

# ‘How we teach reading...’



# Our aims for teaching reading

- Develop children’s love for reading and encourage them to read for pleasure.
  - Encourage children to become independent readers.
  - Ensure children have all the skills to become successful readers.
  - Develop comprehension skills.
  - Make the shift from ‘learning to read’ to ‘reading to learn’.



# What is reading?

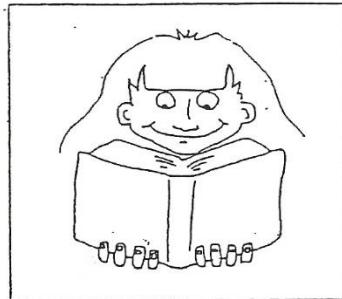
## The ‘little shapes of reading’: word recognition

- How the print works on the page
- Getting to know familiar words
- Letters – individual letters and their sounds
- Groups of letters – beginnings and ends of words
- Helping children to break words up in different ways

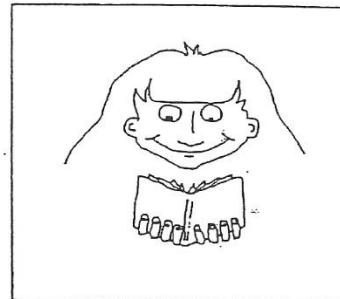


### 3 Ik lees graag

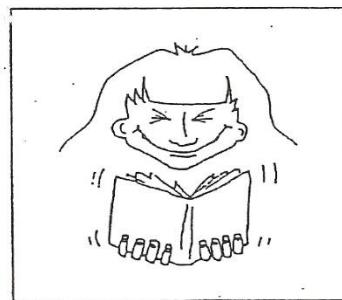
Read this and see if you can understand what it says.



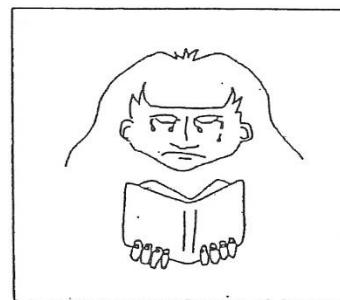
Ik heet Irene en ik lees graag.  
Ik lees graag lange boeken



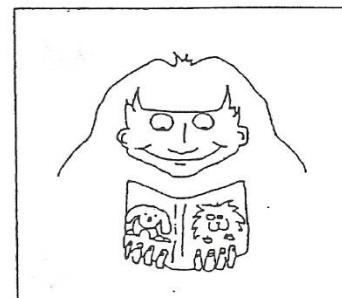
Ik lees graag korte boeken



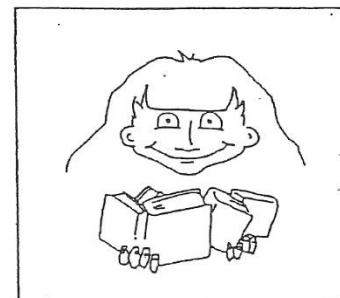
Ik lees graag grappige boeken



Ik lees graag verdrietige  
boeken



Ik lees graag boeken met  
plaatjes



Ik lees gewoon graag

In this we use our knowledge of phonics and of different languages. We can identify repetitive words and also use the pictures to help understand it.

**Read the short text and answer the questions in full sentences:**

A krinklejup was parling a tristlebin. A barjam stipped. The barjam grupped ‘Minto’ to the krinklejup. The krinklejup zisked zoelly.

*What was the krinklejup doing?*

*What stipped?*

*What did the barjam grup?*

*How did the krinklejup zisk?*

Here we can read and decode the words but we don’t understand what it means. It looks like we can answer all the questions as we can lift information from the text but we need to develop our inference skills.

Children who fail to understand what they read are inclined to be less motivated readers and so read less. They therefore have less practise in both word reading and comprehension. Comprehension difficulties are often hidden because some children can decode effectively.



# What is reading?

## 'The big shapes' of reading: reading comprehension

- Knowledge of stories
- Knowledge of what might happen next
- Picking up and using the patterns of language in a story to help you read
- Using your knowledge of the world to predict what might happen next
- Being able to think about and describe characters and events
- Linking books to your own life
- Knowledge of what reading can do



# How we teach reading

Once children have developed the skills required to be a successful reader it is essential to focus on comprehension skills and a love for reading.

In KS2 we do this through:

- Reading workshops
- Shared reading
- Independent reading



# **Reading comprehension objectives**

**Responses** – preferences/own experiences

**Literal** – what it says in the text

**Questions** – wondering

**Prediction** – before and next

**Imagining** – seeing it in your head

**Inferential** – what it might mean

**Effect on the reader** – how it makes us feel

**Summarising** – the big picture



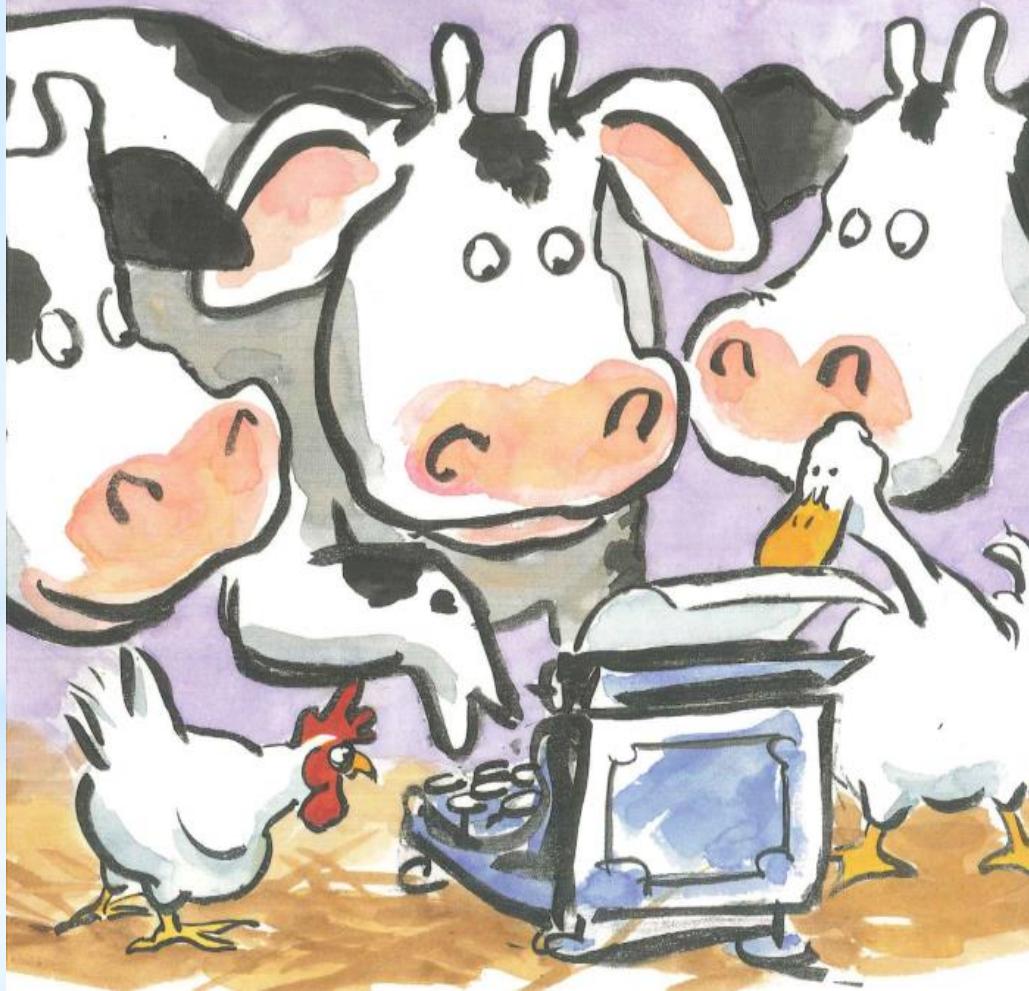
# Predicting

Read a picture book and stop at various points to discuss what we think will happen next.



