

Reading Skills
Parental Workshop
Monday 4th November
Mr Slack



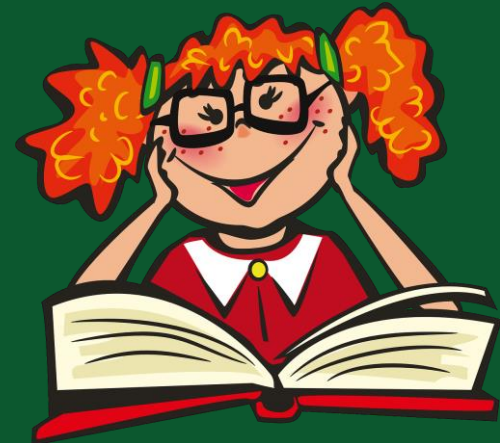
Resilient

Respectful

Resourceful

Aims of the session

- How reading is taught and assessed
- Individual skills
- Practical tips on how to support these at home
- Questions



How reading is taught and assessed

Early Years and Key Stage 1

- Daily phonics using the accredited Read Write Inc (RWI) scheme
- Homogenous groups matched to each pupils knowledge of sounds and blending/decoding skills
- Children complete the RWI scheme when they can accurately read 80-90 words per minute
- Daily Reading Skills sessions
- PM Benchmark to assess reading speed and comprehension (book bands)
- Termly formal assessments (from Spring for Year 1) leading to intervention where appropriate

Key Stage 2

- Daily Phonics for children in Years 3 & 4 who have not completed RWI scheme
- Daily 'Fresh Start' sessions for children in Years 5 & 6 who have not completed the RWI scheme
- Daily Reading Skills sessions
- PM Benchmark to assess reading speed and comprehension (book bands)
- Termly formal assessments leading to intervention where appropriate



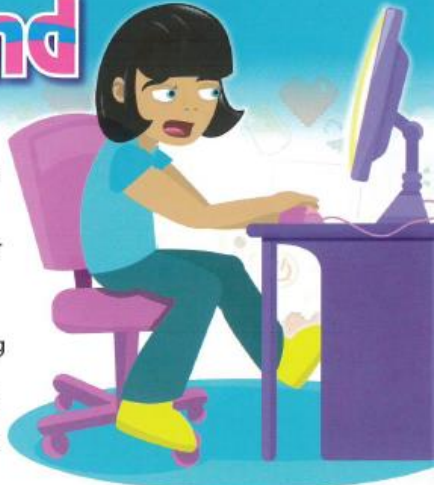
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Secret friend

1. 'Click'.
2. Annoyed, Tanika quickly tapped her finger on the mouse to send the email. And then she froze. Had she clicked 'reply sender' or 'reply all'? She quickly checked her sent email folder. Oh, no ... !
3. Tanika had been chatting to Owen, a boy in her year at school, through instant messaging for a few months now. They had really good chats online. The only problem was ... he was a total nerd. Even though she looked forward to their internet chats after school, Tanika was too embarrassed to talk to him at school.
4. She hadn't told her friends about her secret friend. But one of the girls in her class, Olivia, seemed to have guessed. She sometimes said things that made Tanika think Olivia knew she was friends with Owen.
5. This afternoon she had checked her inbox and found an email from Olivia. It was a group invitation to her house for a party at the weekend. When Tanika saw all the people the email had been sent to, it seemed like half her year had been invited. As she read the email, she saw a 'PS' at the bottom of the page. She read it:
6. 'PS: Tanika, I'm inviting Owen, too, for you.'
7. Oh no! This email had gone to all her friends! Tanika didn't want everyone to know she was friends with Owen. She quickly typed a reply back to Olivia.
8. 'Hi Olivia, don't invite Owen because of me, as if I would want to hang out with a total loser like him!' She sent the email quickly, in too much of a rush to check who she was sending it to.
9. When she did check the sent email folder, she realised, too late, she had sent the email to everyone, including Owen. She felt awful. Poor Owen. Maybe he was a nerd, but he was still a nice person and she shouldn't have said that about him. She realised she had done the wrong thing and needed to make it right.
10. Taking a deep breath, she opened the email from Olivia again, and this time thought for a long time about what she would write. She clicked 'reply all', and started writing.



