

# Reading at Orrets Meadow



Charlotte O'Brien  
English Subject Lead  
Summer 2014

# Our children as readers:

- **What Do We Want for Our Children?**

To read for pleasure

To be able to  
choose what  
they would like  
to read for  
themselves





To be able  
to  
summarise  
what has  
been read

To read with  
understanding

To read  
with  
expression

To have opinions  
and share  
preferences in what  
they read

# Our hopes:

<b>Focus</b>	
To decode text for meaning – reading the words and understanding what they mean.	 
To retrieve information	<b>Lower KS 2</b> 
To deduce, infer or interpret information, events or ideas from texts	
To consider the structure and organisation of the text	
To explain and comment on the author's use of language	<b>Upper KS 2</b> 
To identify and comment on writers' purposes and viewpoints and overall effect of the text on the reader	

# To deduce, infer or interpret information - what does it all mean?



Statement	Explanation	Example Questions
Deduce, infer or interpret information, events or ideas from texts	Put together the underlying meaning in a story/text Being able to solve the puzzle	Why was Red Riding Hood not afraid in the forest? Why did the Wolf dress up as Red Riding Hood's Grandmother? How did Red Riding Hood know that he wasn't the Grannie?

# Identify and comment on the structure and organisation of a text - what does it all mean?



Statement	Explanation	Example Questions
Identify and comment on the structure and organisation of texts, including grammatical and presentational features of the text.	The choices that writers make in the way a book looks – Chapters, sub headings, rhymes in the text, italic print, complex sentences <i>And WHY THOSE CHOICES HAVE BEEN MADE</i>	Why do you think the chapter ends there? What is the writer making us feel? Why is there a new sub-heading for this part of the book? Why has the writer chosen to put a rhyme in the middle of the text?

Identify and comment on the writer's purposes and viewpoints - what does it all mean?



Statement	Explanation	Example Questions
Identify and comment on writers' purposes and viewpoints and overall effect of the text on the reader	Is there an underlying message in the story/book? e.g battle between good and evil; pollution and green issues; being kind to each other etc AND HOW SUCCESSFULLY THIS VIEWPOINT HAS BEEN PUT OVER	What do you think was the point of the story or book? Did the writer convince you that his ideas were right? Why/Why not?

# Explain and comment on the writer's use of language - what does it all mean?



Statement	Explanation	Example Questions
Explain and comment on writer's use of language including grammatical and literary features at word/sentence level	Looking closely at the key words/phrases a writer uses Identifying powerful verbs, unusual adjectives, similes, metaphors, unusual connectives	What is the simile that the writer uses to compare the wind? Why is this a good phrase? Why does the writer use this phrase to begin the sentence? How does it make you feel? Why?

# Basic Skills and Curriculum 2014

## Curriculum 2014

- Letters and Sounds- No statutory content beyond Year 2.
- Word Reading and Comprehension- statutory requirements through all year groups.

## Orrets Meadow Core Curriculum

- Spelling (45 mins) Basic Skills including spelling and reading of Key Words and phonics.
- English (1 hour) Reading comprehension, speaking and listening, and writing in a variety of genre.



# PROBES

## How do they work?

- Develop a bank of words children can 'sight reading'
- This in turn helps with fluency and also confidence.
- With fluency children can develop expression and comprehension of the text.

# PROBES

## How do we choose PROBES?

- Children are tested termly on Orrets Meadow Phonic steps.
- Generates an individual list of probes for the children improve their reading.

## Types of PROBE:

Keyword= commonest words in the English Language, not all of which fit a spelling rule.

Phonic= One of 44 sounds that are part of words in the English Language.

# Tips for Reading with your child

- Routine, same time and same place.
- Find somewhere tidy and quiet. (No TV, radio or music, clear the surfaces)
- Sit together, side by side or 90° angle.
- Expect the child to hold the book or probe.
- Read PROBE first.
  - Always read left to right.
  - New PROBES: ask them to point at specific words, share reading a line or two lines each ect
  - Familiar PROBE: Time your child and encourage them to beat their last score.

# Tips continued...

- Ask questions before your child reads their book.
  - What does your child remember?
  - What is the theme?
  - What will happen next? etc..
- Read aloud everyday.
- Model reading- let them hear you read.
- Ask questions at the end.
  - How are characters feeling?
  - Why did they do that?
  - Who would you recommend the book too? etc.

# Reading homework

- We are have a great variety of reading books from many different authors and publishers.
  - Children will read daily in school with a TA or a Teacher.
  - Early readers will re-read pages or a book from school for homework, to build confidence and fluency. This acts as another opportunity to overlearn sight words and phonics.
  - Later on children will read the next section or chapter in a book.
  - Reading books and schemes are changed regularly.
  - Children should be expected to answer questions about what they read at all levels of reading.

# Reading outside homework

- Environmental print (street names, shop names, labels etc.)
- Join a library
- Read a magazine together.
- Research a topic on the internet together.
- Word games e.g. I spy a word ending with /tch/

# Praise and Encouragement

- Remain positive
- Celebrate small steps (A few more words on a probe, blending and sounding out a new word in their reading book etc.)
- Offer or negotiate rewards -stickers, activities, computer time etc.

# Communicate

- Reading Record Book
  - Please sign and comment every day-Teacher and TA's read the comments everyday and can reinforce your support and address any issues.