

# Whole School Meeting

## READING

Wednesday 1<sup>st</sup> February 2017



# Aims

- To provide an overview of READING within the National Curriculum
- To explain how reading is assessed at the end of KS1 and KS2
- To recognise the importance of early reading and picture books
- To introduce the new Frieth reading scheme
- To give strategies for home reading
- To promote reading for enjoyment

# Overview

## Mrs Tyzack

- Reading within the National Curriculum
- Frieth reading scheme
- Benchmarking

## Miss Gibbens

- Pre-reading and the importance of picture books
- Phonics

## Mr Honey

- End of KS1 SATs

## Mrs Sparks

- From the reading scheme to independent reading in KS2
- Guided reading and reading comprehension

## Mrs Goodchild

- End of KS2 SATs

# Why?

Reading is one of our targeted areas on our SDP (School Development Plan) this year.

Our target at Frieth is:

To improve the reading scheme and outcomes for all readers in school.





I think our new library is going to help me read more in school because it is more spacious and cosy which helps me concentrate better and I find it feels more like a library. It is bigger and I think there are more different topics. The shelves are lower so younger ones can reach the books. I think in the past, children have been finding it hard to find books because the books had been put back in the wrong sections. In the coming years it would not be suprising if children find it easier to read.

# **The National Curriculum for English aims to ensure that all pupils:**

- Read easily, fluently and with good understanding
- Develop the habit of reading widely and often, for both pleasure and information
- Acquire a wide vocabulary, and understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Appreciate our rich and varied literary heritage

