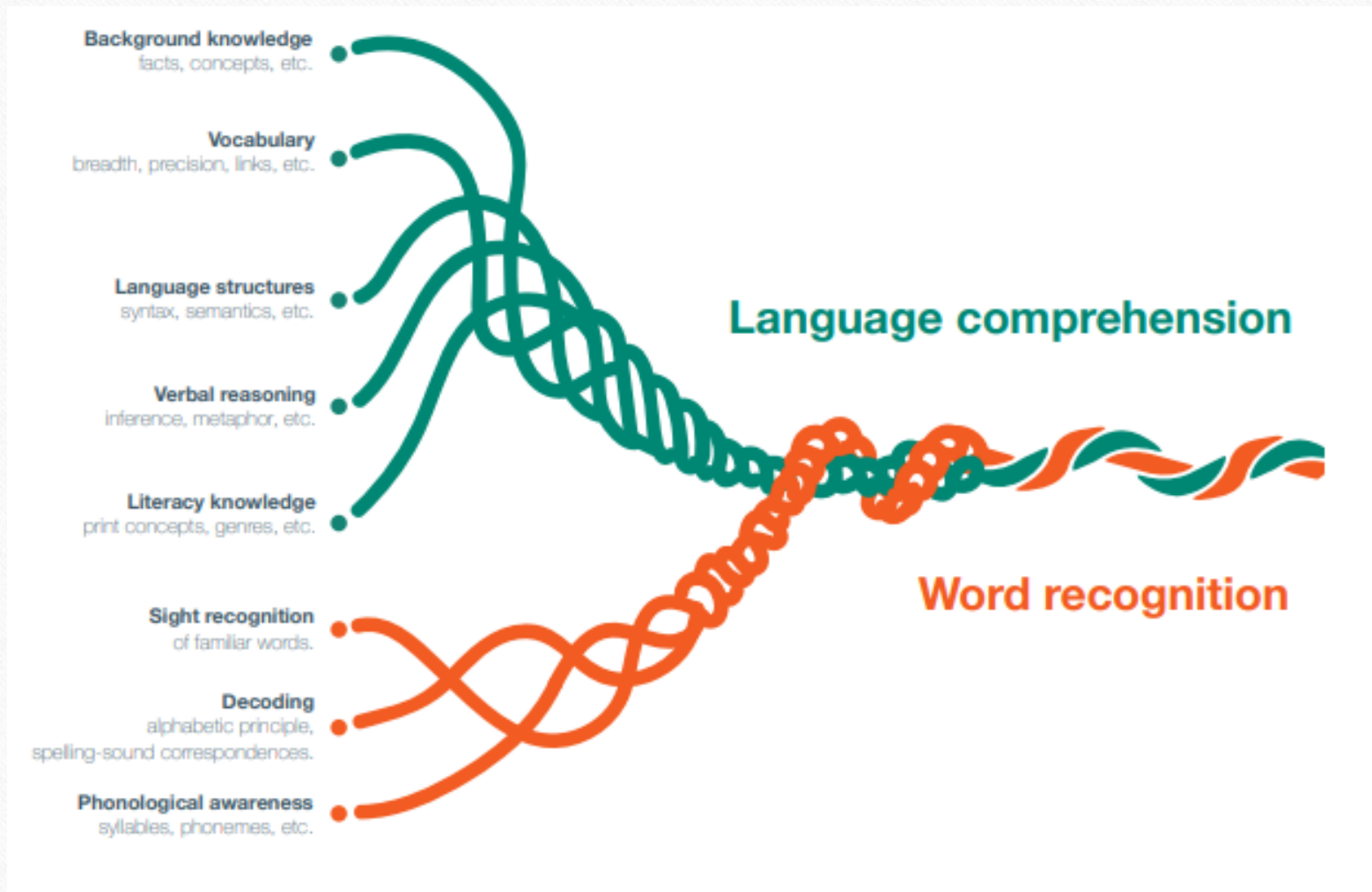


READING COME TO LEARN

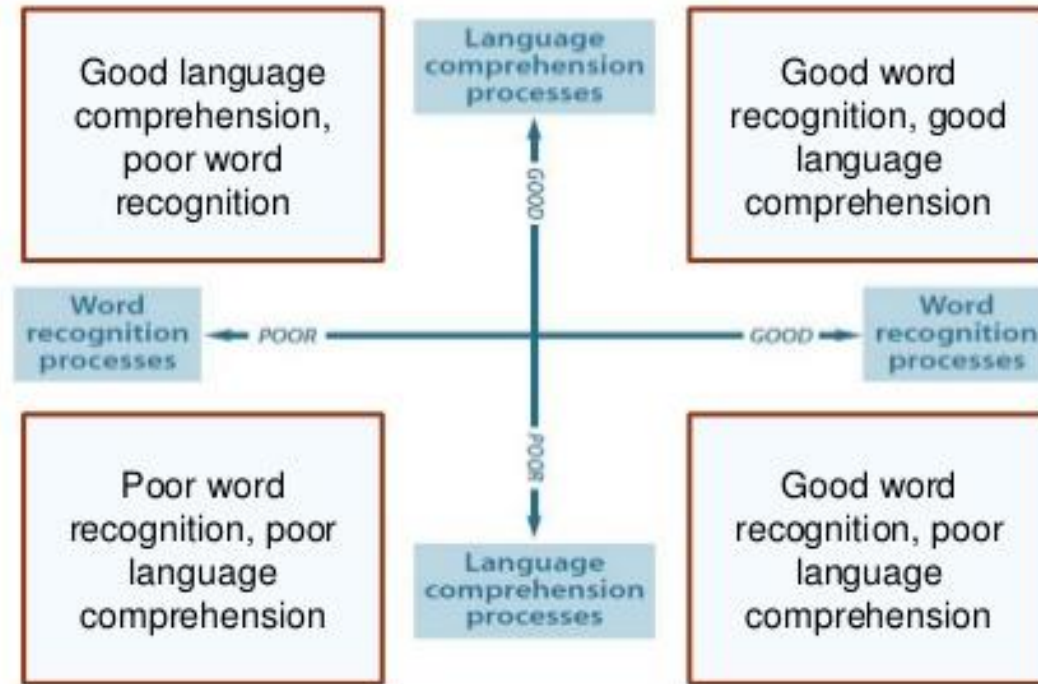
A chance to understand how reading is developed at
Hemingford Grey Primary School at KS2

Successful reading
demands both word level
reading and the ability to
comprehend what has
been read.





The Simple View of Reading



Implications for Reading at home with your child

- Adults need to be aware that there are different skills and abilities that contribute to development of word recognition skills than from those that contribute to comprehension.

KS1 =DECODING SKILLS DEVELOPMENT

At Hemingford, we follow the progression of the Fisher Family Trust Phonics scheme document to support our decoding (phonic) teaching. We teach through the steps which are progressive from introducing new phonemes in each step to build up decoding skills. The order in which the sounds are introduced is important as it supports the amount of words children can read and write.

Phonics are taught daily for 20-40 minutes in EY and KS1. We use FFT approach.

Daily sessions follow a specified structure to include; Revisit, Teach, Practise and Apply.

Children are assessed and provision altered accordingly every half term.

THIS ALL CONTRIBUTES TO BUILDING DECODING SKILLS

Terms you may hear your child use as they learn to decode

A **phoneme** is the smallest unit of sound in a word.

c-u-p

c-a-t

d-o-g

Segmenting

Identifying the individual sounds in a spoken word

(e.g. **h-i-m**) and writing down or manipulating letters for each sound to form the word 'him'.

Oral blending

Hearing a series of spoken sounds and merging them together to make a spoken word
- no text is used.

*For example, when a teacher calls out
'b-u-s', the children say 'bus'.*

This skill is usually taught before blending and reading printed words.

Blending

Recognising the letter sounds in a written word, for example c-u-p, and merging or synthesising them in the order in which they are written to pronounce the word 'cup'.

Digraph

Two letters, which make one sound

A consonant digraph contains two consonants

sh ck th ch

A vowel digraph contains at least one vowel

ai ee ar oy

Split digraph

A digraph in which the two letters are not adjacent (e.g. make).

Trigraph

Three letters, which make one sound

igh ear

SKILLS AND PROCESSES

Reading and decoding skills are not enough to produce a fluent reader, they need to comprehend and contextualise words.

Language comprehension develops before children have any formal reading instruction. When children come to a school setting they are already very competent comprehenders and producers of spoken language without formal instruction in this skill.

When children become competent at decoding, it is their language comprehension that will determine their overall reading ability.

How would you unpick these sentences as a reader?

Jane was invited to Jack's birthday party. She wondered if he would like a kite. She went to her room and shook her piggy bank. It made no sound.

