Reading in Upper KS2

"The more you **read** the more **things** you know. The more that you **learn** the more **places** you'll go."
-Dr. Seuss

What do we teach & assess?

Accuracy and Fluency

'Fluency does not guarantee comprehension, but a lack of fluency guarantees, almost all the time, a lack of comprehension, especially with more complex titles' David Libem 2015

- Automaticity – rapid word reading without conscious sounding out.
  - 100 wpm is required to maintain comprehensibility (proficient adult readers read at 300 wpm)
  - Frees up cognitive space for other reading skills and activities

- Accuracy – correct words per minute
  - Pacey reading is desirable but not at the expense of accuracy.
  - Errors and omission will impact on understanding

- Prosody – expressive, phrased reading
  - Links to comprehension
  - Supports deeper understanding

What do we teach & assess?

Comprehension at Year 5

-Vocabulary

-Retrieving

-Inferring

-Predicting

-Comparing

Comprehension at Year 6

All of above +

-Summarising

-Analysing

-Authorial Intent

To read without reflecting is like eating without digesting.

- EDMUND BURKE

Vocabulary

-uses a range of strategies to identify and understand the meaning of new vocabulary (Yr 5/6)

- o Read the sentence

- o Consider context

- o Use a dictionary to confirm

-identifies examples of effective description that evoke time or place. Commenting both on word and sentence choice (Yr 5)

- o How do we know where/when this story is set? Find an example

- o What do you think about the use of that word/sentence?

-analyses and explains the impact of authors' techniques and use of language e.g. expressive or figurative language, range of sentence structure, repetition (Yr 6)

- o Why has the author chosen to use that word/sentence/phrase there?

- o What effect does that word/sentence/phrase have on the reader?

Inferring

-provides evidence of characters changing during a story and discusses possible reasons where reasons are not obviously stated in the text (Yr 5)

- o *Can you find places where _____ changes or develops? Why might that have happened?*

- o *Describe some things____ did in the story? What do you notice? Why might they have done those things?*

-recognises that characters may have different perspectives in the story (Yr 5)

- o *What is ____ opinion of ____? Why is their opinion different from ___? What is the evidence?*

-considers the time and place where and story is set and looks for evidence of how that affects characters' behaviour and/or plot development (Yr 5)

- o *How is ____ influenced by the setting?*

- o *What evidence is there that this is set in_____?*

-explores in-depth the meaning of particular multi-layered word/phrases, deciding what effect the author most probably intended on the reading and justifying with evidence from the text (Yr 5)

- o *Where is says _____, what's the meaning we think of first? Could there be another meaning?*

- o *_____ is described as _____. What do you think about that? Why has the author used those words?*

Inferring

-analyses why and how scene changes are made and how they affect characters and events (Yr 6)

- o Find me a place where the scene changes. Are the characters behaving different now? Imagine yourself in that situation. How might how feel? What might you do?

-distinguishes between implicit and explicit points of view (Yr 6)

- o What is your opinion of _____? Why have you formed that opinion? What has been explicitly written? What have you implied from the text?

-explains the intent of the author e.g. explains how the author has tried to manipulate the emotions/bias of the reader (Yr 6)

- o How does the author want you to feel about____? How do you know?

Summarising

-summarises competing views

- Summarise what ____ thinks and what ____ thinks about _____.

-analyses dialogue at certain points in a story and summarises its purpose e.g. to explain plot, show character and relationships, convey mood or create humour

- When ____ says "__" , what does that make you think about? Do we learn anything about the character/setting/plot? Is that something new?

How we teach reading

Session 2

Focus: Inference

Read Chapter 1: *Meeting*, page 16 (end of first long paragraph) "He glanced at the oak tree..." to page 17 "scampering after it."

Skim and scan activity. Fastest finger first. PLEASE DO NOT MARK ON THE TEXT.

Find the following words. Read the sentence they are in and then discuss their meaning. Record in vocabulary section in reading records.

secluded

unperturbed

subsided

gingerly

Questions/ tasks:

Why was Willie terrified of the squirrel?

Why was he terrified of the dog?

What does Willie think Tom is going to do to him in the last paragraph on page 17? Why might he imagine this?