# CLICK, CLACK, MOO Cows That Type

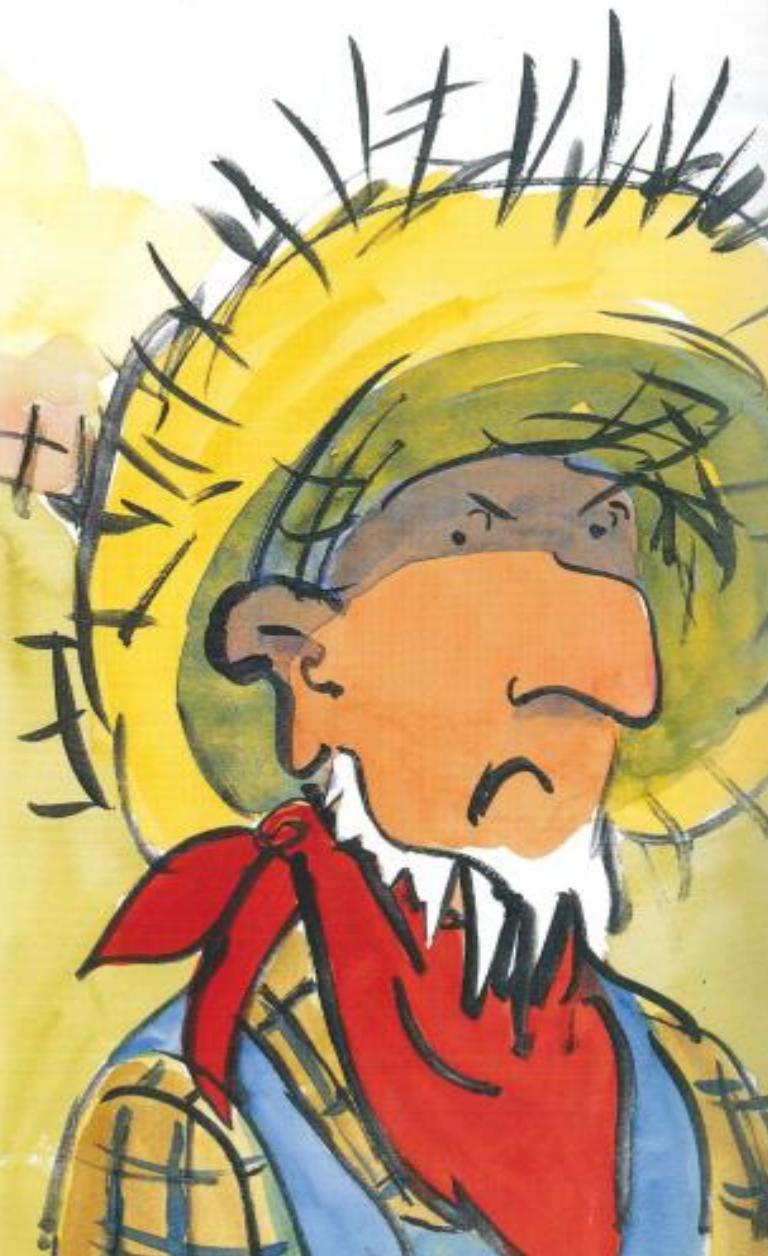
by Doreen Cronin pictures by Betsy Lewin

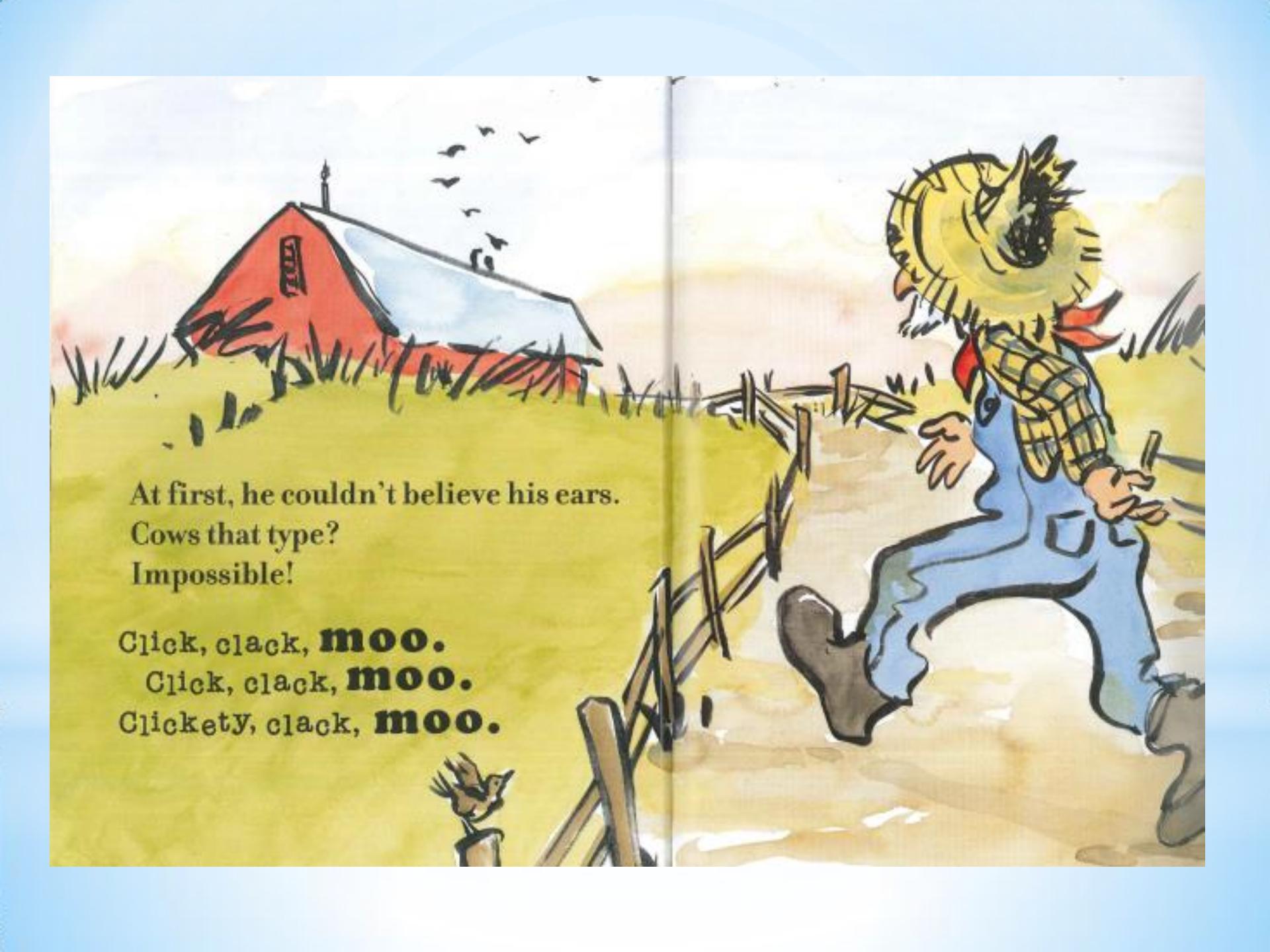




Farmer Brown has a problem.  
His cows like to type.  
All day long he hears

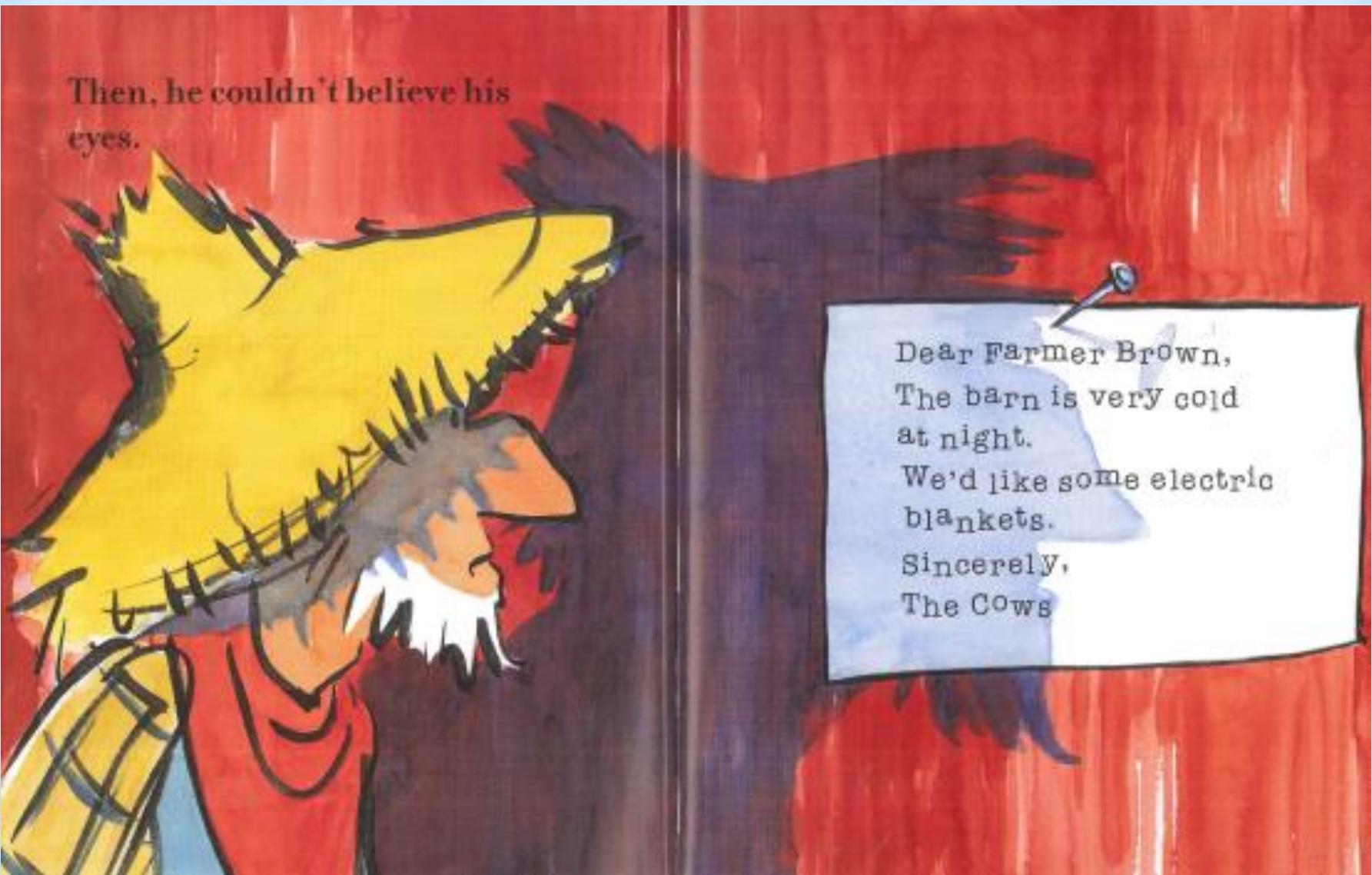
Click, clack, **moo.**  
Click, clack, **moo.**  
Clickety, clack, **moo.**





At first, he couldn't believe his ears.  
Cows that type?  
Impossible!

