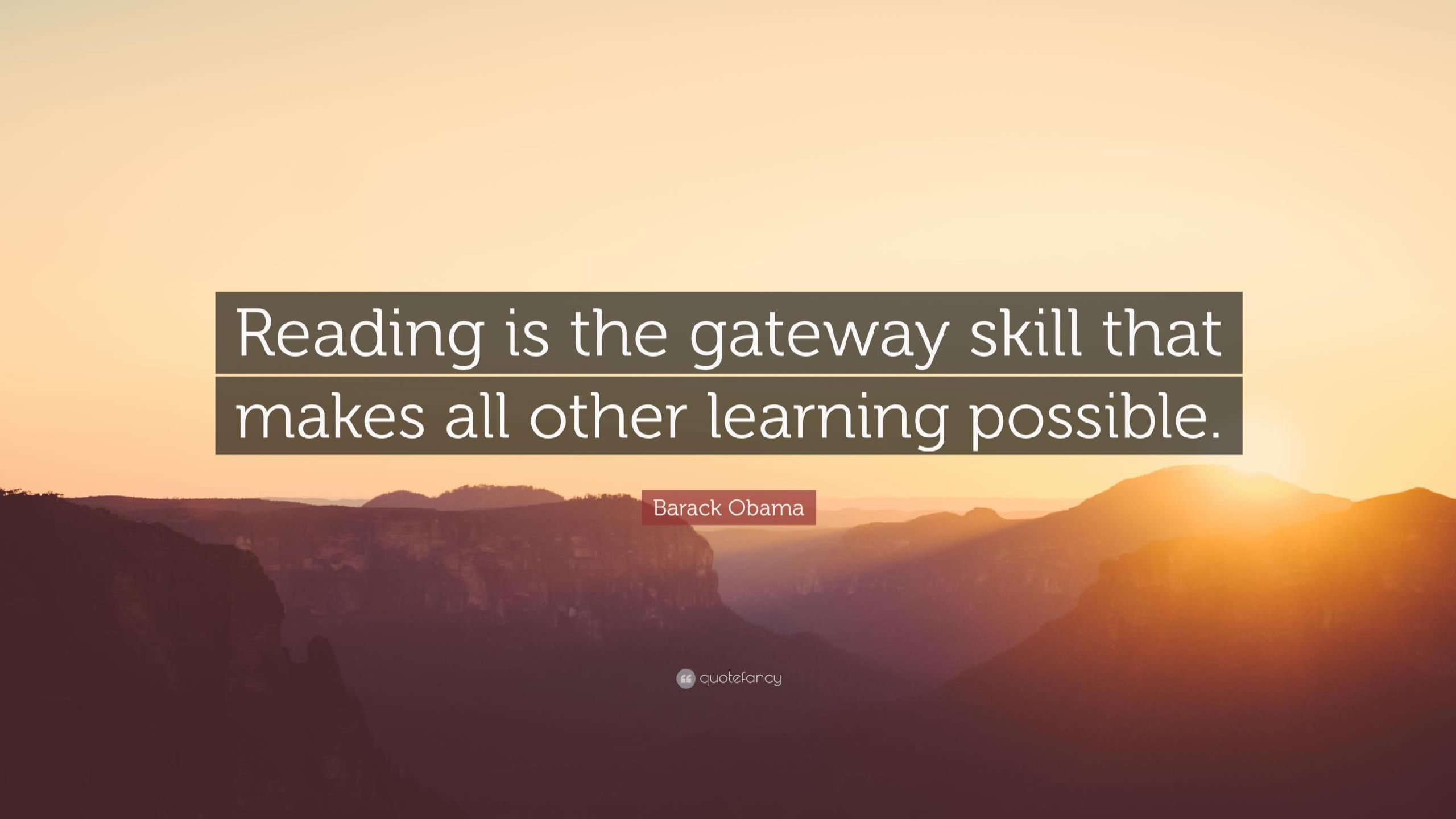


READING WORKSHOP

Mrs Orchard



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

Barack Obama

READ WRITE INC.

