



Welcome!

Years 2 & 3 Reading Workshop

Outcomes of the session:

To understand:

- how reading is taught at Curwen
- the main reading skills taught and kinds of activities used
- what kinds of questions to ask to support reading comprehension
- how else you can help at home

Reading at School:

- 30 minutes of Reading Time each day (developing reading skills)
- Guided Reading book- they will read this with an adult once a week
- Library books (x2)- fiction and non-fiction, may be higher than their reading level
- Story time- hear an adult read for 10-15 minutes each day at 3pm

Curwen Reading Skills

Understanding		
Skills	Definition/what this means	What this might look like / questions
Finding (literal)	Quickly scanning a text in order to find the answer to a literal question.	'Fastest finger first' copy and paste, 'find it' questions. Questions where answers are explicitly specifically stated in the text. These types of answer do not require a full sentence answer.
Proving (deducing)	Using evidence from the text to justify an answer and explain reasons/motivations/situations etc.	'Prove it' questions. Questions where answers are not necessarily stated explicitly. E.g. The police find a body with a knife sticking out of it. Deduction: someone has probably been murdered.
Inferring	Going beyond the literal information.	E.g. The police find a body with a knife sticking out of it. Inference: someone didn't like that person.
Sequencing	Putting key events from a text into a suitable order.	Giving pupils key events of text / pictures to order. Pupils able to verbally relay the order of events within a text.

Reading skills

Skimming


- Skimming helps you find information in a text without reading the whole thing.
- Readers usually skim when a text is very long.
- Skimming will help you decide whether the text is interesting or useful



Let's have a go at skimming. Choose one of the techniques to skim the text.

Tropical Storm Harvey

Tropical Storm Harvey has moved on to other parts of the United States after battering the city of Houston in Texas for the past four days. The storm, the most powerful to hit the area in 50 years, has dumped record rainfall in the region. Large parts of Houston are underwater, and more than 20 people are reported dead.



Skimming techniques

1. Read the subheadings and title
2. Read the first sentence of each paragraph
3. Look for dates, names (capital letters) and technical words

Reading skills

Scanning

Scanning helps you to find a very specific piece of information, e.g. a word in dictionary.

Once you've found the piece of information, skim the surrounding text to make sure it's what you're looking for.



Let's have a go at scanning. We'll try each of the techniques in turn.

Scanning techniques

Look at the command word:

- **Who** - a name
- **When** - date, day or time
- **How many** - number
- **Where** - a place

1.
2.
3.
4.
5.

The 31st of August 2017 marked 20 years since the death of Diana, Princess of Wales, the mother of Prince William and Prince Harry. Diana was one of the most famous people in the world and she was really popular with many people in the UK. Diana was born on July 1, 1961. She had two older sisters and a brother.

Sequencing

Can you solve the sequence puzzles?

a) 0 5 10 ____ 20 25 ____

b) May June ____ August September October

c) Spring Summer ____ Winter

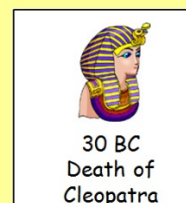
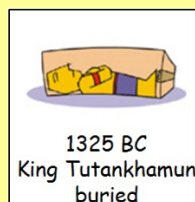
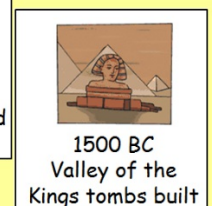
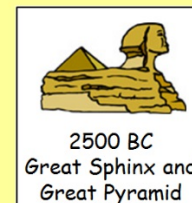
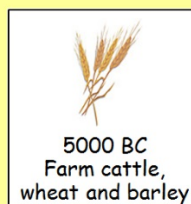
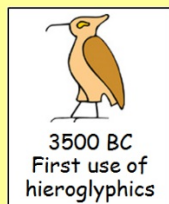
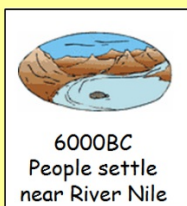


What does 'sequence' mean?

The order that things or events happen in

Sequencing events (dates)

Sequence the Egyptian events from earliest to latest -
remember it is BC, so the times 'appear' to go backwards!



Sequencing events (statements)

Number the statements 1-5 to show the correct sequence of events.

- ☐ I walked to school.
- ☐ I ate my breakfast.
- ☒ 1 The alarm clock went off.
- ☐ I brushed my teeth.
- ☐ I washed my hands and face and went downstairs for breakfast.

