



Reading at HJS



Bringing out the Best in Everyone
Wednesday 15th October

Christopher Squires – Deputy Headteacher &
English Lead

English curriculum Aims



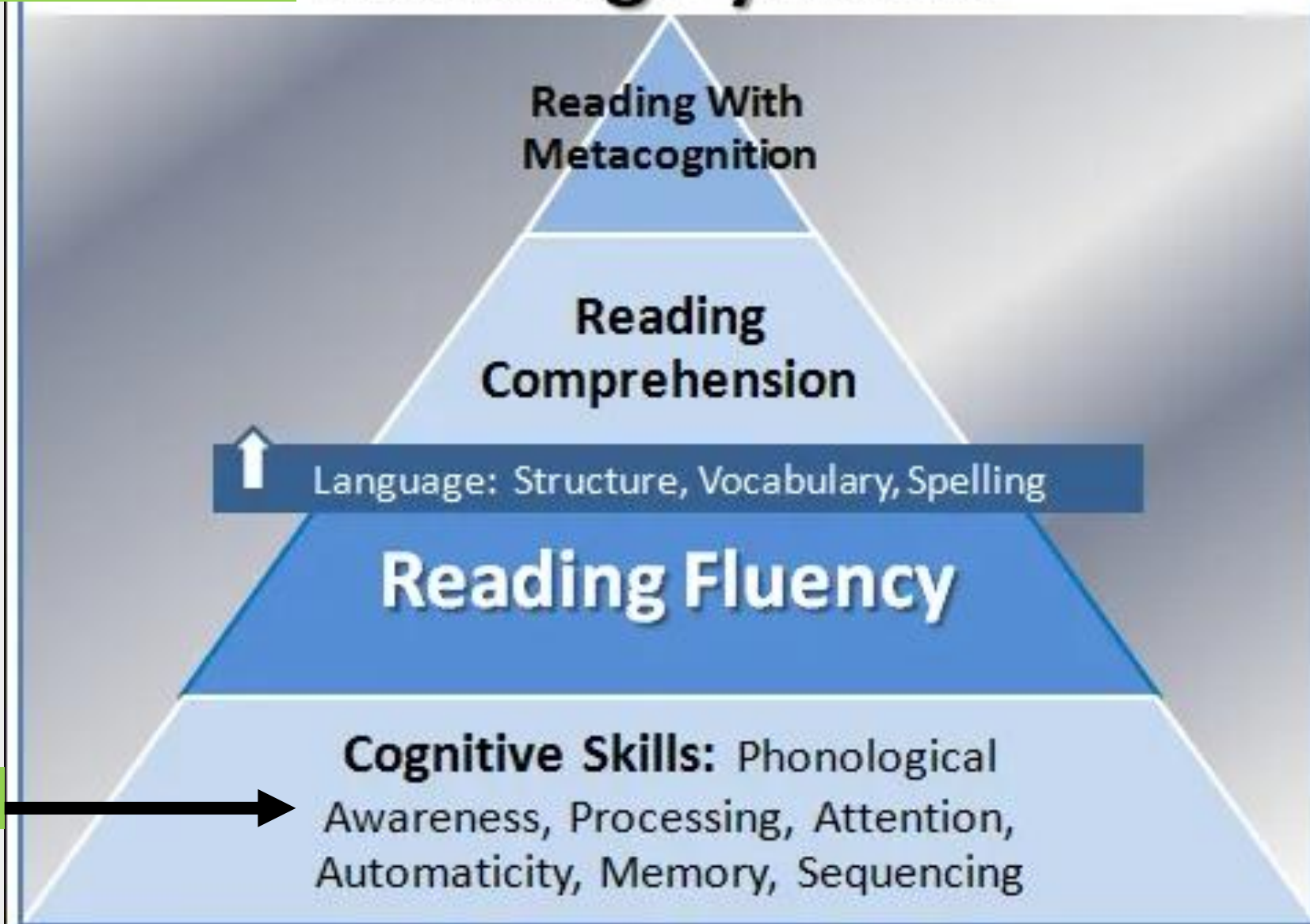
- Our HJS Reading Pathway explained...
- Understanding the reading pyramid
- Phonics, Fluency, Comprehension. How these work together?