Read Write Inc.
Phonics

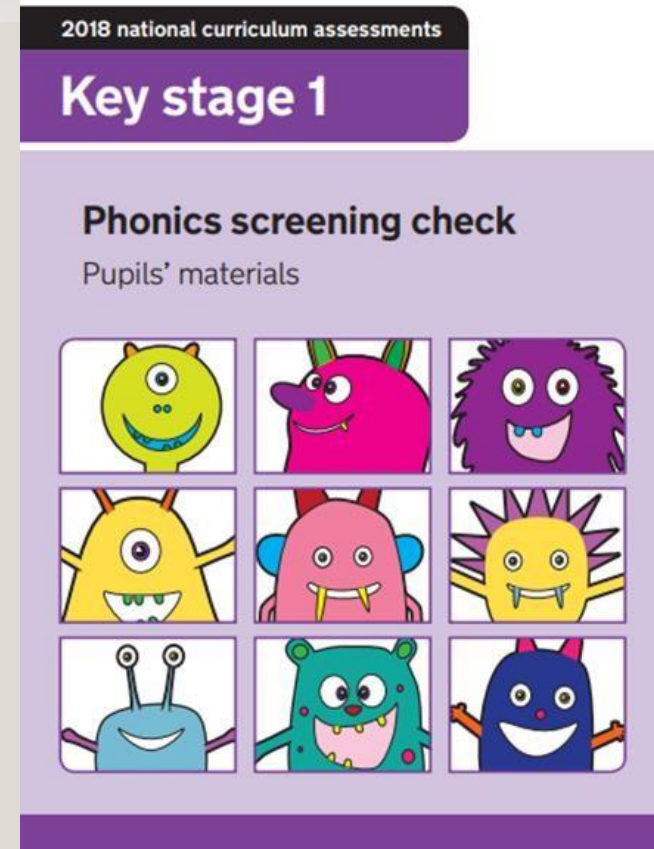
- ReadWrite Inc is a phonics programme that we use at Waterside to teach your child to read. It begins in Reception and carries through into Year 2 or when the child is fluent with their sounds and reading.
- Children are progressively taught to read and spell new sounds until they develop accuracy and fluency.
- Words in the story books that we use only contain the sounds that the children have been taught previously.
- Children then practice these books at home to show off how fluently and confidently they can read!

Speed Sounds Set 2

ay may I play? 	ee what can you see? 	igh fly high 	ow blow the snow 	oo poo at the zoo 
oo look at a book 	ar start the car 	or shut the door 	air that's not fair 	ir whirl and twirl 
			ou shout it out 	oy toy for a boy 
ea cup of tea 	oi spoil the boy 			
ā-e make a cake 	ī-e nice smile 	ō-e phone home 	ū-e huge brute 	aw yawn at dawn 
are care and share 	ur nurse with a purse 	er a better letter 	ow brown cow 	ai snail in the rain 
oa goat in a boat 	ew chew the stew 	ire fire, fire! 	ear hear with your ear 	ure sure it's pure 

YEAR 1 PHONICS SCREENING CHECK

- All Year 1 children sit the screening check in June each year.
- Children are given 40 words to decode and read.
- These 40 words include real and 'alien' words.
- Children must identify the sounds in the word and blend them together accurately.
- In previous years, the pass mark has been 31 / 40



