# Reading open morning KS2

The aim of the session today is to show you how we teach reading skills in UKS2 at Curwen whilst also giving you some tips and strategies to support your children when reading with them at home.

We will focus on 2 main areas...

Vocabulary Development and Questioning

# Vocabulary development...

## Why do authors choose particular words?

• To convey ideas / impressions / suggestions to the reader (intelectually)
• To convey sensory impressions to the reader, especially visual and auditory effects (imagination)
• To create feelings within the reader, e.g. excitement, fear, pity, anger, suspense (emotionally)

• To appeal to the reader's sense of what is beautiful
• To convey something physical – much more difficult to achieve. A terrifying roller-coaster of a read jam-packed with horror and gore might create such physical manifestations as goose bumps or, in extreme cases, even nausea. Particular words or phrases may help to generate the moments of high intensity which make this possible.

# Giants

How would you like it –
Supposing that you were a snail,
And your eyes grew out on threads,
Gentle, and small, and frail –
If an enormous creature,
Reaching almost up to the distant skies,
Leaned down, and with his great finger touched
Your eyes
Just for the fun
Of seeing you snatch them suddenly in
And cower, quivering back
Into your pitiful shell, so brittle and thin?
Would you think it was fun then?
Would you think it was fun?

And how would you like it,
Supposing you were a frog,
An emerald scrap with a pale, trembling throat
In a cool and shadowed bog,
If a tremendous monster,
Tall, tall, so that his head seemed lost in the mist,
Leaned over, and clutched you up in his great fist
Just for the joy
Of watching you jump, scramble, tumble, fall,
In graceless, shivering dread,
Back into the trampled reeds that were grown so tall?
Would you think it a joy then?
Would you think it a joy?

Scan through the text and pick out 8 words you may not understand or you think your child may not understand.

Underline or circle them!

Were these any of
the words you came
up with?

**frail** - weak/delicate
**distant** - far away
**cower** - crouch down in fear
**pitiful** - very small/inadequate
**brittle** - breaks easily
**clutched** - grasp tightly
**graceless** - lacking charm/elegance
**trampled** - tread on and crush

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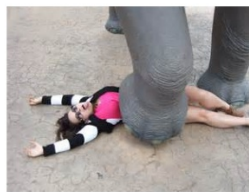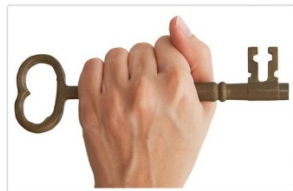
frail

distant

cower

pitiful

brittle

clutched

graceless

trampled

tread on and crush

far away

weak/delicate

lacking charm/elegance

very small/inadequate

crouch down in fear

breaks easily

grasp tightly

# Reading Skill - vocabulary development

## Which words goes with...?

| | |
|---|---|
| weak | frail |
| far away in space or time | distant |
| crouch down in fear | cower |
| very small or poor | pitiful |
| liable to break easily | brittle |
| grasp tightly | clutched |
| lacking elegance or charm | graceless |
| tread on or crush | trampled |

## Would you rather...

...be trampled by elephants or mice?
...clutch onto a spider or your friend's hand?

Give reasons for your answers

## Have you ever...

Tell someone when you have cowered

Describe a time when you felt frail

Describe when you have felt distant from someone

Would you rather be the same size as a giant or the same size as a snail?



Give reasons for your answer.

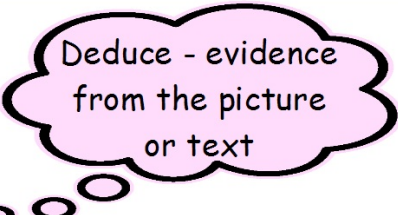I would rather be the same size as....... because.......
I agree / disagree with ........... because

# Questioning

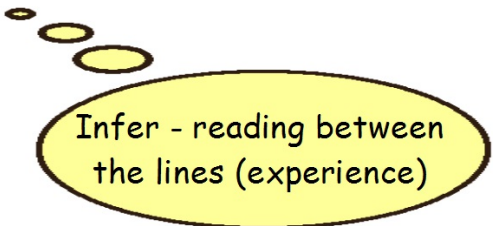## Literal information, deductions and inferences

# Inference and Deduction

**Deduce** - an understanding from the evidence given in the text / picture

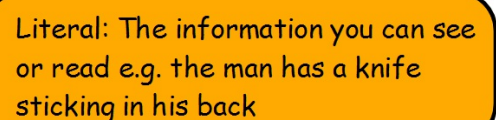Deduce - evidence from the picture or text

**Infer** - an interpretation that goes beyond the literal information given.

Infer - reading between the lines (experience)

E.g. The police find a man's body with a knife sticking out of his back.
We can **deduce** he was probably murdered because he has a knife sticking out of his back
We can **infer** that someone didn't like him!

