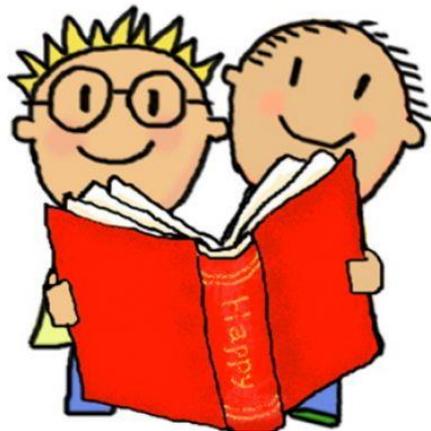


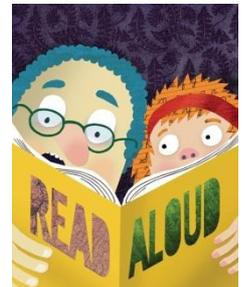
Read and Remain



14th January 2019

Aims of the session

- To understand how phonics and word reading are taught
- To share important information about the expectations of reading at KS1 & KS2
- To see examples of SATs papers at KS1 and KS2
- Discuss / share ideas about how you can help further develop your child's reading at home



Welcome to the raed and rimean wokrhsop

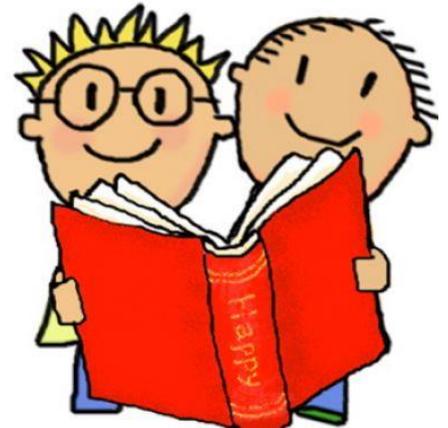
Accordnig to reseceh at Cambgidre Unirevsity, it dosen't mtater in waht odrer the lettres in a wrod are. The olny imtorpant tnihg is taht the fisrt and lsat leettr be in the rgiht plcae. The rset can be a toatl mses and you can sitll raed it wihtout peoblrn. Tihs is bucaese the hamun mnid deos not raed evrey leettr by iteslf, but the wrod as a wohle.

Good readers have.....

..... good oral language comprehension

..... good word recognition

.... good phonic skills



Strategies to support reading

Visual - does it look right?

(Good word recognition and phonic skills)

Structure - does it sound right?

(Oral language comprehension plus grammatical structures)

Meaning - does it make sense?

(Oral comprehension plus context)



Terminology- Phonics

- Phonological awareness- awareness of sounds in words
- Phoneme- smallest unit of sound in a word, this can be a single letter or 2 or 3 letters together that make a sound eg *m, ch, kn, ee, igh,*
- Grapheme- a symbol of a phoneme, a letter or group of letters that represent a phoneme
- Initial and final sound- first and last letter sound
- Digraph- 2 letter grapheme (2 letters represent 1 sound)
- Trigraph-3 letter grapheme (3 letters that make 1 sound)
- Segmentation- a spelling skill, breaking the word into sounds e.g. *hot= h-o-t*
- Synthesis- a reading skill, putting sounds together to read the word (blending) e.g. *c-a-t = cat*
- Syllable- each beat in a word

When we read we need to recognise that
different graphemes represent
the same sound...

..... 'for example the 'ee' sound can be written

tree

flea

family

key

be

these

chief

receive

wii

What strategies can I use to help my child read?

- *Visual.....*

Look through the book first, talking about the pictures, key vocabulary
Look at the word length ... which one is most likely to be elephant?



Look at the word shape.....

Look for look-a-likes e.g. you can read 'could'....so this is 'should'

- *Phonic.....*

Look at the initial sound, final sound

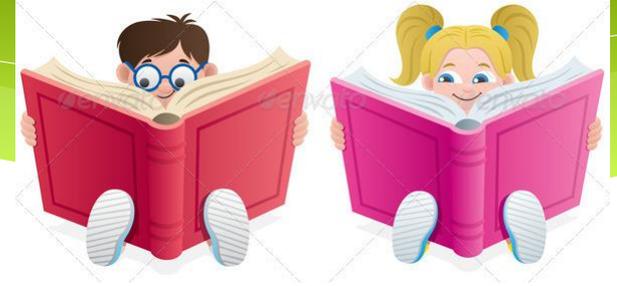
- *Meaning.....*

Read to the end of the sentence, does it make sense? Use the punctuation, don't cover the text.