You will be seeing and taking part in a Reading Recharged session today in your child's classroom.

A bit of theory
first...

Reading Pyramid



This includes phonics

All children are screened for reading fluency on entry to school. This identifies pupils who may require more practice of phonics and fluency.

Identified children are screened for phonics. Gaps are identified and intervention learning put in place. In Y3, children repeat some phonics as a whole class to support transition.

Children practice fluency in their whole class reading sessions using a range of strategies (echo reading, teaching modelling, choral reading etc)

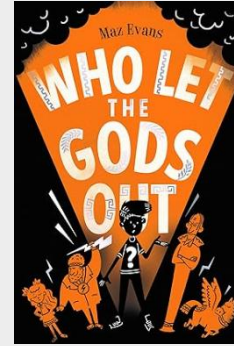
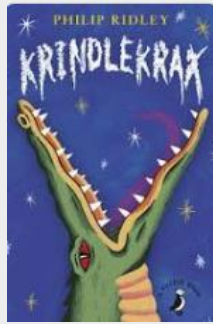
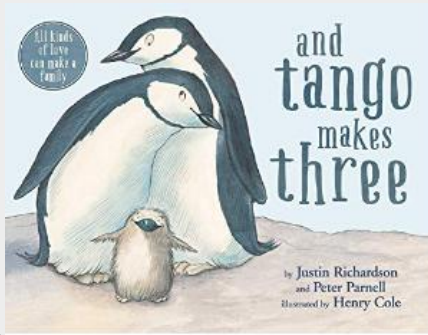
Children develop greater comprehension of text due to their ability to read fluently with prosody.

Children test technique worked on to prepare for SATs.



English curriculum

Literature spine

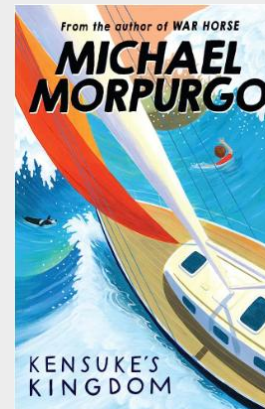
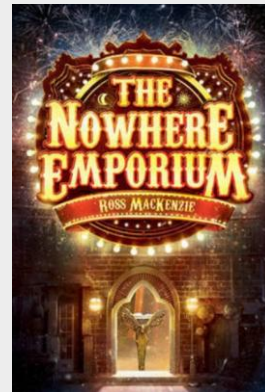
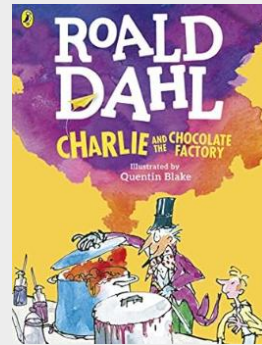


Year 3

Year 4

Year 5

Year 6



English curriculum

Whole class reading approaches

The way we read our class novels...

Teacher Led

Our teacher will read and model fluency with pace, expression, stress and intonation. Our teacher will ask questions, give explanations and check vocabulary.



Bridging

Our teacher selects individual children to read at random or we could have been asked beforehand.



The way we read our class novels...

Choral reading

We read a part of the text with our teacher in 'unison'.



Paired reading

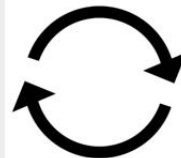
We are arranged into pairs and read to one another. This can be paragraph by paragraph or page by page.



The way we read our class novels...

Repeated Reading

We re-read a passage as a class to consolidate comprehension.



Independent Reading

We read a section independently.



Supports
reading fluency

The way we read our class novels...

Teacher Led

Our teacher will read and model fluency with pace, expression, stress and intonation. Our teacher will ask questions, give explanations and check vocabulary.



Bridging

Our teacher selects individual children to read at random or we could have been asked beforehand.



The way we read our class novels...

