Year 5 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
Name: Hannah Jones
username: hannjone
password: newton / brunel
school code: 3969

Class novels and stories

Class author

Guided reading

Home reading

School readers

Independent reading

Bug club

Shared reading

School readers
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.
How do you think Tim is feeling at the beginning of the text?

Opening night

Tim took another deep breath. Inside his chest, he could feel his heart pounding like a bass drum. Again, he took slow, deep breaths and picked up his script. Flicking through the pages, he read through his lines quietly to himself, mumbling under his breath. All his hard work over the last few months had been for tonight. Crossing his fingers tightly, he wished for good luck.

“Tim, are you ready? You’re on in 2 minutes,” said Mr. Smith.

“I think so, Sir,” said Tim in a shaky voice.

“Don’t worry, you’ll be fine, Tim. Break a leg!”

Slowly, Tim stood up and made his way towards the heavy, red velvet curtain. He pulled it to the side and stepped through.
How do you think Tim is feeling at the beginning of the text?

Opening night

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How do you think Tim is feeling at the beginning of the text?

At the beginning of the text Tim is feeling anxious about his Opening Night and having to perform on stage. I think this because in the text it says that ‘Tim took another deep breath’ and ‘Again, he took slow, deep breaths’ this implies that he is calming himself down before his performance almost as if he is trying to control his breathing.

Another reason why I think Tim is feeling anxious is because in the text it says ‘he could feel his heart pounding like a bass drum’ which suggests that he was overthinking the situation and becoming panicked.
Let's try our own use of different reading skills

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

**Answer It:**
What is it happening in this picture?

**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?

**Prove It:**
What is the picture tell you know that?
Now let’s try some different reading skills

- VOCABULARY
- COMPARE AND CONTRAST
Vocabulary

- burnished
- glimmering
- lustrous
- dejected
- minute
- trifling
- modest
Compare and contrast

**Compare and Contrast**
Compare and contrast the three little pigs' houses.

What is the same about the houses?
What is different about the houses?

**Compare and Contrast**
Compare and contrast the children in the pictures below.

What is the same? What is different?

**Compare and Contrast**
Compare and contrast the animals below.

What is the same? What is different?

**Compare and Contrast**
Compare and contrast the view below with the view out of your classroom window.

What is the same? What is different?
Let’s try some different reading skills

- CAUSE AND EFFECT
- FACT AND OPINION
Cause and effect

The headteacher was absent from school.

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

Lucy’s alarm clock didn’t go off.

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

When I tried to write, there was no ink in my pen.

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

The train to London was an hour late.

What might have caused this?
What could the effect of this be?
Fact and opinion

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?

Fact and Opinion
Can you say whether this statement is fact or opinion?
Strawberries are red, lemons are yellow and kiwis are green.

Fact and Opinion
Can you say whether this statement is fact or opinion?
My house is much nicer than my neighbour’s house.
Theo and the Cuddly Cow-Man-Thing

"Oh, my goodness!" Mum said, pushing heavily to open Theo’s door. "What a mess! It’s like a labyrinth in here!"

Theo knocked over a few boxes so he could get a proper view of Mum. "Pardon?" he called, his voice echoing over piles of toys and clothes.

"This room is a disgrace!" Mum squealed. She was standing in the huge wooden doorway, not daring to go in. "I'm starting to think giving you the ballroom wasn't such a great idea after all, young man!"

Theo Aegeus’s parents were rich. Really rich. They were experts in ancient Greek mythology and had made loads of money telling their stories on TV and online. They had become so rich, in fact, they didn’t really know what to do with all the money. Then one day, Theo’s dad came up with an idea. 'Let's buy a Greek castle,' he had said. Theo had to say goodbye to all his school friends as the family then moved out of their perfectly good, three-bedroomed house in England and into an historic castle over 2000 miles away on the Greek island of Crete!

Q1: Approximately how far is it in miles from England to Crete?
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/