Ask questions, (direct, open ended, inferential, prediction)

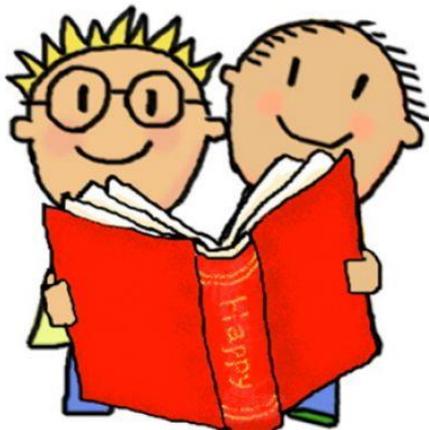
- *Modelling.....*

Take it in turns to read, modelling tone, pace, expression



KS1

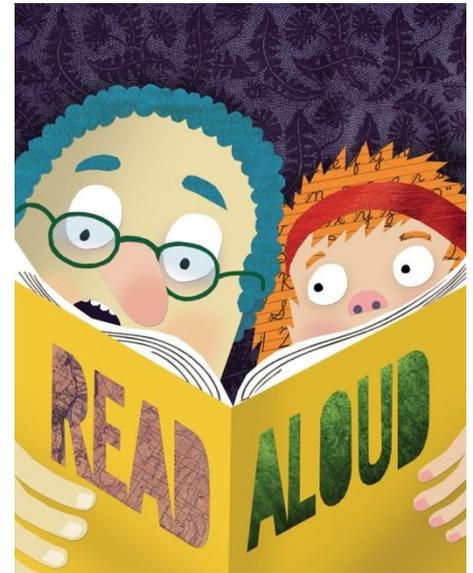
Reading Comprehension



14th January 2019

End of Year 2 Expectations

- Standard Assessment Tests (SATs)
- Assesses children's reading comprehension skills
- making meaning from texts
- Teacher assessment, through Guided Reading sessions and skills demonstrated in English lessons



SATS Tests

Paper 1 – Reading prompt and answer booklet

But Bryn hadn't finished. He started to sort out his books and put all the ones about animals together and all the ones about trucks together. He wondered if Clare would like different kinds of books, as she was a girl, but he couldn't imagine anyone not liking animals and trucks. After all, his mother was always driving big tractors on the farm.



3 Which **two** topics did Bryn sort his books into?

1. _____
2. _____

4 Who drives the tractor on the farm?

Tick **one**.

- | | | | |
|-------|--------------------------|------------|--------------------------|
| Bryn | <input type="checkbox"/> | Bryn's dad | <input type="checkbox"/> |
| Clare | <input type="checkbox"/> | Bryn's mum | <input type="checkbox"/> |

Paper 2 – Separate reading booklet and answer booklet

Games From Around the World

All around the world, children play all sorts of different games. You don't need expensive games or lots of space to play a great game, just some imagination!

Play can be inside or outside, and you can play on your own or with lots of friends. Some games are calm and quiet, whilst others are very noisy! Some games like football, chess and jigsaw puzzles are popular in lots of countries so they have the same rules and equipment wherever they are played. But some games are only well known in certain countries.

Here are five games that children in different countries like to play:

Statues – from Greece
One child is 'it' and stands in the centre of a large space, counting loudly. The other players walk around waiting for that child to shout, 'statue'. When they hear this word, the players freeze like statues. Anyone who is moving is out. Then, the child who is 'it' tries to make the others laugh or move. The last player remaining as still as a statue is the winner and becomes the new 'it'. This game can be great for practising your balance if you are standing in an awkward position.

Oonch Neech – from Pakistan
The name of this game means 'up down'. It involves lots of running around. Children have to be 'up' off the ground, such as on a chair, or 'down' where they must be touching the ground. One child is 'it' and has to catch the others. It uses up lots of energy and is great fun.

Pilolo – from Ghana
Pilolo is a hiding game using sticks, stones, coins or other small items. One child hides the objects. It's then a race for all the other players to find one of the hidden items and get back to the finish line first. You need quick eyes and quick feet for this game!

Kangaroo Skipparoo – from Australia
In this game, one child pretends to be a sleeping kangaroo with its eyes shut. When a player touches the kangaroo's shoulder, the kangaroo has to guess who it is. This game is all about guessing.