# **The National Curriculum for English aims to ensure that all pupils:**

- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

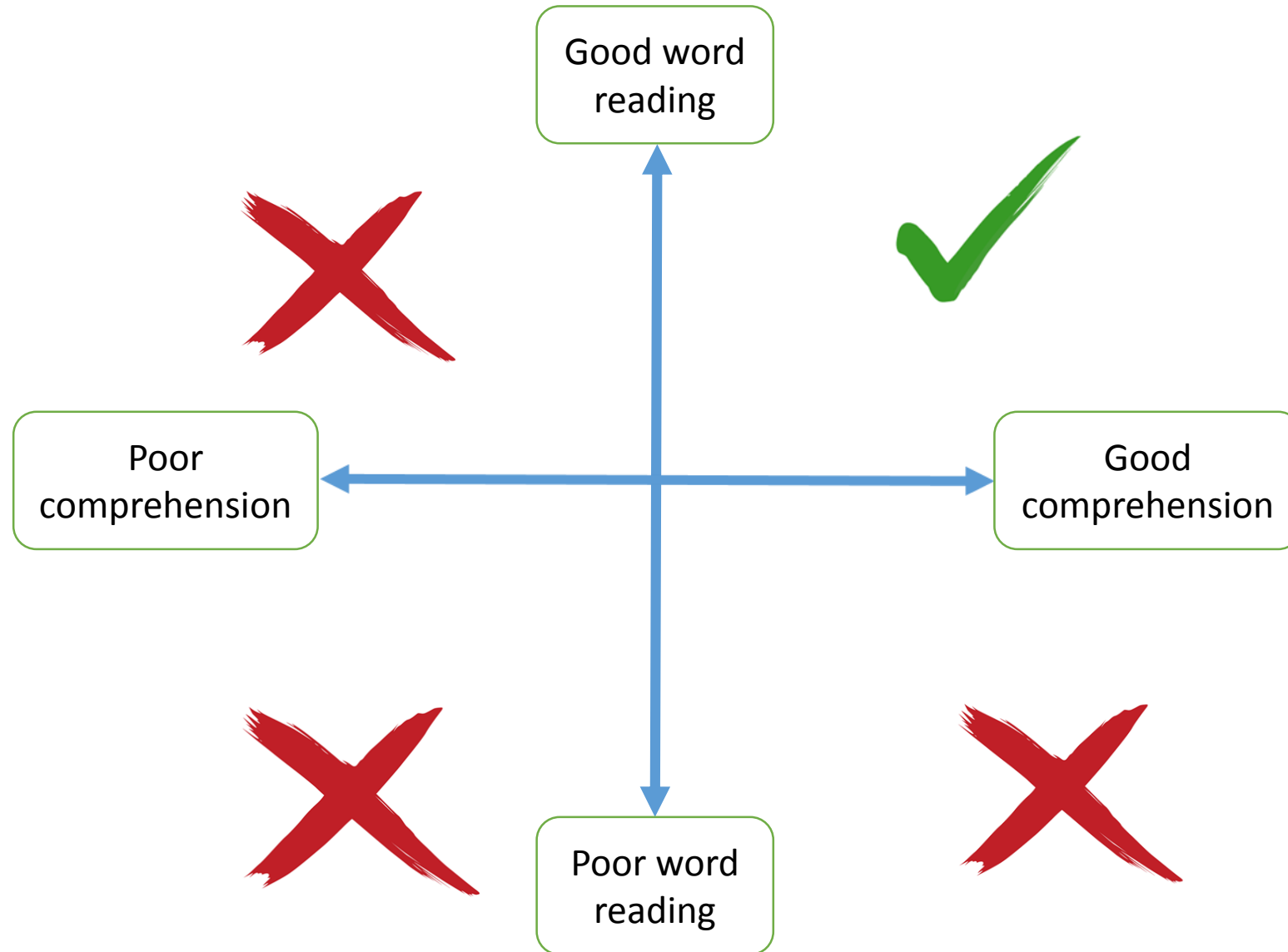


# **Main areas of the English Curriculum - READING**

- Reading
  - Word reading
  - Comprehension (both listening and reading)

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

# Word reading and comprehension





# Why do we have a new reading scheme?

- Engage children
  - Easy access
  - Choose their own books (no lists of books they must read)
  - Reading for enjoyment
  - Support those children who need it and to be able to identify their need
  - Don't hold back those children who are able to make quicker progress
- Inform parents – Where is my child in terms of reading?
- Consistent scheme – easy to understand and use for all (children, parents, reading volunteers and teachers)
- Consistent assessment
- In line with the new national curriculum – raised expectations

# Frieth CEC School

## Reading Book Colour Bands



PM Reading Levels	PM Benchmark Colour
1	Pink 1
2	Pink 2
3	Red 1
4	Red 2
5	Red 3
6	Yellow 1
7	Yellow 2
8	Yellow 3
9	Blue 1
10	Blue 2
11	Blue 3
12	Green 1
13	Green 2
14	Green 3
15	Orange 1
16	Orange 2
17	Turquoise 1
18	Turquoise 2

Pre-readers
Lilac picture books
Phonics phase 2 books
Phonics phase 3 books
Phonics phase 4 books
Phonics phase 5 books

17	Turquoise 1
18	Turquoise 2
19	Purple 1
20	Purple 2
21	Gold 1
22	Gold 2
23	Silver 1
24	Silver 2
25	Emerald 1
26	Emerald 2
27	Ruby 1
28	Ruby 2
29	Sapphire 1
30	Sapphire 2

Independent readers	Quick reads
	Library books



# New organisation of reading books 1

1. Picture books – LILAC level
2. Phonics phase 2 books
3. Phonics phase 3 books
4. Phonics phase 4 books
5. PM Benchmarking  
colours (30 levels)
6. Quick Reads
7. Library books



Reception

Reception/Year 1

Reception/Year 1

Reception/Year 1

Reception/Yr1/Yr2/Yr3/Yr4

Children should become  
independent readers  
during Year 3/ Year4.

# New organisation of reading books 2

- One box per level e.g. Pink 1, Pink 2, Red 1 , Red 2, Red 3 etc.
- Each book colour coded and numbered
- Easy reach for all children
- Children to choose the books they want to read from their level
- Using a range of schemes and publishers

Once off the reading scheme ➔ independent reader

1. 'Quick reads' – labelled in the reading area
2. Library books – fiction and non-fiction

# Children's Reading Records

On the reading scheme:

Reception – Year 1 – Year 2

- Reading record filled in by teacher/LSA/reading volunteer
- Parental comments about reading only
- Please make sure that it comes to school every day

Year 3 and above

- Children to fill in their reading records

Independent readers:

- No individual reading records

# Reading scheme – PM Benchmarking

## What is PM Benchmarking?

- The PM Benchmarking Kit is a comprehensive reading assessment resource.
- Teachers/LSAs can assess children's reading abilities using unseen, meaningful texts.
- The kit includes accurately levelled texts ranging progressively from emergent level.
- Each benchmark text has a prepared Reading Record and Assessment Record pro forma.