Steps to success:

- Use your own experience
- Create a picture in your mind
 - order things that happened

Sequencing

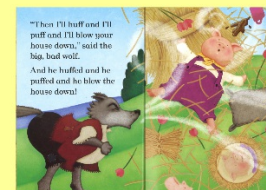
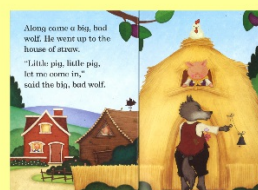
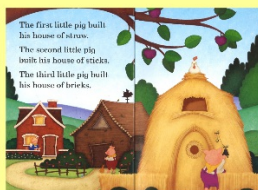
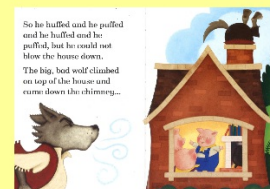
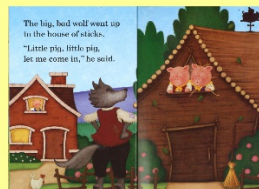


Steps to success:

1. Read the text
2. Look for time / date
3. Use your own experience
4. Create a picture in your mind -
order things that happened



Sequencing pictures



Sequencing shades of meaning

Order the words from least happy to most happy.
Tell your partner why you think your order is correct.

happy

glad

thrilled

ecstatic

delighted

overjoyed

pleased

cheerful

Summarising



What does summarise mean?

- give the key events
- a brief outline of the main points



Summary

- ①
- ②
- ③

*WHO is the story about?
*WHAT is the conflict in the story?
*WHEN did the story take place?
*WHERE did the story take place?
*WHY did the story turn out this way?
*HOW did everything get resolved?



Writing a Summary

- shorter than the original ✓
- includes only the main points ✓
- is objective ✓
- includes in-text reference ✓
- in the writer's own words! ✓



Summarising


Roald's Birth



A Sad Time



Roald Dahl



Roald Dahl was born in Llandaff, Cardiff, on the 13th September 1916. His parents were from Norway. They named him after the famous Norwegian explorer Roald Amundsen.

In February 1920, Dahl's older sister Astri died. A few weeks later, his father died too. In his book 'Boy', Dahl said that his father was "overwhelmed with grief" for Astri. When his father died, Dahl's mother was pregnant. His sister Asta was born later in the year.

In 1925, when he was 9, Dahl was sent to a boarding school in Weston-Super-Mare. When he was 13, he moved to Repton, a famous public school near Derby. Dahl did not enjoy it there. He was beaten and treated badly by some of the other boys.

In November 1939, Dahl joined the Royal Air Force and learnt to fly. In September 1940, his plane crashed and he was badly hurt. It took him six

months to recover, but he continued to suffer from terrible headaches. In the summer of 1941 he had to go home to his mother. He started to write stories in 1942.

In 1951, Roald met his future wife, an American actress called Patricia Neal. They married in 1953 and had five children together. In 1954, they moved to Great Missenden, Buckinghamshire.

In 1961, James and the Giant Peach was published. Roald went on to publish many children's books: Charlie and the Chocolate Factory (1964), Fantastic Mr Fox (1970) and the Twits (1980) to name but a few. He wrote his stories in a writing hut in the garden of his house, which children were not allowed to enter!

In 1962, his daughter Olivia died. She was seven years old, the same age as his sister had been when she died. Dahl kept a picture of Olivia in his writing hut and both James and the Giant Peach and the BFG are dedicated to her.

In 1981, he separated from Patricia Neal and in 1983 he married his second wife, Felicity Cusland. Roald Dahl died in Oxford on the 23rd of November 1990 and is buried in the parish church of St Peter and St Paul in Great Missenden.



Steps to success

1. Read the paragraph
2. Draw a picture
3. Create a subheading for the picture

Comparing (settings, characters, themes)

What does 'compare' mean?

Find things that are **similar** between two or more things

When we compare, we also find out things that are different. These are called '**contrasts**'.

All the books have children in them

Charlie's adventure takes place in space



Where is the story set?

What are the characters like?

Who are the good/bad characters?

Predicting

What does 'predict' mean?

Make a sensible guess about what happens next, using clues from the book



A large empty orange rectangular box for writing.


Inference

What does inference mean?

An inference is an **idea** or **conclusion** that is made after **looking at clues** in a text. We can make a good **guess** by using the clues.



