



Reading Workshop
Thursday 5th October
Sarah Jacobs and Jenny Smith

Aims:

- To highlight the transitional expectations, knowledge and understanding of reading, through KS 1 and KS 2 to KS 3 at Droxford Junior School (DJS);
- Strategies employed at DJS;
- Assessment and SATs
- The need to read
- What you could do at home
- Opportunity for you to see some teaching and learning of reading in action in your child's class.

Aims of our Reading Curriculum

At Droxford Junior School we want our children to:

- Read with confidence, fluency and understanding
- Have an interest in books and read for enjoyment
- Have an interest in words and their meanings and develop a growing vocabulary
- Understand the effect on grammar and structure on the reader
- Read a wide variety of text types and genres
- Develop their imaginations
- Respond to books at a personal level and express their opinions about them

Why is reading so important?

- Reading is arguably the most important life skill we teach in school
- In all year groups, including secondary school, confidence and ability in reading makes every other subject so much easier
- In 2017 - 90% of our Year 6 children left Droxford achieving the expected standard in reading - we value reading!

Readers become writers – hear it, say it, read it, write it

- Research shows direct correlation in reading for pleasure as a child and success in later life

Benefits of reading for pleasure

A growing number of studies show that promoting reading can have a major impact on children and adults and their future. Upon reviewing the research literature, Clark and Rumbold (2006) identify several main areas of the benefits to reading for pleasure:

- Reading attainment and writing ability;
- Text comprehension and grammar;
- Breadth of vocabulary;
- Positive reading attitudes;
- Greater self-confidence as a reader;
- Pleasure in reading in later life;
- General knowledge;
- A better understanding of other cultures;
- Community participation; and
- A greater insight into human nature and decision-making.

Research evidence on reading for pleasure

Education standards research team

May 2012



Reading diary

Name

Learning Base

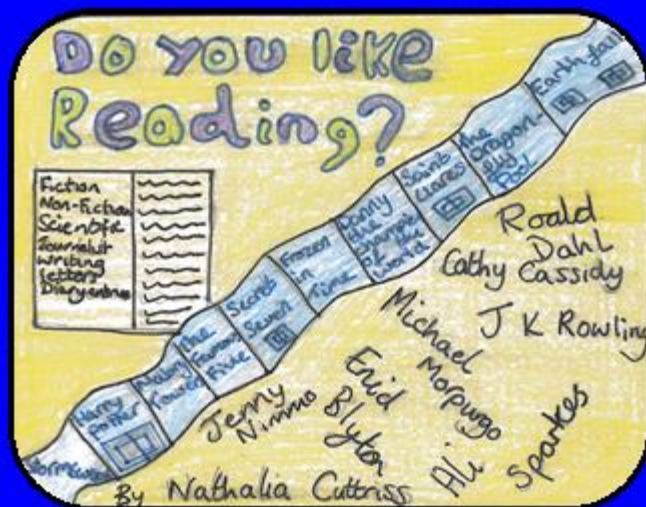
Lower School
Autumn 2015



Reading diary

Name

Learning Base

Upper School
Autumn 2015

Fiction	~~~~~
Non-Fiction	~~~~~
Science	~~~~~
Journalist	~~~~~
Writing	~~~~~
Letters	~~~~~
Diary entries	~~~~~

By Nathalia Cuttriss

Children learn at different rates. Previously they were assessed against levels with a 2b being age-related expectations for a child at the end of KS1. This has now changed nationally. From September 2015 the government have introduced age-related expectations so now a child working within a certain year group has a set of key performance indicators to show they are working within those expectations. For example in year 3: ***Retrieve and record information from non-fiction***

At Droxford Junior School we will still use baseline assessments to gain a 'picture' of current attainment and link this to progress measures.

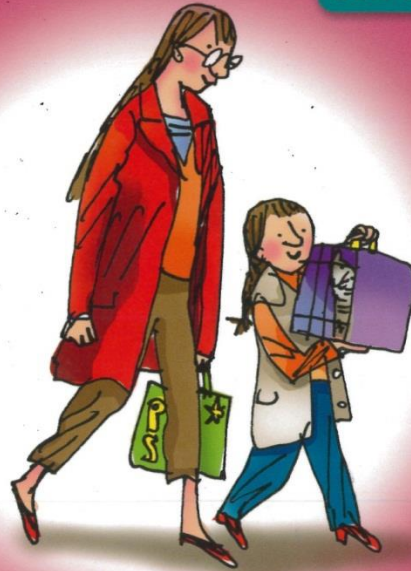
If we believe the child is below their ARE then we teach them appropriately and use intervention strategies intending to 'close the gap'.