# Reading scheme – PM Benchmarking

## The PM Benchmarking Kit Assessment Procedures:

1. RETELLING
2. READING RECORD
3. COMPREHENSION QUESTIONS
  1. Literal comprehension
  2. Inferential comprehension
  3. Generalisations or points of view
4. ANALYSIS

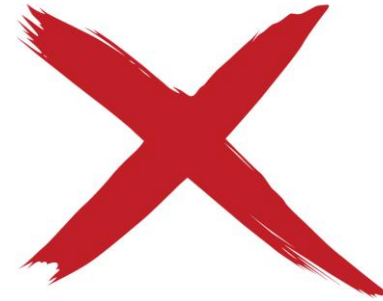


# Message in Reading Records



Logan was Benchmarked today and he moved up to/ready to read at Level 3 (Red 1). Well done, Logan.

To further improve please could you support him...



Henry was Benchmarked today but he is not ready yet to move up to the next level.

In particular, he found it hard to...  
Please could you support him...

# FAQ

## 1. What does Benchmarking test?

The children are tested on the next level up. Key question – Are they ready for the next level? Are they able to access (read AND understand) the books on the next level?

## 2. How often should children be Benchmarked?

Children should be Benchmarked when they are ready to move up to the next level. Generally, this means at least once each half-term.

## 3. Who decides when a child should be Benchmarked?

The teacher.

## 4. How could I support my child at home?

Please read with them and to them every day and ask questions to check understanding.

# How can I support my child at home with their reading?

- Talk to your children (a lot).
- Choose a quiet time.
- Read with/to your children daily.
- Listen to your child read.
- Ask questions.
- Make reading a regular activity in your home.
- Make reading enjoyable.
- Regular practice.
- Variety is important.
- Show your children that you are a reader too.
- Visit the library.



This year, on World Book Day, we would like to invite parents and governors to come in to school to share their favourite book with the children. Please sign up with your Class Rep who will be in touch with teachers. Thank you!

Miss Gibbens



# Pre-Reading Skills

- Oral Language
- Letter Awareness
- Phonological Awareness
- Beginning Writing

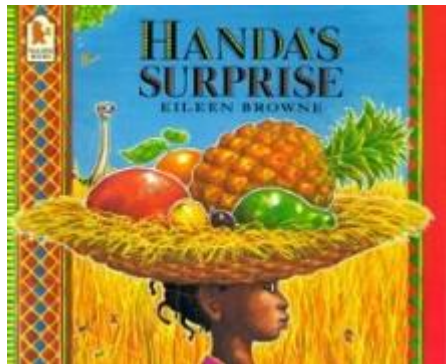
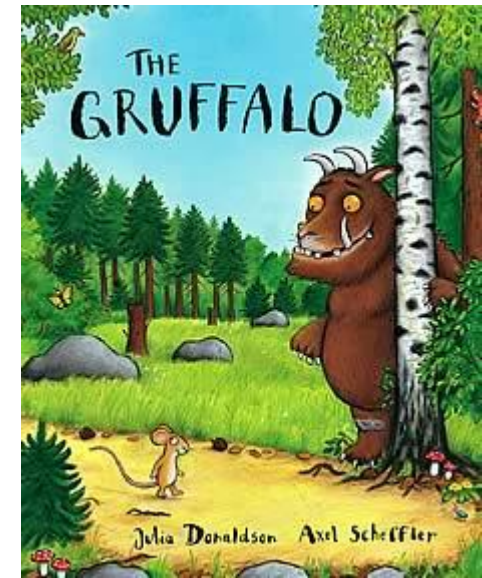
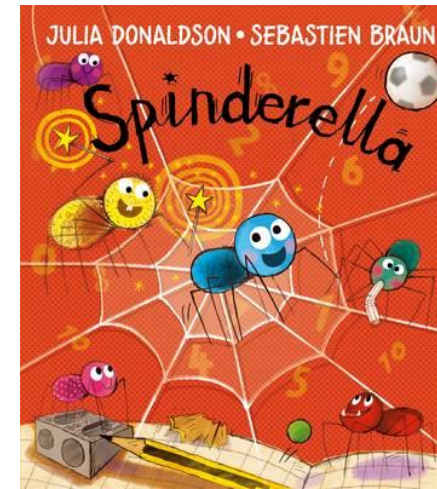
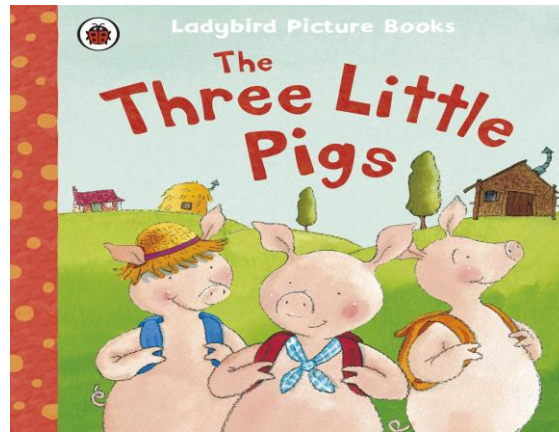
# The Importance of Picture Books