YEAR 1 PHONICS SCREENING CHECK EXAMPLE

Alien Words

Real Words

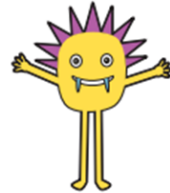
jash



quib



coid



quass



trunk

groups

straw

scribe

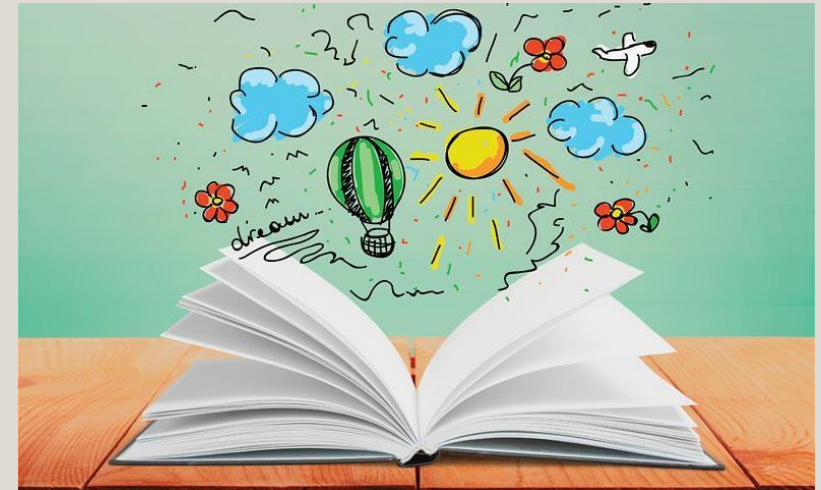
HOW READ WRITE INC. HELPS CHILDREN TO PASS THE PHONICS SCREENING CHECK

- Read Write Inc. tailors to your child's reading ability.
- Children are grouped according to their ability to allow them to make accelerated progress in reading.
- Each book teaches the children to read a specific sound, including all the sounds taught previously.
- Children should be able to read these books independently as they are studied in school during the week.
- These books are the biggest focus in Reception, Year 1 and 2 as they consolidate the phonics they have been taught in school and ensures they make good progress.



READING IN KS2

- Children from Year 3 up to Year 6 continue to have reading at the centre of all their learning. Now that they can decode accurately and fluently, they build on from these strong foundation skills.
- Children read independently, as a class and in all of their other foundation subjects (such as Geography, History, RE and Science).
- Children have the opportunity for individual quiet reading every day, reading as a whole class, and being heard read by an adult in school should they require the additional support.
- Reading volunteers (In KS1 and KS2)



What is Accelerated Reader?

- Accelerated Reader is a computer based reading scheme that helps to monitor and progress children with their reading.
- It helps to identify children's strengths and areas for improvement.
- Provides details of a child's reading level and the most appropriate book level (ZPD) to enable progress in reading.
- Accelerated Reader is for KS2 children. There will be a cross over into the scheme some point from Year 2 onwards. Children are assessed every half term.

RENAISSANCE®



STAR™
Reading



Accelerated™
Reader

Star Reading

- 20 minute computer-adaptive test used to assess reading ability.
- Tracks reading growth
- Provides children with a personalised reading age called the ZPD (Zone of Proximal Development).
- Tests a wide range of reading skills that progressively get more advanced with each correct answer given.
- Completed each half-term to track progress and provide new reading levels.



Zone of Proximal Development (ZPD)

A range of book levels recommended for each student based on their reading ability
The student has free rein to choose books from within their entire ZPD range



Book Level

two main factors:

- average sentence length
- vocabulary difficulty



Interest Level relates to content and appropriateness

LY = lower years, approx. age 5-8 (KS1)

MY = middle years, approx. age 9-13 (KS2/3)

UY = upper years, approx. age 14+ (KS4)

Points based on word count

- awarded on a pro rata basis according to quiz success

ZPD Range	Colour
0-2.0	Yellow
2.0-2.9	Orange
3.0-3.9	Red
4.0-4.9	Green
5.0-5.9	Blue
6+	Black



