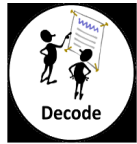


Reading

At

Westbourne

Whole class teaching of reading:



Decode



Explain



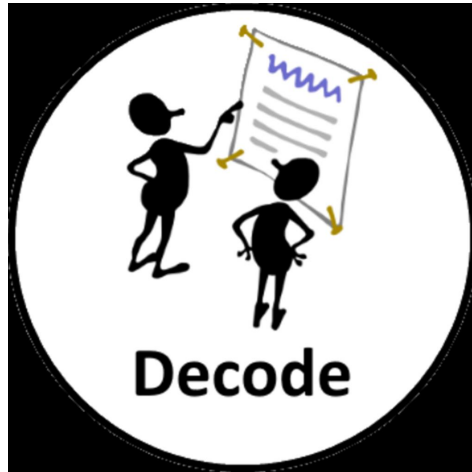
Retrieve



Interpret



Choice



To read words using phonics and word recognition.

- EYFS and KS1
- focus on patterns
- rhyme
- high frequency words
- reading aloud in unison



To develop understanding of vocabulary and understanding of whole texts.

- vocabulary ranking
- definitions
- synonyms and antonyms
- words in a sentence
- pre-taught vocabulary
- summarising the text in 5 key points

Year 1

Monday



pre-teaching

alien words

chomp

tail

lawn

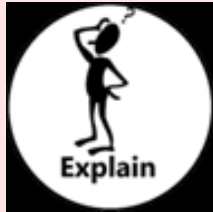
gorn



in unison

rhyming

in a sentence

Year 4

Word diagram: *Solemn*

What does it mean?

precision

Synonym?

Antonym?

In a sentence?



To retrieve information from the text

- skimming and scanning
- ordering events
- drawing characters/scenes
- true or false

Year 4

Number these events 1 to 5 in the order in which they happened:

- ☐ The Traveller said he'd kept his word
- ☐ The Traveller left
- ☐ The Traveller was perplexed
- ☐ The air stirred and shook
- ☐ The bird flew out of the turret

Year 6

In the box provided, draw a picture of Auggie in his 'cave', using the description in the book to guide you.

Which word best describes how Via came into Auggie's room?

- carefully
- noisily
- rapidly
- slowly

True or False?

- **Mom had thrown up a lot earlier that day.**
- **Dad was going to see Via's play.**
- **Auggie pulled the covers on top of himself.**
- **Auggie's mum came in after ten minutes.**

How many people sat down to dinner?

- 1
- 2
- 3
- 4



To develop the ability to interpret information from the text.

i.e. inference: reading between the lines!

- show not tell - what does a character do/say/look like and what does this tell you?
- opinions and support
- predicting - based on text read
- change of characters across a story/book

Year 6: (from a few pages/chapter)



Rank these words to describe Miranda from most like her to least like her. Explain your ranking.

POPULAR
KIND
LIAR
LONELY



1.

P(oint)

Give an adjective to explain how the children are feeling.

E(vidence)

Find some evidence or a quotation which supports your idea.

There was a rustling that seemed like a bustling
Of merry crowds justling at pitching and hustling,
Small feet were pattering, wooden shoes clattering,
Little hands clapping and little tongues chattering,
And, like fowls in a farm-yard when barley is scattering,
Out came the children running.
All the little boys and girls,
With rosy cheeks and flaxen curls,
And sparkling eyes and teeth like pearls,
Tripping and skipping, ran merrily after
The wonderful music with shouting and laughter.

P I think the children are

E because it says in the text.

Year 6

2.



Was the Piper right to take the children?