Activity 1 - Inference

Clues What do you see?	Inference What does it tell you?	Prediction What will happen next?
		

How can you help at home?

- Enjoy uninterrupted reading time
- Model good reading- read with expression, share you thoughts/opinions, take turns
- Check that your child knows what the words mean. Explain difficult words and show your child how to use words by giving examples of sentences.
- Explore and use vocabulary. Ask your child to write down any new words they come across. look it up in a dictionary and try to use it in a sentence.
- Encourage your child to sequence the ideas and events in the story in the correct order.
- Encourage your child to describe objects and people and add details. This will help to develop your child's vocabulary.

How can you help at home?

- Asking key questions. Ask a few questions at different points of the book. However try to let the child lead the conversation about the book.

Before reading the book	Halfway through the book	At the end of the book
<ul style="list-style-type: none">*Why did you choose this book?*What do you think will happen in the story?*If non-fiction- What do you hope to find out?	<ul style="list-style-type: none">*What has happened so far?*Who are the main characters?*How do you think the main characters are feeling now? Why?*How would you describe the story so far? E.g. funny/ exciting	<ul style="list-style-type: none">*Did you enjoy this book?*What was the best part of the story?*What could be an alternative ending?*Would you recommend this book to a friend? Why?*Would you choose more books by the same author?

Ask questions that encourage children to use the range of reading skills:

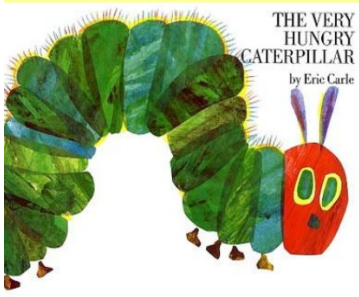


Questions linked to reading skills

<u>Skimming:</u> What genre of text do you think this is? What do you think the text is about? Would you like to read this book? Why?	<u>Scanning:</u> Who is the main character? When is the story set? Can you find the part where...? Tell me three facts you learnt from this text.
<u>Summarising</u> What is the main point in this paragraph? Sum up what has happened so far in ... words or less. Which is the most important point in these paragraphs? Do any sections/paragraphs deal with the same themes?	<u>Sequencing</u> What happens in the story's opening? How/where does the story start? What happened at the end of...? What is the dilemma (problem) and how is it resolved?
<u>Comparing</u> What <u>is</u> similar/different about two characters? Explain why... <u>did that</u> . Describe different characters' reactions to the same event.	<u>Understanding Vocabulary:</u> Can you find a word that means... Can you find a noun/verb/adjective that shows you that... Why do you think the writer used the

Literal and Inferential Questions

Literal questions- the answer is in the text.



What came out of the little egg?

What did the caterpillar eat first?

What made the caterpillar feel better?

When did the caterpillar come out of the egg?

When did the caterpillar get a stomach ache?

How long did the caterpillar stay in the cocoon?

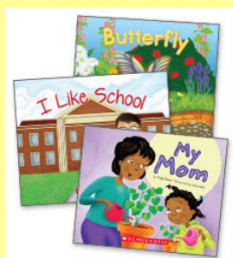
Why did the caterpillar look for some food?


Why was the caterpillar's stomach hurting?

Inferential questions- the answer comes from picking up clues in the text.

Activity 2 - Questioning

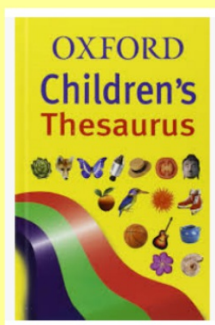
Look at a book on your table.
Think about some questions you would ask your child.
Use the question sheet to help you.
Try and include literal and inferential questions.



<div>  Curwen Primary School <small>Together Everyone Achieves More</small> </div>	
Questions linked to reading skills	
Skimming: What genre of text do you think this is? What do you think the text is about? Would you like to read this book? Why?	Scanning: Who is the main character? When is the story set? Can you find the part where...? Tell me three facts you learnt from this text.
Summarising What is the main point in this paragraph? Sum up what has happened so far in ... words or less.	Sequencing What happens in the story's opening? How/where does the story start? What happened at the end of...?

Activity 3 - Vocabulary

Find the words 'obliterate' in the dictionary. What other words mean the same?



- Alphabetical order
- Starting point (beginning, middle or end of the dictionary)
- Index for quick location
- Is it a noun, verb, adjective, adverb?
- Put the word into a sentence