Why is Statues a good name for this game? _____ (page 5) 1 mark

2 What do the words Oonch Neech mean? _____ (page 5) 1 mark

3 One player does something different from the other players in all five games. (pages 4-5)
What are they doing differently in...
(a) Pilolo? _____ 1 mark
(b) Kangaroo Skipparoo? _____ 1 mark

4 Draw **four** lines to match these games to what the text says you need to win each one. (pages 4-6) 1 mark

Oonch Neech	energy
Pilolo	speed
Statues	luck
Pass the Parcel	balance

5 Put ticks in the table to show which sentences are **true** and which are **false**. (pages 4-5)

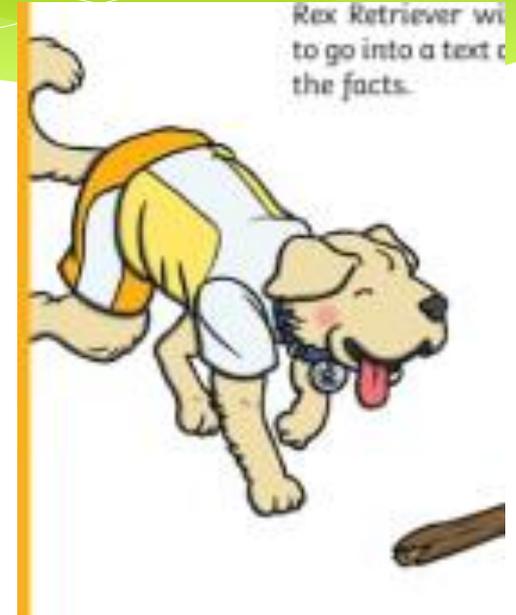
Sentence	True	False
In Pilolo, players try to find hidden items.		
In Statues, one child shouts, 'freeze'.		
In Oonch Neech, players must stand very still.		
Kangaroo Skipparoo is a game all about luck.		

Questions

3

Which **two** topics did Bryn sort his books into?

1. _____
2. _____



**Rex
the
Retriever**

3

Which **two** topics did Bryn sort his books into?

1. _____
2. _____

Inference Iggy

7 Why did Bryn put his toys away?



9 Think about the **whole story**.

Put ticks in the table to show which of these are **true** and which are **false**.

Sentence	True	False
Bryn liked to play with trucks.		
Bryn's mother worked on a farm.		
Bryn lived in a village.		

Sequencing Suki

(pages 4-6)

6 Draw **four** lines to match these games to what the text says you need to win each one.

Oonch Neech

energy

Pilolo

speed

Statues

luck

Pass the Parcel

(pages 8-9)

16 Number the following from 1 to 5 to show the order things happen in the story.

The first one has been done for you.

Machines destroyed the pond.

The ducks lived happily in the pond.

The ducks were set free on a lake.

The ducks were rescued by a helper.

The ducks hid in some thick reeds.





Vocabulary Victor

16

Find and **copy one** word that makes the apples sound tasty.

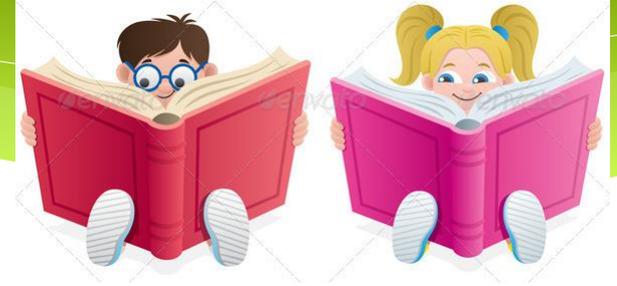
Predicting Pip

What do you think will happen next?



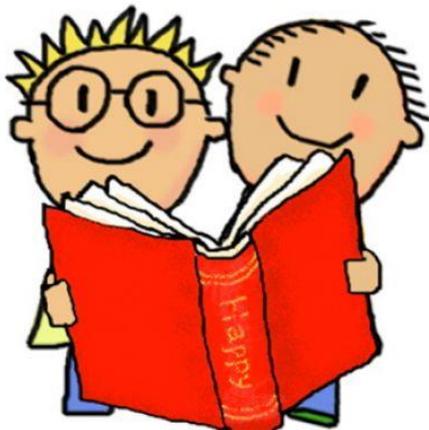
Who will come to the rescue and why?

What will the character say and why?



KS2

Reading Comprehension



14th January 2019

Aiming point: What are children expected to demonstrate at the end of KS2?