Interventions include: Read Write Inc, Precision teaching (1:1), Project Code X

If the child is meeting or exceeding ARE and is able to independently apply knowledge to decode a text and therefore have a more sophisticated level of comprehension, then they move into the DJS Year 3 curriculum for reading – without the phonics support.

Tab the cat

Set 3 Story 2



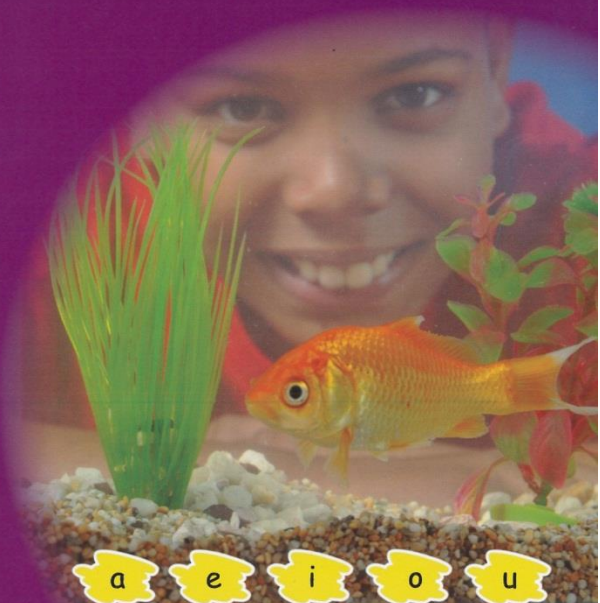
ll nk ck

Story by Gill Munton
Illustrated by Tim Archbold
Series developed by Ruth Miskin

A pet goldfish

Non-fiction
Set 2 Book 3

Text by Gill Munton
Developed by Ruth Miskin

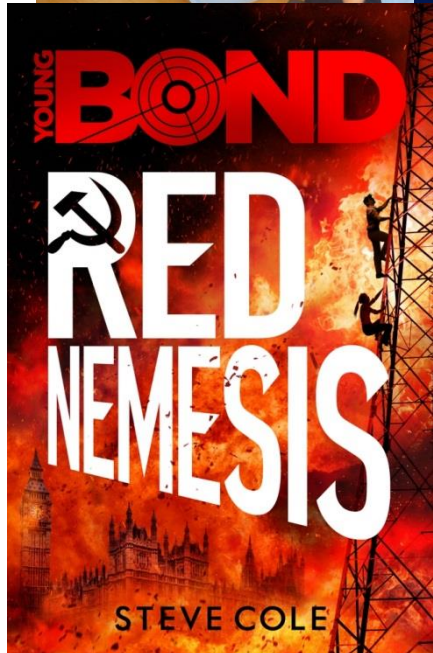






















a e i o u

At Droxford our staff and other adults help us by

- Help children develop pre-reading skills
- Share books for enjoyment and talk about pictures and stories
- Help to develop 'sight' vocabulary at all levels, through games and other activities
- Practise phonics with games and listening activities
- Help develop comprehension through questions, encouraging recall and making predictions
- Help to develop reading strategies such as word building, using context clues, skimming and scanning
- Provide a listening ear when children need to practise their reading
- Develop reading aloud and performances
- Role model reading
- Read to the class as much as possible
- Keep reading high profile and celebrated throughout the school
- Use book buddies and help with the enjoyment and comprehension of texts

