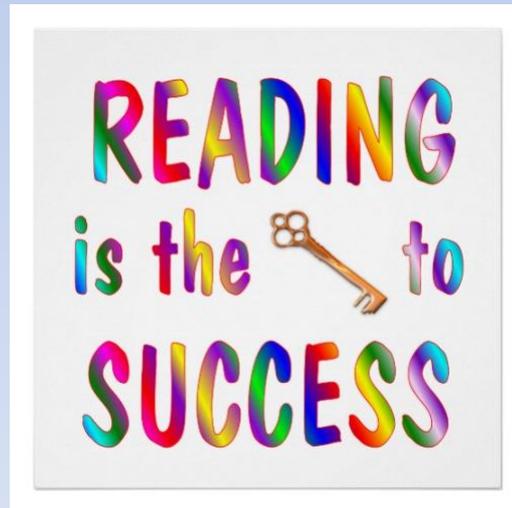
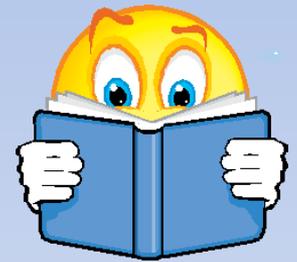


English meeting

14th November 2018



Why is reading so important?

- Learning in other subjects
- Enjoyment and entertainment
- Progress in school
- Progress in later life
- Improves writing skills - vocab etc.





Retrieve



Interpret



Choice



**What is the difference
between these two**

**What kind of person
is a ginger cat?**

**Which cat would you
be. Why?**



In your jotters, answer these questions...

Retrieve



Interpret



Choice



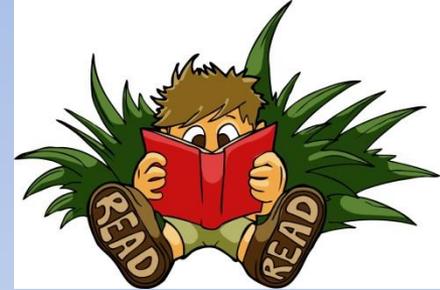
How many cats can you see in the photo?

What do you think the cats are doing?

What do you think will happen next?

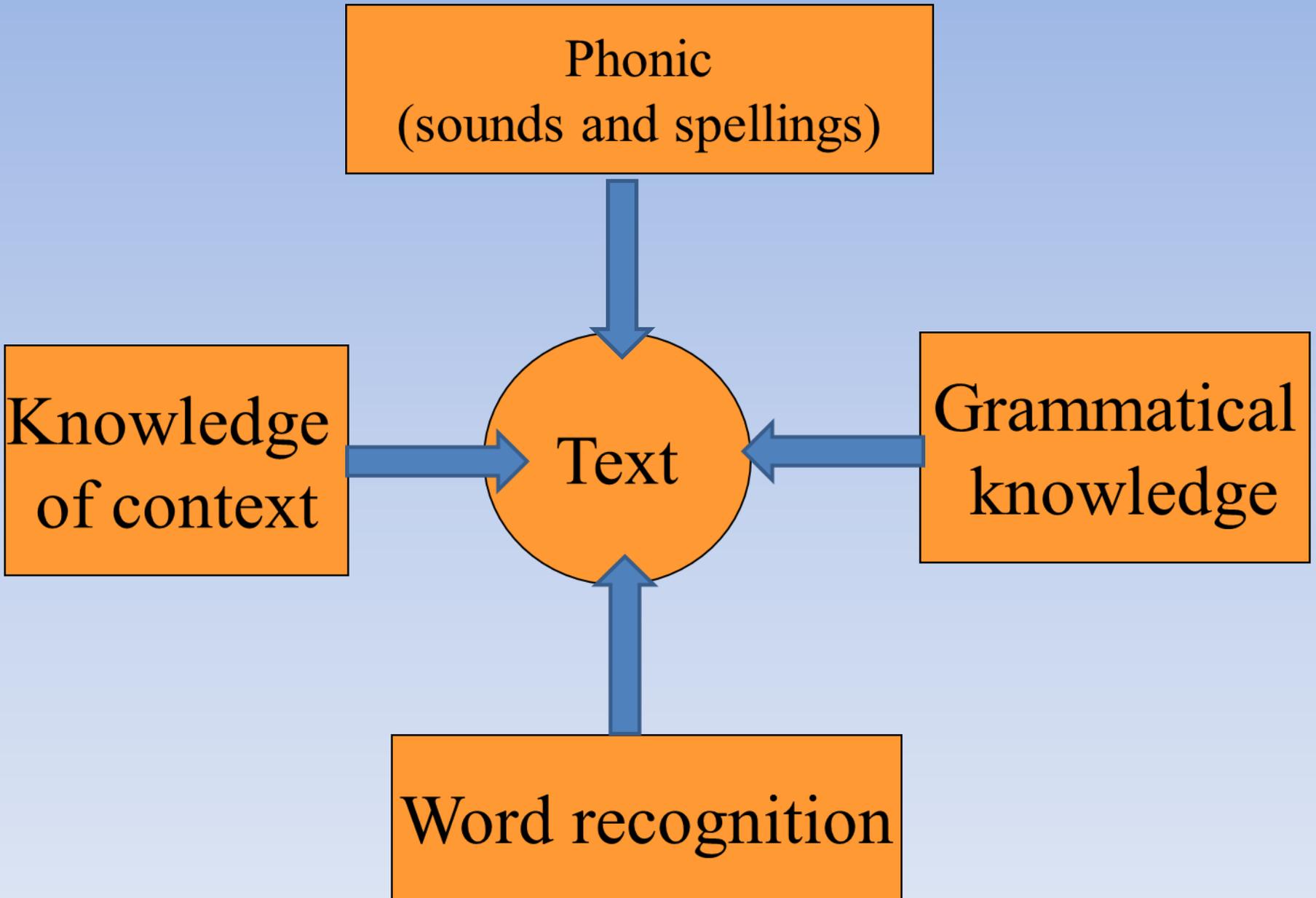
How do children learn to read?