Sticking points for a child with poor comprehension skills:

- The use of personal pronouns is essential to comprehend the text.
- What is a piggy bank (CONTEXTUAL/ VOCAB issues)
- Reader needs to make inference based on an understanding of a birthday party.
- The word "sound" assumes that the child knows that a piggy bank is typically made from china and contains coins which would rattle when shaken.

What is Reciprocal Reading?

At Hemingford Grey we are beginning to use the reciprocal approach towards reading understanding.

We look at whole class teaching of these skills. This way the children will become confident with understanding the terminology of Reciprocal Reading:

- summarising
- questioning
- Clarifying
- predicting

The Summariser

The Summariser will highlight the key ideas up to this point in the reading.

Tell the group what you have read in your own words

Only tell them of the important information

Keep your summary short



The Questioner

Ask questions to help your group understand what has been read.

Question starters:

Who?
Where?
When?
Why?
What?
How?
What if?



The Clarifier

Clarifies when something doesn't seem to make sense.

Clarifies when a word has been read wrongly.

Asks for help if the group can't work it out between them.

May use a dictionary to find out meanings.



The Predictor

Use clues from what you have read or illustrations to work out what might happen next.

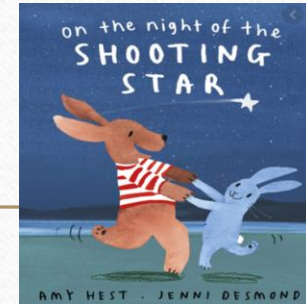
You can change your predictions as you read on through the text.

I think
Maybe.....
It might be that.....
I wonder if
I'll bet.....
This may be about.....



2 Week planning cycle

Reciprocal Reading 2 week planning timetable
W/B:



	Week 1	Week 2
Monday	Predict - make predictions about what the story may be about using the front cover for clues	Basic retrieval - Focus on 'looking questions'
Tuesday	Read text - echo reading.	Book talk
Wednesday	Clarify - exceptional,, sublime, opposite	- Focus on 'clue questions'
Thursday	Clarify activity - match words to sentences	- Focus on 'Thinking questions'
Friday	Book talk	Summarise - recap the key elements of the story within one minute

Within KS2 we are actively teaching a mix of different reading skills in order for your child to become a fluent reader.

- Vocabulary
 - Retrieval
 - Summary
 - Inference
 - Prediction
 - Text meaning
 - Author's use of language
 - Comparing and contrasting
-
- Let's take a look at what these mean.

VOCABULARY

Vocabulary is not only about the words children know but also the strategies they have for working out the meaning of words they don't know.

Children need to be taught that they can use the content of the surrounding sentence to work out the meaning of the word.

We teach the children that by thinking about what has been happening in the text so far and searching for clues, children are able to learn new words and expand their vocabulary. This draws heavily on children's understanding of synonyms and their ability to use the replacement method in which they remove the word in question and replace it with each option in turn to find the best fit .

EXAMPLE

"Great Grandma Griffin had been heartbroken and it had driven her to invent the map so that people in trouble could be helped faster ."

Find and copy one word from this sentence which shows grandma was upset.

The Clarifier

Clarifies when something doesn't seem to make sense.

Clarifies when a word has been read wrongly.

Asks for help if the group can't work it out between them.

May use a dictionary to find out meanings.



RETRIEVAL SKILLS

Retrieval is about children being able to find key pieces of information in the text. Using keywords in a highlighting strategy will help children make links between the keywords in the question and a similar wording in a text.

We teach the children that by scanning a text they can spot the keywords and highlight them and find the answer.

We spend a lot of time teaching the children to not just guess answers but to find the evidence in the text.

EXAMPLE

As Cinderella ran down the steps she dropped her glittering ,glass slipper and ran off into the woods.

What did Cinderella drop as she ran down the steps ?

Questioning

- Looking questions



- Thinking questions



- Clue questions



SUMMARY

Summary is about children being able to sum up or condense what they have read.

This may involve identifying the key points of a plot or coming up with an appropriate heading for a section of text.

In these questions more than one answer may be correct but children must choose the best or most appropriate answer.

EXAMPLE

In the question below, children are asked to choose the best title for the entire extract. They need to choose an answer that provides the best overall summary then give a logical reason for their choice. This gives them the opportunity to explain her reason.

Which of the following would be the best title for this answer?

Explain your choice with reference to the text

The Summariser

The Summariser will highlight the key ideas up to this point in the reading.
Tell the group what you have read in your own words
Only tell them of the important information
Keep your summary short



	TICK ONE
An Old Friend	
Dangers	
Lost at Sea	
A Beautiful Roar	

INFERENCE

Inference is about children being detectives and looking for clues in the text to support their answers.