Inspiring reading through authors coming into Droxford

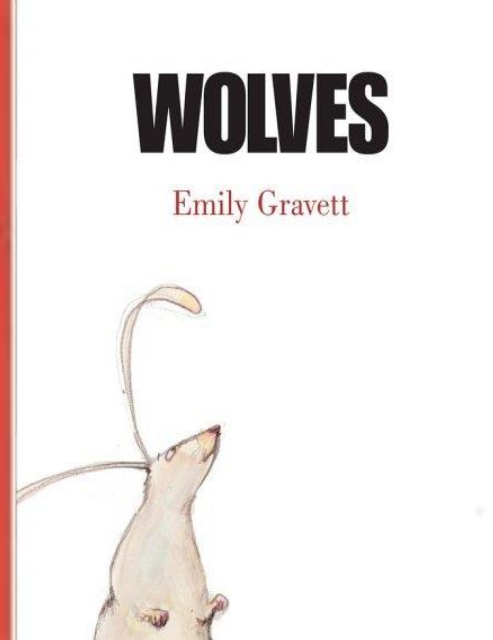
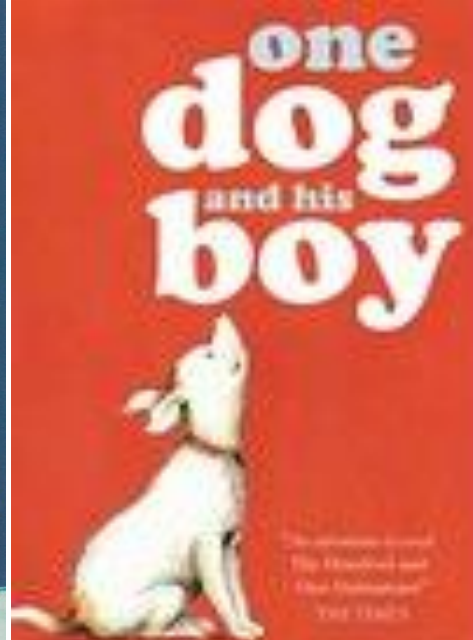
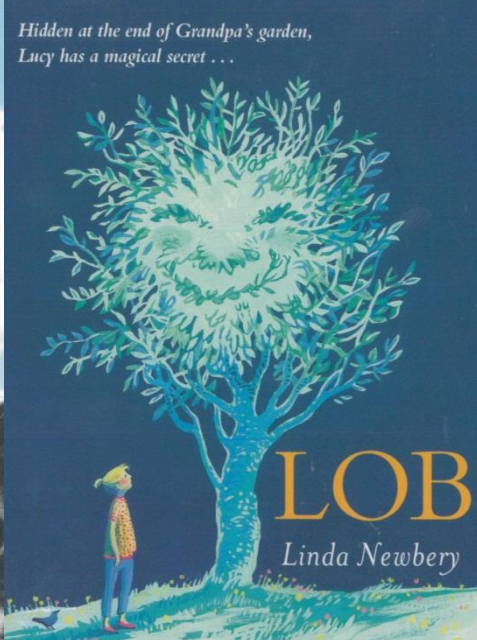
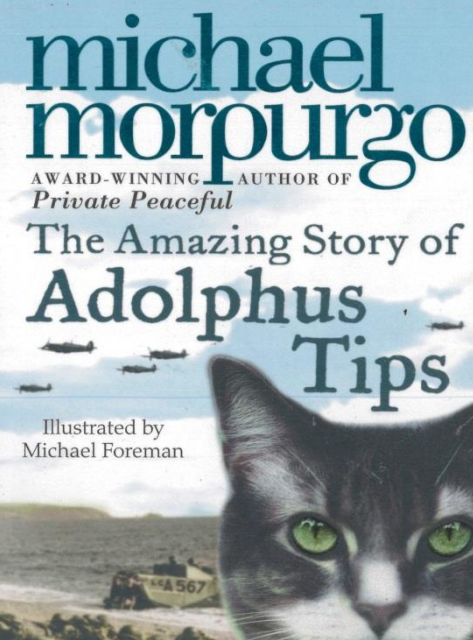


<p>Read on/Read ahead</p> 	<p>Make connections to background/prior knowledge</p> 	<p>Scan</p> 	<p>Summarise/re-tell/précis</p> 
<p>Re-read</p> 	<p>Visualise</p> 	<p>Self-correct</p> 	<p>Form opinions</p> 
<p>Sound it out</p> 	<p>Use pictures</p> 	<p>Select/sift important points/words/phrases</p> 	<p>Hypothesise</p> 
<p>Use context clues</p> 	<p>Skim</p> 	<p>Refer to text</p> 	<p>Infer</p> 
<p>Predict</p> 	<p>Draw conclusions</p> 	<p>Ask questions</p> 	<p>Watch out for meaning breakdown</p> 