- Standard Assessment Tests (SATs)
- Assesses children's reading comprehension skills
 - making meaning from texts
- Example KS2 SAT reading comprehension papers



Reading Test

2016 national curriculum tests

Key stage 2

English reading

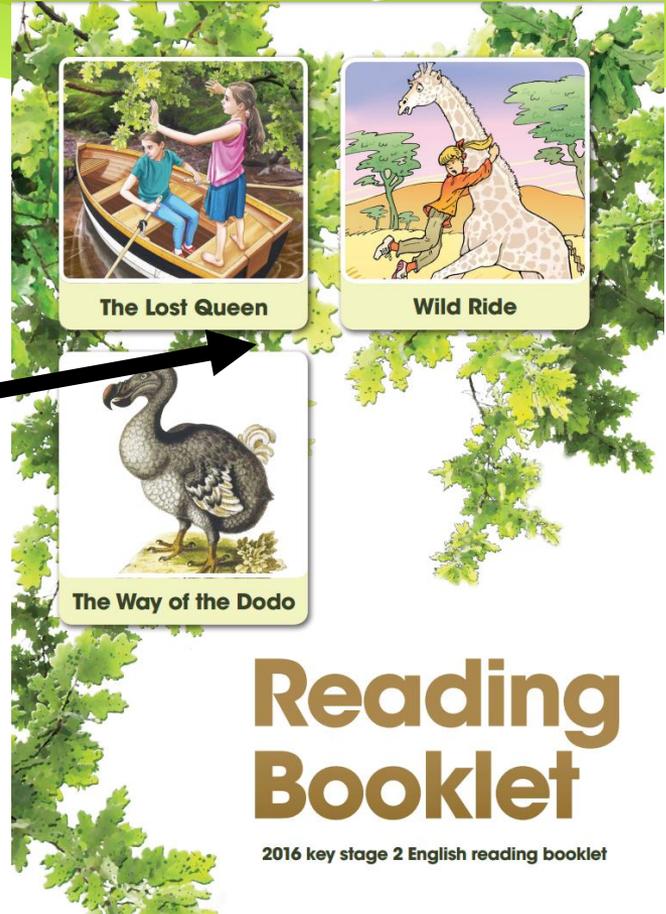
Reading answer booklet

First name						
Middle name						
Last name						
Date of birth	Day		Month		Year	
School name						
DfE number						



Find
your
answers
in here

Write
your
answers
in here



- Reading answer booklet and a separate reading booklet.
- 1 hour to read the 3 texts in the reading booklet and complete the questions at their own pace.
- They can approach the test as they choose: e.g. working through one text and answering the questions before moving on to the next.



Types of questions

Canine Helpers

Vocabulary Questions

Vocabulary Victor is there to help you work out the meaning of unknown words and phrases using context clues.



Retrieval Questions

Rex Retriever is there to help you to go into a text and just simply retrieve the facts and key details.



Summary Questions

Summarising Sheba is there to remind you to summarise the main point(s) or main event(s) of a paragraph or text.



Inference Questions

Inference Iggy will help you hunt for clues in a text about how someone might be feeling or why something is happening.



Prediction Questions

Predicting Pip tries to see the future and she will help you to work out what might happen next from clues in the text.



Compare, Contrast & Comment Questions

Cassie the Commentator discusses the content of a paragraph/text and compares events and characters. Can you do the same?



Author Choice Questions

Arlo the Author likes to help you to spot examples of ambitious vocabulary and figurative language, and explain how these words/phrases add to the meaning of the text.



The main areas of reading assessed at the end of Key stage 2 are:-

- Accuracy (decoding familiar and unfamiliar words correctly)
- Fluency (speed and confidence)
- Comprehension (drawing meaning from text)



Sentence from:

'A Day in the English Countryside'

As the afternoon light started to fade on a late September afternoon, the cow stopped eating grass, stood instead with its head over the gate and gazed expectantly down the lane...

1. What three things did the cow do? (Retrieve)
2. What time of day was it? (Deduce)
3. Where was the cow? (Deduce)
4. What do you think the cow was expecting? (Infer)
5. Why does the author use an ellipsis at the end of the sentence? (Authorial intent)

Questions 23–33 are about *The Way of the Dodo* (pages 10–11)



These bits are quite useful because they tell you where to read in the reading booklet.

Maria and Oliver are attending a party in the garden of a house that used to belong to Maria's family. They sneak away to explore the grounds.

The Lost Queen

Maria and Oliver were quite a distance from the party when they found the little rowing boat in the grassy shallows of a small lake beyond the garden.