Click, clack, **moo.**  
Click, clack, **moo.**  
Clickety, clack, **moo.**

A colorful illustration of a man with a mustache, wearing a red shirt and a blue vest, looking shocked or surprised. He has his mouth open and hands on his cheeks. In front of him are two cows: one yellow and black, and another brown and white. They are looking towards the right side of the frame.

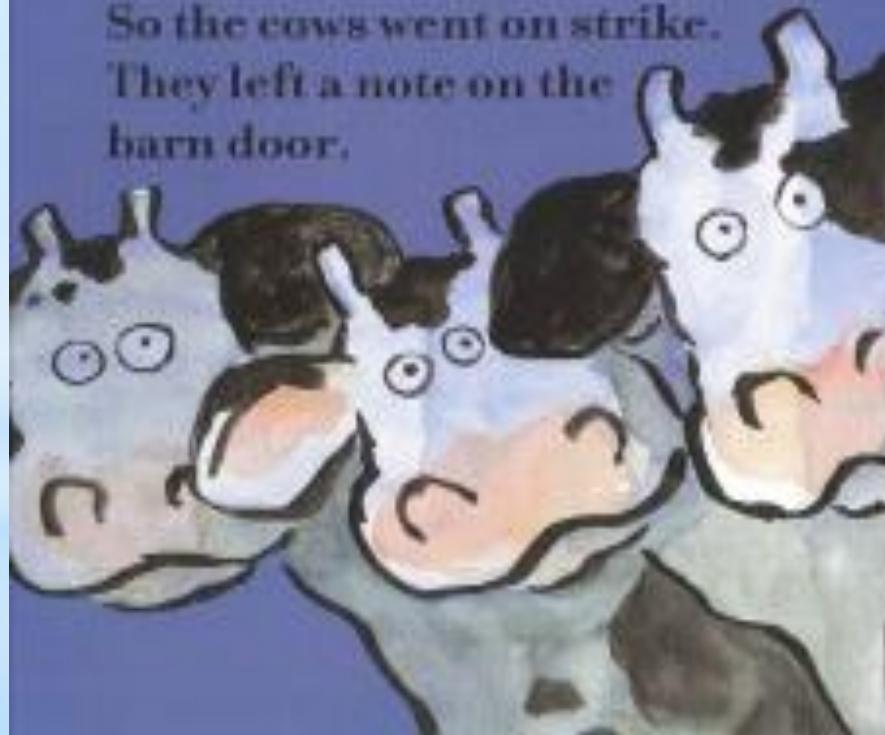
Then, he couldn't believe his eyes.

Dear Farmer Brown,  
The barn is very cold  
at night.  
We'd like some electric  
blankets.  
Sincerely,  
The Cows

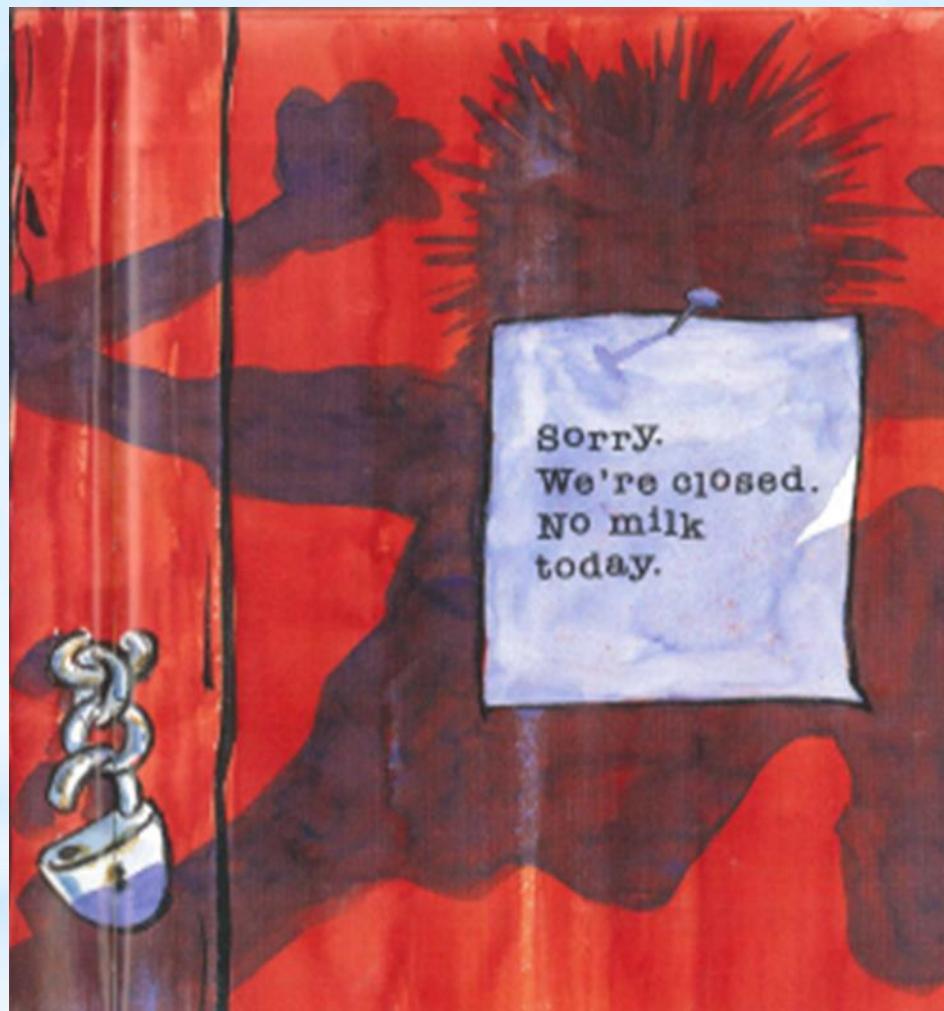
What do you think Farmer Brown will say or do?

It was bad enough the cows had found the old typewriter in the barn, but now they wanted electric blankets! "No way," said Farmer Brown. "No electric blankets."

So the cows went on strike. They left a note on the barn door.



What do you think the note will say?



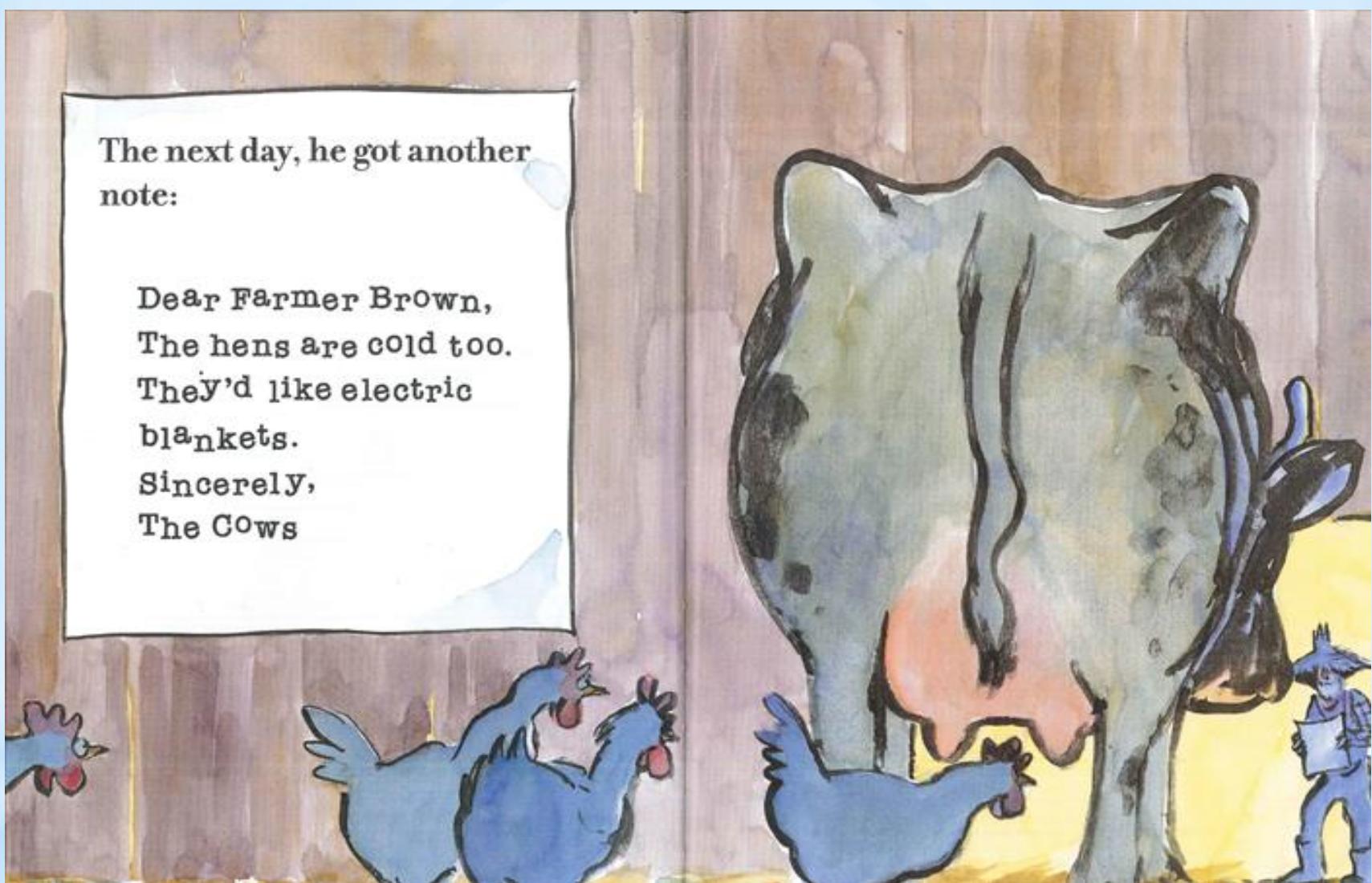


"No milk today!" cried Farmer Brown. In the background, he heard the cows busy at work:

