

Overview of Reading

It is important children are exposed to a high volume of language at an early age and throughout their life. It is important they begin to develop a love of books and language as this will support their reading development and will help nurture a love of reading. Children begin their reading by developing phonological awareness at an early age. This includes:

- hearing sounds and words and recognising meaning
- recognising rhyming words and joining in with songs and rhymes
- hearing and recognising initial sounds by playing games like I-Spy

Once children have developed a phonological awareness they progress on to phonics. This is when children learn phonemes (the unit of sound) and graphemes (letters used to write down a phoneme) correspondence. Children will then start learning to read and write words that are phonetically decodable. They will then move on to segmenting and blending in order to read words. Children will also learn high frequency words to support fluency in reading.

When children have developed reading and decoding skills they then begin to develop comprehension skills. Readers need to be able to understand, respond and reflect on the texts they are reading.

How we teach reading in our school

EYFS/KS1

- Daily phonics lessons and phonics working wall
- 1:1 reading with comments in a reading record
- Sharing of books during whole class sessions
- Guided reading (small groups)
- Comprehension groups
- Paired reading with other children
- Vocabulary wall
- Reading challenges
- Reading around topics and knowledge organisers

KS2

- Daily guided reading (small groups and whole class)
- Sharing books with whole class during other lessons
- Vocabulary wall
- Comprehension groups
- 1:1 reading where appropriate
- Reading around topics and knowledge organisers

Where appropriate some children will be working on reading schemes

Reading Strand Questions

Reading strand: Themes and Conventions

This covers content of the National Curriculum for reading and states that children need to: identify / explain how information / narrative content is related and contributes to meaning as a whole. Children need to identify themes and conventions in a wide range of books and writing.

Questions

- Which genre best describes this story? Explain using evidence from the text.
- What type of text is this? How do you know this?
- How does the author try and persuade the reader to...? Use the text to explain your answer.
- Do you think these are accurate instructions? Were they easy to follow?
- What is the purpose of...?
- Look at the section entitled _____. Why has this been included in the text?
- Does this story have a moral meaning/message?
- How do these books differ in the information they have to offer?
- How does this text compare to other books that you have read by the same author?

Reading strand: Making Inferences

This covers content of the National Curriculum for reading and states that children need to: make inferences from the text / explain and justify inferences with evidence from the text.

Questions

- What would you do at certain points in the story?
- What sort of person is.....? What makes you think that?
- What is your opinion of this character?
- How do you know (character) was feeling: happy, sad, scared, excited?
-was feeling upset. How do you know? Find two pieces of evidence.
- Why do you think (character) (state action)?
- What choice would you have made?
- Why do you thinkis acting in this way?
- Why do you think said “.....” ?
- What do you think ...meant when he/she said “.....”
- What does this tell you about what he/she was thinking/feeling?
- Why does the author describe the main character in this way?
- What does this description reveal about the main character?
- How do you know andwere enemies? Best friends? Find 2 pieces of evidence.
- Which of these characters do you feel closest to? Why?
- Which character would you most like to meet and why?
- Can you put the following events in the order that they happen in the story?
- Why do you think the author describes the setting as “.....”
- Which 3 facts tell you that...?
- Both of these texts are aboutIn which ways are they similar? How are they different? Use the text to explain your answer.
- Why do you think the author chose to_____? Give reasons for your answer.
- What does the word ____tell you about ____ ?

Reading strand: Comprehension

This covers content of the National Curriculum for reading and states that children need to: retrieve and record information / identify key details from fiction and non-fiction, summarise main ideas from more than one paragraph, predict what might happen from details stated and implied and make comparisons within the text.

Questions

Summarising and synthesising

- What is this story about? (give list of choices)
- What, in your opinion, was the most exciting part of the story, explain your answer in as much detail as you can.
- Did you enjoy this story? Why?
- What is your opinion of the ending the author chose?
- Can you think of an alternative ending?
- What can we learn about from reading this non-fiction report?
- Can you describe in your own words, what has happened so far in the story?
- When did happen?
- This story is about...? (give list of choices)
- Can you explain what is happening when...?
- What is the main event in this text?
- What is the high point in this text? What information are we told in the first paragraph?
- What is this passage describing?
- Write two things that this non-fiction text tells you about...?
- Can you identify what is fact? Opinion?
- Can you distinguish between fact, opinion and fiction?
- What is the main theme/ argument in this paragraph?
- Can you describe what happened in three sentences?
- Is there anything you know now which you didn't know before?
- Why do you think that might be important?

Structural Analysis

- Why do you think the author chose to begin a new paragraph?
- Where would you find a section about _____ ?
- What is the information on the back of a story book called?
- What is the title of this non-fiction report?
- Where will you find an index? In which order will you find these words?
- Can you explain what information you will find in a glossary?
- Where will you find the contents in a non-fiction book?
- What are the differences between fiction and non-fiction?
- What information does this diagram tell you?
- In what ways do diagrams, photographs or illustrations help us to enjoy/ understand the text?
- Why do you think the author chose to use arrows/lines in this diagram?
- Which organisational devices help you find information quickly?
- Why do you think this non-fiction text was printed onto a (state colour) background?
- What strategies do you need to use to read an ICT text?
- Which part of the text provides specific details about.....?
- How are these two text similar? How are they different?
- How does the way the title has been written encourage you to read this report?
- What is the difference between a non-chronological report and an explanation?
- Is this advertisement a good example of a persuasive text? If so, Why? Why not? Write two things that the text tells you about....
- Which devices has the author used to indicate an opinion?
- Why do you think the author chose to use a short sentence in this part of the story?
- Where is the story set?
- What does the word _____ mean?

