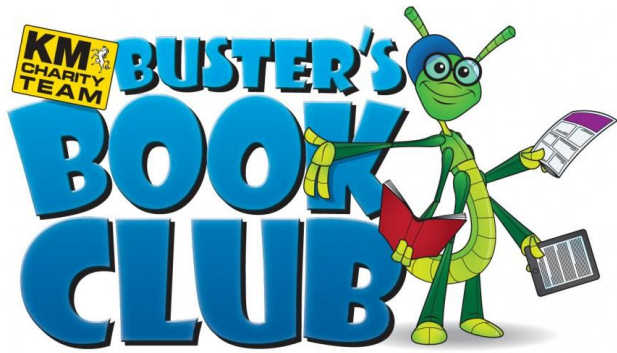
Q38- Look at the last paragraph, beginning: 'Yeah, it'll look smart.'

Find and copy one word that suggests that the sound coming from Micah's music box is unpleasant. (1 mark)

What we do in school?

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

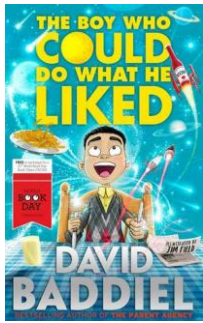
- Shared reading (whole class text that fits in with their topic)
- Daily guided reading (30 minutes)
- Independent reading (10-15 minutes)
- Selecting books/visits to the school library (lunchtime)
- Reading across the curriculum in other subjects
- Home/school reading links/clubs
- Listening to good 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.



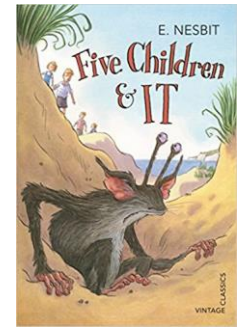
- Buster's Book Club initiative takes place every Wednesday night. Children are encouraged to read for 20+ minutes and then have their book mark signed (the time varies on the age of the child)
- Class 'Reader of the Week' certificates.
- Salford reading assessments take place every 2 terms. This allows teachers to track children's reading age and their reading book colour.
- Classroom incentives e.g. Treasure maps, reading rockets, certificates for reading milestones e.g 10, 25, 50 books.
- KS2 Library is open every lunch time for 30 mins.

How can you best support your child?

- Read daily with your child (or at least 3x a week and sign it in their reading record).
- Help your child find a variety of text types, fiction and non-fiction that they enjoy.
- Raise the profile of reading at home. Share and discuss books with your child that you enjoyed at their age. Dedicate set time to reading!
- Talk about the story with your child. 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 or dictionary.**



Different language and contexts



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?"

A contemporary text
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.

Expose your child to different authors and classic literature. The complexity of vocabulary, style of writing and story context will improve their reading ability. Contemporary stories published by the likes of Dahl, Baddiel, Kinney and Walliams are, of course, appealing but they are very similar in the way that they are written.

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.