Year 3 Impact Reading Workshop

Wylde Green Primary School
February 2018
We want a school of successful readers

WHY?

Creating a love of reading in children is potentially one of the most powerful ways of improving a child’s academic standards.

There can be few better ways to improve pupils’ opportunities in school, or beyond in the wider world, than to enable them to become truly independent readers. It is proven to have a whole host of benefits: develop verbal abilities; improves focus and concentration; improves your imagination; makes you more intelligent; reduces stress; improves your memory; is excellent entertainment; engages you with the world around you.
How are we supporting pupils to become successful readers at Wylde Green?

- Phonics
- Focused reading tasks
- Bug club
- Shared reading
- Class novels and stories

- Class author
- Guided reading
- Home reading
- School readers
- Independent reading
Reading requires a range of key skills

**Phonics and Word Recognition**
- The ability to recognise words presented in and out of context.
- The ability to blend letter sounds (phonemes) together to read words.
- Fluency in reading. Once children have become fluent in reading, make sure that they fully comprehend the texts that they are reading through asking key questions.

**Understanding**
- The ability to understand a range of vocabulary and phrases within a text.
- The ability to comprehend the ideas, information and themes in a text by connecting it to what the reader already knows and linking it to what has been read.
Key skills taught at Wylde Green

- **Vocabulary building** - give / explain the meaning of words in context
- **Retrieval** - find and record information identifying key details from fiction and non-fiction
- **Summarising** - recap on main ideas from more than one paragraph
- **Inference** - make inferences from the text, explaining and justifying your answers using evidence from the text
- **Predicting** - Predict what might happen from details stated and implied
- **Meaning as a whole** - explain how information relates to the whole meaning
- **Author’s choice of words** - explain how meaning is enhanced through choice of words or phrases
- **Comparison** - make comparisons within a text
Answer it: What is the answer to the question you’ve been asked? Remember what you’ve read; don’t guess.

Prove it: Show how you know that is the answer. Choose a quote which helped you answer the question. Remember to use inverted commas around the word(s) or phrase(s) the author used.

Explain it: Why did that quote help you answer the question? Give as much detail as you can. Write some sentences which make it clear why you came to your answer.
An example of an inference question...

**The old railway yard**

Jack was walking through an abandoned railway station on his way home. He came this way because it was a lot quicker but he was regretting his decision. His hairs on his neck were stood up like soldiers in a parade. His heart was racing and his stomach churned. As he paced through the creepy yard he tried to stay under the colossal shadows of the huge, ancient steam trains.

**How was Jack feeling? (2d)**

Jack was feeling ____________. I know because his______________.

This shows that _______________ .

**Which 2 words has the author used than mean big? (2a)**

The author has used _______ and _______ which both mean big.
How was Jack feeling? (2d)

Jack was feeling petrified. I know this because his heart was racing and his stomach churned. This shows that he was frightened and regretted his decision to walk through the creepy yard.
Let’s try our own use of different reading skills

**ANSWER IT:**
What is happening in this picture?

**EXPLAIN IT:**
Make it clear how you came to your answer.

**PROVE IT:**
What does the picture tell you?
Now let’s try some different reading skills

**Zone of relevance**

Who is this?
How can you describe this character?
courageous  nasty
vain  spoiled
wealthy  broad
penniless  wise
poor  cruel
inquisitive  selfish
fortunate  energetic
honest  scared
old  loving
Let’s try some different reading skills

**Cause and Effect**

The dog’s water dish was full of ice.

What might have caused this?
What could the effect of this be?

The doorbell rang.

What might have caused this?
What could the effect of this be?

I couldn’t find the cat’s food.

What might have caused this?
What could the effect of this be?

George forgot his P.E. kit.

What might have caused this?
What could the effect of this be?
Inference

If your teacher is not at school today, can you infer that:

....your teacher is never going to return?
....there will be no lessons at school today?
....you will not be given any homework?
....your teacher is sick or at a meeting?

Who is in the picture?
Is it cold or hot in the mountains?
How does the mountaineer feel?
Why has the mountaineer chosen to climb to this location?
Let’s try some different reading skills

Fact and Opinion

Can you say one fact and one opinion about this picture?