- Decode
- Read for meaning



One is no use without the other!







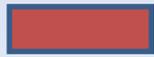
Good language comprehension,
poor word recognition

Good word recognition,
good language comprehension



Poor word recognition,
poor language comprehension

Good word recognition,
poor language comprehension



Strategies

- Picture clues
- Grammar clues
- Sight vocabulary
- Phonics (sound it out)



Reading the
lines

(literal understanding)

Reading through
the lines

(inferential and deductive
reading)

Reading beyond
the lines

(evaluative and comparative
reading)

READING
is the  to
SUCCESS

Inference: a subjective process where the reader determines what the author is suggesting, using background knowledge and prior experience.

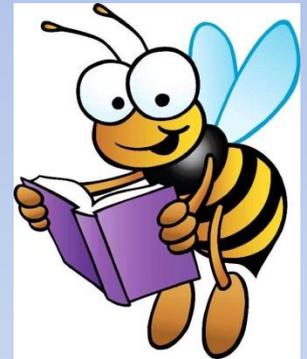
Use background knowledge

Make predictions/ask questions

Visualise when necessary

Identify important words/phrases/ideas

Make connections and integrate meaning



To use inference, we must read like a detective.

We find the clues across the text and use them to add layers of understanding, building a rich picture in our head

The Great Plague, 1664-1666

(text taken from past SAT paper)

About 350 years ago, a terrible disease spread across parts of Europe. It was called the Great Plague. The worst year was 1665 when London was badly affected. By the end of that year, about 100,000 people had died.

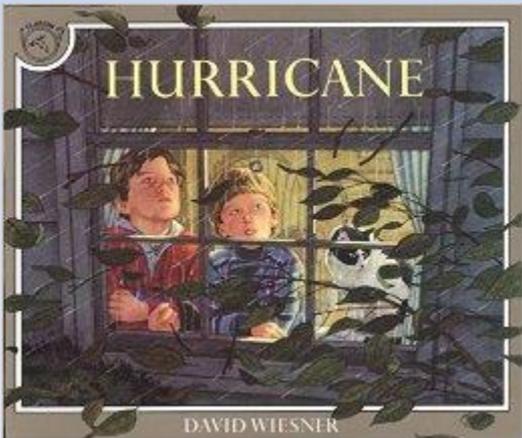
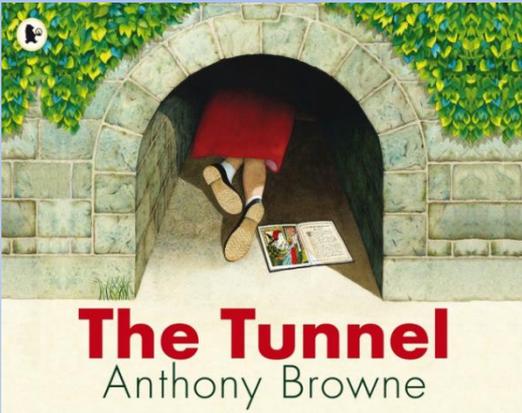
What was the worst year of the plague?