Tuesday 30th January

Word Detectives

1. Who had Tanika accidentally sent her email to?
2. Why was it a problem chatting to Owen?
3. Who seemed to have guessed she was friends with Owen?
4. The email from Olivia was about what?
5. Who was invited to the house party?
6. How did she check who she had sent the email to?

Wednesday 31st January

Thinking Caps



1. Why do you think Tanika chatted to Owen online even though she thought he was a nerd?
2. Why do you think she didn't tell her friends?
3. Why do you think Olivia wrote the PS about Owen?
4. Why did she need to think for a long time about what she was going to write in her second message?
5. Why do you think the author wrote this text and its purpose?

Thursday 1st February

Building blocks



1. Give an antonym for the word 'annoyed'.
2. Usually we add the suffix -ed to words to change the verb to the past tense. Find one verb which **DOES NOT** follow this rule.
3. The author used the punctuation ellipsis (...) in paragraph 2 and 3. Give the reason for their use.
4. Is it a fact or an opinion that Owen is a 'nerd'?

Friday 2nd February

Points of view



Write what you think Tanika will say in her email to everyone to make the situation right.

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Reading activities as part of main English lessons ensure coverage of other National Curriculum objectives such as:

- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- discussing words and phrases that capture the reader's interest and imagination
- identifying main ideas drawn from more than 1 paragraph and summarising these
- predicting what might happen from details stated and implied
- provide reasoned justifications for their views



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KS1 Content Domains

1a	1b	1c	1d	1e
<i>Draw on knowledge of vocabulary to understand texts.</i>	<i>Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</i>	<i>Identify and explain the sequence of events in texts.</i>	<i>Make inferences from the text.</i>	<i>Predict what might happen on the basis of what has been read so far.</i>

2024 KS1 Reading Test Marking guidance.

Although end of KS1 assessments are now optional, the curriculum is designed for children to develop the skills listed above, known as the Content Domains.



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2024 Year 6 SATS by Content Domain

2a	2b	2c	2d	2e	2f	2g	2h
<i>Give or explain the meaning of words in context.</i>	<i>Retrieve and record information or identify key details from fiction and non-fiction.</i>	<i>Summarise main ideas from more than one paragraph.</i>	<i>Make inferences from the text or explain and justify inferences with evidence from the text.</i>	<i>Predict what might happen from details stated and implied.</i>	<i>Identify and / or explain how information or narrative content is related and contributes to meaning as a whole.</i>	<i>Identify and / or explain how meaning is enhanced through choice of words and phrases.</i>	<i>Make comparisons within the text.</i>

10%

38%

2%

44%

0%

0%

0%

6%



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Friendship. Danger. An unforgettable journey ...

WHERE the RIVER TAKES US

LESLEY PARR

BLOODSTORY

Retrieval - finding key information from the text

Where do the kids like to hang out after school?

What are Jinx and Tam collecting to build?

Who is Catrin waiting for when she arrives?

Why was Catrin late meeting Jason?

What does Catrin say about her little brother?

What is Jason doing when he falls off his bike?

What is the main difference between the park and the place the kids hang out?

How does Catrin react when she sees Jason fall?



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BLOOMSBURY

Inferences - making connections/ educated guesses based on what's been read

Why do you think the kids prefer playing on the waste ground instead of at the park?

What does Jason's reaction to Catrin offering him a hand suggest about his personality?

Why might Jason feel that "everything's different now" when he never used to mind everyone knowing him?

What can you infer about Jason's relationship with his older brother, Richie, based on his response to Catrin?

Why do you think Jinx believes there's a wild cat on the loose, even though no one has proof?

