

Reading at Caroline Haslett Primary school





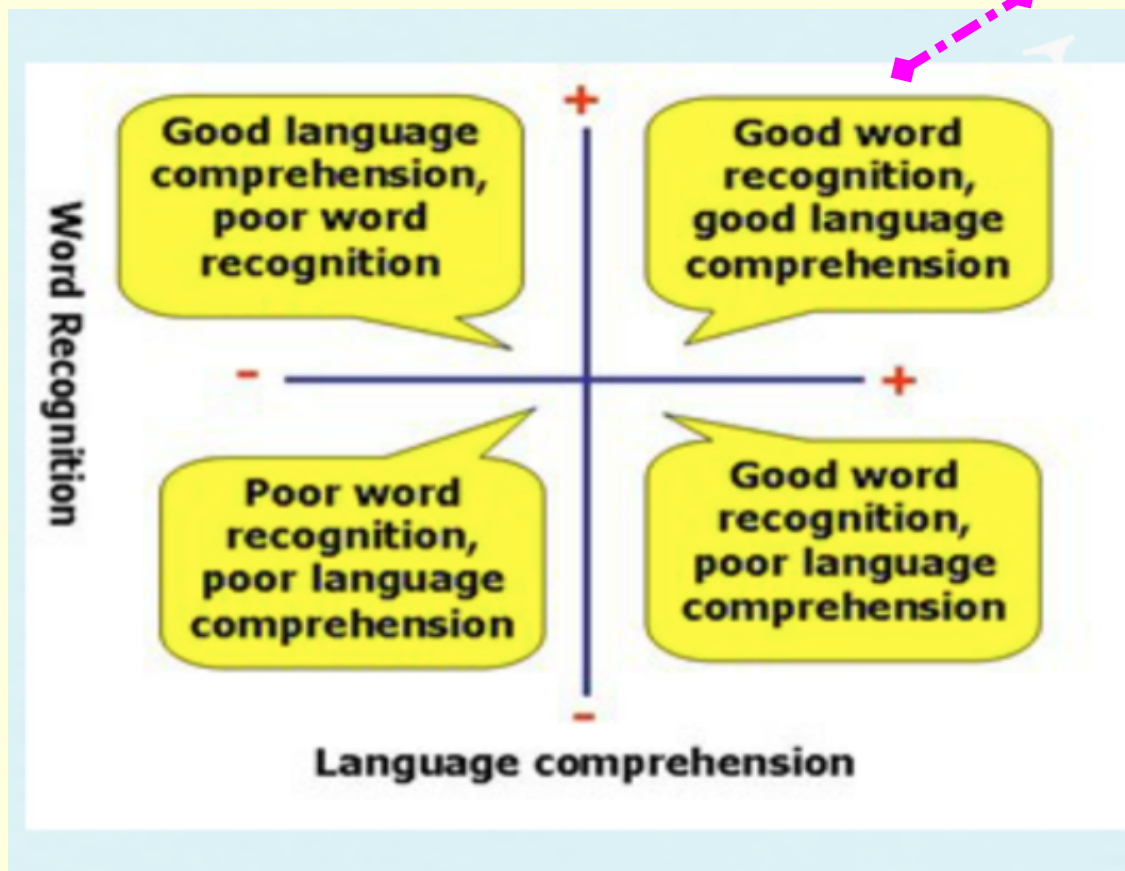
- Simple view of reading
- Fluency - Reading for meaning
- Phonics until end of Phase 5
- Assessments
- Closing the gap
- Whole class reading
- What parents can do.