Quiz No 203031
Holes

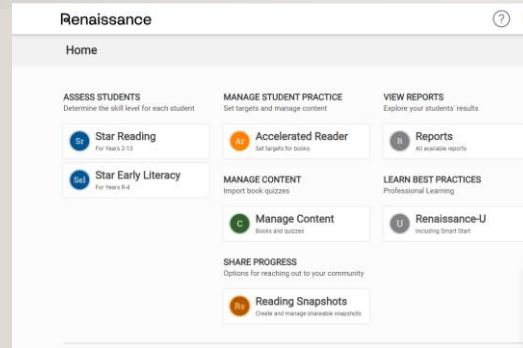
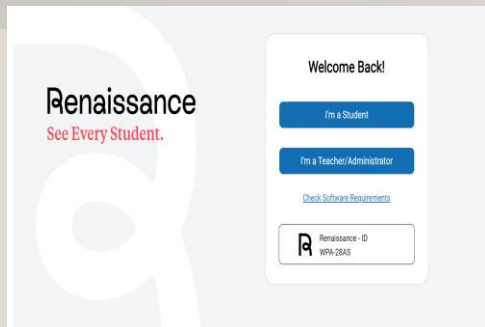
Sachar, Louis

BL: 4.6

Points: 7.0

UY

Accelerated Reader Book Quizzes

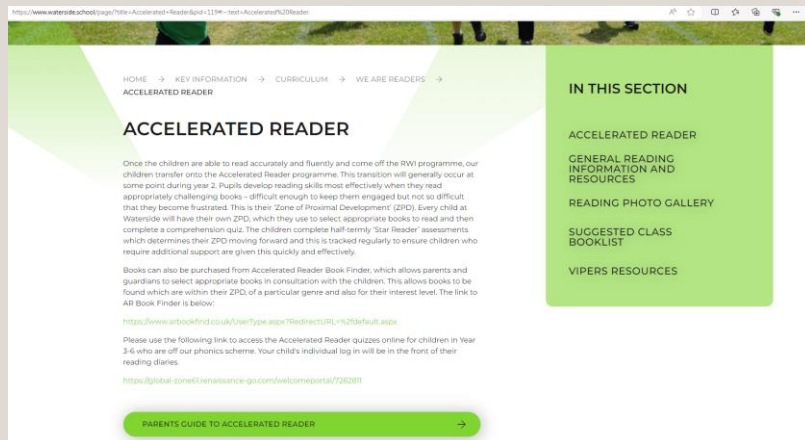


After reading a book, children will then take a quiz online based on that book they have just read. These will be completed at school.

This is normally around 10 questions.

It will test that the child has FULLY understood the book, being able to have a deeper understanding of the text. Instant results for the child with then recommended books to choose next.

Children will read and quiz on as many books as possible until the next Star Reader test.

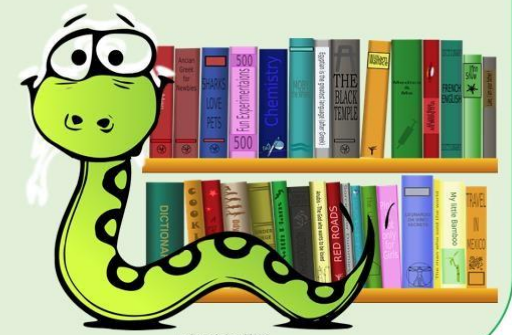


Incentives and rewards



- *Badges
- *Book fairs/Sponsored read
- *Pickles- Reading dog
- *Certificates
- *Reading afternoons
- *Buddy time
- *Reading outside

-
- A close-up, horizontal view of a wooden floor made of light-colored planks with visible grain and knots. The planks are arranged in a parallel pattern, and the lighting highlights the natural texture and color variations of the wood.



PARENT COMPREHENSION QUESTIONS

READING VIPERS

Vocabulary 

Find and explain meaning of words in context

- What do the words and suggest about the character, setting and mood?
- Which word tells you that.....?
- Which keyword tells you about the character/setting/mood?
- Find one word in the text which means.....
- Find and highlight the word that is closest in meaning to.....
- Find a word or phrase which shows/suggests that.....

www.literacyshedplus.com

READING VIPERS

Infer 

Make and justify inferences using evidence from the text.

- Find and copy a group of words which show that...
- How do these words make the reader feel?
- How do the descriptions of show...
- How can you tell that.....
- What impression of do you get from these paragraphs?
- What voice might these characters use?
- What was thinking when.....
- Who is telling the story?

