



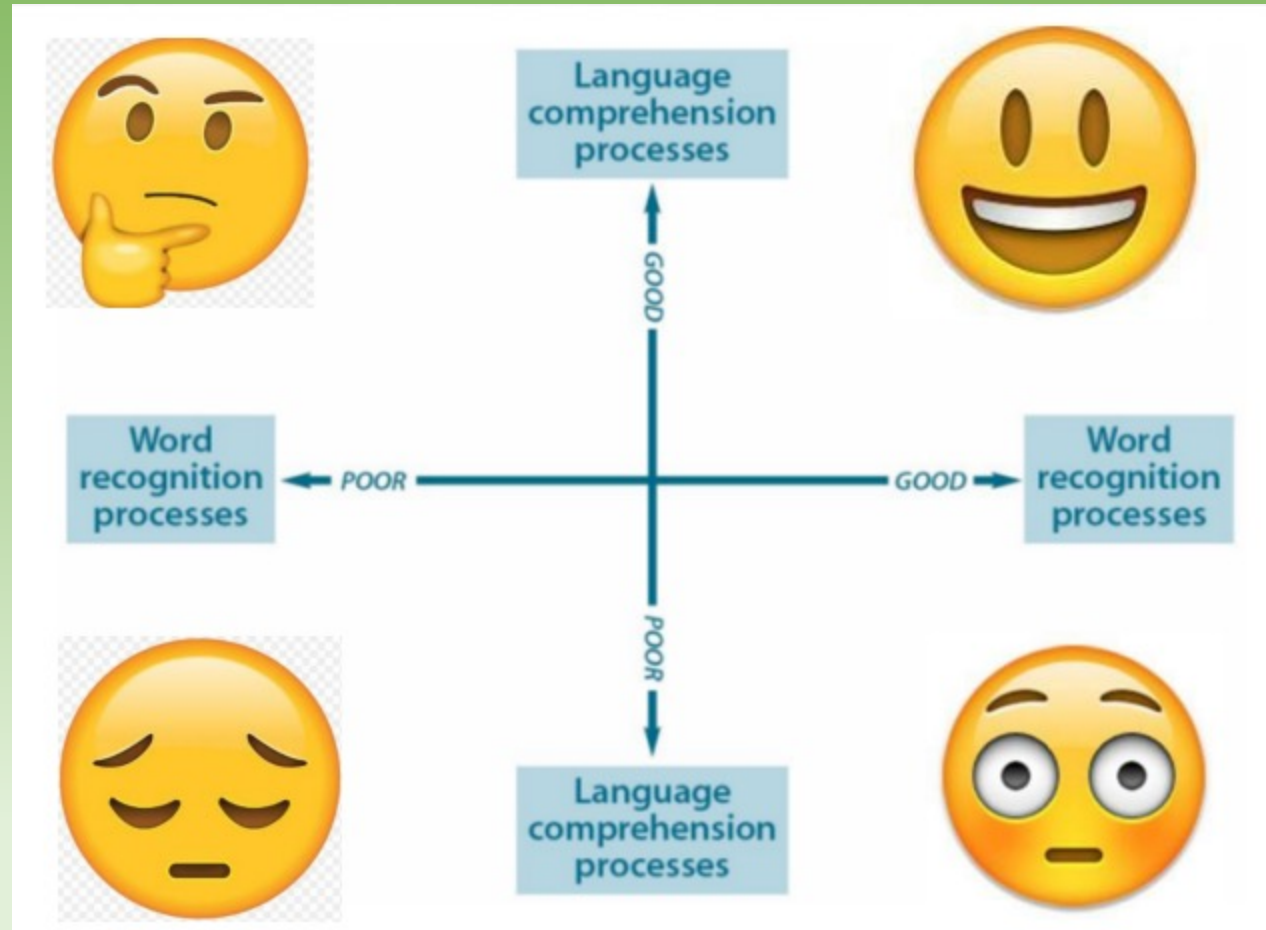
Reading Workshop

Year 5 and 6

**“Reading is the
gateway skill that
makes all other
learning possible.”**

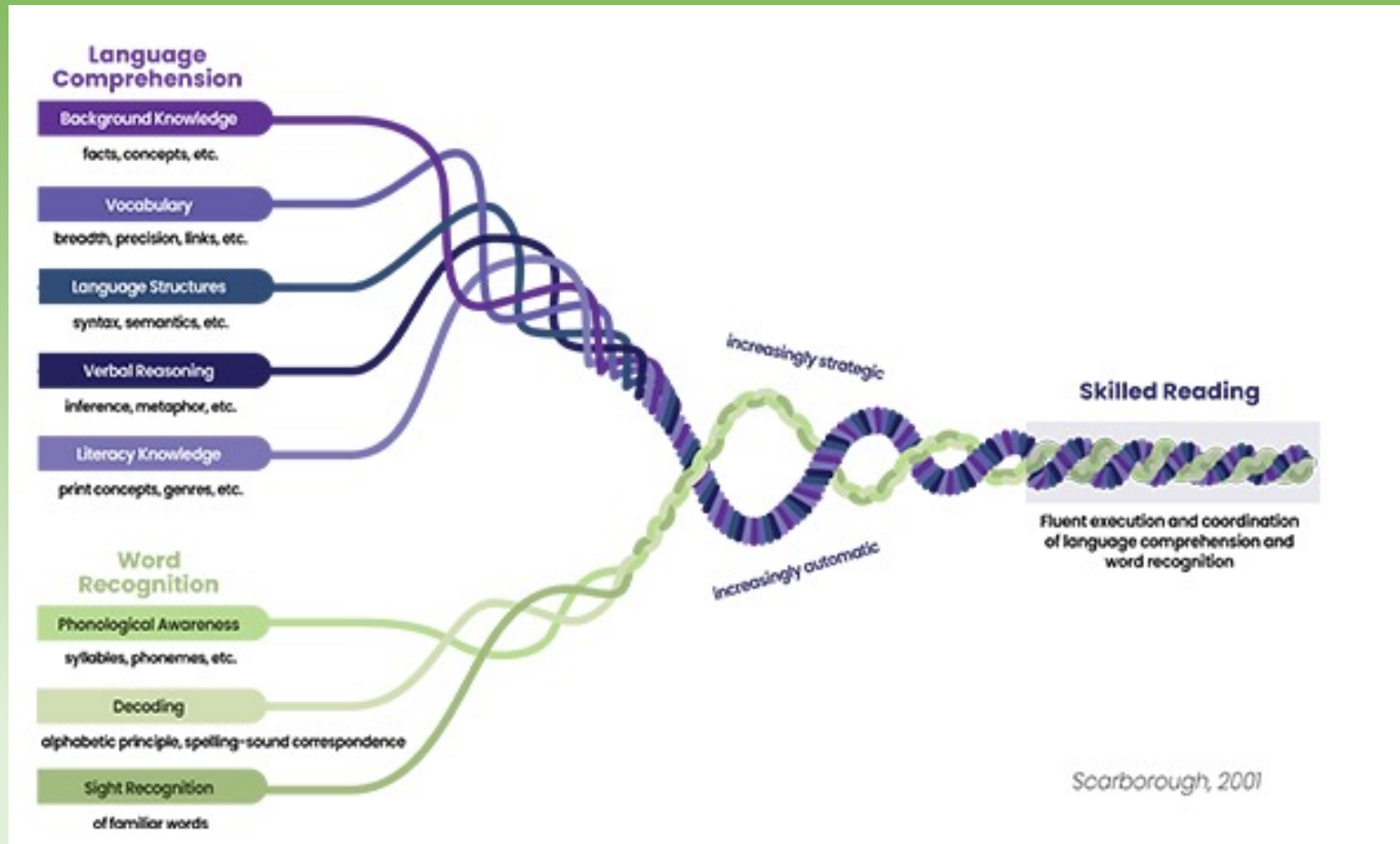
BARACK OBAMA

What is reading?



The Simple View of Reading

Learning to read allows us to read to learn.



Word Recognition is a combination of:
Phonological awareness
Decoding
Sight recognition

Language Comprehension requires a combination of:
Background knowledge
Vocabulary
Language structures
Verbal reasoning
Literacy knowledge

At Nether Green, we encourage children our children to develop a love for reading. We teach them the skills that they will need to become fluent readers who read for meaning and purpose.

Whole class reading sessions – 3 x 30 minute sessions a week. These sessions aim to teach children different strategies for retrieval and inference. They expose children to a wide variety of text types and vocabulary.

Reading for Pleasure – every day, 15 minute session. Children will be listened to 1-1 with adults throughout the week. In Y6, one session is with their Y3 buddy.

Class reading book – read to the children every day.



What can and should your children read?

All reading is positive. We want our children to develop a wide reading repertoire

Like most people, I spend a vast amount of time each day reading a wide range of texts. Most are read from the computer screen rather than books. On a typical day I might read: letters and emails, text messages, reports, menus, train timetables, television schedules and anything on the website of Rushden and Diamonds FC... What is immediately clear from a list such as this is how much more is expected of readers than 30 years ago. The skills needed to read a novel at home are vastly different from those required to search on the internet, read and compose a text message or review a number of different reports on a handheld device such as a BlackBerry...Thirty years ago we would perhaps not have recognised the notion that we 'read' media texts such as television and film... Increasingly, texts that were exclusively verbal such as newspapers, are extending the notion of visual literacy. Many texts, including those enjoyed by children, now express meaning through both verbal and non-verbal or visual means. As technological changes multiply, therefore, each generation needs to rethink the concepts of literacy and reading.²¹

Chief inspector of Ofsted, English at the Crossroads, 2005

In school, your child has access to a wide variety of texts that are organised by genre and include fiction and non fiction, including books that are related to project work and Life Skills lessons.