Click, clack, **moo.**  
Click, clack, **moo.**  
Clickety, clack, **moo.**

The next day, he got another note:

Dear Farmer Brown,  
The hens are cold too.  
They'd like electric  
blankets.  
Sincerely,  
The Cows



What do you think Farmer Brown will say or do this time?

# Predicting Questioning Imagining

Read a text ‘bit-by-bit’. Make predictions, discuss why an author may have used certain punctuation/vocabulary and question why characters may behave in a certain way.

By slowing down the reading, it deepens the thinking.



# Phrases to help discussion:

- *It reminds me of...*
- *I'm not sure but...*
- *We wondered whether...*
- *I like that idea but...*
- *It is the same as...*
- *It appears to be...*
- *We think that...*
- *The writer suggests that...*
- *Perhaps, ...*
- *It makes me think of ...*
- *The main point might be...*



"There's a letter for you."

"For me?" Jackson was pleased. He didn't get much mail.

"Where?"

"On the coffee table."

The envelope was pink. There were yellow roses on the flap. His name and address were in pencil.

There was nothing to indicate danger.

"Who is it from?" his mother asked.

"Well, let me open it."

He lifted the flap, took out the sheet of paper, and unfolded it. There was only one sentence.

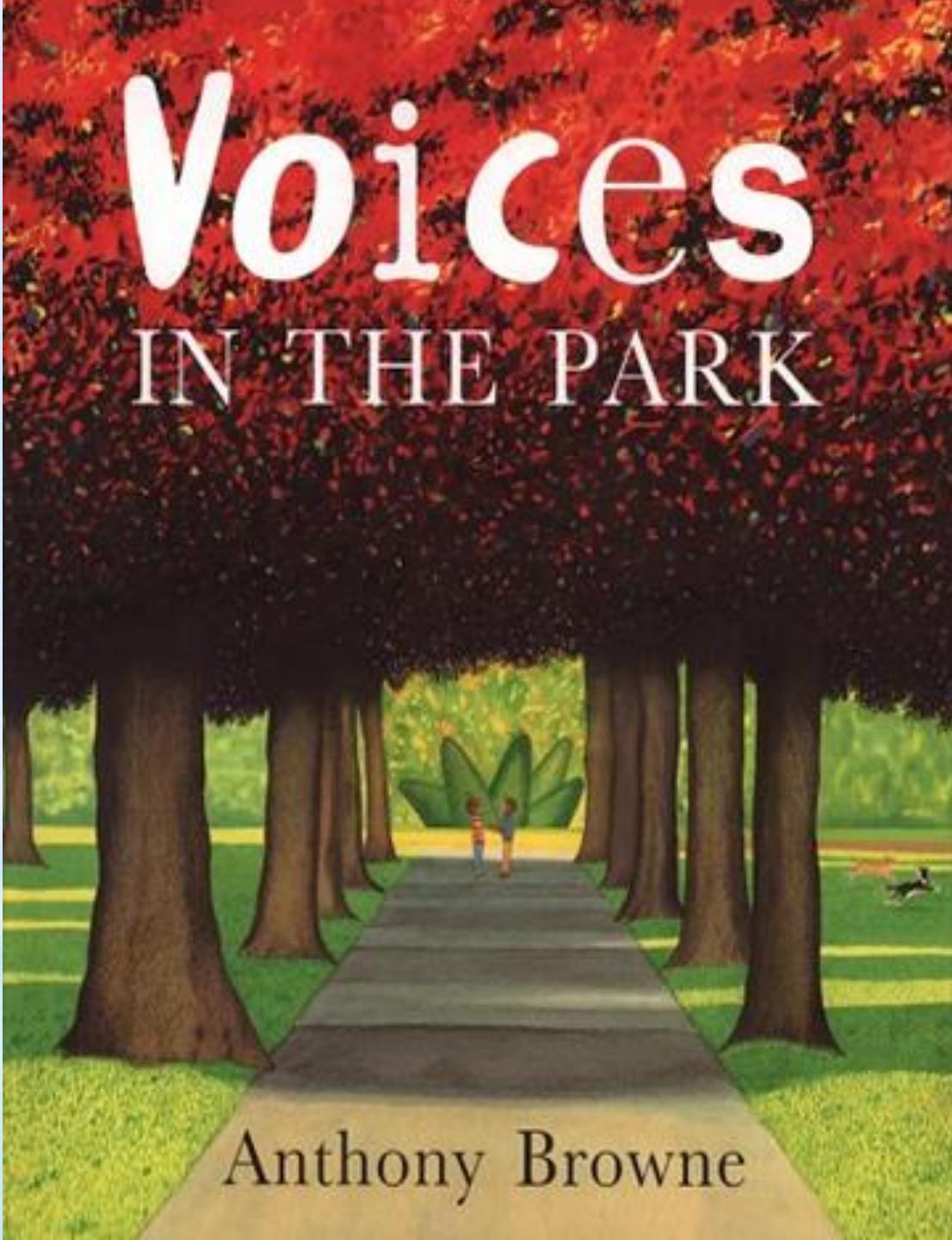
He read it and stopped breathing.

*Keep away Cracker, or he'll hurt you.*

# Responding Questioning Inferring

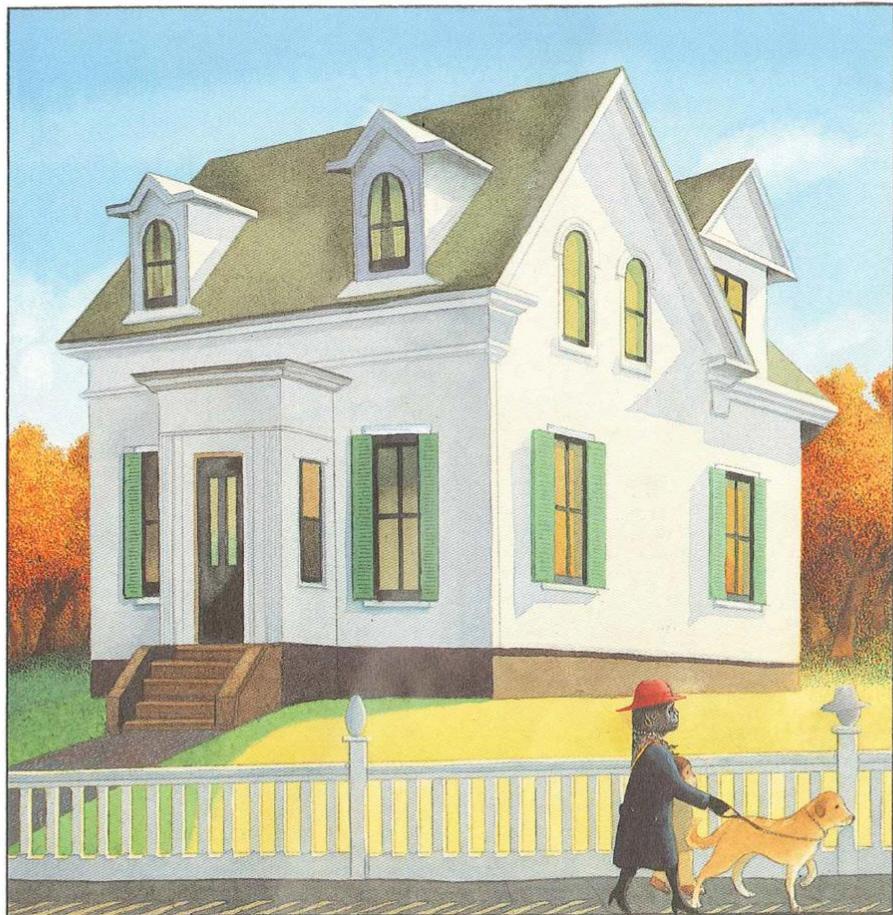
Reading a picture book





We would begin by looking at the front cover and discussing what we think the book is about.