- Develops oral language skills
  - Increased vocabulary
  - Involves imagination
  - Teaches story lines and plot
  - Builds comprehension skills
  - Develops understanding of spoken language
  - Increases confidence speaking and communicating with others

# Phonics

- Is a method to support reading and writing
  - Important that children learn sounds correctly
  - Real words and non-words
  - High Frequency Words
  - Tricky Words
- 
- CHALLENGE: How many ways can you make the /e/ sound?

# Story Sacks



*We're Going on a Bear Hunt*  
Michael Rosen    Helen Oxenbury



Mr Honey



# KS1 Reading SAT – May 2017

A brief summary of the timing, structure and content of the KS1 Reading SAT 2017

# KS1 Reading SAT – May 2017

Test will be taken by children currently in Year 2.

The date will be early May 2017

The test comprises two separate papers.

- Paper 1 consists of a selection of texts totalling 400 to 700 words, with questions interspersed
- Paper 2 comprises a reading booklet of a selection of passages totalling 800 to 1100 words. Children will write their answers in a separate booklet

# KS1 Reading SAT – May 2017

- Each paper is worth 50 per cent of the marks, and should take around 30 minutes.
- Children are not be strictly timed, as the tests are not intended to assess children's ability to work at speed.
- The texts in the reading papers cover a range of fiction, non-fiction and poetry.

# KS1 Reading SAT – May 2017

There are a variety of question types:

- Multiple choice
- Ranking/ordering, e.g. 'Number the events below to show in which order they happened in the story'
- Matching, e.g. 'Match the character to the job that they do in the story'

# Reading SAT – May 2017

- Labelling, e.g. 'Label the text to show the title'
- Find and copy, e.g. 'Find and copy one word that shows what the weather was like in the story'
- Short answer, e.g. 'What does the bear eat?'
- Open-ended answer, e.g. 'Why did Lucy write the letter to her grandmother? Give two reasons'

Mrs Sparks

# Comprehension text

## Save our Playground!

### The Daily Rattle

#### Playground to be taken over by new supermarket

LOCALS IN Henbury-on-Sea are upset to learn that a supermarket will be replacing the children's playground which opened only last year. The playground was built at huge cost to the council and has proved extremely popular with children in the town. It is believed that the supermarket chain Lakelands have paid over two million pounds to buy the land which the playground is built on.

'This is the first that we've known about it,' said Mrs Cheng, a local mother. 'We fought long and hard to get a new playground and now the council is

going to dig it up to build another supermarket we don't need!' Lakelands will be the fourth supermarket in this small town.

'It's the little shops I feel sorry for,' said Usman Gill who owns Gill's, the local hardware store. 'I've seen businesses close down over the past two years and it's going to get worse. I don't see how I can last out with this new supermarket on the way because they'll be selling all the stuff I've got at half the price!'