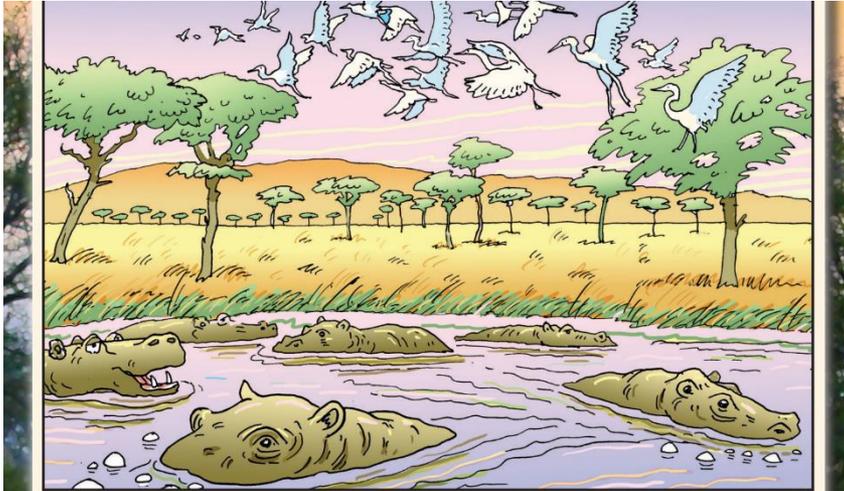
Glancing nervously behind her, Maria suggested that they row out to the island in the middle of the lake. Oliver looked at her questioningly. Maria explained that there was a secret monument on the island to one of her



The text
starts
here...



...not
here!



Dawn was casting spun-gold threads across a rosy sky over Sawubona Game Reserve as Martine Allen took a last look around to ensure there weren't any witnesses. She leaned forward like a jockey on the track, wound her fingers through a silver mane, and cried, 'Go, Jemmy, go.'

The white giraffe sprang forward so suddenly that she was almost unseated, but she recovered and, wrapping her arms around his neck, quickly adjusted to the familiar rhythm of Jemmy's rocking-horse stride. They swept past the dam and a herd of bubble-blowing hippos, past a flock of startled egrets lifting from the trees like white glitter, and out onto the open savannah plain. An early morning African chorus of doves, crickets and go-away birds provided a soundtrack.

Pictures can sometimes be helpful...



'...past a flock of startled **egrets** lifting from the trees like white glitter...'

If you look at the picture you'll see the egrets – they are white birds flying away from the trees.



Vocabulary Victor

Vocabulary – Find & Copy

1 Look at the paragraph beginning: *Glancing nervously...*

Find and **copy one** word meaning relatives from long ago.

2 *The struggle had been between two **rival** families...*

Which word most closely matches the meaning of the word *rival*?

Just the **ONE** word.



Tick **one**.

equal

neighbouring

important

competing



Vocabulary Victor

Look at the paragraph beginning: *For thousands of years...*

What does the word *spat* suggest about how the island of Mauritius was formed?

What does... **suggest**...?

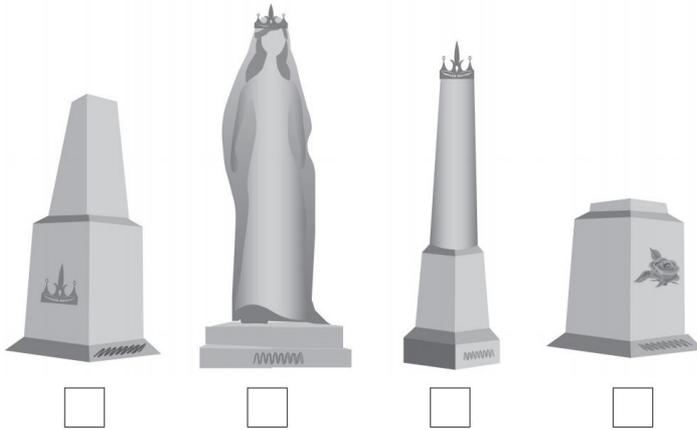
This is just asking what the word tells you about something. Be a word detective.



8

Which of these drawings best represents the monument?

Tick **one**.



If there's a picture, check carefully to make sure all the things on the picture are mentioned in the text before you decide which picture's the best answer.

Maria led Oliver across the tangled ground to the hidden monument. It was a column of marble, weathered and mossy with age. A delicate crown sat at the top, and an inscription was carved into a flat slab at the base. Oliver used his thumbnail to scrape out the letters that were cut into it.



Rex
the
Retriever



Rex The Retriever



Inference Iggy

11 Using information from the text, tick one box in each row to show whether each statement is **true** or **false**.

	True	False
Two families fought for the throne.		
Maria's family symbol was the lion.		
The monument was for a prince.		
It was hot on the island.		



Read the information in the question carefully.



	True	False
Two families fought for the throne.	✓	
Maria's family symbol was the lion.	✓	
The monument was for a prince.		✓
It was hot on the island.		✓



Rex The Retriever

Inference Iggy



15

(a) What evidence is there of Martine being stubborn in the way she behaved with her grandmother?

Give **two** points.

1. _____

2. _____

Dear Kate,
Here's to the crazy ones. The rebels. The troublemakers. The round pegs in the square holes. The ones who see things differently. They're not fond of rules. And they have no respect for the status quo. You can quote them, disagree with them, glorify or vilify them. About the only thing you can't do is ignore them. Because they change things. They push the human race forward. And while some may see them as the crazy ones, we see genius. Because the people who are crazy enough to think they can change the world, are the ones who do.
Take care,
John Appleseed



If you see the word evidence then find something in the text which supports the information in the question.