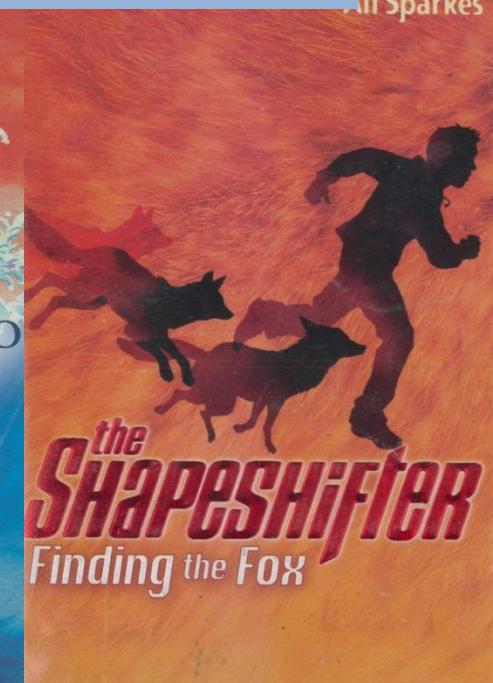
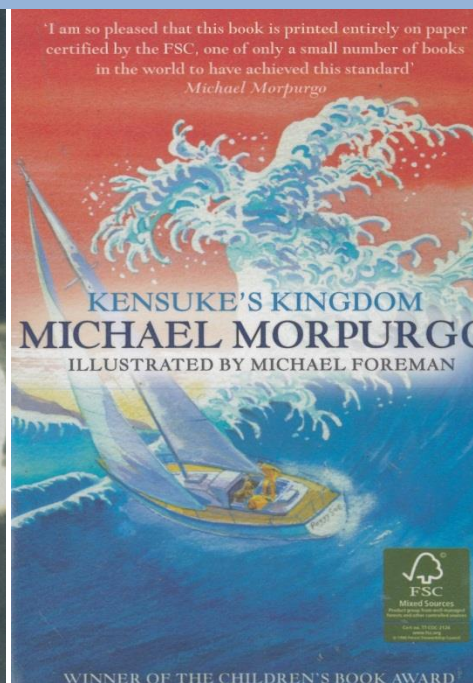
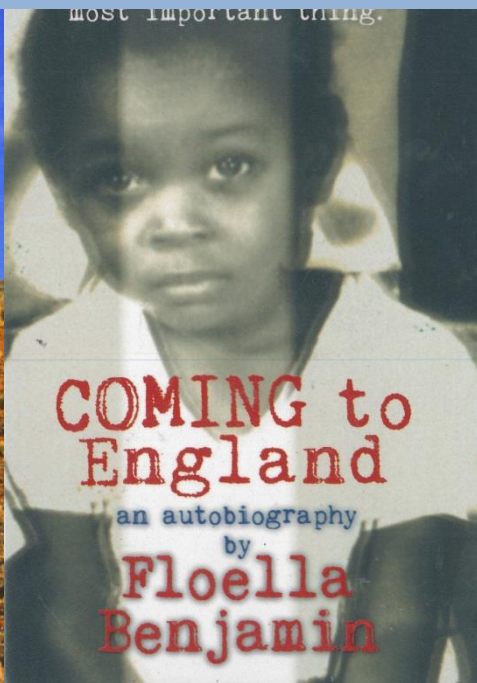
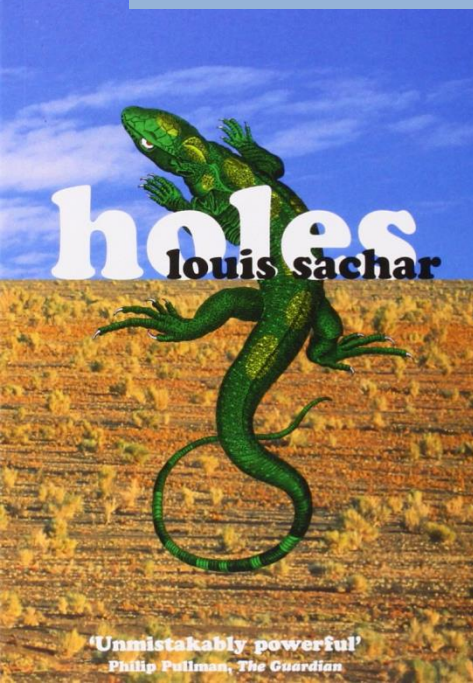
How do we teach reading in class?

- Whole class text – shared reading, discussion, debate, activities linked to the strategies
- Guided reading – small groups - differentiated, targeted questioning, pre-reading

Our reading begins with high quality texts...