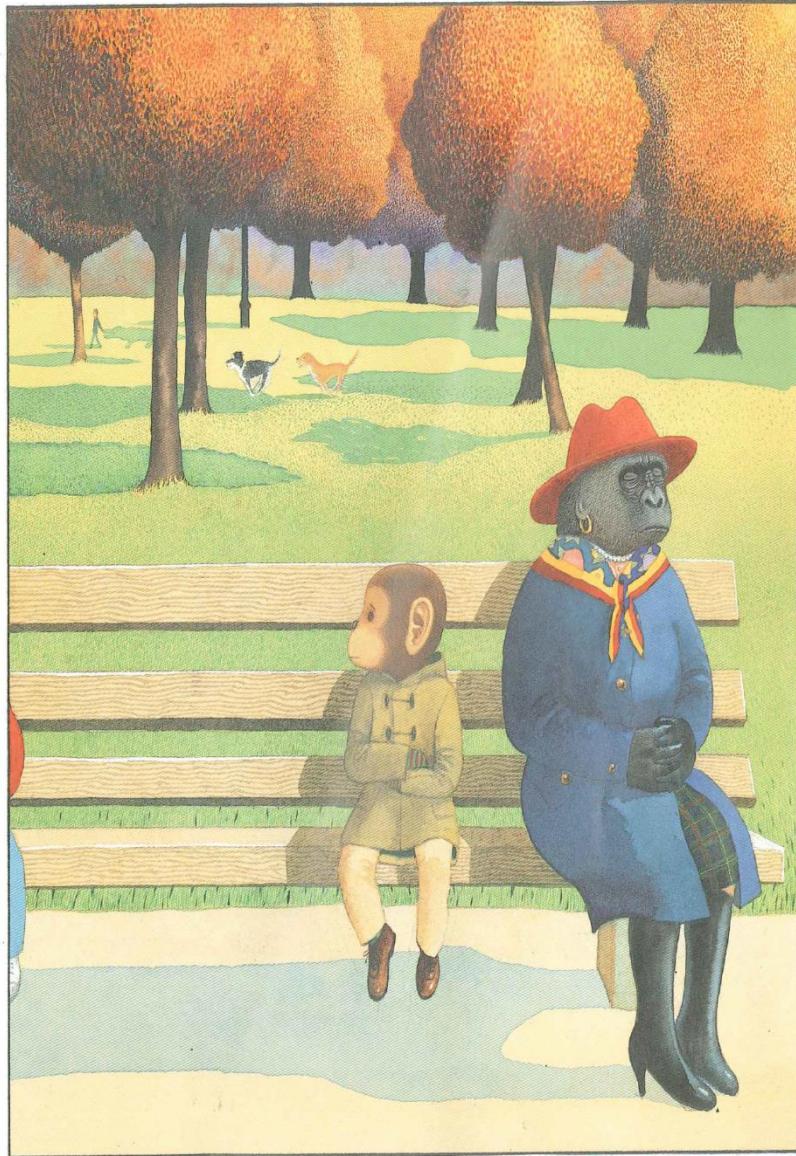
Before reading the book without stopping, we often give children a key question for them to think about whilst listening to the story, e.g. How long did this story take to happen? Whose story is it?



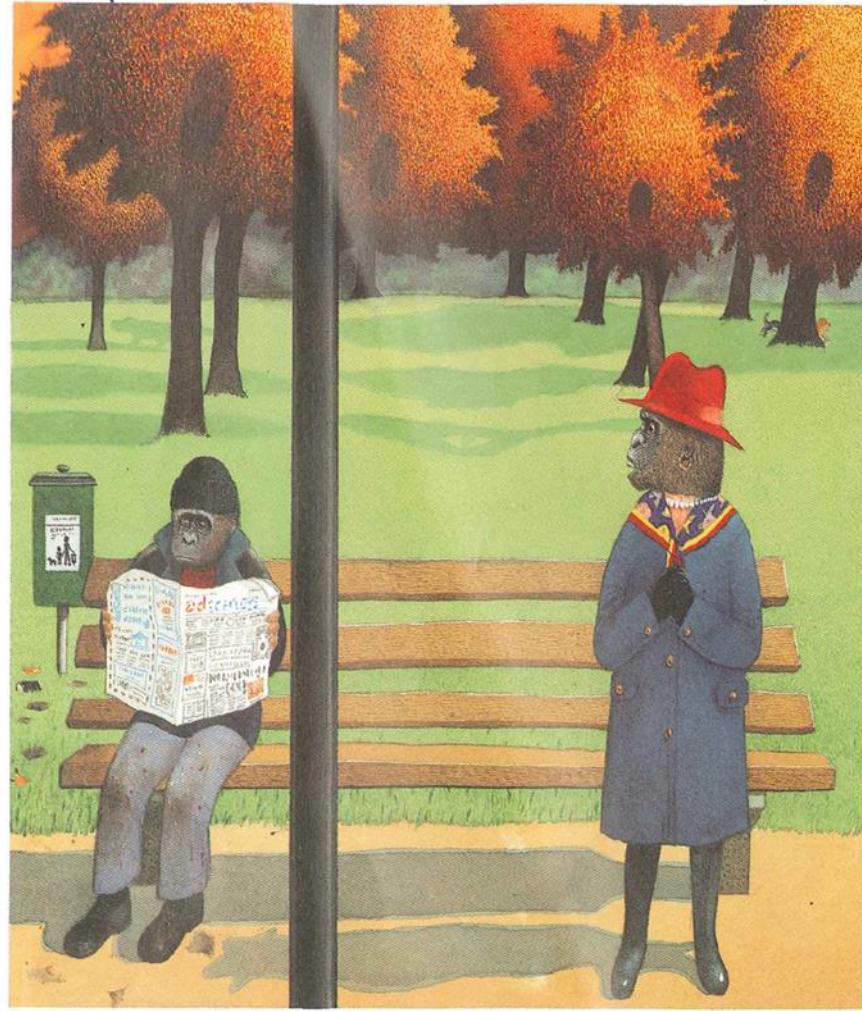
**I**t was time to take Victoria, our pedigree Labrador, and Charles, our son, for a walk.



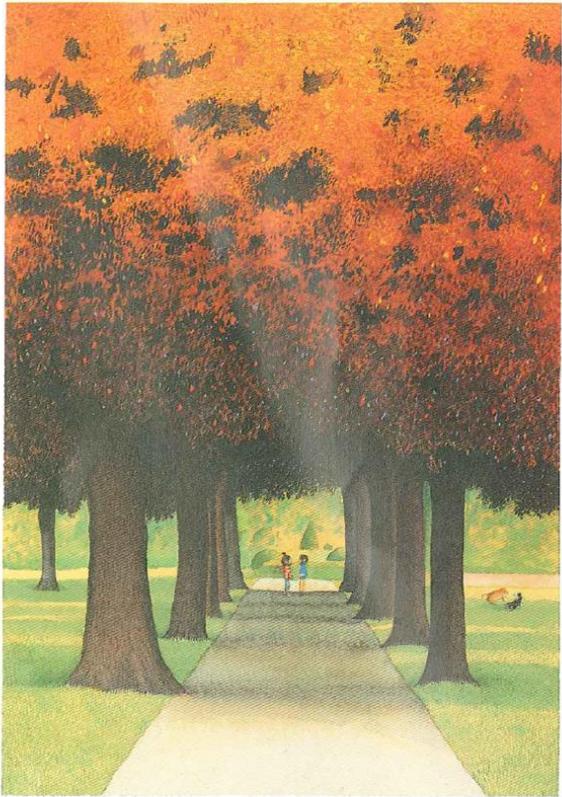
When we arrived at the park,  
I let Victoria off her lead.  
Immediately some scruffy  
mongrel appeared and started  
bothering her. I shooed it off,  
but the horrible thing chased  
her all over the park.



I ordered it to go away, but it took no notice of me whatsoever. "Sit," I said to Charles. "Here."

