

# Year Two Parent Reading Workshop 2018 Part 2

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English Lead



## Reading – comprehension

### Statutory requirements

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
  - being encouraged to link what they read or hear read to their own experiences
  - becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
  - recognising and joining in with predictable phrases
  - learning to appreciate rhymes and poems, and to recite some by heart
  - discussing word meanings, linking new meanings to those already known
- understand both the books they can already read accurately and fluently and those they listen to by:
  - drawing on what they already know or on background information and vocabulary provided by the teacher
  - checking that the text makes sense to them as they read and correcting inaccurate reading
  - discussing the significance of the title and events
  - making inferences on the basis of what is being said and done
  - predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them.

## Games to Support Reading

Pairs

Snap

Treasure hunt

What's in the box?

Noughts and crosses

Snap the letter/word

Sound Muncher

Buried treasure

Snakes and ladders

Bingo

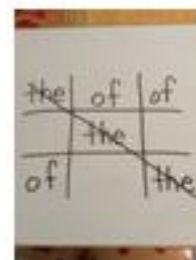
Ring toss

What's on the tray?

Milk bottle tops - make  
a sentence

Peg matching

Drive the car to the word





# How do we teach reading?

- ▶ Phonics
- ▶ Guided reading
- ▶ Individual reading
- ▶ Weekly library books— reading for pleasure
- ▶ Daily storytelling sessions through the Pie Corbett stories
- ▶ Intervention groups
- ▶ Class story session each day
- ▶ English lessons



# Other Reading Opportunities

- ▶ Local library enrolment
- ▶ Class reading area
- ▶ Whole school reading area
- ▶ Reading online – Active Learn
- ▶ Reading outside on playground/outdoor areas
- ▶ Parent reading sessions
- ▶ Book Club
- ▶ Story sacks
- ▶ Everyone a reader drop in sessions from people in the community
- ▶ Reading is the vehicle used to drive our curriculum in most subject areas



# Celebration

- ▶ Author days – Roald Dahl
- ▶ Readathon
- ▶ Book Week
- ▶ National Literacy Trust competitions throughout the year
- ▶ Caught Reading competition every half term
- ▶ Extreme Reading
- ▶ Productions



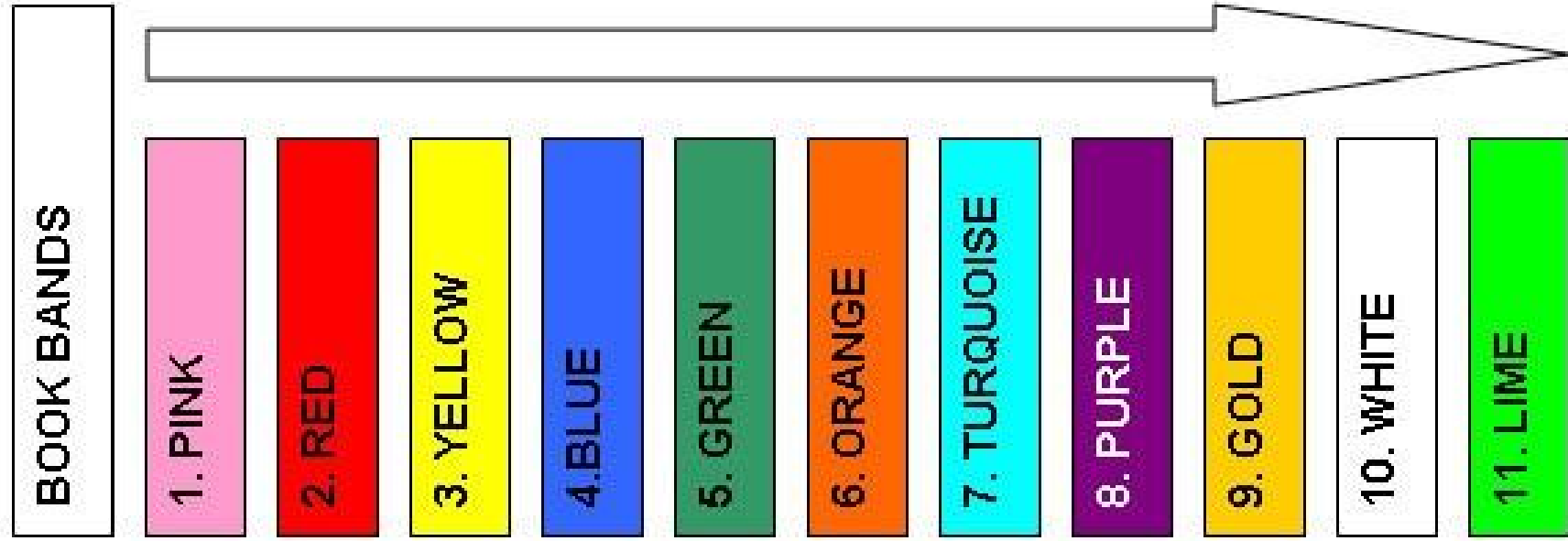
# Reading

## 1. Word Reading

- ▶ Letter name and sound - a-n-t
- ▶ Phonemes – sh, ch, th
- ▶ Letters creating words – familiar and unfamiliar words – ch-a-t, like
- ▶ Words creating a sentence that makes sense! -  
I like to chat.