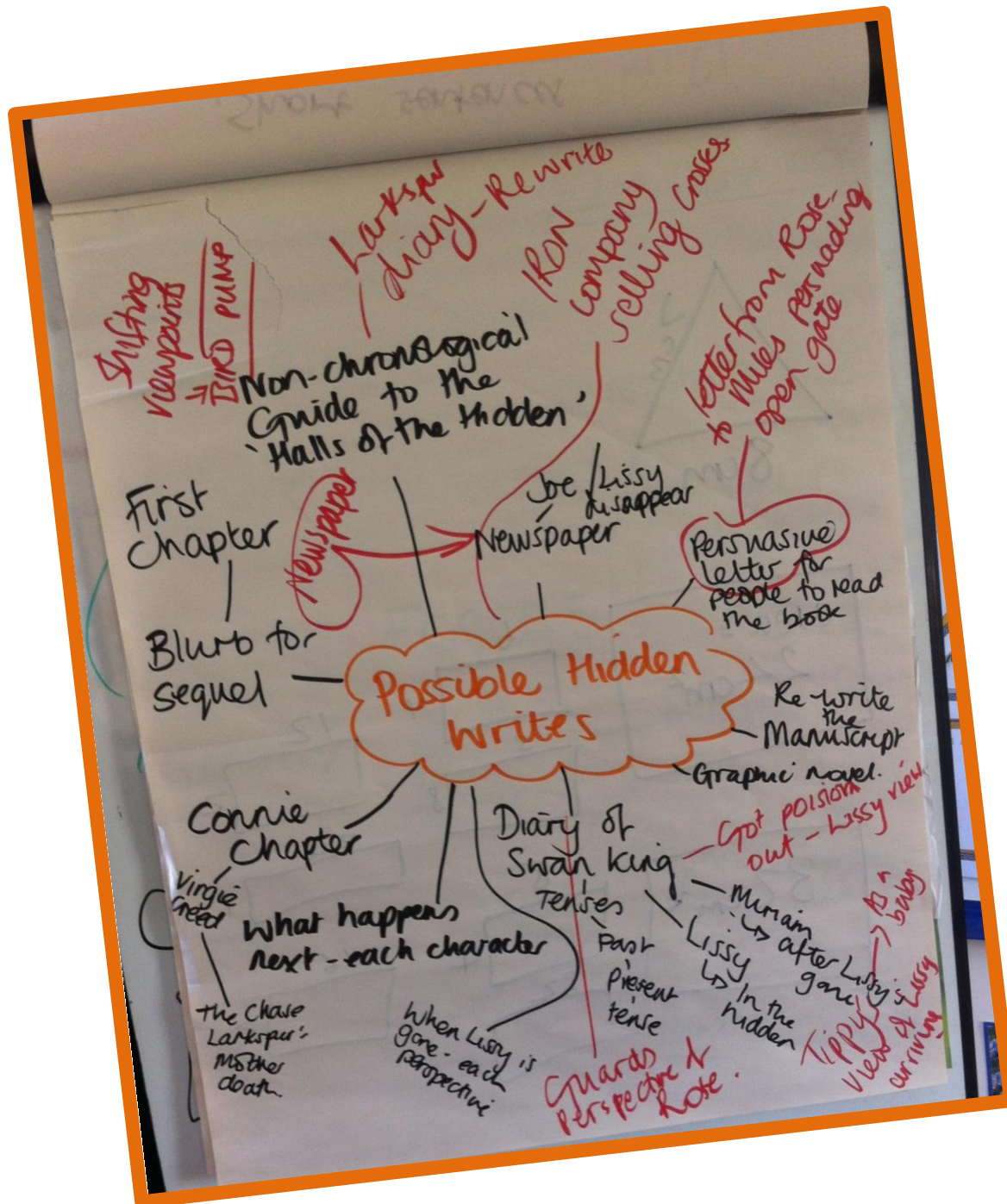


Inspiring reading through whole class texts



All great writers are great
readers!

Our reading leads into writing...

