

Reading in Year 3, 4 & 5



English National Curriculum



The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

What is reading?



The programmes of study for reading consist of 2 dimensions:

- word reading
- comprehension (both listening and reading)

It is essential that teaching focuses on developing pupils' competence in both dimensions.

Word Reading



Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (**decoding**) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (ie unskilled readers) when they start school.

Word Reading / Fluency



Fluency can be split into 4 separate areas:

- Expression & intonation
- Phrasing
- Fluidity
- Regard to punctuation

And each of these improve significantly with practice, both in school and at home, aloud to someone else and to themselves.

Word Reading : Comprehension



The reading national curriculum breaks objectives down the line of Word Reading & Comprehension.

	Word Reading Objectives	Comprehension Objectives
Year 3 & Year 4	2	16
Year 5 & Year 6	1	19

Comprehension



Reading is heavily weighted towards comprehension but from the outside it is fluency which gives the initial impression of their ability to read.

But why is it so important?

Being a reader:

“Being able to decode quickly and efficiently is an important skill that helps children to read the words on the page confidently and fluently. But decoding, although an essential skill for young readers, is just a small part of what is involved. Being a reader goes well beyond being able to read words. The process of reading is complex and involves turning written language into meaning. It requires high levels of interaction where readers actively engage with the text and use the meaning gained for learning and enjoyment. Experienced readers know this. They understand what reading is good for, and appreciate the power and pleasure it offers”

“Talk for Reading” Claire Warner
(UKLA Minibook 37)

Comprehension



Comprehension underpins ALL subjects.

Comprehension at its core is understanding and this is required in each subject and in many aspects of life. The reasons we read are to gain information or for enjoyment but neither of these are possible if we don't understand what we are reading.

How is reading taught in school?



- In ability set groups.
- Same book within the group.
- Discuss pictures in the text.
- Retell parts of the text.
- Whole class book reading and discussion
- Answer questions based on the text.
- Use reading domains for comprehension coverage.

Whole class book reading and discussion



As part of our Power of Reading approach to teaching literacy, children are immersed in a book as a whole class. This results in in-depth discussion and a deeper understanding of both the story and the techniques used by the author.

It also allows children to understand that their views and opinions may not be the same as other children's but that doesn't mean either of them are wrong. It also gives an opportunity to highlight how people might predict how the story will unfold differently and that getting this wrong is often more exciting than getting it right.

Answering questions based on a text



In doing this we are preparing children to use texts but also exposing them to the different types of questions they may face in their SATs.

The types of questions include:

- Multiple choice
- Find and copy
- Short Answer
- Longer Answer
- Opinion based questions

Reading Domains



A is **knowing meaning of words**,
Meaning of a word, meaning of a word.
What they mean not how they're heard,

B is to **find, explain and record**,
Find and explain, explain and record.
Know the place the answer is stored,

C is **sequence and summarise**
Sequence and then summarise
Making your account concise,

D is **inference** so find the clues,
Find the clues, find the clues.
Work it out and you can't lose,

E is predicting what's to come
Prediction, prediction
Your view counts so have conviction,

F is knowing the **cohesion,**
cohesion and text structure
How it builds a clear picture .

G is the author's **choice of words**,
Language and words, language and words.
Why they're chosen and they way they
work,

H is comparing parts of the text,
Comparisons within the text.
Find the patterns, don't feel perplexed

Domain Games A: Meaning of Words



"Do I know what all the words mean, in the way the author intended?"

- Domains**
- KS1 – Di
 - KS2 – Gi

Introduction

Children are good at finding nonsense, how to use words with. This is a good skill and spoken. Words have context and images (e.g. from books we read, write)

As we know practice makes perfect, and all of the Domain Games have been designed to be played as a regular part of a lesson warm-ups or reading sessions. Revisit them often and make them snappy!

- Question examples**
- Which words...
 - Find one...
 - What do...
 - Find and...
 - Draw lines...
 - Which w...
 - Which w...
 - Choose...
 - Choose...

Here are a few

1. Glossary

Ask the children to include words that they include

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Domain Games B: Find, Explain, and Record



"Can I find, explain and record important information"

- Domains:**
- KS1 – Identify events, titles
 - KS2 – Retrieve

Introduction

How often do we find the elusive answer to be taught how a rich world of knowledge

As we know practice makes perfect, and all of the Domain Games have been designed to be played as a regular part of a lesson warm-ups or reading sessions. Revisit them often and make them snappy!