Character Analysis

- What are the names of the characters in the story?
- Which words are used to describe the main character?
- Find a word to describe how the character is feeling.
- What sort of person is? What makes you think that?
- There are two main characters in this text. Can you explain how they have presented in different ways?
- Do you agree with the actions of...what would you have done?
- Who is your favourite character? Why?
- What is revealed about this character through the following lines of speech?
- Can you identify the flaws in this character?
- Can you identify comments that are made by the author to show the shifting thoughts of the character?

- The character is in a tricky situation. What will the character do next? What would you do? Why?
- How is the character like someone you know?
- Based on what you know about the character/event, how do you think the story will develop next?
- Do you think the character will change his/her behaviour in the future? Give evidence for your ideas.
- Compare how the characters are reacting to this problem. Who deals with the situation best?
- Compare the settings in the story. Why are they important to the story?

Reading strand: Language for Effect

This covers content of the National Curriculum for reading and states that children need to: give / explain the meaning of words in context and identify / explain how meaning is enhanced through choice of words and phrases.

Questions

- Which words rhyme in this poem?
- Why do you think the author chose to use a question in the opening of this report?
- Which adjectives have been used to describe.....?
- What do the following words tell you about...(state place)?
- Why do you think the author chose the word ' ' to describe.....?
- The writer has used the following words to describe.....What does this tell you about.....?
- Why do you think this is an effective way to describe.....?
- which words tell you in which way the character spoke?
- What does the sentence "....." tell you about the way the character was speaking/feeling?
- Which words or phrases create suspense in this piece of writing?
- Why do you think the author chose to write the sentence in this way? Which word is used to describe the.....?
- Which words are used to describe the?
- Can you identify any adjective phrases, which have been used to describe this setting?
- How has the author created suspense in this description of the setting?
- Look at the author's description of Why do you think the author wrote the description in this way?
- Compare the use of figurative language in the descriptions of the following settings.
- What does this word tell us about the character/setting/atmosphere?
- What might that mean?

Reading Script

Reading Champion: Hello my name is_____.

What is your name?

Which book are we going to read and explore today?

Is this a new book or one you have been reading for a while?

Why did you choose it? What's it about?

The child then reads an extract from the text.

Reading Champion: Today we are going to focus on the skill_____.

Here are some questions focusing on this area (use question prompts from reading pack).

Example KS1 Reading Comments

<u>Title of book</u>	<u>Comment</u>
Pirates	Talked about the text type and identified features such as: contents, index, glossary, labelling and captions. Able to recall facts from the text, e.g. being a sailor was a horrible job; better to be a pirate!
The Strange Box	We talked about the author's use of questions to add suspense and draw the reader in. Discussed the meaning of the words <i>lunged</i> and <i>shards</i> . Very keen to find the next book to work out what happens next.
Cinderella	Expressive reading with varied pace. Looked for verbs (what Cinderella had to do). Able to explain <i>smirking</i> and its effect in the story.
Snow Spoons and the Rainy Day	Read at a steady pace, sounding and blending with a little support. We talked about the comparative forms <i>big</i> , <i>bigger</i> and <i>biggest</i> and thought of other examples.
Be Quiet	Read lots of high frequency words by sight. Good sounding and blending but muddled b and d, reminded about soft c and the split digraph i-e.
The Strange Box	Read expressively with self-corrections. Found adjectives to describe the man (mysterious, scary, pale) and used evidence from the text to support Wilma being scared "It says she shuddered."
Poor Old Rabbit	Explained why the book has this title "Nobody wanted to play with the rabbit." Gained confidence with the repetition across the pages.
Buzzing Bee	Encouraged to use the picture clues to support decoding. Identified rhyming words in the text and thought of others.
Survival Adventure	Read well; revisited parts to improve flow and understanding. Didn't think the umbrella was appropriate in the survival kit unless it rains. Looked at contraction words and gave the expanded forms.
Paris Adventure	Talked about the Eiffel Tower being a landmark and thought of some in the UK. Gave reasons why Biff didn't want to go on an adventure and how she knew they had gone back in time with reference to clothing and no cars.
Eruption	Showed a clear understanding of the content of the book as we were discussing how lava is made and what happens.

Examples of KS2 Reading Comments

<u>Title of Book</u>	<u>Comment</u>
A Series of Unfortunate Events Lemony Snicket.	While reading this book so far I've come across a few words I didn't know the meaning of such as: flourish. Which in this statement means 'a sweeping gesture' often used to show off.
Classic Fairy Tales.	Sometimes I like to read fairy tales as it reminds me of when I was younger. It's intriguing to think this may not be the real story of The Ugly Duckling because it has been passed through so many generations.
52 Storey Treehouse.	My favourite character is Terry because he is the funniest and has really crazy ideas that most of the time work fairly well.
A Series of Unfortunate Events Lemony Snicket.	I have come across some new words while reading. Segue which in the context of the text means that the conversation has veered off. This tells us that the character has thought of a new topic that they are keen to discuss and changed the flow of the conversation.
The Reptile Room.	I've come across a new word- surveillance. A phrase which in the text means kept watching them. When I first came across this I didn't know how to pronounce it or what it meant. I looked it up in my dictionary and I can now use this word in my independent writing.
The Firework Maker's Daughter.	I found the adjective anxious and thought of 3 synonyms: worried, nervous and tense. I think the author chooses to use anxious because it suggests that the character is consumed by their emotion with regard to this event. It is not a positive feeling and therefore is more appropriate in this context than the synonyms I discovered.
Beeboy	Capital letters are used to add emphasis to lines and phrases. We discuss the meaning of firm and how that tells us that those are the rules and they can't be changed.
The Giraffe, the Pelly and Me.	We discussed the meaning of queer and how this tells us the house is strange and old. This means it is a bit different and is why he really wants to explore it.