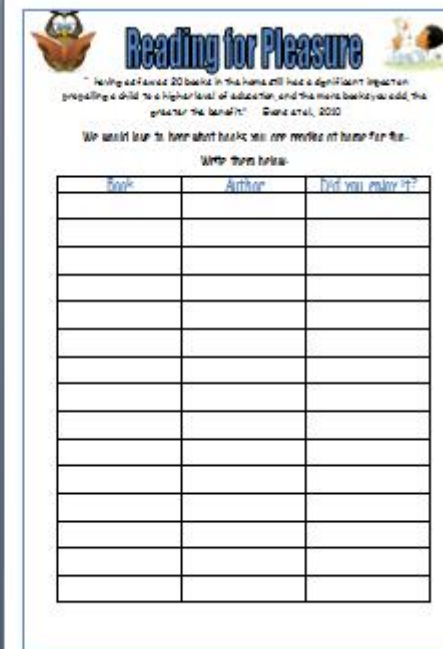
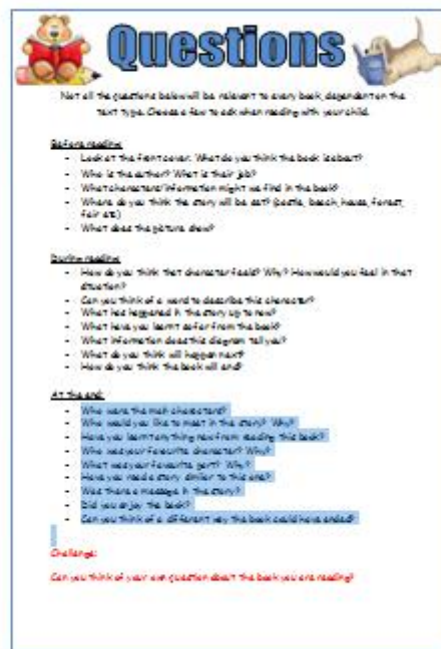
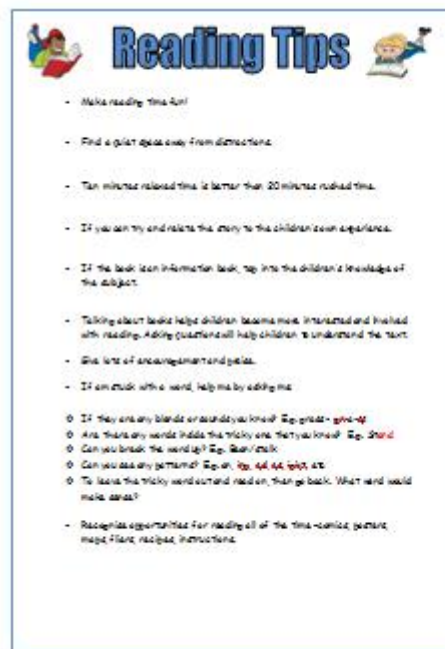


# Book band levels








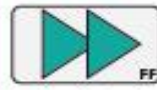








- ▶ Individual reading
- ▶ Guided reading



# Strategies to Support Reading

	blend	Phonemes	Picture	clues	Syllables	Punctuation	
	<b>Reading Strategies</b>						
Reading		Use the pictures for clues.		Use the punctuation to help it to make sense.		Look to see if the word is similar to one you know.	Sentence
Strategies		Sound out and blend the letters.		Go back and read it again if you don't understand.		Imagine what is happening.	Read on
Re read		Look for smaller words hiding inside bigger words.		Read on to see if you can make sense of the word.		Ask questions that will help you if you don't understand	Listen
Similar		Cut up the words into syllables.		Listen to the words as you read them.		Know your mistakes and put them right.	Meaning
Spotting	Copyright 2012 Teacher's pet						Questions
	GO BACK	GO BACK	GO BACK	GO BACK	GO BACK	GO BACK	



# Comprehension Skills

- Predicting
- Recalling
- Summarising
- Inferring
- Drawing conclusions
- Empathising



# Example questions

- What words make you think that? Why?
- How do you feel about.....? Why?
- Can you explain why.....?
- At the end of the story the main character is feeling ..... Does this surprise you?
- What does this tell you about what .....was thinking?
- Do you think this is true/untrue? Why do you think this?
- What do you think the ..... is thinking? If it were you what would you be thinking?
- Predict what you think is going to happen next. Why do you think this?
- From what you have read, can you tell me what you feel about....?
- Who would you like to meet most in the story? Why?
- What is your opinion? What did you like/dislike about the story?