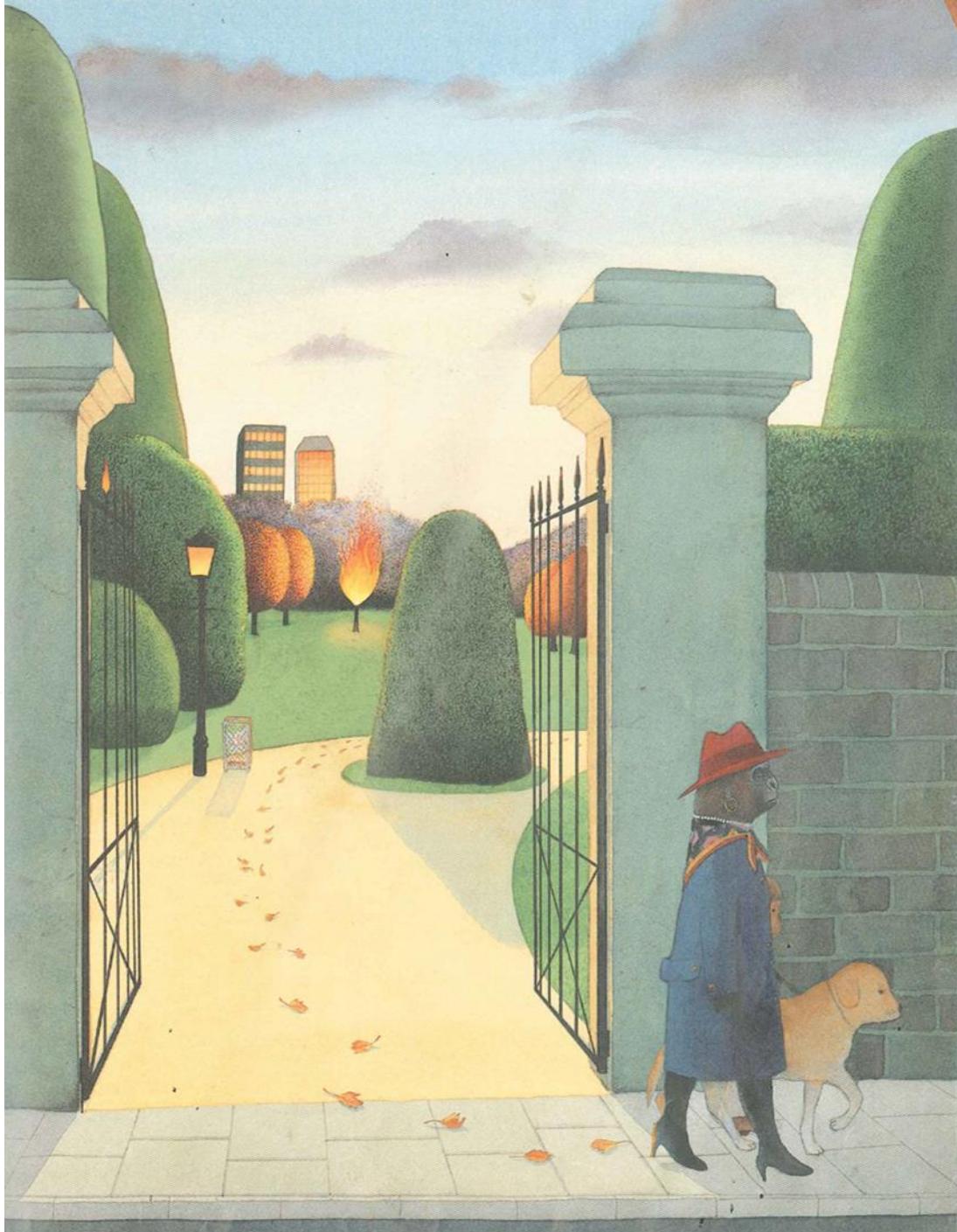


I was just planning what we should have to eat that evening when I saw Charles had disappeared. Oh dear! Where had he gone?



Then I saw him talking to  
a very rough-looking child.  
“Charles, come here. At  
once!” I said. “And come  
here please, Victoria.”

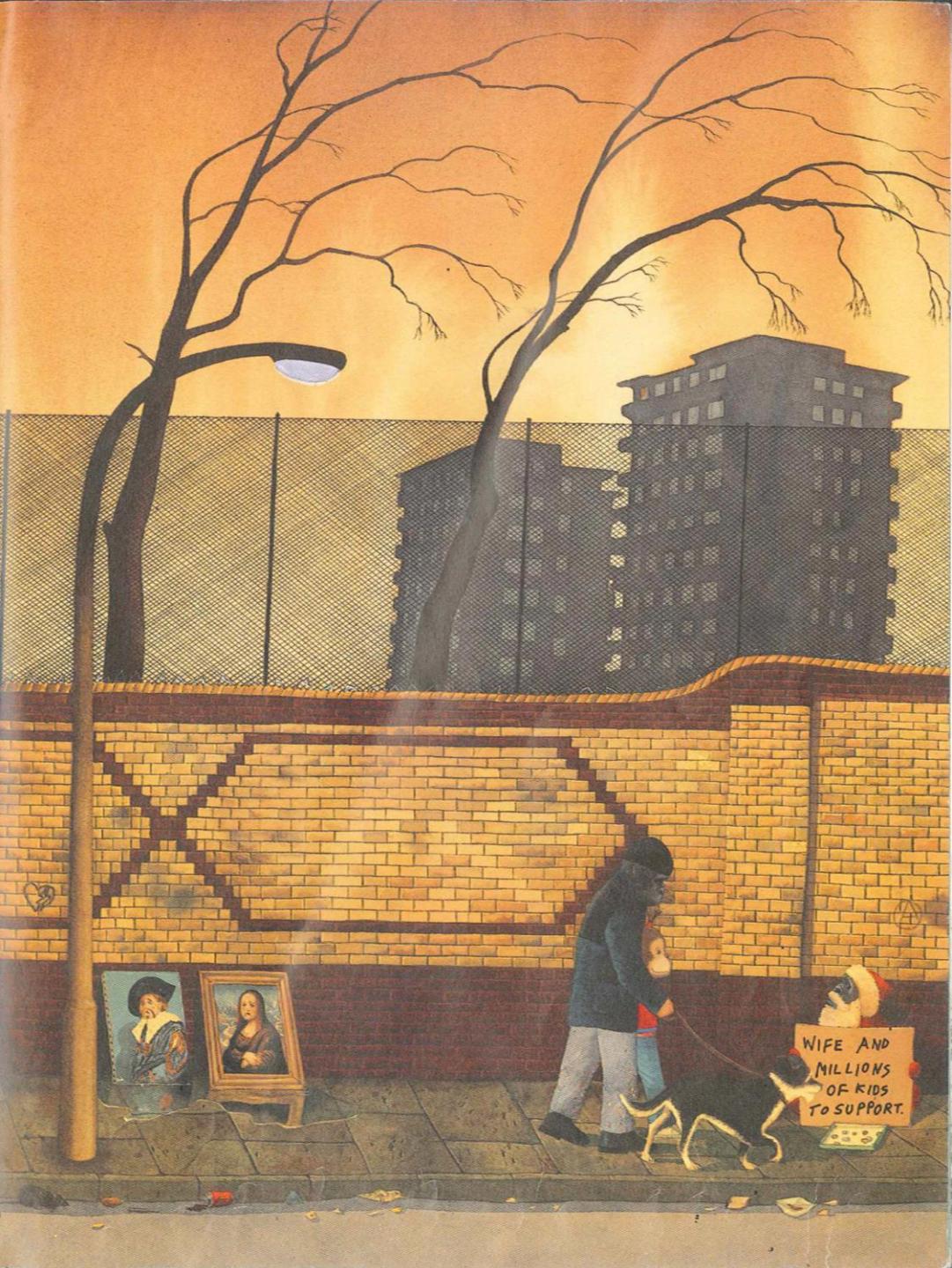
We walked home in silence.