Fact and Opinion

Can you say one fact and one opinion about this picture?
The Jelly Fish and the Monkey

The Kingdom of the Sea was governed by a wonderful King. He was called Rin Jin, or the Dragon King of the Sea. His power was immense; he was the ruler of all sea creatures, both great and small, and he was the keeper of the Jewels of the Tide. When the Jewels of the Tide were thrown into the ocean, it made the waves rise as high as mountains and flow upon the shore like a tidal wave.

The Palace of Rin Jin was at the bottom of the sea and it was so beautiful that no one has ever seen anything like it, even in dreams. The walls were made of coral, the roof of jade stone and the floors were of the finest pearl. But, despite all this, the Dragon King was not at all happy for he reigned alone. He thought that if he finally married, he would not only be happier but also more powerful so he decided to take a wife. Calling all of the fish together, he chose several of them to go through the sea and search for a young Dragon Princess who would be his bride.

At last they returned to the palace, bringing with them a lovely, young dragon. Her scales were of glittering green like the wings of summer beetles, her eyes threw out glances of fire and she was dressed in gorgeous robes, decorated with all of the jewels of the sea.

The King fell in love with her at once and the wedding ceremony was celebrated with great splendour. Every living thing in the sea, from the great whales down to the little shrimps, came in shoals to offer their congratulations. Never before had there been such festivities in the underwater world. Each fish carried a lantern and was dressed in ceremonial robes of gleaming blue, pink and silver. The lights twinkled so brightly that, as the waves rose and fell that night, they seemed to be waves of white and green fire.
1. ‘...came in shoals to offer their congratulations.’ What might the word shoals mean in this sentence?

2. Summarise the main events of this story in two short sentences.

3. Give three facts from the text about the Palace of Rin Jin.

4. How does the author make the wedding sound exciting?
Ways to enjoy reading at home

- Create a quiet and comfortable reading environment.
- Share books every day. Plan reading into your daily routine.
- Read about something your child is interested in.
- Get comfortable and share the books your child is reading.
- Ask questions such as summarising the story so far or getting your child to predict what will happen next.
- Make reading visible and create opportunities to regularly read. Have books available in your home for different purposes: cook books, newspapers, internet pages, comics, novels, instruction manuals, calendars and diaries.
- Read your favourite stories time and time again to build confidence and fluency
- Read to your child at bedtime.
Ways to support vocabulary development

- Reading before and after the word to work out meaning
- Looking for a root word
- Discovering the meanings of prefixes (un-, dis-, pre-) and suffixes (-ness, -ly, -ment) so that meaning can be worked out
- Find synonyms and antonyms so that children build up their vocabulary knowledge
- Multi-sensory activities such as acting out words to check for understanding
- Getting children to use sentences that include that word
Ways to support other key skills

- **Summarising** - act out what has happened in the story so far. What has caused something in the story, and what was the effect of that?
- **Prediction** - record what each of you think will happen by the end of the story / by the end of the next chapter and see who is correct.
- **Meaning as a whole** - draw the overall meaning of the text. Use of fact and opinion.
- **Contrast** - identifying two words and look at how they are similar and how they are different.
Ways to support retrieval and inference skills

Retrieval:
- Ask closed questions that require direct answers:
  - Who ...? Where ...? When ...?
- Children identify exactly what they can see in a picture.
- Encourage your child to use visual images to recall people, places and events
- Children to underline, highlight or jot key words

Inference:
- Riddles where children have to work out meaning
- Acting out emotions through actions or facial expressions
- Emojis
- Use of pictures or photographs and children inferring the meaning
- Use of A.P.E. to prove and explain their answer
Any questions?
Helpful websites

Reading rockets  http://www.readingrockets.org
Book Trust:  https://www.booktrust.org.uk/
Oxford Owl: https://www.oxfordowl.co.uk/for-home/advice-for-parents/reading-at-home/
Guinness World Records:  http://www.guinnessworldrecords.com/
BBC Newsround  http://www.bbc.co.uk/newsround
Words for Life:  http://www.wordsforlife.org.uk/
CILIP Carnegie & Kate Greenaway Children’s Book Awards:  http://www.carnegiegreenaway.org.uk/
Roald Dahl website:  https://www.roalddahl.com/