Yes

☐

No

☐

Yes and No

☐

P | Yes/No/Both

E | Explain

E | Evidence

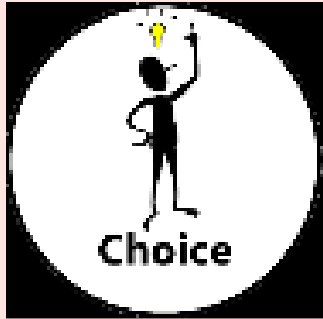
The Mayor was dumb, and the Council stood
 As if they were changed into blocks of wood,
 Unable to move a step, or cry
 To the children merrily skipping by,
 Could only follow with the eye
 That joyous crowd at the Piper's back.
 But how the Mayor was on the rack,
 And the wretched Council's bosoms beat,
 As the Piper turned from the High Street
 To where the Weser rolled its waters
 Right in the way of their sons and daughters!
 However he turned from South to West,
 And to Koppelberg Hill his steps addressed,
 And after him the children pressed;
 Great was the joy in every breast.
 ``He never can cross that mighty top!
 ``He's forced to let the piping drop,
 ``And we shall see our children stop!"
 When, lo, as they reached the mountain-side,
 A wondrous portal opened wide,
 As if a cavern was suddenly hollowed;
 And the Piper advanced and the children followed,
 And when all were in to the very last,
 The door in the mountain-side shut fast.



To understand how and why authors make choices about words and texts.

- words chosen to create a mood/effect
- sentence length/organisation for effect
- using film/image - colour, music

Year 4



Which words/phrases has the poet chosen to make it sound eerie and mysterious?

Read it aloud if you are not sure!

But only a host of phantom listeners
That dwelt in the lone house then
Stood listening in the quiet of the moonlight
To that voice from the world of men:
Stood thronging the faint moonbeams on the dark
stair,
That goes down to the empty hall,
Hearkening in an air stirred and shaken
By the lonely Traveller's call.

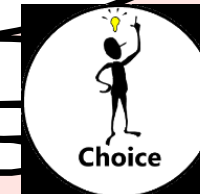
Year 1



Can you find the
rhyming words?



Why do you think the
author repeats stomp
and chomp?



Year 2 Thursday

Today I sharpened my pencils.
I ate all my sprouts and had
seconds.

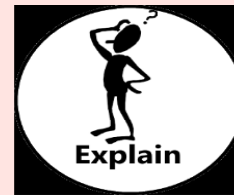
Friday

Today I wrote a poem to my mummy
I Love my mummy,
I came out of her tummy,
Her food is yummy,
She is so scrummy,
I love my mummy.

Slowly Horrid Henry closed Peter's
diary. He knew Peter's diary would be
bad. But never in his worst nightmares
had he imagined anything this bad.

Perfect Peter hadn't mentioned him
once. Not once.

You'd think I didn't even live in this
house, thought Henry. He was outraged.



What does 'outraged'
mean?



Which words tells us
Henry is horrified by
Peter's diary?

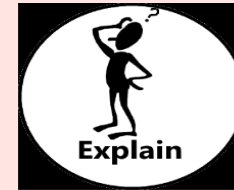


Why do you think
Henry is upset?



Why did Francesca
Simon use a different
font for Peter's diary?

Year 3



What does the word 'ignored' mean?



How many items are on the kitchen table?



What sort of man do you think Hannah's father is?



Why has Anthony Browne chosen blue for the kitchen?

Year 5

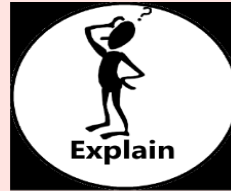


The big raids on Germany continue. British war plants share with the R.A.F. credit for these giant operations.

THE ATTACK BEGINS IN THE FACTORY

S. P. 37/5/5.

PRINTED IN ENGLAND BY CROMBIE & CO. LTD. LONDON. 31-12-55



What does the word 'propaganda' mean?



Where are the planes dropping bombs?

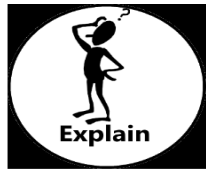


How would it make you feel if you saw this poster?



Why has the artist chosen the viewpoint of looking down on the planes?

Key Stage 2 Reading Comprehension 2018



26%



26%



48%



0%: readers into writers

Key Messages for Parents:

- always share books with your child - even if he/she is fluent!
- ensure vocabulary is understood - never assume!
- ask questions about characters, mood, setting and what will happen next.
- encourage the use of evidence:

How do you know that?

Why do you think that?

- keep it fun - but challenging!

