



# *Curriculum Morning: Reading*

*Wednesday 3<sup>rd</sup> October 2018*

# Reading at Rakegate

Being able to read fluently and having a sound understanding of the written word is crucial for a child's learning and development in order to achieve their potential across the curriculum and into the wider world.

At Rakegate, we aim to :

- ✓ teach children the skills of being able to decode and comprehend a text
- ✓ develop the habit of reading widely and often, both for pleasure and information.
- ✓ create confident and competent readers who can develop into equally competent writers.

# How is reading taught?

## Early Years - Year 1

- Children are taught RWI (a synthetic phonics programme) to support their development of decoding words. Daily RWI lessons focus on hearing, saying and writing sounds including blending and segmenting. They learn to use their sounds to decode words including some nonsense or alien words e.g. toop, zay, veep etc

## Year 2 - 6

Children are taught specific reading skills through a series of four lessons each week (Mon-Thurs). The lessons support the comprehension skills needed to develop their understanding of the text. The lessons build upon the learning from RWI phonics lessons.

# Reading Skills Lessons

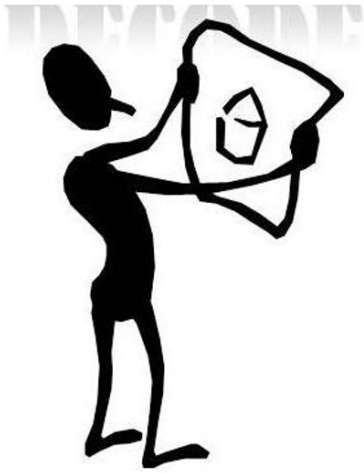
The lessons, which last 25 minutes each day, focus on one of the following reading domains/skills:

- Give/Explain the meaning of words in context
- Retrieve and record information
- Summarise main ideas
- Make inferences from the text/explain and justify inferences with evidence from the text
- Predict what might happen from details stated and implied
- Identify/explain how information is related and contributes to meaning.
- Identify/explain how meaning is enhanced through choice of words and phrases
- Make comparisons within the text

# How are the skills taught?

- ✓ Each week, teachers plan for opportunities for modelling, practice and application of skills through the context of the quality text being used in English lessons.
- ✓ Using the class text that is being used for English lessons will allow more time and opportunity for the discussion of the text/chapters read.
- ✓ All children, regardless of ability access the same text - exposing everybody to a rich and varied vocabulary.
- ✓ Children are also exposed to a variety of fiction, non-fiction and poetry genres to support this learning too.

# D.E.R.I.C



## DECODE

- Can you read unfamiliar words? Can you use phonics and spelling patterns to read words?
- Can you read texts aloud to show understanding?

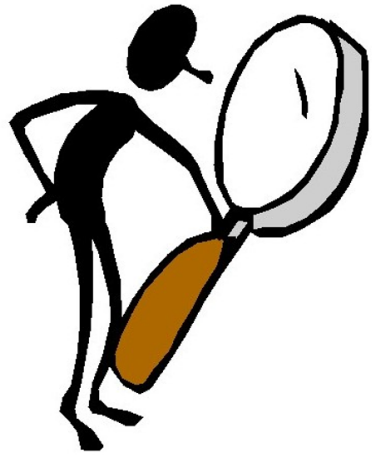
Use your knowledge of sounds and words to give meaning to the text.



## EXPLAIN

- Can you explain the meaning of words?
- Can you discuss your viewpoint about a text?
- Can you describe what clues in the text suggest about the characters or events?

Make it clear what you have read in the text by describing it in more detail.



## RETRIEVE

- Can you find information in the text?

Look through the text carefully and highlight or underline the words which answer the questions.



## INTERPRET

- How are the characters feeling?
- Why did they do or say that?
- What might happen next?

Unlock information from the clues given in the text.



## CHOICE

- Which words help you understand what is happening?
- What techniques has the author used to describe?
- How has the author organised or presented the text?

Think carefully about the author's choice and what they have done to make the text interesting and enjoyable to read.

# What does it look like in lessons?

- Some examples of types of questions children may answer during a reading skills lesson:

## Reading questions

R - What does Mum say are the reasons for the baby's poor health? **Tick two.**

- The new house is full of dirt and dust
- Doctor Dan hasn't helped them
- Moving to the new house
- Michael's behaviour

R - What does Mum say shoulder blades are for?

R - What two things do Michael and Dad do when they get back home from the hospital?

R - Decide if these statements are true or false:

- Doctor Death arrived at the house after Michael
- Mum blamed the house for the baby's health
- Mum told Michael that his sister had wings.



### Reading questions

1 - The planet is given the name, 'Shine'. Explain why you think this may be an appropriate name. (2 marks)

1 - Look at paragraph four. Give two impressions you get about the planet 'Shine' from the descriptions given. (2 marks)

1 - Look at the line beginning: 'I think we may be luckyk' Find two reasons in the text as to why the guide might think this. (2 marks)

### Reading questions

D - '... they wouldn't go in it even for danger money.'

What does '... even for danger money' mean in this sentence?

- They liked danger.
- They thought it was too unsteady.
- They wanted to make some money.
- There was money hidden and it was dangerous.

D - Look at page 4. Find and copy a word which is closest in meaning to 'fall'.

D - Look at page 4. Find the word that is closest in meaning to the word, 'staggered'.

Now become picture detectives.....

What time of day  
could it be?

Why are the  
children under the  
table?



How are the children  
feeling?

It definitely is .....

It's likely to be

.....

It could/might be

.....

I don't think it is.....

It certainly isn't.....

**because**

They definitely are.....

They are likely to be

.....

They could/might be

.....

I don't think they are.....

They certainly aren't.....

**because**

# How can you help at home?

- Ensure children are reading often - at least three times a week. Encourage them to read individually and to read aloud to someone else at home.
- Ask children questions about what they have read to ensure their understanding of the text.
- Encourage children to read a range of texts - fiction, non-fiction, poems, newspapers, magazines etc.
- Encourage children to use Bug Club - our online reading tool.

<https://www.activelearnprimary.co.uk/start>

*Any Questions?*