It is important for them to remember that whenever they make a point or give an answer, they also need to provide a quote from or reference to the text that proves what they are saying.

Questioning

- Looking questions



- Thinking questions



- Clue questions



Some questions to help children deduce, infer and interpret.

What makes you think that?

- What words give you the impression that?
- How do you feel about...?
- Can you explain why...?
- I wonder what the writer intended when ...?
- I wonder why the writer decided to...?
- What do these words mean and why do you think the author chose them?
- Why did the author choose this setting?

PREDICTION


Prediction is about making logical or reasonable predictions about what might happen later in the story or what caused something to happen early on. Children are told to back up their ideas with evidence from the text that has led them to believe in their predictions .

The Predictor

Use clues from what you have read or illustrations to work out what might happen next.

You can change your predictions as you read on through the text.

I think
Maybe.....
It might be that.....
I wonder if
I'll bet.....
This may be about.....



EXAMPLE: A CHASE IN TIME

In the question below children need to put themselves in the place of the character of Alex and decide what they think he might do in the future.

As well as answering a question with a yes or no they must be able to justify their predictions by referring to how Alex feels and what is written in the extract .

Will Alex tell his family about the magic mirror?

	TICK ONE
Yes	
No	

Explain the reasons for your answer using information from your text

TEXT MEANING

Text meaning is about identifying the structural and language features of an extract and understanding the role of each part of the text. This includes explaining how certain parts of the text helped to create or change the overall text meaning .

EXAMPLE : In the question below , children are required to match each feature of the text with an example .

Draw lines to match each part of the story with the correct quotation from the text .

Character

Setting

Action

The house was old and somewhat creepy, it was as though it had not been touched in centuries.

Quick as a flash, he zipped up the stairs racing into the room where the roar was coming from.

Zeb was short for his age but his mind was alert and many would say was wise beyond his years.

The Clarifier

Clarifies when something doesn't seem to make sense.

Clarifies when a word has been read wrongly.

Asks for help if the group can't work it out between them.

May use a dictionary to find out meanings.



AUTHOR'S USE OF LANGUAGE

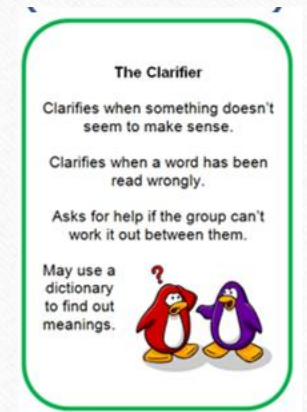
The authors use of language is about children recognising figurative language and descriptive phrases that contribute to the overall meaning of the text. Once children spot these features they need to both understand what the features mean and identify the impact on the reader. There are various strategies children may use to answer these types of questions.

This aspect is often closely linked with our writing process. The children are taught to identify figurative language such as simile, metaphor, imagery, personification. They are then able to write about how the author has used that technique .

EXAMPLE

"Now the letters were faded like colours of an old photograph".

Find the simile in the sentence. How does this description help us to understand what the letters on the suitcase were like?



COMPARE AND CONTRAST

Compare and contrast is about children identifying how characters, settings or events in an extract of similar or different to each other. We build up the use of conjunctions in these types of questions.

To show similarity or compare

Similarly ,also ,in addition, in the same way, they are both, likewise, equally

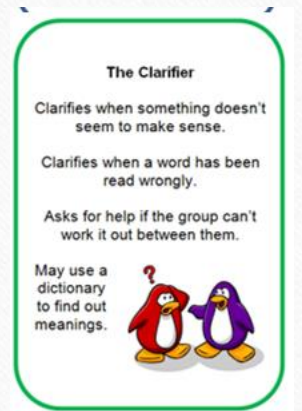
To show difference or contrast

But, however, on the other hand ,whereas, while, yet ,unlike

EXAMPLE

How might the adult Fox's be different from the Cubs?

The adult foxes might be more dangerous or fierce, **however** a cub is quite tame as they have not got the skills yet to fight.



Throughout KS2 we are building these skills every day. We have dedicated Reading sessions where we teach the children these different domains. We model and practise these skills.

INFERENCE

VOCABULARY

RETRIEVAL

SUMMARY

PREDICTION

TEXT MEANING

AUTHOR'S USE OF LANGUAGE

COMPARE AND CONTRAST

+
DECODING
SKILLS
From KS1

=

A
COMPETENT
READER

To take home we have a bookmark question sheet for you to build some of these ideas.