Literal: The information you can see or read e.g. the man has a knife sticking in his back

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# Why are Inference and Deduction Important?

They make reading more pleasurable!

As adults we naturally make inferences and deductions each time we read a book.

We want to read on! We do not become frustrated or reluctant to read because we can decode the text, and also read between the lines to deepen our understanding.

# Literal information, deductions and inferences



Literal: The information you can see

How many children are there?

Deduction: Your understanding from what has been read or you can see.

What has happened in the picture?

Inference: Goes beyond what you can see using clues from the text.

How do you think the children feel?

# Literal information, deductions and inferences



Literal: The information you can see.

How many children are there?
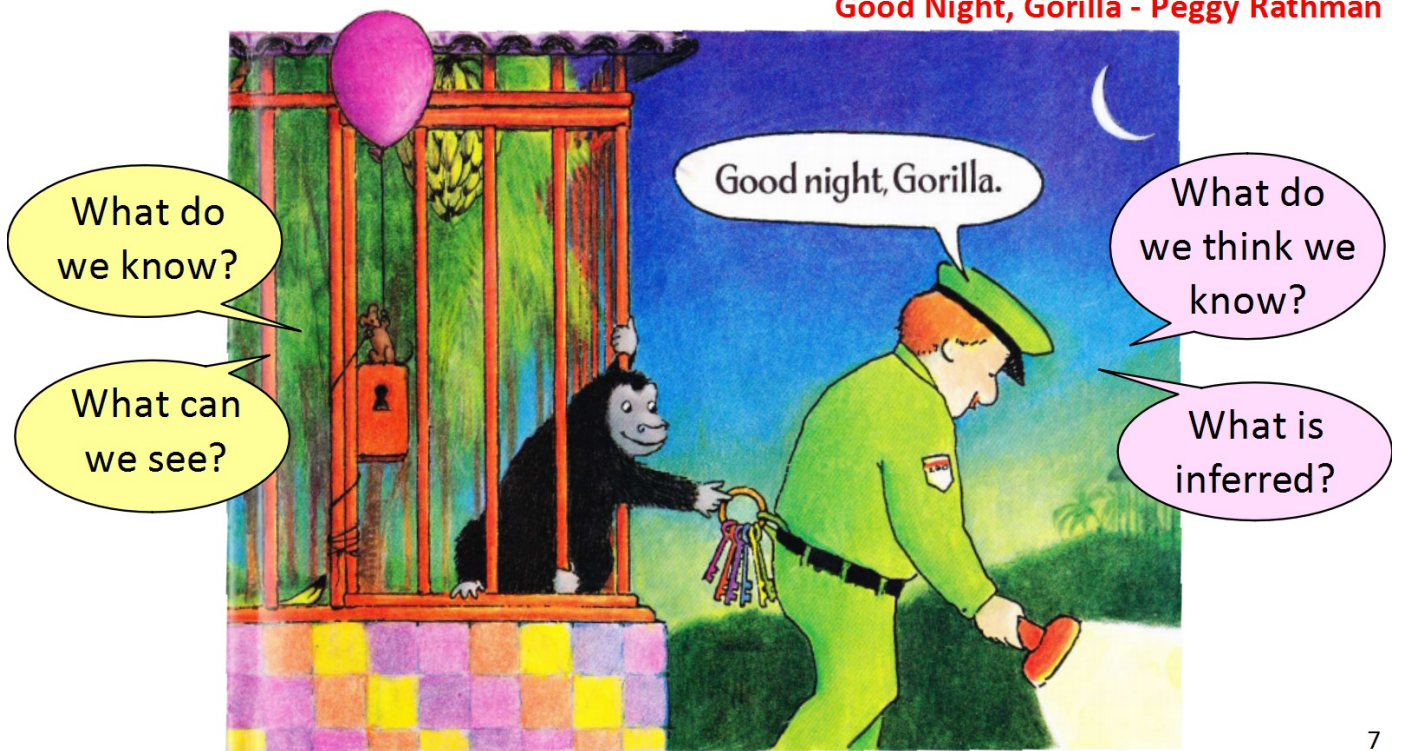How many girls?
How many boys?