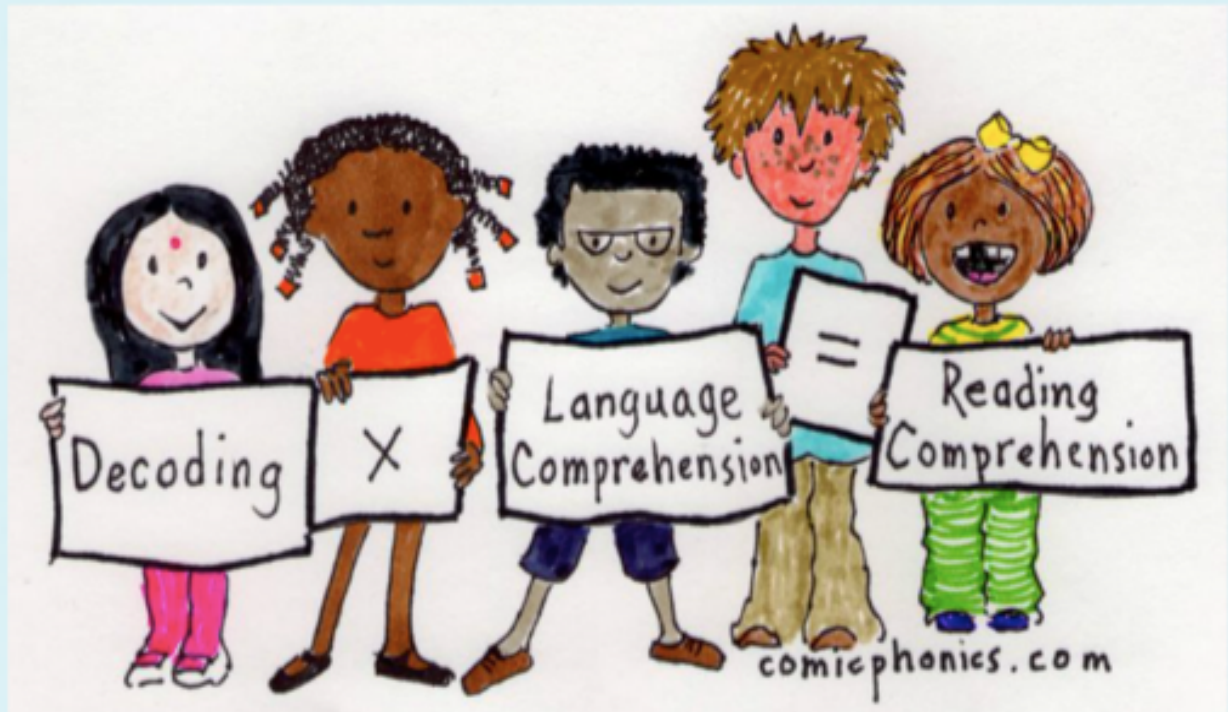
Why read for pleasure?

“Pupils who do well in school generally read a lot both in and out of school. They were almost certainly read to as a young child and exposed to a choice of a wide variety of texts that helped them to increase the advanced vocabulary demanded by texts at secondary school level.”

Simple view of reading

Fluent





Phonics

'ever since 1500 BC people all over the world - wherever an alphabetic system of writing was used - learned how to read and write by the simple process of memorising the sound of each letter in the alphabet.'

Rudolf Flesch (1950) *Why Johnny Can't Read*

'Phonics teaches children to sound out words sound by sound and then 'blend' these sounds together, unlocking the code of written English.

With success in the basics of decoding words, pupils will be able to move on to reading with increased fluency and speed, which will enable them to develop a love of reading for pleasure and the habit of reading for pleasure.'

Gov.uk 2017

Assessments

- Phonics assessments every 6 weeks
- Phonics screening
- Rising stars every 1/2 term (post phonics).
- Benchmarking twice a year
- Year 2 & 6 SATs
- Listening to children read planned in w/c reading & ad hoc in subject lessons.



Murrey Master Readers

Monday

Week 3 - Chapter 10

Target words in context

nape (noun) (p77) - 'Lydia slowly rubbed her nape'

keeled (verb) (p80) - '...only managing to catch Lydia in time before she keeled over.'

nausea (noun) (p80) - '...trying to fight off the feeling of nausea...'

sweltering (adjective) (p82) - 'She was sweltering.'

klaxon (noun) (p83) - 'Lydia couldn't hear a word above the sound of the klaxon.'

stonily (adverb) (p88) - '"To kill us, of course," Fran said stonily.'

Target words Oxford dictionary definitions

nape (noun) (p77) - The back of the neck

keeled (verb) (p80) - to fall over to one side; to make something fall over to one side.