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READING VIPERS

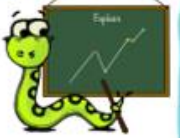
Sequence 

Sequence the key events in the text

- Can you number these events 1-5 in the order that they happened?
- What happened after?
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapter headings come in the story?

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READING VIPERS

Explain 

Explain how content is related and contributes to the meaning

- Explain how meaning is enhanced through choice of language.
- Explain the themes and patterns that develop across the text.
- Explain how information contributes to the overall experience.
- Why is the text arranged in this way?
- What structures has the author used?
- What is the purpose of this text feature?
- Is the use of effective?
- The mood of the character changes throughout the text. Find and copy the phrases which show this.
- What is the author's point of view?
- What affect does have on the audience?
- How does the author engage the reader here?
- Which words and phrases did effectively?
- Which section was the most interesting/exciting part?
- How are these sections linked?

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READING VIPERS

Retrieve 

Retrieve and record information and identify key details.

- How would you describe this story/text? What genre is it? How do you know?
- How did....?
- How often....?
- Who had...? Who is...? Who did....?
- What happened to...?
- What does.... do?
- How is?
- What can you learn from from this section?
- Give one example of.....
- The story is told from whose perspective?

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READING VIPERS

Summarise 

Summarise the main ideas from more than one paragraph

- Below are some summaries of different paragraphs from the text, number them to show the order in which they appear in the text.
- What is the main message of the text?
- Using information from the whole text, identify which statements are true.
- Which of the following would be the most suitable summary of the whole text?
- Which statement is the best summary for the whole of page...
- Look at the first two paragraphs. Which sentence below best describes the...

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- These questions cover the six different skills children need to develop when reading and comprehending.
- Use this to help your child think more deeply about what they have read and to check their understanding.

EXAMPLE QUESTIONS THAT BUILD COMPREHENSION SKILLS:

Why did the author use the word _____ to describe _____?

How does this word/description make you feel?

Can you think of another way of saying _____?

Where/when is the story set?

Who is/are the main character(s) in the story?

Is there a good/bad character? Who is it? How can you tell?

How/where does the story start?

Who do you meet first?

What is the first/second/last step in these instructions?

What do you think _____ is saying/thinking/feeling at this point? Why?

What do you think the author meant when _____?

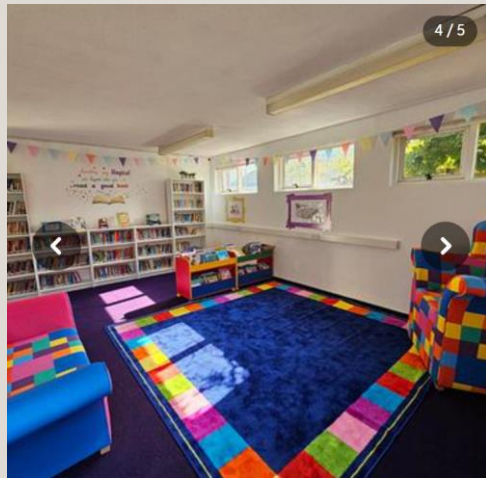
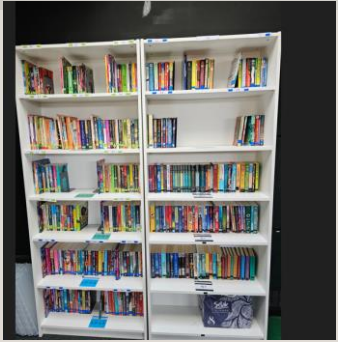
Why does the author use the word _____ here?

What do you think will happen next?

Where do you think _____ will go next?

What do you think _____ will say/do next?

What have we done so far at Waterside?



- All children have completed their baseline Star Reader test and have been given their ZPD level and book band.
- Children are now quizzing on their books.
- Brand new AR books
- Children visit our library weekly
- Reading Café
- Sponsored read and book fair coming up

YEAR 2 and YEAR 6 END OF YEAR ASSESSMENTS

- In Year 2, children will sit informal assessments where they will be assessed on all that they have been taught so far. In Year 6 the children will sit compulsory assessments. A key element of this is a reading paper where children must fluently read a text and comprehend its meaning and information.
- Children work on these skills of comprehension gradually throughout Year 2, until they are able to read and comprehend a more substantial piece of text.
- In the assessment, children are asked comprehension questions to test their understanding of what they have read and if they can retrieve key information from the text.
- In addition to retrieval of information, children are asked to provide their own predictions/inference of what they have read to answer broader style questions.