Deduction: Your understanding from
what has been read or what you can see.

What is happening to the children
in the picture?
What clues are there?

Inference: Goes beyond what you can see using clues from the text.

How do you think the children feel?

Good Night, Gorilla - Peggy Rathman

# Can you match the description with the definition?

Literal

Deduce

Infer

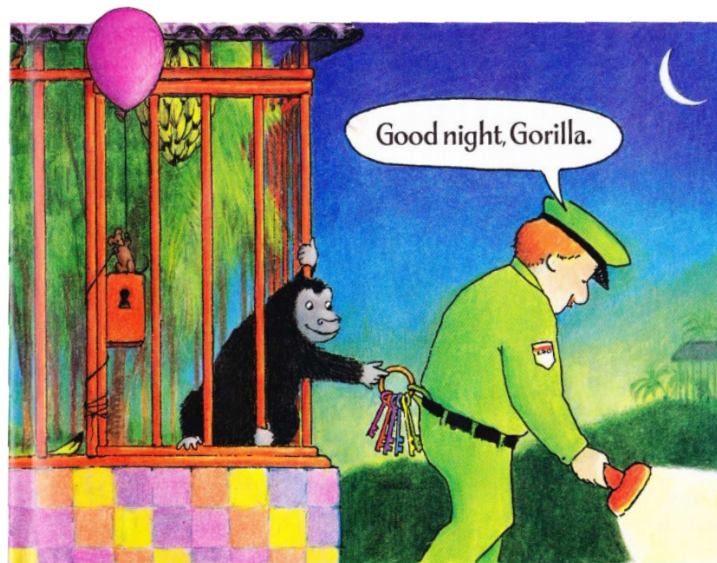The monkey is stealing the keys

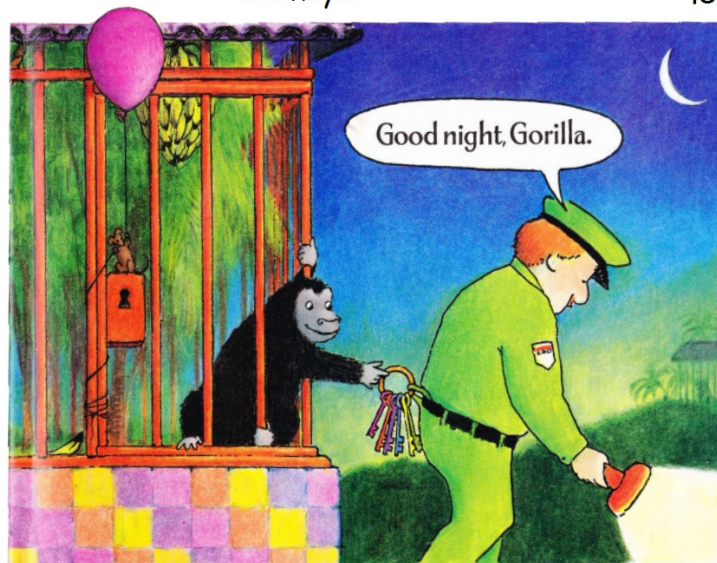The monkey will let itself out

There is a monkey in the cage



Good night, Gorilla.

**Literal**

There is a monkey in the cage

**Deduce**

The monkey is stealing the keys

**Infer**

The monkey will let itself out



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Practising reading skills...     (Deduction and Inference)

Can you remember what we mean by these things?

Using evidence, what do we understand is/has happened?

Clues in the text

Goes beyond the literal meaning. What does it suggest?

What can you deduce and infer from these descrptions?

The man ran out of the bank with a gun in his hand. Cash fell from his pockets.

Deduce: He robbed the bank. He was dangerous.
Infer: He succeeded in doing it. He might running to a getaway car.

The car crashed into a tree on a cold morning. Ambulances were at the scene.

Deduce: People are hurt. The car is a write off.
Infer: The car crashed because of ice on the road.