# Reading environment

- ▶ Make reading time fun!
- ▶ Find a quiet space away from distractions.
- ▶ Ten minutes relaxed time is better than 20 minutes rushed time.
- ▶ If you can try and relate the story to the children's own experience.
- ▶ If the book is an information book, tap into the children's knowledge of the subject.
- ▶ Talking about books helps children become more interested and involved with reading.
- ▶ Asking questions will help children to understand the text.
- ▶ Give lots of encouragement and specific praise.
- ▶ Recognise opportunities for reading all of the time –comics, posters, maps, fliers, recipes, instructions.





# Key stage 1

## English reading

**Paper 1:** reading prompt  
and answer booklet

First name	
Middle name	
Last name	

Total marks	
-------------	--

## Contents

Little Cousin Clare	Pages 4–11
Lunchbox: The Story of Your Food	Pages 12–19



## Little Cousin Clare

When Bryn heard that his little cousin, Clare, was coming to visit, he was very excited. He lived on a farm, a long way from the nearest village, and he didn't have any brothers or sisters.



### Practice questions

- a** What is the name of the boy who lived on the farm?

\_\_\_\_\_

- b** How did he feel about his cousin visiting?

Tick one.

worried ☐

surprised ☐

happy ☐

angry ☐

- 7** Why did Bryn put his toys away?

\_\_\_\_\_  
\_\_\_\_\_

☐  
1 mark

- 8** What did Bryn decide to give Clare to play with?

\_\_\_\_\_

☐  
1 mark

- 9** Think about the **whole story**.

Put ticks in the table to show which of these are **true** and which are **false**.

Sentence	True	False
Bryn liked to play with trucks.	<input type="checkbox"/>	<input type="checkbox"/>
Bryn's mother worked on a farm.	<input type="checkbox"/>	<input type="checkbox"/>
Bryn lived in a village.	<input type="checkbox"/>	<input type="checkbox"/>

☐  
1 mark

## Lunchbox: The Story of Your Food

Do you take a lunchbox to school with you? There are lots of different things you could have in a lunchbox, such as sandwiches, juice and fruit. Have you ever wondered where your food and drink come from?



### Practice questions

**c** Find and copy two things you could have in your lunchbox.

1. \_\_\_\_\_
2. \_\_\_\_\_

**d** Which words mean the same as wondered?

Tick **one**.

thought about ☐

stared at ☐

picked up ☐

eaten from ☐

**19** What does the apple press do?

Tick **one**.

cleans the apple juice ☐

squeezes out the juice ☐

gets rid of all the germs ☐

washes the apples ☐

☐ 1 mark

**20** Look at the section about **apple juice**.

Number the sentences below from 1 to 4 to show the order they happen.

The first one has been done for you.

The machines cut down the apples. ☐

The apples are washed and cleaned. ☐

The fruit grows from apple buds. ☐ 1

The juice is poured into cartons. ☐

☐ 1 mark

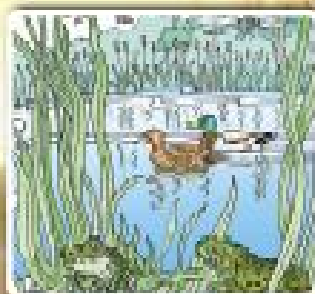
End of test



**Games From  
Around the World**



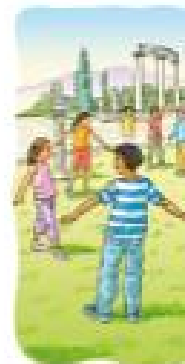
**Cobweb Morning**



**A New Home**

# Reading Booklet

2018 key stage 1 English reading booklet



## **Statues – from Greece**

One child is 'it' and stands in the centre of a large space, counting loudly. The other players walk around waiting for that child to shout, 'statue'. When they hear this word, the players freeze like statues. Anyone who is moving is out. Then, the child who is 'it' tries to make the others laugh or move. The last player remaining as still as a statue is the winner and becomes the new 'it'. This game can be great for practising your balance if you are standing in an awkward position.

## **Oonch Neech – from Pakistan**

The name of this game means 'up down'. It involves lots of running around. Children have to be 'up' off the ground, such as on a chair, or 'down' where they must be touching the ground. One child is 'it' and has to catch the others. It uses up lots of energy and is great fun.




## **Kangaroo Skippyroo – from Australia**

In this game, one child pretends to be a sleeping kangaroo with its eyes shut. When a player touches the kangaroo's shoulder, the kangaroo has to guess who it is. This game is all about guessing.



# Active Learn



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