- Question examples**
- What does the...
 - What happened...
 - What did ... find...
 - What had the...
 - Why did ... v...
 - Draw lines fr...
 - When were ...
 - Give two pro...
 - Give one thi...
 - How would y...
 - According to two examples

Here are a few

1. Spot-it Questions

Ask children to find words in the text and they will improve.

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Domain Games C: Sequence and Summarise



"Can I sequence (KS1) and summarise text?"

- Domains:**
- KS1 – Identify and explain the sequence of events in texts
 - KS2 – Summarise main ideas from more than one paragraph.

Introduction

Just like working out patterns in maths, sequencing is a skill that helps children make sense of information when reading. It assists in the comprehension of narrative or sequential texts and helps children organise their own ideas more effectively.

With so much information now readily available to children on-line, summarising needs to be taught to help children discern the most important ideas, or pieces of information when reading. Unlike sequencing, the children must analyse the text, helping them to remember what they have read as well as understanding its meaning and purpose.

As we know practice makes perfect, and all of the Domain Games have been designed to be played as a regular part of a lesson warm-ups or reading sessions. Revisit them often and make them snappy!

- Question examples (from SATs papers):**
- Number the sentences below from 1-4 (in the order they occur in the text).
 - Summarise the main ideas from the paragraph.
 - What is the main message of the poem?
 - Using information from the text tick one box in each row to show whether or not each statement is true or false.



Here are a few activities to get you started:

1. Build a Story (sequencing)

Give children series of pictures or objects and ask them to sequence them to make a story. For younger children this is a great activity for consolidating their understanding of familiar narratives; with older children, if provided with random pictures, this can also be a great activity for them to plan their own stories creating a narrative which links the pictures together.








A

Meaning of Words

Fill in the Blanks

Re-write

Fill the Blanks:

He found the end of a ball of string and tied a bunch of carrots to it. Then he began to   the string with the carrots  on the end, towards the bottom of the pit. He hoped it would be  enough. There always seems to be miles of string in a ball, but it  and  as he lowered the carrots down, until he was afraid that it wouldn't  the bottom.

Re-write:

Stig looked up, and for a moment Barney felt quite frightened at the ferocious scowl on his face, and was glad to be high out of his reach.

B

Find, explain and record

Spot-it Quiz

Factoid

C

Sequence and summarise

Visualisation

Shrinking Thinking

The Metal Workshop

Blacksmiths used a furnace to soften iron and other metals, so they could be hammered into shape for weapons and tools. Helpers pumped air into the furnace with bellows, raising the temperature inside.

D

Inference

Same Difference

Getting to know you



**Same
Difference!**

**Same
Difference!**





**Same
Difference!**

**Same
Difference!**



E

Prediction

Text Match

First and Last

FIRST:

I disappeared on the night before my twelfth birthday. July 1988. Only now can I at last tell the whole extraordinary story, the true story.

LAST:

So they had sailed from island to island, searching on until they had found me. Not a miracle, just faith.

F

Cohesion and structure

Think Links

Saba thanked the parrot before heading on across the sands. **She** kept travelling until she noticed two strange looking elephants, **[who where] drinking** from an overgrown watering hole. **They** didn't notice **her** as **she** crept closer to the edge of the **murky pool**. **“They are not as clever as Parrots”** Saba thought.