END OF KS2 ASSESSMENTS - SATS

This text is about a young girl called Penelope who describes an unusual experience in her home. The story takes place in the early 20th century before electric lights were common in most households.

A Traveller in Time

Ours was a steep, crooked stair, with a handrail on one side, very narrow, with rooms leading off it so suddenly that it was easy to fall headlong as one stepped from a doorway. We had wallpaper with leaves on it, like a green wood in spring, and I used to sit on the stairs, pretending I was in a forest with birds singing around me. I was sitting there one evening, with my feet tucked under me, in a blue dusk, waiting for the lamplighter to come whistling down the street to bring a gleam to the stairway. There was a street lamp near, and this shone over the door and saved us from using our own gas-lamp.

I was suddenly aware how quiet it was. I might have been the only person in the world. Even the clock stopped ticking, and the mice ceased rustling in the wainscot. I turned my head and saw a lady coming downstairs from the upper floor. She was dressed in a black dress which swept round her like a cloud, and at her neck was a narrow white frill which shone like ivory. Her eyes were very bright and blue as violets. I sprang to my feet and smiled up at her, into the beautiful grave face she bent towards me. She gave an answering smile, and her deep-set eyes seemed to pierce me, and I caught my breath as I stood aside to let her pass. I never heard a footstep; she was there before I was aware.



She went by as I leaned against the wall, and I pressed myself against the paper to leave room for her full floating skirts which took all the stairway. I never felt them touch me, and this gave me a curious sensation. Soundlessly she swayed down the stairway, and I stood watching her, smelling the sweet, faint odour of her dress, seeing the pallor of the hands which held her ruffled skirts, yet hearing nothing at all.

I leaned over the rail to watch her, and suddenly she was gone. The clock ticked loudly, the sounds of the street came to my ears, the lamplighter's whistle, clear and round, fluted through the air, and the bright gleam of the gas danced upon the patterned wall. I ran downstairs and pushed open the door into the sitting room, expecting to see her there. The room was empty, and I went thoughtfully down to the basement where my mother was cooking, and I asked about the lady.



"There is no one, child," she exclaimed. "You've imagined her. It is easy to think you see someone in the dusk with flickering street lights falling on the walls. It was the shadow of somebody in the street perhaps."

I was positive I had seen the lady and I described her.

Mother was very quiet, as if she were thinking what to say next. Then she changed the conversation, asking me if I would like to make treacle toffee that night.

This text is an interview with Vladik Miagkostoupov, a juggler and acrobat with a famous travelling circus.

My Circus Life

Interview by Kari Kamin



Some people might be good at their jobs, but performer Vladik Miagkostoupov was actually born to do his! Raised by two Moscow Circus performers, young Vladik was tutored early on by his juggler father. By age nine, he'd perfected enough of his natural acrobatic and juggling skills to work full time with the circus.

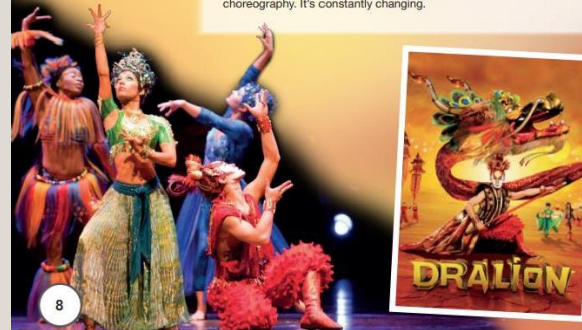
Combining a seamless mix of acrobatics, dance and juggling, the star has performed with a range of companies in Paris and Monte Carlo. Several years ago, Vladik – who is now 28, married and a dad – began as a character in Dralion, an epic performance piece.