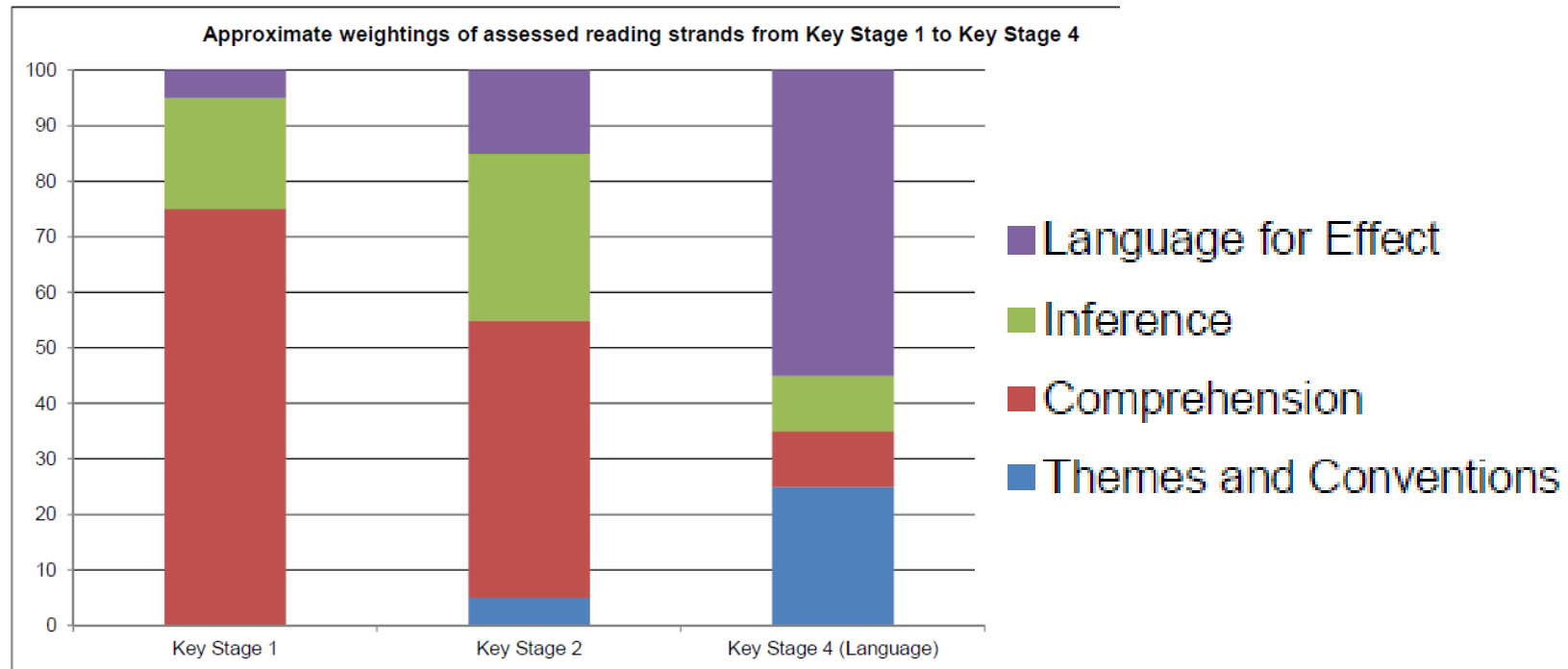


Our class book ...

How do we assess reading?

- **Teacher Assessment**
 - In class (through group discussions, comprehension work, guided groups, 1:1 reading conferences) using our Droxford Assessment Model and criteria for each Year group.
- **Externally- Year 6 SATs.**
 - Children sit a paper in May of Year 6.
 - 3 varying texts with questions to follow which assess their understanding.

How reading will be assessed in 'strands' from 2016 i.e. number of marks awarded



However this will NOT be the same balance for teaching e.g:

- That much pure comprehension questions would be VERY dull!
- Some vital skills can not be tested e.g. reading for pleasure, fluency and accuracy etc
- We are preparing building blocks for the future and therefore develop areas such as 'themes and conventions' earlier through group or class discussions
- We believe 'readers become writers' and therefore look at language for effect because we 'magpie' ideas for our own writing.



Changes to KS2 Reading SATs

The reading test will be a single paper with questions based on three passages of text. Your child will have one hour, including reading time, to complete the test.