Councillor Terry Seeds is fighting to save the playground. 'I've got five chil-



dren of my own and they all love the mini-adventure playground and the slides. There's a huge sandpit and a paddling pool. It's got a great mix of activities for both young and older children. We're all devastated that it's being pulled down for another supermarket.' Terry is sending a petition around the local schools, in an attempt to save the playground.

Other councillors remained silent on the topic and refused to say where the funds from the supermarket will be spent. Rumour has it that some of the two million pounds has slipped into the pockets of councillors who voted to allow Lakelands to buy the land.



# Comprehension questions




## Questions

Answer the following questions with a full sentence:


1. What is going to be built to replace the playground?
2. What is the name of the company which bought the land that the playground is on?
3. How much did the company pay for the land?
4. When the new supermarket is built, how many will there be altogether in Henbury-on-Sea?
5. Why is the playground so popular?
6. How do local people feel about the new supermarket replacing their playground?
7. What shop does Usman Gill own?
8. What might happen to the small shops if the supermarket arrives?
9. Do all the councillors support the new supermarket?
10. List all the activities you can do in the playground.

# Developing independent reading



## Word work

1. Give the meaning of the following words:  
*upset*  
*fought*  
*devastated*  
*rumour*
2. What sort of things can you buy in a hardware shop?
3. What do you think the article means when it says '*Rumour has it that some of the two million pounds has slipped into the pockets of councillors who voted to allow Lakelands to buy the land?*'



## Extension work

1. Why do you think a big supermarket will be a threat to small shops?
2. Why do you think some councillors wouldn't talk to the journalist about the playground?
3. If you lived in Henbury-on-Sea, what might you do to stop the playground from being knocked down?
4. Imagine you are Usman Gill. Write a letter to the council telling them how worried you are about the supermarket and how it will affect your business.
5. Imagine you are a resident of Henbury-on-Sea. Write a letter to the newspaper complaining about plans for a new supermarket. Say why you don't want it to be built and give reasons.
6. Imagine the playground has been saved. Choose another exciting activity or piece of equipment to add to the playground. Why would you choose that?
7. Imagine the people of the town have stopped the new supermarket from being built. How did they manage it?

Mrs Goodchild

# Reading in Year 6

**Interim teacher assessment framework at the end of key stage 2 - reading**

## **Working at the expected standard**

The pupil can:

- read age-appropriate books with confidence and fluency (including whole novels)
- read aloud with intonation that shows understanding
- work out the meaning of words from the context
- explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence
- predict what might happen from details stated and implied
- retrieve information from non-fiction
- summarise main ideas, identifying key details and using quotations for illustration
- evaluate how authors use language, including figurative language, considering the impact on the reader
- make comparisons within and across books.

# Content domain

- 2a. Give / explain the meaning of words in context
- 2b. Retrieve and record information/ identify key details from fiction and non-fiction
- 2c. Summarise main ideas from more than one paragraph
- 2d. Make inferences from texts. Explain and justify with evidence from the text
- 2e. Predict what might happen from details stated and implied
- 2f. Identify / explain how information / narrative content is related and contributes to meaning as a whole.
- 2g. Identify / explain how meaning is enhanced through choice of words and phrases.
- 2h. Make comparisons within the text.

