Year 2
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
**A. P. E.**

**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.
Example of an inference question

Superbot Saves the Day

We interrupt this TV programme to bring you a very important news flash! Mad Martian has attempted to destroy the Earth! I repeat: DESTROY the Earth! Our very own robo-reporter was at the scene in space. He says an alien villain was trying to freeze the Sun – which is the source of all life on Earth!

Luckily, without a moment to spare, Superbot (Earth’s greatest hero) came to the rescue! Do you want to know how he saved the day? Here’s what happened next!
Example of an inference question

**Superbot Saves the Day**

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Luckily, without a moment to spare, Superbot (Earth’s greatest hero) came to the rescue! Do you want to know how he saved the day? Here’s what happened next!

**Q:** Why is it lucky that Superbot came to the rescue?

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________
Q: Why is it lucky that Superbot came to the rescue?

It was lucky because if he hadn’t come to the rescue Earth would have been destroyed. I know this because it tells me that the Martian wanted to freeze the sun, which is the source of all life on Earth, meaning everyone could have died.
Let's try our own use of different reading skills

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

**PROVE IT:**
How is the picture showing you?

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

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**Inference**

What is happening here?
How can you tell that the men are putting in a lot of effort?
Why does the man at the back only have one hand on the rope?
How can you tell that these men belong to a club or group?
What is the weather like?
Now let’s try some different reading skills

- wet
- soaking
- drenched
- soggy
- happy
- cheerful
- joyful
- pleased
- small
- tiny
- little
- minute
- hot
- warm
- boiling
- blistering
- big
- massive
- huge
- gigantic
- cold
- freezing
- chilly
- icy
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?
Let’s try some different reading skills

Sequencing
Can you put these events in the right order?

- He put toothpaste on his brush.
- Sebastian rinsed his mouth with water.
- Sebastian changed out of his pyjamas and put on his school uniform.
- He brushed his teeth carefully for two minutes.
- Sebastian went into the bathroom and picked up his toothbrush.

Sequencing
Can you fill in the blank with a possible event that fits this scenario?

George was giving his scruffy dog Rufus a bath. First, he showered Rufus with warm water, then he _____________________.

After that, he _____________________.

Finally, he dried Rufus off with an old towel.
Willow's Dream Rocket

Willow had always wanted to go to the Moon. It was fun to look at it pretty in the sky at night. She would watch it asleep. Lots of people wondered if the Moon was made out of cheese and Willow wanted to be the person who found out.

We interrupt this TV programme to bring you a very important news flash! Mad Martian has attempted to destroy the Earth! I repeat - DESTRUCTION of the Earth! Our very own hero reporter was at the scene in space. He says an alien villain was trying to freeze the Sun which is the source of all life on Earth! Luckily, without a moment to spare, Superbot (Earth's greatest hero) came to the rescue. Do you want to know how he saved the day? Here's what happened next.

Journey into Space

Q1: What can you see in the sky? Tick two.
- the Sun
- a planet
- two rockets
- some stars

Q2: Which word in the text describes Zig?
- good
- odd
- kind
- moon

Q3: How could Zig and the man have fun together?
Answer with a full sentence.

Q4: Where had Willow always wanted to go?

Q5: What did lots of people think that the Moon was made out of?
- rock
- cheese
- metal

Q6: What did Mad Martian want to do to the Sun?
- Earth's hero
- Superbot
- a TV programme

Q7: Why is it lucky that Superbot came to the rescue?

Willow had asked her grandma for a rocket for her birthday but grandma said rockets were very expensive so she bought her a toy car instead. That was no use. Willow knew that she would never get to the Moon in a toy car. "Hmm, how else can I get there?" Willow wondered.
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
## Why Can’t I Skip My 20 Minutes of Reading Tonight?

<table>
<thead>
<tr>
<th>Student “A”</th>
<th>Student “B”</th>
<th>Student “C”</th>
</tr>
</thead>
<tbody>
<tr>
<td>reads <strong>20 minutes</strong> each day</td>
<td>reads <strong>5 minutes</strong> each day</td>
<td>reads <strong>1 minute</strong> each day</td>
</tr>
<tr>
<td>3600 minutes in a school year</td>
<td>900 minutes in a school year</td>
<td>180 minutes in a school year</td>
</tr>
</tbody>
</table>

**1,800,000 words**

90th percentile

**282,000 words**

50th percentile

**8,000 words**

10th percentile

By the end of 6th grade Student “A” will have read the equivalent of 60 whole school days. Student “B” will have read only 12 school days. Which student would you expect to have a better vocabulary? Which student would you expect to be more successful in school...and in life?

(Nagy & Herman, 1987)
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/