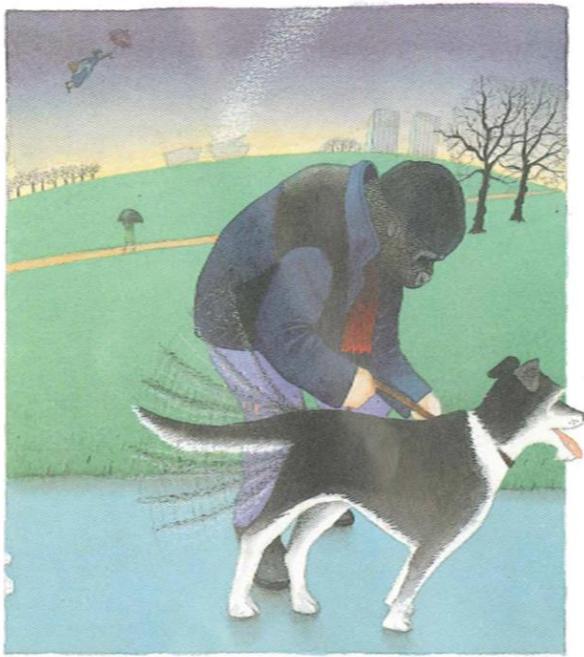


## **SECOND VOICE**

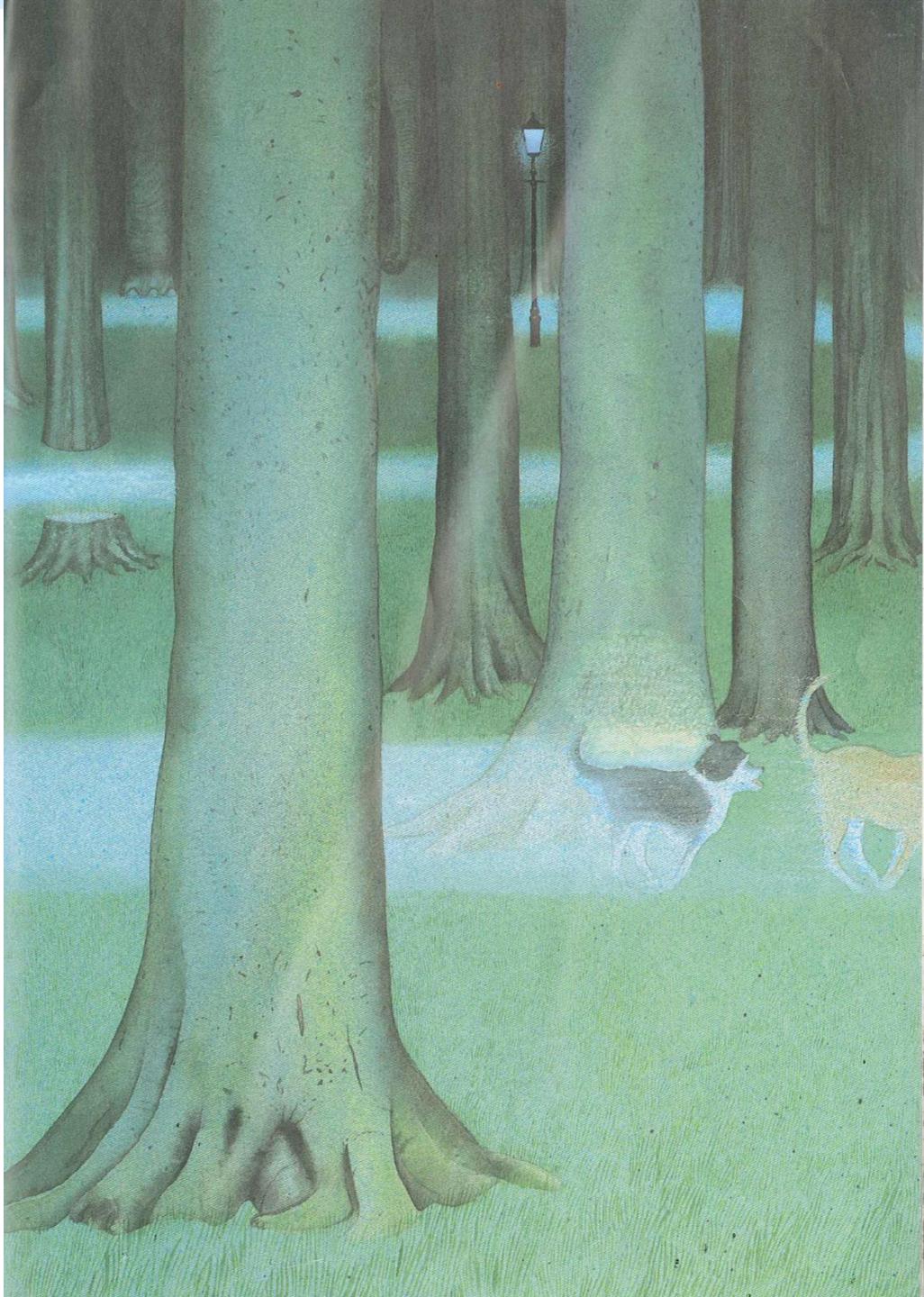


I needed to get out of the house, so me and Smudge took the dog to the park.

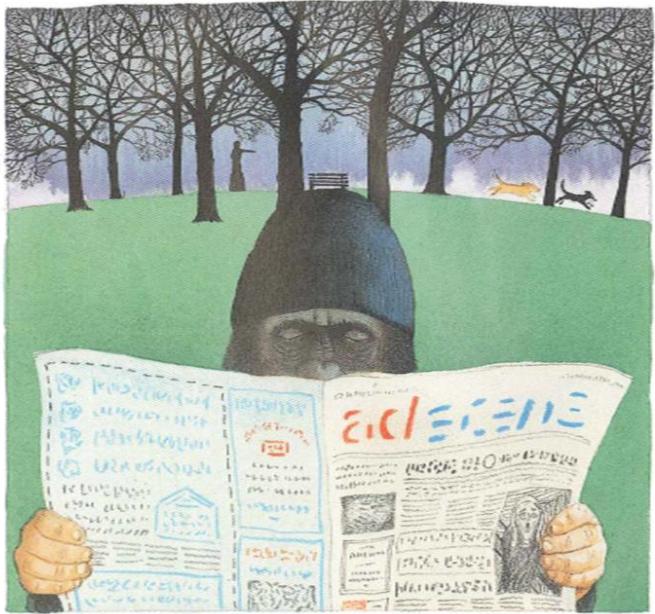




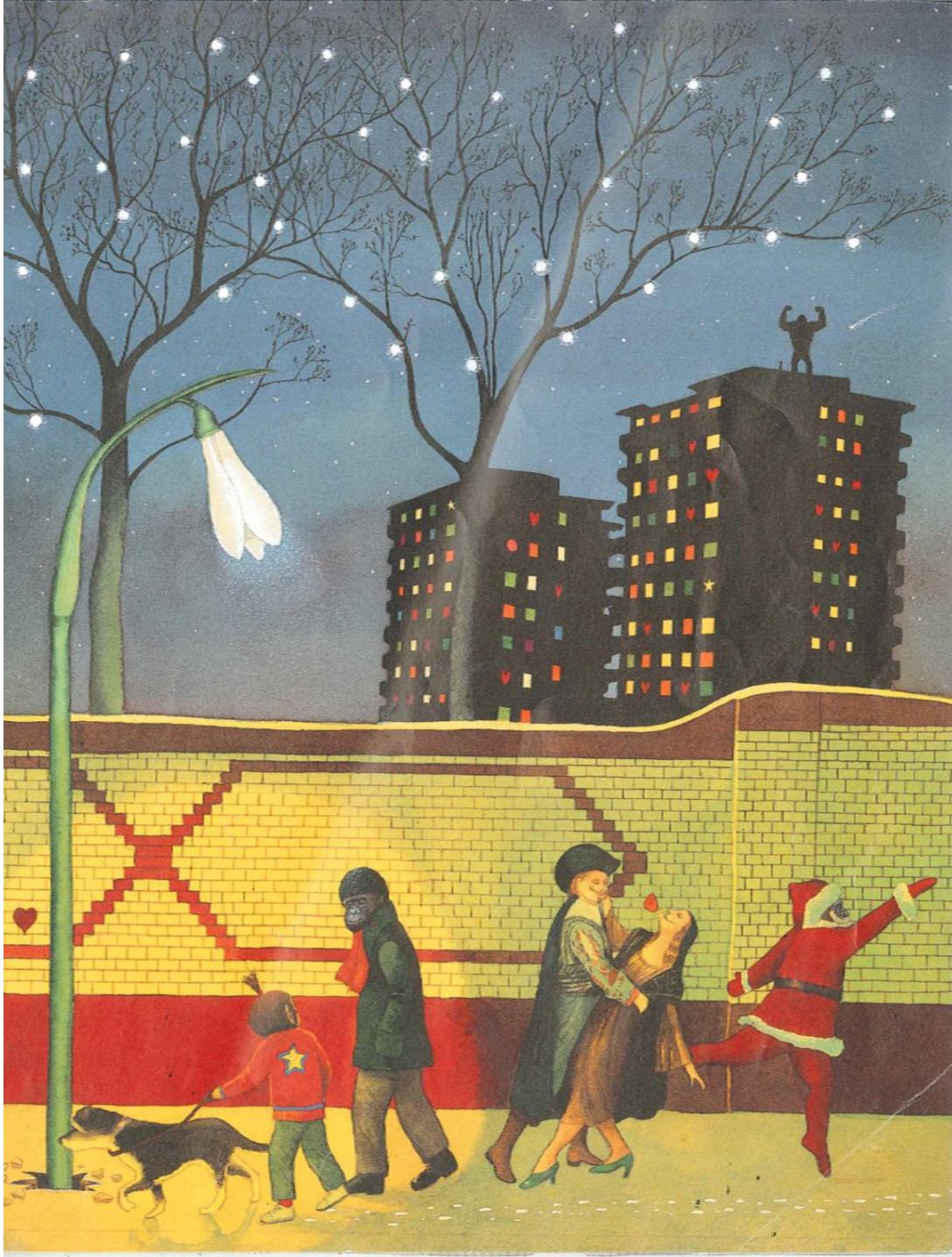
He loves it there. I wish I  
had half the energy he's got.



I settled on a bench and looked through the paper for a job. I know it's a waste of time really, but you've got to have a bit of hope, haven't you?

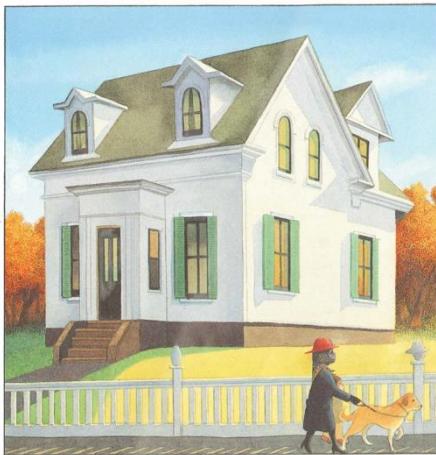


Then it was time to go. Smudge cheered me up. She chatted happily to me all the way home.

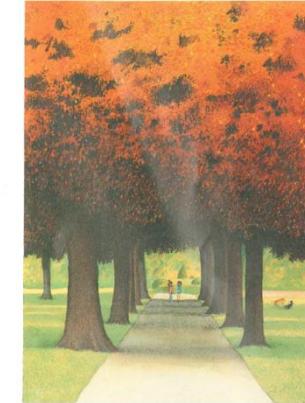
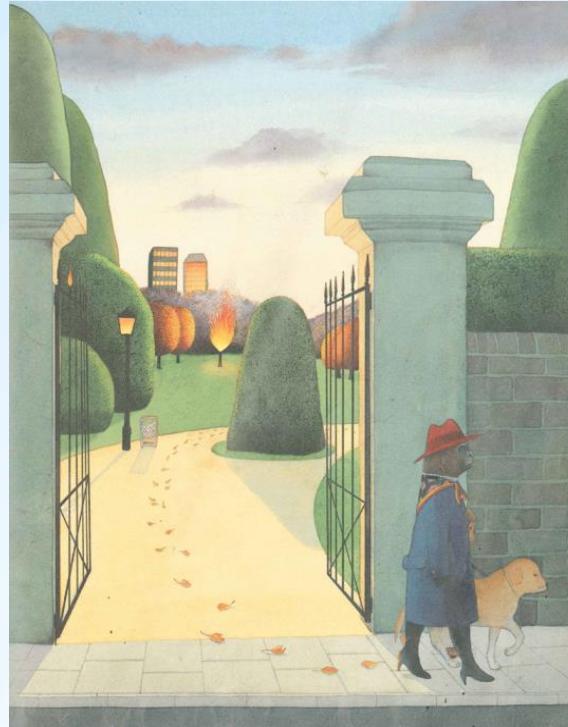


# Analysing perspectives and voices

*FIRST VOICE*



It was time to take Victoria, our pedigree Labrador, and Charles, our son, for a walk.