There will be a selection of question types, including:

- **Ranking/ordering**, e.g. 'Number the events below to show the order in which they happen in the story'
- **Labelling**, e.g. 'Label the text to show the title of the story'
- Find and copy, e.g. 'Find and copy one word that suggests what the weather is like in the story'
- **Short constructed response**, e.g. 'What does the bear eat?'
- **Open-ended response**, e.g. 'Look at the sentence that begins Once upon a time. How does the writer increase the tension throughout this paragraph? Explain fully, referring to the text in your answer.'

Sample Ks2 Reading texts

Space Tourism

In 1969, a man walked on the Moon for the first time. After this, many people thought that space travel would be available by the year 2000 and that we would all be space tourists. However, here we are in 2015 and space tourism is still an impossible dream for most of us. It is a reality for only a very few, very rich, people.

How would you get to your space hotel?

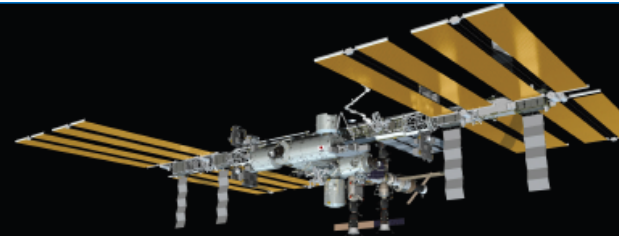
In the future there may be hotels in space for all the tourists. It wouldn't take long for the space shuttle to get out of the Earth's atmosphere. Then, without Earth's gravity, you would become weightless. Arrival at the hotel would be like an aeroplane parking at an airport, but you would leave the cabin floating along the access tube, holding on to a cable.

Fact: The Russian Space Agency offers flights on board a spacecraft to the International Space Station (ISS), where people can stay. The ISS was built in 1998 and is so big that it can be seen from Earth. Tickets to the ISS are very limited.

What would a space holiday be like?

Once in the hotel, you could admire the unique views of Earth and space and enjoy the endless entertainment of being weightless – and there would always be the possibility of a space-walk.

Fact: The first tourist in space was Dennis Tito in 2001. His trip cost him around £14 million.



Who has already had a holiday in space?

In 2006, Anousheh Ansari became the first female space tourist when she made the trip from Russia to the International Space Station (ISS). Anousheh stayed on the ISS for eight days and kept a blog (an online diary). Parts of her blog are shown here.

Anousheh's Space Blog

September 25th

Everyone wants to know: how do you take a shower in space? How do you brush your teeth? Well my friends, I must admit keeping clean in space is not easy! There is no shower with running water. Water does not 'flow' here, it 'floats' – which makes it a challenging act to clean yourself. There are wet towels, wet wipes and dry towels that are used. Now brushing your teeth in space is another joy. You cannot rinse your mouth and spit after brushing, so you end up rinsing and swallowing. Astronauts call it the 'fresh mint effect'.

September 27th

Being weightless has some wonderful advantages. You can lift a really heavy object with one hand and move it around with one finger. You can fly and float around instead of walking. You can do somersaults at any age. Everything is effortless. If you want to move forward, you slightly touch a wall with one finger and you start moving in the opposite direction. If you have left your book at the other side of the module, no problem – you ask someone close to it to send it to you. That means they pick it up and very gently push it towards you, and here it is – your book flying to you all the way from the other side.





Sample Ks2 Reading texts

Giants

How would you like it –
Supposing that you were a snail,
And your eyes grew out on threads,
Gentle, and small, and frail –
If an enormous creature,
Reaching almost up to the distant skies,
Leaned down, and with his great finger touched
Your eyes
Just for the fun
Of seeing you snatch them suddenly in
And cower, quivering back
Into your pitiful shell, so brittle and thin?
Would you think it was fun then?
Would you think it was fun?

And how would you like it,
Supposing you were a frog,
An emerald scrap with a pale, trembling throat
In a cool and shadowed bog,
If a tremendous monster,
Tall, tall, so that his head seemed lost in the mist,
Leaned over, and clutched you up in his great fist
Just for the joy
Of watching you jump, scramble, tumble, fall,
In graceless, shivering dread,
Back into the trampled reeds that were grown so tall?
Would you think it a joy then?
Would you think it a joy?

Lydia Pender



Sample Ks2 Reading texts

This is an extract from *The Lost World* by Sir Arthur Conan Doyle, written in 1912. Professor Challenger has claimed that he discovered dinosaurs in a distant part of South America. He is now on an expedition to prove his story with another scientist, Professor Summerlee. Also on the expedition are Lord John, an explorer, and Malone, a journalist. In this extract, narrated by Malone, the men are about to set off into the remote area where Professor Challenger believes they will find dinosaurs...