# Deduce and infer from text

Every day after work Paul took his muddy boots off on the steps of the front porch. Alice would have a fit if the boots made it so far as the welcome mat. He then took off his dusty overalls and threw them into a plastic garbage bag; Alice left a new garbage bag tied to the porch railing for him every morning. On his way in the house, he dropped the garbage bag off at the washing machine and went straight up the stairs to the shower as he was instructed. He would eat dinner with her after he was "presentable," as Alice had often said.

What type of job does Paul do?

Paul does a job that makes him dirty or mucky each day. This could be a builder or miner.

How do you know this?

Paul's clothes are muddy everyday.

How would you describe Alice?

She is a very clean person who controls the household.

What in the text supports your idea?

She makes Paul follow a routine everyday and inspects him.

What possibly relationships could Paul and Alice have?

They are husband and wife or mother and son.

*Crack!* Thunder struck and rain poured. Max stared blankly out the window, trying to contain his emotions that raged like the weather. He was beginning to lose it. Dropping the kite from his hand, Max broke out into full sobs. His mother comforted him, "There, there, Max. We'll just find something else to do." She began to unpack the picnic basket that was on the counter and offered him a sandwich. Max snapped, "I don't wanna sand-mich!" A flash from the sky lit up the living room. *Boom!* Mom sighed.

Why is Max upset? What in the text supports your idea?

There is a storm and he cannot go outside. We know he is upset because he drops his kite and begins crying.

What was Mum planning on doing that day? How do you know?

To have a picnic with Max. We know because she unpacks the picnic basket.

"Tommy!" Mom called out as she walked in the front door. "Tommy," she continued shouting, "I sure could use some help with these groceries. There was still no reply. Mom walked into the kitchen to put the grocery bags down on the counter when she noticed shattered glass from the picture window all over the living room floor and a baseball not far from there. "I'm going to kill you, Tommy!" Mom yelled to herself as she realized that Tommy's shoes were gone.

What happened to the window? How do you know this?

Tommy broke the window playing baseball. We know from the shattered glass and baseball on the floor.

Why did Tommy leave?

Tommy is scared of his mum and being in trouble.
We know because she threatens to kill him.

There are many types of questions that you can ask your child when reading with them. I have broken them down into different types relating to the different reading skills that we teach them at Curwen.

# KS2 - Questions to support reading at home

<u>Vocabulary development - explaining the meaning of words</u>
What does this word/phrase/sentence tell you about the character/mood/setting? By writing this way what effect has the author created/did the author intend to create?
How has the author made you/the character feel happy/sad/angry/frustrated?

<u>Fact and retrieval - identifying key details</u>
Where / when does the story take place? Find evidence in the text.
Where in the text would you find...?
Which part of the story best describes...?
What evidence from the text do you have to justify your opinion?

<u>Summarising - summarise main ideas from more than one paragraph</u>
What is the main point in this section of the text?
Recap what has happened so far in 20 words or less.
Which is the most important point in this paragraph? Is it mentioned anywhere else?

<u>Inference - making inferences from the text and justifying them with evidence</u>
What do these words mean and why might the author have chosen them?
Can you explain why...?
Which words give you the impression that...?

<u>Predicting - making predictions based on details stated and implied</u>
Can you think of another story with a similar theme/opening/ending?
Why did the author choose this setting? Will it influence how the story develops?
How is this character like someone you know in real life? Will they act in the same way?

<u>Comparing - looking for similarities and differences with a text or across a range of different texts</u>
Explain how a character's feelings change throughout the story. How do you know?
What is similar/different about these two characters?
How could this part of the text be improved?
What are the clues that this character is liked/disliked/envied/feared/loved/hated?

<u>Authorial intent - how meaning is enhanced through the author's choice of words and phrases</u>
What does the word... tell you about...?
By writing in this way, what effect has the author created?
Which words do you think are the most important? Why?
Has the author been successful in their purpose/use of language? What makes you think that?

When wars begin people often cheer. The sadness comes later. The men from the town went off to fight for Germany. Rose Blanche and her mother joined the crowds and waved them goodbye. A marching band played, everyone cheered, and the fat mayor made a boring speech.

There were jokes and songs and old men shouted advice to the young soldiers. Rose Blanche was shivering with excitement. But her mother said it was cold. Winter was coming.

Where and when is the story set? (Retrieval and deduction)

What do you think will happen to Rose? (Predicting)

Who does the Mayor remind you of? Why? (Comparing)

How are the German people feeling about their chances of winning the war - how do we know this? (Inference)

Thank you for coming