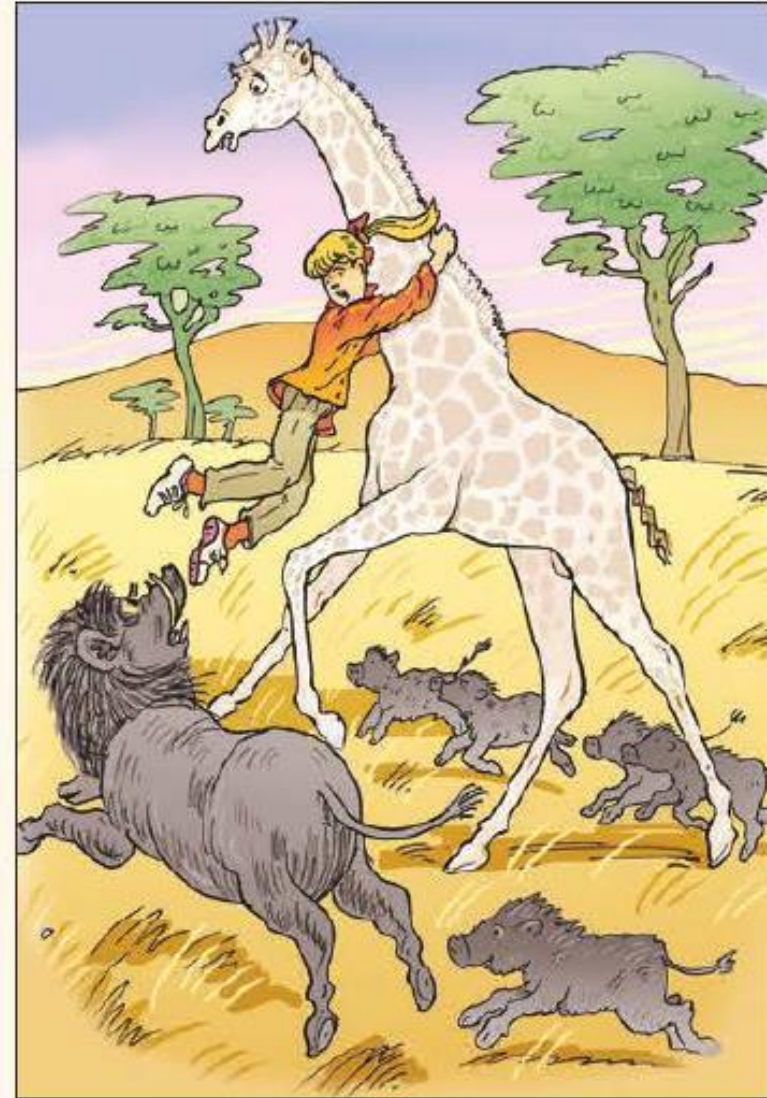
# What is inference?

“The ability to make inferences is, in simple terms, the ability to use two or more pieces of information from a text in order to arrive at a third piece of information that is implicit. Inference can be as simple as associating the pronoun ‘he’ with a previously mentioned male person. Or, it can be as complex as understanding a subtle implicit message, conveyed through the choice of particular vocabulary by the writer and drawing on the reader’s own background knowledge.”

Kispaal, A. (2008) *Effective Teaching of Inference Skills for Reading*: London, DCSF



A streak of grey cut across her vision, accompanied by a furious, nasal squeal: 'Mmwheeeh!'. Jemmy swerved. In the instant before her body parted company with the white giraffe's, Martine caught a glimpse of a warthog charging from its burrow, yellow tusks thrust forward. Had her arms not been wrapped so tightly around the giraffe's neck, she would have crashed ten feet to the ground. As it was, she just sort of swung under his chest like a human necklace. There she dangled while Jemmy pranced skittishly and the warthog, intent on defending her young, let out enraged squeals from below. Five baby warthogs milled around in bewilderment, spindly tails pointing heavenwards.





16

*...milled around in bewilderment* (page 8)

Explain what this description suggests about the baby warthogs.

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2 marks

Qu.	Requirement	Mark
16	<p><i>...milled around in bewilderment</i> (page 8)</p> <p>Explain what this description suggests about the baby warthogs.</p> <p><b>Content domain:</b> 2d – make inferences from the text / explain and justify inferences with evidence from the text</p> <p><b>Award 2 marks</b> for responses that explain <b>both</b> the baby warthogs' aimless / random movement <b>and</b> their confusion, e.g.</p> <ul style="list-style-type: none"> <li><i>they had no idea what was happening and just walked around with no purpose</i></li> <li><i>they wandered around slowly in curiosity, they were confused and wondered what was going on.</i></li> </ul> <p><b>Award 1 mark</b> for responses that explain <b>either</b> the baby warthogs' aimless / random movement <b>or</b> their confusion, e.g.</p> <ul style="list-style-type: none"> <li><i>they just roamed around</i></li> <li><i>they didn't know what was going on.</i></li> </ul>	Up to 2m

Questions