Summarising Sheba

21

In what ways might Martine's character appeal to many readers?

Explain fully, referring to the text in your answer.

3 marks

There are three marks for this question.

Give three different points/reasons with some evidence from the text?

If you do, you'll get three marks.



Point

Evidence

Explanation



It says Martine is... children would like this because...

It says Martine is... adults would like this because...

It says Martine is... everyone would like this because...



Summarising Sheba

33 B as of different paragraphs from this text.

Number them 1 – 6 to show the order in which they appear in the text.

The first one has been done for you.

An important lesson is learnt.

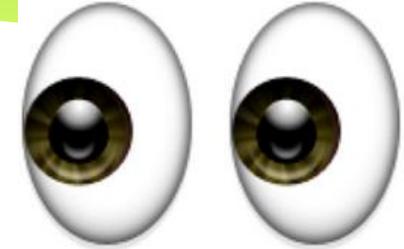
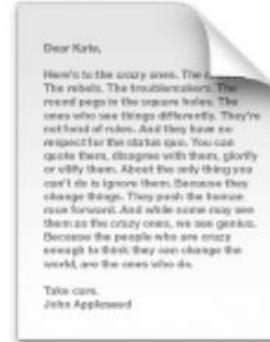
Reasons for the extinction of the dodo.

Summary of the plight of the dodos.

New information is discovered about the dodo.

An explanation for the unreliable evidence.

Humans arrived on Mauritius.



You really need to keep checking the text for this one!

Check, check and check again!



Don't tick! Number them!





Predicting Pip

Q. How do you think Martine's Grandma would have reacted if she had found out that Martine had ignored her advice?

How do *you* think...?

This is asking for your own prediction. The answer is not in the text, but you should use what you know about the characters in the story to help you form your prediction...





Cassie The Commentator

21

How does Martine's attitude towards her Grandma change by the end of the story? Use evidence from the text to support your answer.

3 marks



There are three marks for this question.

Give three different points/reasons with some evidence from the text?

If you do, you'll get three marks.

Point

Evidence

Explanation



At the beginning of the story it says Martine ignored her Grandma's advice... this shows that....

At the end of the story Martine's attitude towards her Grandma Had changed we know this because.... This shows that...



Arlo the Author

This is
a quote
from
the text



5

...they crossed the glassy surface of the lake.

Give **two** impressions this gives you of the water.

1. _____

2. _____

2 marks

When the question contains a quote from the text, then the question is about that part of the text. Encourage your child to start looking at specific sections of text to answer a question about their reading at home.

'Give two impressions' means give two – encourage your child to make sure their answers are different!

The question is just asking you **what it makes you think**.

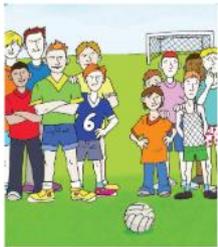
How do we read with children in school?

- EYFS - 1:1 and group reading
- KS1 - Guided reading groups & some whole class comprehension
- KS2 - whole class comprehension lessons

CRACKING COMPREHENSION Year 6

Read Question Zap Text search Crack it Practice text ?

Dream Team by Frances Nagle



My team
will have all the people in it
who're normally picked last.

Such as me.

When it's my turn to be chooser
I'll overlook Nick Magic-Foot-Jones
And Supersonic Simon Hughes

And I'll point at my best friend Sean

Listening questions

Which game do you think the poem is about? Explain how you know.

Is the narrator good at the game?