Every classroom has copies of the children's weekly newspaper, First News.

We are currently re building our library after the building works.

We want all children to experience success:

We aim to choose texts with children as much as possible in reading for pleasure sessions. We aim to introduce the children to a wide variety of text-types and authors throughout our reading and writing curriculum

- Please use your PARENTAL judgement to ensure the support/challenge at home is at the right level.
- Provide your child with additional books to those from school as much as possible (through the local library, online/ e-books, newspapers, magazines). Reading on the internet is great! There are many child friendly, informative and websites such as Newsround website, National Geographic Kids, First News.

Reading at home with your child

- Expectation: ideally 10 - 20 minutes per day. This can be independently or with you.
- Try to build this into your daily routine.
- Have a quiet, comfortable space your child (and you) can read in.
- Read with your child – even if they are a fluent reader!
Read in front of your child - normalise reading as a life skill.
- Remember, both reading and hearing texts read aloud are important – even to the most fluent readers.

Top tips – before, during and after reading:

Remember, try to avoid a pressurised environment around reading!

The following ideas might be helpful in understanding what we do in school and the skills involved in reading, but the most important thing is to develop an enjoyment of reading. We teach reading skills in school. We want your support in encouraging independent reading and in engaging in your child's reading.



Before Reading

If it is the first time your child has read the book, look at the cover and title with them to predict what they think the book might be about.

Make links to other books read with similar themes, the same characters and/or similar authors/illustrators. Give them time to flick through the book and read the blurb.

During Reading

Encourage children to track the words with a bookmark if they need to

Help the children to decode (read) the words and ask them about the meaning of more challenging words.

Ask children about the content of what they have read –who, what, where, when, why, how?

After reading

Reflect together, what did you enjoy? What could happen next?

What to read?

Books that your child is interested and that are age appropriate – this is content not language.

Parental judgement is key !



















Recommended reading lists are just about to launch on the website – these will all be available in the library when it is complete.





















Recommended reading for Y5 and Y6 – these are suggestions, it is by no means an exhaustive list, in no particular order.

For reluctant readers











 Stick Boy, by Paul Cooney	 Picture Perfect, by Serena Patel	 Level Up!, by Tom Nicoll	 My Robot is a Robot, by Steve Cooney	 The Brilliant World of Tom Gates, by Liz Pichon
 Gum!, by Andy Stanton	 The Accidental Diary of M.U.C., by Ian Gerner	 Diary of a Wimpy Kid, by Jeff Kinney	 Planet Stan, by Elaine Wickson	 The Underneath, by Emma Carroll
 The 13 Stripes, by Anthony Browne	 London and the Moon, by Anne Rice	 Kiss on the Quilt, by Cath Hower	 Love You to the Moon and Back, by Anna Fienberg	 Rabbit Run, by Lisa Thompson

For confident readers:











 Murder Most Unladylike, by Helen Stevens	 Emmy Awards Up, by Helen Murray	 A Beginner's Guide to Being the Future, by David Almond	 How to be a Human, by Kate Milford	 Marcus Rashford You Can Do It!, by Lisa Thompson
 Running Out, by Simon Fick	 Gamer, by Kelly Yang	 The Division of Cooked Oak, by Dan Smith	 Way in the Tower, by Polly Black	 Can You Feel the Noise, by Sarah Foster
 My Life on Fire, by Cath Howe	 Fruit Deek, by Kelly Yang	 Troopland, by Agatha Christie	 When the Sky Falls, by Phil Earle	 The Shark, by Zifan Bethel
 Rabbit Run, by Lisa Thompson	 Assistance Runner, by Lisa Thompson	 Sam & the Ruby Crown, by Lisa Thompson	 The Mountain Rescue Dog, by Lisa Thompson	 By Ash, Oak and Thorn, by Lisa Thompson

 Artemis Fowl, by Eoin Colfer	 Skandar, by A.F. Johnson	 Mulan, by Lisa Thompson	 The Tale of the Toothless Lamb, by Emma Carroll	 The Boy Who Swore Everyone Laugh, by Helen Foster
 Amari, by Victoria Jamieson	 The Boy Who Swore Everyone Laugh, by Helen Foster	 Lost Whale, by Hannah Gale	 The Lion and the Witch and the Wardrobe, by C.S. Lewis	 The Boy Who Swore Everyone Laugh, by Helen Foster
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Graphic novels