What will most appeal to kids about this show?

For children, the clown! The show itself, I'm sure the kids will love because there are a lot of acrobatics. There's a lot of movement. It's very colourful. It's an uplifting show. You leave feeling happy. There's always something going on onstage.

You've performed this character for many years, since 2006. How often does your routine in Dralion change?

I'm always changing it. This routine I've actually been doing for 14 years. Every time I look at it, I'm putting in a new trick or changing the choreography. It's constantly changing.



Do those changes happen naturally, or are you looking for ways to change it?

Sometimes those changes happen naturally, yeah. Sometimes I say to myself, "Wait a minute! I'm doing this differently." I don't know how it even happens. Some things, of course, I modify deliberately; I add a trick in or something. It's easy to do it in practice. I have many, many tricks in training. But when you're on stage, it's different because you really have to have it perfect. Especially because you get used to doing the same things for that long. So when you start to put in something new, you automatically feel your body doing something wrong. [Laughs]

How does your daughter react to your act?

Actually, she likes it! After she was ten months old, she started walking. You know when they start walking, they just run away. Surprisingly when you watch a show with her, as soon as we sit down, she's sitting there, watching the show. I don't know; maybe she'll be a performer also.

Did you react similarly when your father performed?

Yeah, yeah! All the shows they were doing, the kids were running around backstage. For me, I really liked watching.

Are there any particular lessons your father taught you that you still use today?

Everything he taught me! [Laughs] He taught me everything. One main thing: if you want to juggle, try and take dance classes. Do some other stuff, especially dance and acting. It helps you be a better performer. As a performer, you should be able to move well onstage and present yourself. It's very important. I was lucky because my parents started taking me to dance classes when I was four years old. That's a big part of it. My act is more performance juggling. I do movement and acrobatics, so it's not just static juggling. It makes it more interesting.



13 What **two** skills did Vladik show a natural talent for as a child?

1. _____

2. _____

17 Look at page 9.

Vladik is always changing his *Dralion* performance.

Give **two** ways that these changes to his performance happen.

1. _____

2. _____

21 Look at Vladik's answer to the question: ***Are there any particular lessons your father taught you that you still use today?***

How do you know that Vladik's father was a big influence on him?

Give **two** ways.

1. _____

2. _____

15

Underline **one** word in the quotation below that suggests that Vladik's performances are carefully rehearsed.

Combining a seamless mix of acrobatics, dance and juggling, the star has performed with a range of companies...

19

Look at Vladik's answer to the question beginning: ***How does your daughter react...***

When Vladik says *they*, who is he referring to?

Tick **one**.

his daughter

☐

his other children

☐

circus performers

☐

children in general

☐

THE IMPORTANCE OF READING

Children who never have a story read to them, who never hear words that rhyme, who never imagine fighting with dragons or marrying a prince, have the odds overwhelmingly against them.

Maryanne Wolf



10 THINGS YOUR CHILD LEARNS WHEN YOU READ STORIES AND POEMS OUT LOUD TO THEM:

1. Sustain attention
2. Appreciate rhythm and rhyme
3. Build pictures in their minds from the words on the page
4. Understand humour and irony
5. Use new words and phrases in different contexts - and later in writing
6. Learn new vocabulary and knowledge of the world
7. Think about characters' feelings and use appropriate voices
8. Follow a plot with all its twists and turns
9. Understand suspense and predict what's about to happen next
10. Link sentences and ideas from one passage to the next

TOP TIPS FOR STORYTIMES:

1. Make it a treat (Find fun and interesting places)
2. Make it a special quiet time
3. Show curiosity
4. Read story once without stopping
5. Chat about the story
6. Avoid testing with questions
7. Link to other stories and experiences
8. Read favourites over and over again
9. Use different voices
10. Love the book

The more that you **read**, the more
things you will **know**. The more that
you **learn**, the more **places you'll go!**

Dr. Seuss

THANK YOU FOR COMING!