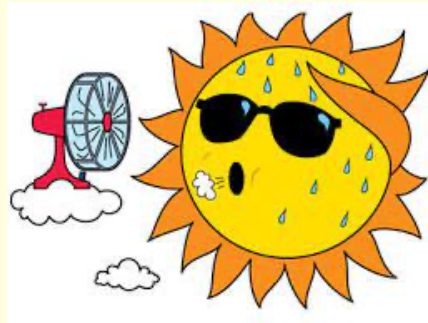
nausea (noun) (p80) - the feeling that you have when you want to vomit, for example because you are sick or are shocked or frightened by something

sweltering (adjective) (p82) - very hot in a way that makes you feel uncomfortable

klaxon (noun) (p83) - a horn, originally on a vehicle, that makes a loud sound as a warning.

stonily (adverb) (p88) - in a way that shows a lack of feeling or sympathy.

sweltering



nape



klaxon

nausea

Let's read Chapter 10
Look out for target words!



Murrey Master Readers

Thief!

Tuesday Book club

Week 3

LO: To develop my reading strategies



ASK QUESTIONS TO IMPROVE UNDERSTANDING

What clues does the author or illustrator give?

How does the character feel when...?

Ask questions about the chapter?

Why did the character...?

When...? Where...? Who...?

What if...? Where...?

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READERS



LO: To develop my reading strategies



EXPLAIN THE MEANING OF WORDS IN CONTEXT

Are there any words or sentences I don't understand?

Are there any prefixes or suffixes which help?

What root words can help?

Have you read about anything similar?

Have you seen anything similar?

Is there anything we can learn?

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Thief!
Wednesday

Week 3

WEDNESDAY & THURSDAY

Visual Starter
Comprehension Questions

LO: I can develop my comprehension skills.



- What can you see in this setting?
- Where do you think this is?
- Who is the person hanging from the clock tower?
- How did he get there?
- Who is the person holding him?
- Are they allies or enemies?
- Why is there a dragon in the foreground?
- Is the time important?
- What will happen next?

LO: I can develop my comprehension skills

Success Criteria

Retrieve information from the text:

- Identify the key word or phrase of the question.
- Think about the type of answer you are looking for (e.g. a name, place or number).
- Scan the text to find the answer.
- Copy the information from the text into your answer.

Make inferences and justify these with evidence:

- Read the question and identify the key words.
- Think about what sort of answer you are looking for (e.g. word or a certain action, or you might be looking for someone's name).
- Scan the text for any clues.
- Think about the clue plus your own knowledge and experiences to create an answer.
- Use evidence to explain your answer.

Explore the meaning of words and phrases in context:

- Find the key word or phrase in the text.
- Read the sentences around this word to see if they help explain the meaning.
- Look for the root words to help you work out the meaning.
- If appropriate, check the meaning in a dictionary.
- Write an explanation of the meaning in this context.

Consider the impact of the author's use of language on the reader:

- Identify the word or phrase that captures the reader's interest and imagination.
- Explain the image that this creates in the reader's head.
- Explain why the author has chosen to use this word or phrase.

Q1 Why did Lydia think 'It didn't make any sense?'
(p77)

A1 She thought it didn't make any sense that her
jacket was soaking wet yet the ground was bone dry.

Q 2 What was the girl, who was about her age, wearing ? (pg 78)

A2 The girl was wearing a neck-to-ankle overall, dotted with different coloured speckles and swirls .



Murrey' Master Readers

Thief!

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Q 5 Fran looked like Frankie but what was different about her? (pg 79)

A 5 Fran's was brown and longer than Frankie's and her eyes were dark brown, not green like Frankie's.

Q 6. Put these events in the order they come in the chapter.

- Lydia gets injured by a laser blast
- A light shone from Fran's watch
- Lydia notices that the ground was rucked and the tarmac was broken
- The girls scrambled into a tunnel

A6

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Supporting your child's reading



- Be a role model
- Letting them choose their own books
- Share books
- Talk about books and ask lots of questions
- Read together every day
- Sign their reading diary





Please look at some of the books we are
reading in classes

Thank you for coming