 The Wolf, by Katherine Rundell	 Cloud, by Malina Blackman	 Wonder, by R.J. Palacio	 Mortal Engines, by Philip Reeve	 A Hero's Story, by Richard Cripp
 The Borrowers, by Mary Norton	 The Silver Sword, by Ian Serrallier	 The Railway Children, by E. Nesbit	 Anne of Green Gables, by Lucy Maud Montgomery	 The Lion, the Witch and the Wardrobe, by C.S. Lewis

Classic novels

 Tom's Midnight Garden, by Philippa Pearce	 When Hitler Stole Pink Rabbit, by Judith Kerr	 The Secret Garden, by Frances Hodgson Burnett	 Goodnight Mr Tom, by Michelle Magorian	 Clockwork or All Wound Up, by Philip Pullman
 The Borrowers, by Mary Norton	 The Silver Sword, by Ian Serrallier	 The Railway Children, by E. Nesbit	 Anne of Green Gables, by Lucy Maud Montgomery	 The Lion, the Witch and the Wardrobe, by C.S. Lewis

Poetry

 My Heart is a Poem, by various poets	 Being Me, by Laura Muckli, Gill Browner, and Matt Goodfellow	 Bright Bursts of Colour, by Mimi Goodfellow	 Love That Dig, by Sharon Creech	 Funky Chickens, by Benjamin Zephaniah	 Belonging Street, by Mandy Coe
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Growth Mindset

All readers make mistakes. This is how we learn. Encourage a growth mindset in your child by praising them for recognising their mistakes and trying to fix them. 'This is what you said Can you spot anything wrong with that?' 'Does that make sense?'

Techniques to support children with unfamiliar words:

Use phonics to sound out words – even with the most able Y6's!

Read around the word or Context Clues

Break it down



Using phonics helps children to sound out new words – even if they don't recognise the word you may find that they recognise it when they hear it!

mellifluous

ostensible

Read around the word or Context clues– can you work out what the word might mean using the context?

What does the sentence before say?

What about the sentence after?

How can these help to understand the word meaning?

Katie was **ecstatic**.

She was so happy that she thought that she might burst!

Break it down

Word travelled quickly around the village, and by midday the place was abuzz with rumour and **hearsay.**'

What does a successful reader look like by the end of KS2?

Developing their vocabulary - children with largest vocabularies are most successful with comprehension.

Being able to identify new vocabulary and to use skills to work out meaning.

Being able to make predictions.

(What do you think will happen next? Why do you think that? What clues in the text lead you to think that?)

Self monitoring – to seek clarification.

Readers need to ask questions – during and after reading

(Good readers internalise questions – adult support can draw these out and help them develop this skill)

Asking/answering different types of questions

(literal/inference/deduction/opinion)

Summarising – a good indication someone has understood what they have read.

(plot/theme/character)



Reading assessment

In school, we use formal assessment as well as teacher assessment to ensure that all students can use their reading skill.

The main strands of reading that we focus on in Y5 and 6 are vocabulary, inference and retrieval. We also ensure that children can accurately sequence and summarise and make predictions based on evidence in the text.

Developing these skills primarily enables our children to become fluent readers but also gives them the skills to be able to access formal tests both at the end of Y6 and moving forward.

We also develop the children's reading stamina – this is a gradual process but enables children to focus for increasingly longer periods of time.

For a long time Martine had only ever ridden Jemmy at night and in secret, but when her grandmother had found out about their nocturnal adventures she'd promptly banned them, on the grounds that the game reserve's deadliest animals were all in search of dinner after dark and there was nothing they'd like more than to feast on a giraffe-riding eleven-year-old. For a while Martine had defied her, but after several close calls and one terrible row with her grandmother, she had come to accept that the old lady was right. When lions were on the hunt, the game reserve was best avoided.

Another of her grandmother's rules was that Martine ride sedately at all times. 'No faster than a trot and, in fact, I'd rather you stuck to a walk,' she'd counselled sternly.

Martine had paid almost no attention. The way she saw it, Jemmy was a wild animal and it was only fair that he should have the freedom to do what came naturally, and if that meant tearing across the savannah at a giraffe's top speed of thirty-five kilometres per hour, well, there wasn't a lot she could do about it. It wasn't as if she had reins to stop him. Besides, what was the point of riding a giraffe if the most he was permitted to do was plod along like some arthritic pony from the local stables?

(a) What evidence is there of Martine being stubborn in the way she behaved with her grandmother?

Give **two** points.

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Do you think that Martine will change her behaviour on future giraffe rides?

Tick one.

yes

no

maybe

Explain your choice fully, using evidence from the text



Please leave any comments on post its on the table
in the library