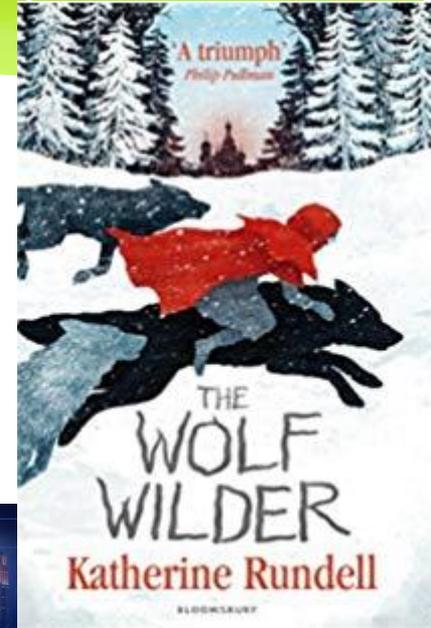
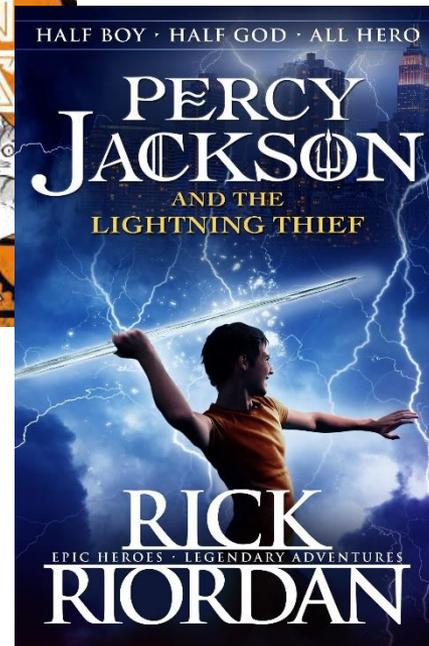
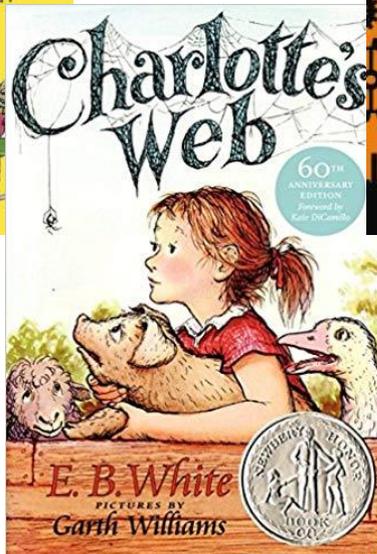
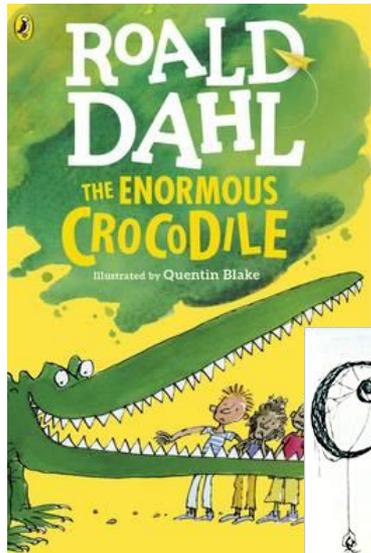
Do you think you would like the narrator of the poem? Explain why.

Listen

0:00 / 1:10

How do we read with children in school?

- Whole Class sets of books...



Mrs Wordsmith



Reading Bookmarks Canine Helpers

Canine Helpers

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Compare, Contrast & Comment Questions

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Author Choice Questions

Arlo the Author likes to help you to spot examples of ambitious vocabulary and figurative language, and explain how these words/phrases add to the meaning of the text.



Vocabulary Questions with Victor

- What does this word/phrase/sentence tell you about the character/setting/mood?
- By writing..., what effect has the author created? Do you think they intended to?
- What other words/phrases could the author have used here? Why?
- How has the author made you/ this character feel by writing...? Why?



Retrieval Questions with Rex

- Find the... in this text. Is it anywhere else?
- When/where is this story set? Find evidence in the text.
- Find the part of the story that best describes the setting.
- What do you think is happening here? Why?
- Who is telling this story?



Summarising Questions with Sheba

- What is the main point in this paragraph? Is it mentioned anywhere else?
- Sum up what has happened so far in... words/seconds or less.
- Which is the most important point in these paragraphs? Why?
- Do any sections/paragraphs deal with the same themes?



Be an Author with Arlo

- What does the word... tell you about...? How?
- Find two ways that the author tells you...
 - What do you think the author meant by...?



Inference Questions with Iggy

- What do you think... means? Why do you think that? Could it be anything else?
- I think...; do you agree? Why/why not?
- Why do you think the author decided to...?
- Can you explain why...?
- What do these words mean and why do you think that the author chose them?



Prediction Questions with Pip

- Can you think of another story with a similar theme? How do their plots differ?
- Which stories have openings like this? Do you think that this story will develop the same way?
- Why did the author choose this setting? Will that influence the story?



Compare, Contrast and Comment with Cassie

- What is similar/different about two characters? Did the author intend that?
- Explain why... did that.
- Describe different characters' reactions to the same event.
- Does this story have a moral?
- Which... is better and why?



- Which words do you think are most important? Why?
- Which words do you like the most? Why?
 - How has the author made you feel happy/sad angry/frustrated?

What can you do to help develop these skills?