(1 mark - a literal response - reading the lines)

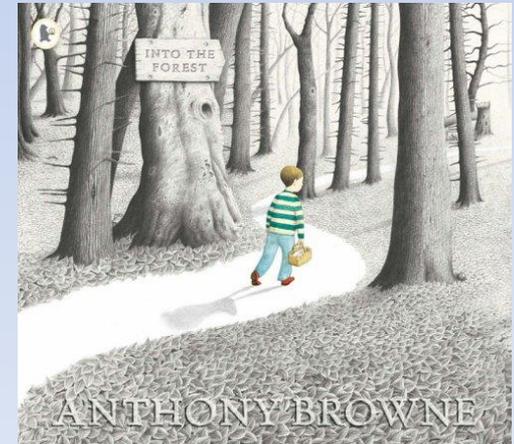
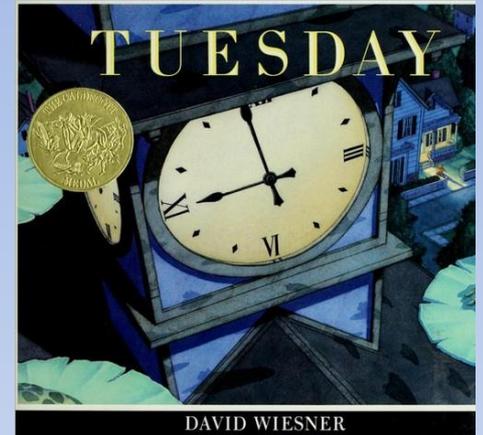
What impact would the death of 100,000 people have on society

(3 marks - an inferential response)

Picture books



Picture books are excellent for gaining story language and for encouraging children to use inference (they have to make up the story!)



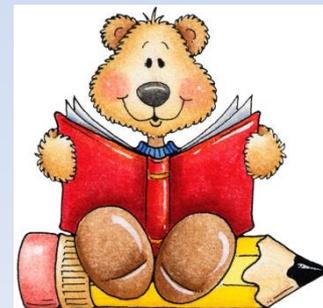
Finding books

- Lovereadingforkids.co.uk
- Federation of Children's Book Groups
- www.booktrust.org.uk
- Children's Best Book Guide
- National Literacy Trust
- <http://www.wordsforlife.org.uk/>
- Blogs....
- <http://www.thebookpeople.co.uk/blog/index.php/tag/childrens-books/>
- Other children!
- <https://schoolreadinglist.co.uk/category/reading-lists-for-ks2-school-pupils/>



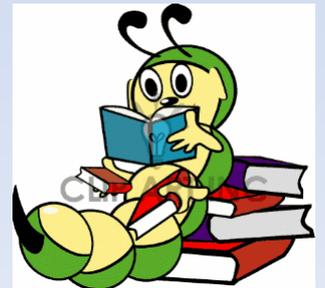
Reading with older children

- It is vitally important to carry on reading with the children in Upper KS2
- Share a book - page by page / chapter by chapter / poem by poem
- Explore a more sophisticated picture book
- Read the same story independently...then discuss the text, watch the film and make comparisons



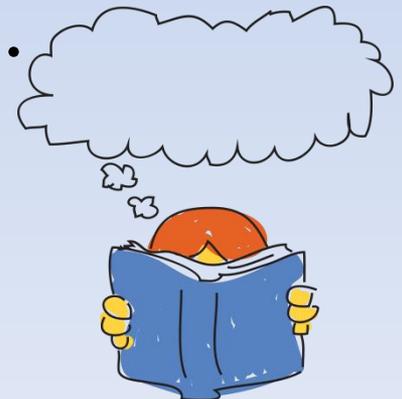
Talking about the text

- Listening comprehension and reading comprehension use the same skills
- Vocabulary building is essential - what words mean, what phrases mean, words that mean the same things, words that mean different things
- Children need to learn the "language of written text"



Good readers ask questions

- When we read, we make predictions, ask ourselves questions about the text and then look out for the answer.
- If the answer is not what we expect, we are prompted to go back and check
- It is more powerful if we can get children to ask the questions themselves....



Open question starters

- I wonder if....
- I wonder why...
- Tell me about....
- Why do you think....
- Tell me more
- How do you know....



Retelling is an important skill

- Good readers do not remember the exact words of a text, they remember the 'gist'
- In order to retell a story, you have to be able to pick out the important parts of the story (summarise) and put them into your own words (synthesise)
- Encourage children to use the language of the story they have been reading

Assessment

- Each week, children will be assessed informally when they are reading. This could be through individual reading sessions / group reading sessions / whole class sessions and the reading in other subjects. This will inform the teaching staff as to the children's attitudes towards reading and to their present levels of attainment etc.
- More formal assessment takes place in most year groups every term - in year 6 more often!

SAT papers

- During May when the children are in Year 6, they sit SAT papers - one of these papers is Reading.
- This constitutes of an hour long written text. The children have 3 stories to read and a series of written questions to answer.
- The children in Yrs. 3, 4, 5 also complete these type of papers in preparation for Year 6.