These are often based on understanding characters' feelings and motivations



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Events

Jason falls off his bike when attempting the perfect wheelie
Catrin rushes to check if he's ok

Characters

Catrin – caring, responsible, understanding

New Vocabulary

Rubble: Broken pieces of rock or brick from something that has fallen apart.

Satchel: A bag for carrying books and school stuff.

Unicycle: A bike with only one wheel.

Unanswered questions/ puzzles

What happened in Jason's life that makes him feel like "everything's different now"?

Is there really a wild cat on the loose, or is it just a rumor?

Why does Jason seem upset when Catrin brings up Richie?

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Making Connections

Discussion of books and how they relate to other books is important to develop understanding.

Children discuss:

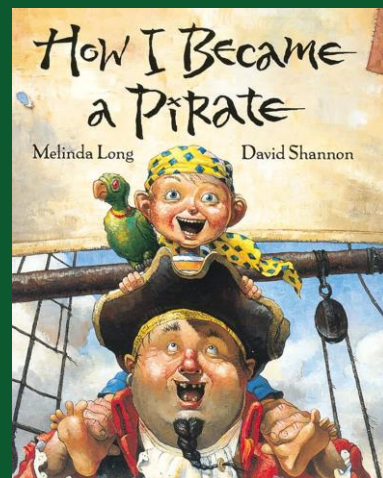
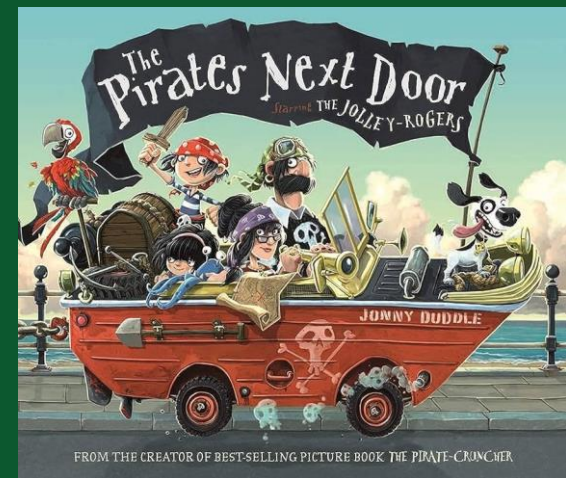
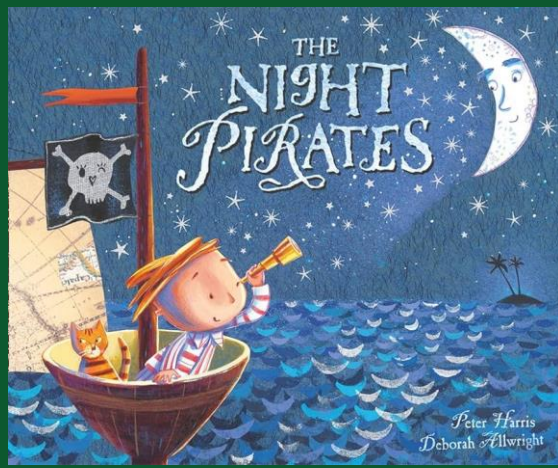
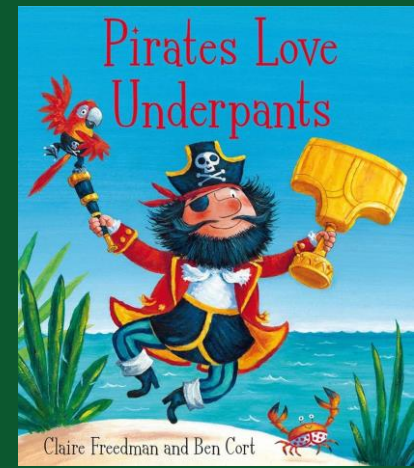
Books with a similar theme

Characters

Settings

Events

How books previously read are similar and/or different to what they are reading now.



Question time



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