G

Choice of words

All Change

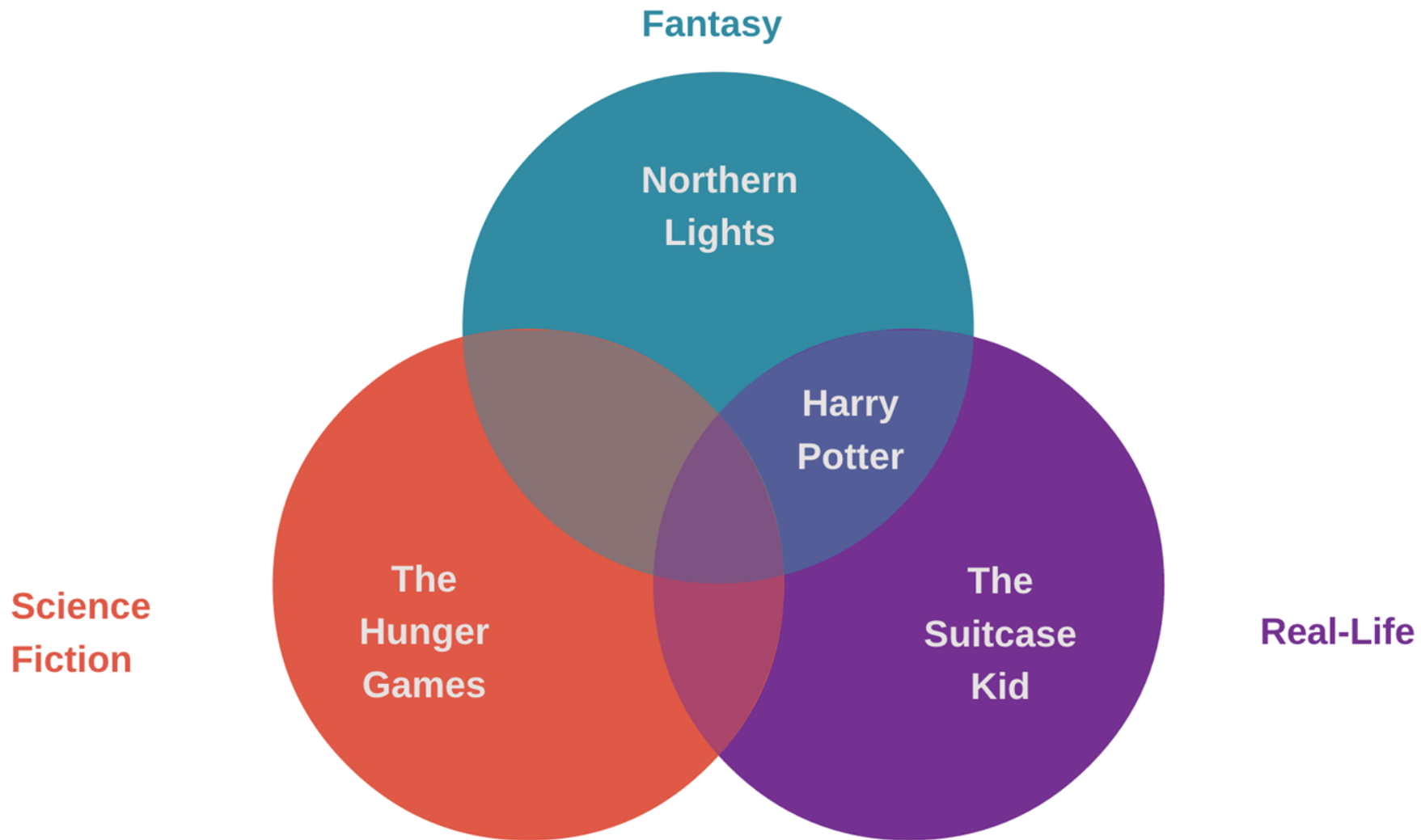
Hannah was **surprised** to see David,
slumped over his desk.

Hannah was **shocked** to see David,
collapsed over his desk

H

Comparison

Venn Diagram



So how can you help at home?



- Make it fun!
- Let children see you reading.
- Read with your child (books, magazines, newspaper, football programmes, comics, emails, internet pages, catalogues).
- Read things they are interested in.
- Talk about what they are reading – talk before you start the books, whilst you read the book and after you have read it.
- Question them about their reading, what they like and dislike, what is happening and what they think will happen.
- Praise!

The 'Tell Me' Approach

To encourage comprehension:

- Don't use "Why?", say "Tell me..." unpick the children's thinking rather than expecting an immediate response
- Likes/dislikes – puzzles – patterns
- LISTEN when children say reading is boring
- Value children's responses, even when they state the obvious
- Give children a focus but be prepared to be led by their own discovery of a book
- Create a reading culture – children can not reflect/be critics until they develop a deep understanding of the purpose and enjoyment of reading.

	Is / Are	Did / Do	Can	Would / Should	Will	Might / Could
What						
Where						
When						
Who						
Why						
How						

Factual

Predictive

Analytical

*Application
Synthesis*

Thank you