- The children need to answer a series of written questions which are mainly focussed on inferential skills.



Good word
recognition,
poor language
comprehension



Good word
recognition,
good language
comprehension

Writing

Good writing consists of many things:

- Understanding the requirements of each genre
- Good use of language / word choices
- Correct use of grammar / spelling / handwriting
- A range of punctuation



The children have an awful lot to think about when they are writing.

- When staff talk about children's writing there are not always referring to handwriting - it is very important, but compared to everything else the children have to do, it's not quite as important.
- The children are expected to write in joined handwriting to reach ARE (age related expectations) by the end of year 6 but it is recognised that they will have their own style -
'maintain legibility in joined handwriting when writing at speed.'

During KS2 the children are expected to write in a range of genres:

- Captions
- Lists
- Explanations
- Chronological reports
- Non chronological reports
- Persuasion
- Letter writing
- Recounts - diaries etc.
- Story writing e.g. myths & legends
- Traditional tales
- Biography / autobiography
- Discussion / argument
- Poetry
- Newspapers
- Play scripts

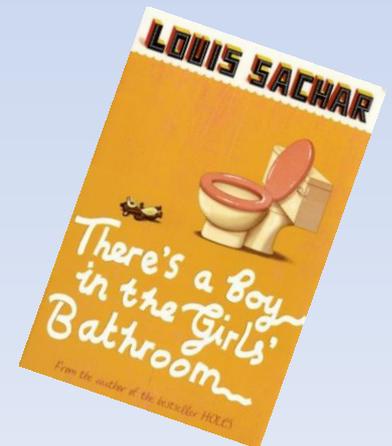
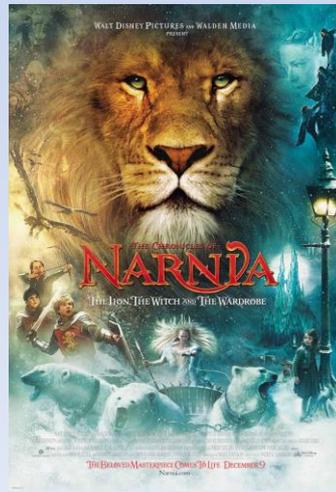
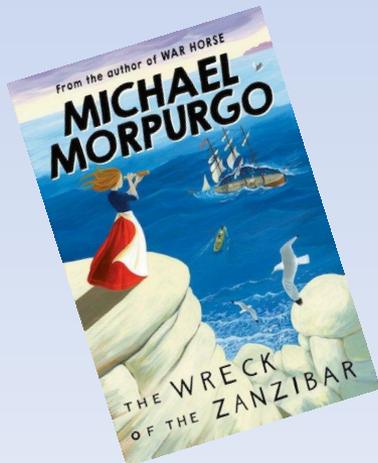
Progression through a unit of work

During an English unit the children will be introduced to a specific genre which they will work on for a couple of weeks.

During this time they will become aware of the features of the genre (both organisational and language), through reading examples and writing in that style themselves.

'Take one book'

- Often used by teaching staff as this can be a useful method of assessing the children in a range of genre.
- One book will be used and the children will be asked to write a variety of things e.g. a diary / letter / newspaper / report etc.



Typical lesson

- Answer 'red comment'
- Go through LO and SC
- Shared text - children / teacher reading together
- Consider any specific grammar targets for today's writing e.g. use of modal verbs
- Children rehearse their writing with a partner / on whiteboards - edit and improve.
- Complete task - independently / with a partner / guided group etc.
- Plenary - self / peer assessment / new learning for tomorrow

Grammar / spelling / handwriting

- As the children progress through KS2 they will experience many more discrete lessons based on grammar - the requirements are hard! These objectives are tested through the SPaG tests at the end of each year and ultimately in year 6.
- Spelling is taught initially by continuing the phonics work prevalent in KS2 and then through commonly used spelling patterns / rules
- Handwriting is taught through whole class lessons in LKS2 and then just in groups / commented on for individually as the children get older.

Edit and improve

- As an integral part of their learning the children are often asked to 'edit and improve' their own work OR as they get older to look at a partner's work.
- They are focussed on set criteria and are encouraged not to comment on things that have not been focussed on during the lessons e.g. initially the children can be overly critical of handwriting / spelling whereas we actually want them to look at the features of the genre / points of grammar e.g. the use of relative clauses etc.

Assessment

- For writing, assessment takes place every lesson. The children receive feedback either orally or in writing (through their red comment). This feedback will mark positives and give areas for improvement.
- More formal assessment occurs 3 times a year - towards the end of each term.
- Work is judged against criteria set by Hertfordshire for Yrs. 3, 4, 5 and National Criteria for year 6.