The Lost World

We slowly and cautiously set forth into the unknown. After a few hundred yards of thick forest, we entered a region where the stream widened out and formed a considerable bog. High reeds grew thickly before us, with tree-ferns scattered amongst them, all of them swaying in a brisk wind. Suddenly Lord John, who was walking first, halted.

"Look at this!" said he. "This must be the trail of the father of all birds!"

An enormous three-toed track was imprinted in the soft mud before us.

"I'll stake my good name," said Lord John, "that the track is a fresh one. See, here is the mark of a little one too!"

"But what of this?" cried Professor Summerlee, triumphantly, pointing to what looked like the huge print of a five-fingered human hand appearing among the three-toed marks. "Not a bird."

"A beast?"

"No; a reptile – a dinosaur! Nothing else could have left such a track."

Summerlee's words died away into a whisper, and we all stood in motionless amazement. Following the tracks, we passed through a screen of brushwood and trees. Beyond was an open glade, and in this were five of the most extraordinary creatures that I have ever seen. Crouching down among the bushes, we observed them at our leisure.

There were, as I say, five of them, two adults and three young ones. In size they were enormous. Even the babies were as big as elephants, while the two large ones were far beyond all creatures I have ever seen. They had slate-coloured skin, which was scaled like a lizard's and shimmered where the sun shone upon it. All five were sitting up, balancing themselves upon their broad, powerful tails and their huge three-toed hind feet, while with their small five-fingered front feet they pulled down the branches upon which they browsed. I can only bring their appearance home to you by saying that they looked like gigantic kangaroos with skins like black crocodiles.

I do not know how long we stayed gazing at this marvellous spectacle. From time to time the little ones played round their parents in unwieldy gambols, bounding into the air and falling with dull thuds upon the earth. The strength of the parents seemed to be limitless, for one of them, having some difficulty in reaching a bunch of foliage, put his forelegs round the trunk of the tree and tore it down as if it had been a sapling. Then it slowly lurched off through the wood, followed by its mate and its three enormous infants. We saw the glistening grey gleam of their skins between the tree-trunks, and their heads high above the brushwood. Then they vanished from our sight.



I looked at my comrades. The two professors were in silent ecstasy.

"What will they say in England of this?" Professor Summerlee cried at last.

"They will say that you are a liar," said Professor Challenger, "exactly as you and others said of me."

"In the face of photographs?"

"Faked, Summerlee! Clumsily faked!"

"Who's to blame them? For this will seem a dream to ourselves in a month or two," said Lord John. "What were they?"

"Iguanodons," said Summerlee. "England was once alive with them when there was plenty of good lush green-stuff to keep them going."

"I don't know what anyone else thinks, but this place makes me feel very uneasy..." said Lord John.

I had the same feeling of mystery and danger around us. In the gloom of the trees there seemed a constant menace and as we looked up into their shady foliage, vague terrors crept into one's heart. The iguanodons we had seen were lumbering, inoffensive brutes which were unlikely to hurt anyone, but what other creatures might there not be – ready to pounce upon us from their lair among the rocks or brushwood?



Sample Ks2 Reading questions

Questions 1–15 are about *Space Tourism* (pages 4–6).

Look at the introduction.

Why is space tourism *impossible* for most people?

1 mark

How would you get from the spacecraft to the space hotel?

1 mark

Look at page 4.

According to the text, what could you do on your space holiday?

Give **two** examples:

1.

2.

2 marks

How much did the first space tourist pay to go into space?

1 mark

Look at Anousheh's blog entry for September 27th.

Explain how Anousheh felt about being in space that day.

2 marks

Match the events below to the year in which they happened.

Anousheh Ansari went to space.

1969

The first man stepped on the Moon.

1998

Dennis Tito went to space.

2001

The International Space Station was built.

2006

1 mark

The Rights of the Reader

by Daniel Pennac

illustrated by Quentin Blake



1 The right not to read.



2 The right to skip.



3 The right not to finish a book.



4 The right to read it again.



5 The right to read anything.



6 The right to mistake a book for real life.



7 The right to read anywhere.



8 The right to dip in.



9 The right to read out loud.



10 The right to be quiet.

10 rights — 1 warning

Don't make fun of people
who don't read —
or they never will.