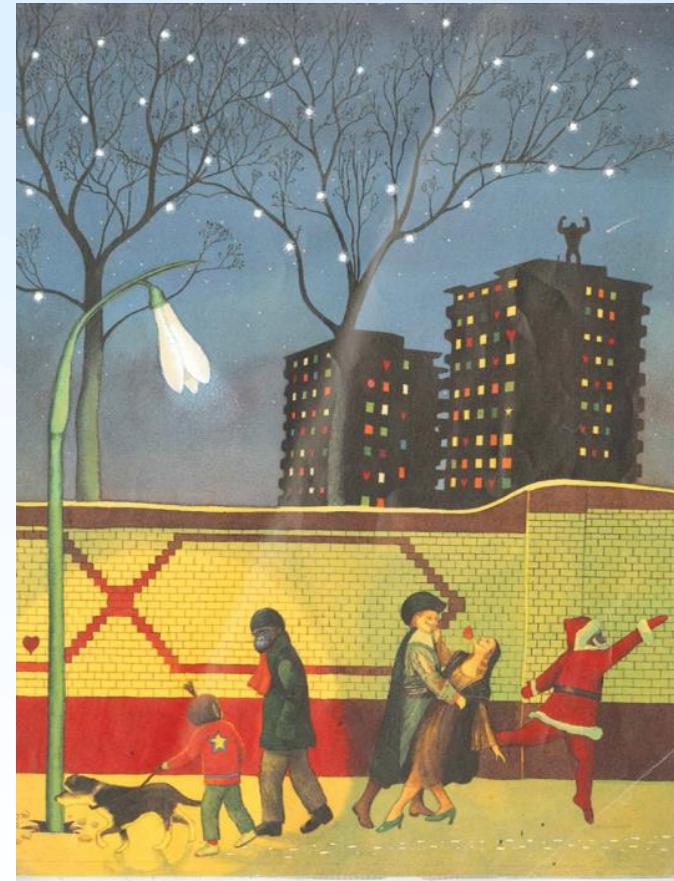
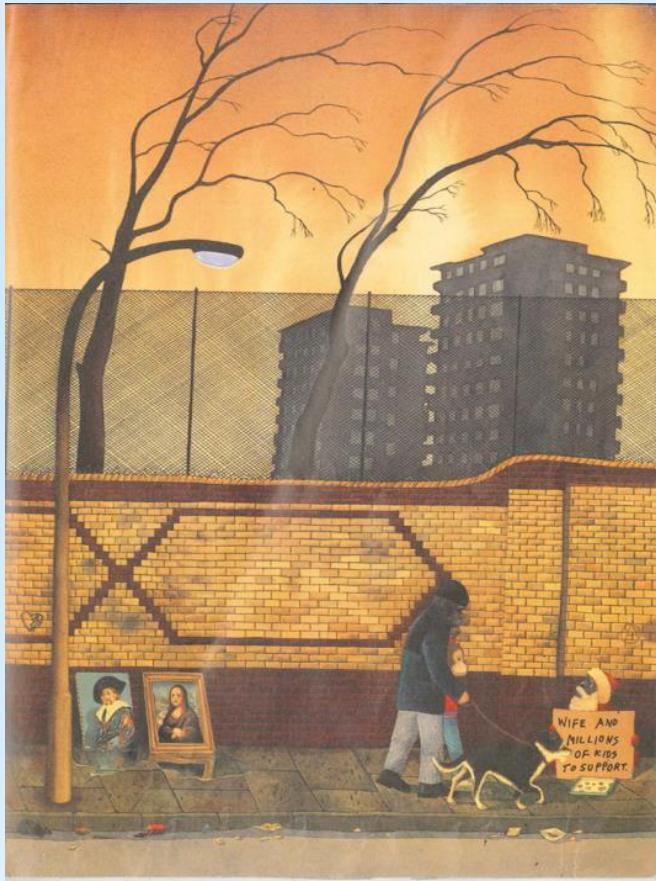


Then I saw him talking to a very rough-looking child.  
“Charles, come here. At once!” I said. “And come here please, Victoria.”

We walked home in silence.

The first voice is Charles' Mother. She has an overbearing and dominant presence that is evident in Charles always being hidden behind her. Unlike Charles, the Mother allows her dog Victoria to walk in front of her and upon arrival in the park, she lets Victoria off the lead to run free. She does the opposite with Charles, as she tries to control his freedom. “Sit.” I said to Charles. “Here.” She gives Charles commands similar to ones that would be given to a pet, however, she asks Victoria rather than demands.

The last image has an illustration of a tree engulfed in flames. The tree represents the mothers smouldering silence due to her outrage and disapproval of Charles.



The second voice is Smudge's father. As they walk to the park their urban neighbourhood contrasts with Charles' neighbourhood. The trees are large and towering over him as he walks with his head down.

The neighbourhood transforms on their way home as Smudge's positive persona cheers her father up. The streetlight transforms into a snowdrop which symbolises new beginnings and Smudge's happiness being reflected onto her father. The shooting star is a possible foreshadowing of Smudge's father getting his wish of finding a job in the future.

# Inferring Questioning Imagining Summarising



### **Text 1**

She shouted his name again. Her heart was racing and she started to sweat. She came out of the empty building again and looked around frantically. Yelling his name again her voice cracked and her face crumpled.

Flopping down on the step she put her head in her hands and let her hair fall over her face.

She gave in to despair, and now tiny drops of water ran down her face and fell on the pavement below.

How do you know that there is a female in the story?

Is it a woman or a girl? Are there any clues to her age?

What is she doing?

Look at the words ‘frantically’ in the first paragraph and ‘flopping’ in the second. What does this tell you about the person’s actions?

How is the person feeling? How does the author show this in the text? Write a list of words or phrases that help you to know what the person feels like.

(*Example answers: She shouted; her heart was racing; she started to sweat; frantically; voice cracked; face crumpled; flopping down; head in her hands; despair.*)

Why do you think the woman might be feeling this way?

Whose name do you think is she shouting?

## ***Text 2***

Sophie was looking round an old ruin with her uncle. After climbing down an old tower she couldn't see her uncle anywhere. She searched the whole ruin twice calling out for him but he didn't answer. After a while she decided that he had gone and panicked.

What is the difference between Text 1 and Text 2?

Which text do you think is more interesting? Why?

What emotions do you feel when you read Text 1?

Do you feel the same emotions when you read Text 2?

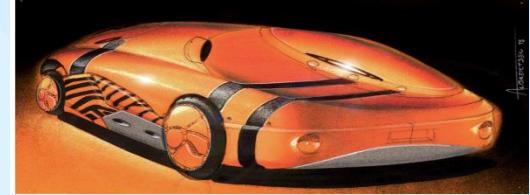
How old do you think Sophie is when you read Text 2?

Why do you think Sophie's uncle might leave without her?

# Non fiction



# Tempted to try to tame the tiger?



## The Perpetual TIGER

Fancy your chances at handling a beast like this?

The new **TIGER** is a mean animal with all the power and speed you can possibly handle. The Tiger's perfect streamlined contours and impeccable design make it the fastest moving creature on the market. You'll certainly appreciate her handleability as she moves through the traffic like a stealthy cat.

Leather interior, reclining seats, remote CD, tinted glass, electric windows and sunroof make the TIGER the most exciting drive of your life. All models come as standard with:

16 Zetec engine

Transponder Immobiliser

Torque

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So, if you want to bite off a little more than you can chew, ownership of the TIGER can cost you as little as £25,000. Monthly payments start from just £99, 12.3% APR, plus deposit and optional final payment.

How does the whole text show that the Tiger is an exciting car to buy?

Support your answer with examples from the text

Point	Evidence	Explanation
Alliteration	"Tempted to try to tame the tiger?"	This slogan repeats the 't' sound making the whole phrase memorable. The hard 't' sound is powerful, matching the power of 'the tiger.'
Metaphor		
Simile		
Exaggeration		
Appeals to the reader:		
<ul style="list-style-type: none"> <li>• Rhetorical question</li> <li>• Direct address 'you'</li> </ul>		
Repetition		

*An example of a response:*

Throughout the text the writer uses language that makes the reader see the car as an aggressive wild beast that must be tamed. Metaphorical language like ‘mean animal’ and ‘fastest moving creature’ is designed to appeal to a male audience who in modern life don’t get to go out any more and hunt wild animals. Instead, a big, fast car will make them feel excited, according to the writer.

Talking well about books is a high-value activity in itself. But talking well about books is also the best rehearsal there is for talking well about other things. So in helping children to talk about their reading, we help them to be articulate about the rest of their lives.

# Aiden Chambers - Tell Me