- Ensuring your child reads at least 3x per week is vital!
- Range of genres - fiction and non-fiction books, poetry, magazines, sporting newspaper articles, newsround articles on the CBBC website
- Mix of independent reading as well as reading with or to someone
- Ask questions about the text they are reading using prompts from the canine helpers bookmarks
- Help them develop the skill of skim reading - looking back through the text for keywords



The Importance of Your Child's Reading Diary

- Encourage your child to record all their reading in their diary, (no matter what genre, independent or with someone)
- Develops understanding of the importance of reading
- Develops responsible attitude and ownership of their reading and learning

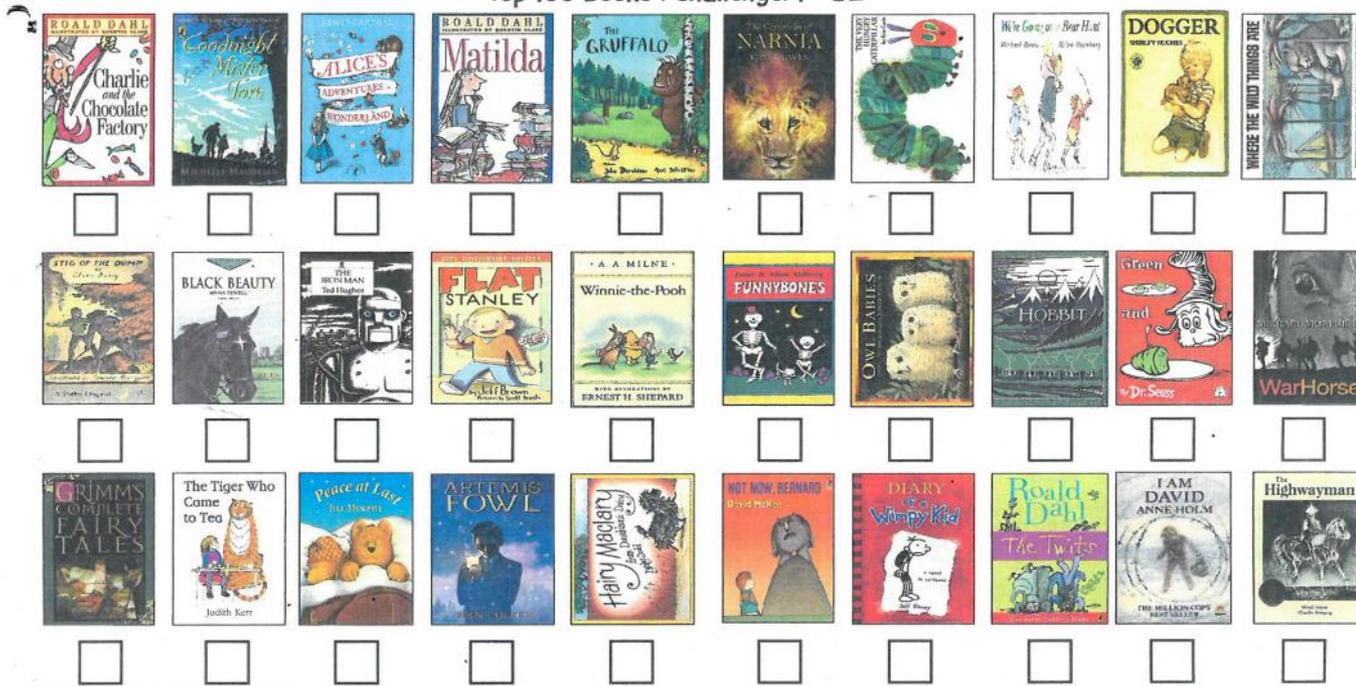


Half Termly Book Prize Draw



100 Books Every Primary Child Should Read...

Top 100 Books : Challenge: 1 – 32



- 100 recommended reads
- Book of the month



Useful Websites

<https://www.spellingshed.com/en-gb/index.html>



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Literacy Zone

Interactive English Games and Activities

Mandy Barrow

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Online interactive stories



Literacy Games and Activities

Roy the Zebra

mandybarrow.com

Words and Spellings

[↑TOP](#)

 Spellings	 Reading Key Words
 Plurals	 Letter Formations / Sounds
 Letters and Alphabetical Order	 Clusters / Blends
 CVC Words	 Phonemes
 Days and Months	 Homophones
 Compounds	 Word Games including Whomp
 Synonyms	 Prefixes and Suffixes

KS2

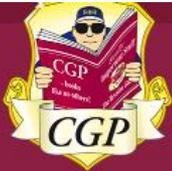
How to understand texts

Part of [English](#) | [Comprehension](#)

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Primary Books

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- Top picks for practice at home
- Bestselling SAT Busters
- Brand New Phonics
- Yearly Question Books for Years 1-6

Reception (Ages 4-5)

- English
- Maths



**Thank you for
attending!**