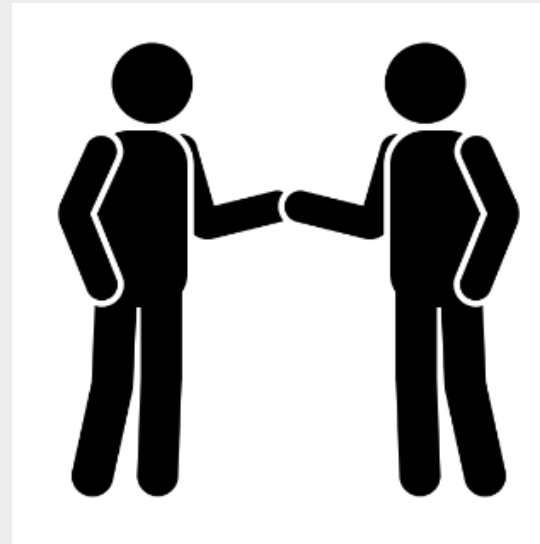
Choral reading

We read a part of the text with our teacher in 'unison'.



Paired reading

We are arranged into pairs and read to one another. This can be paragraph by paragraph or page by page.



English curriculum

Accelerated Reader

AR tracks the children's progress. A Star Reader test determines level & retested throughout year

Take quizzes to assess reading comprehension

Reading at home card



	Date	Book	Initial
21			
22			
23			
24			
25			
26			
27			
28			
29			
30			
31			
32			
33			
34			
35			
36			
37			
38			
39			
40			

READING AT HOME

Bringing out the Best in Everyone



Please read **EVERY** day at home or with an adult if you can.

Each time you read: write the date, book and ask an adult to initial.

Every ten times you read, you receive:
1 HOUSE POINT!

LOG IN AND PASSWORD INFO

	LOG IN	PASSWORD
AR	_____	_____
TT R	_____	_____
Sp Sh	_____	_____



Authorial
intent



Visualise



Retrieve



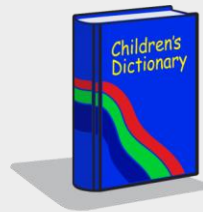
Infer



Predict

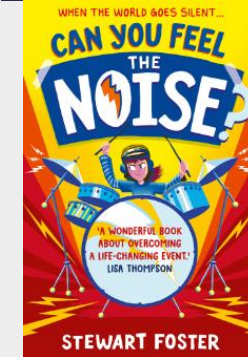
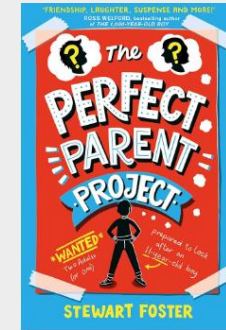
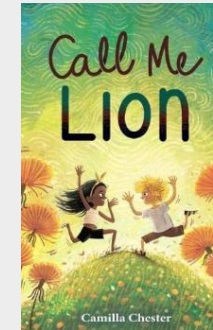


Summarise



Vocabulary

Covers the reading domains,
preparing for end of Key Stage 2
expectations



Diverse texts
Allowing all children to see
themselves reflected in books but
also learn about others



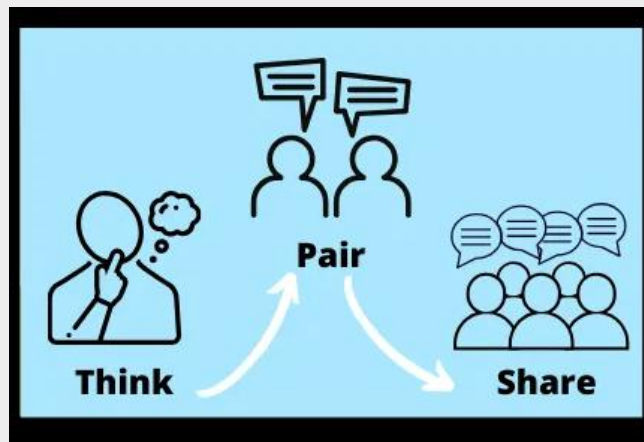
Years 3 - 5

Monday 30th September 2024

DUO: Summarising



What does it mean to summarise?



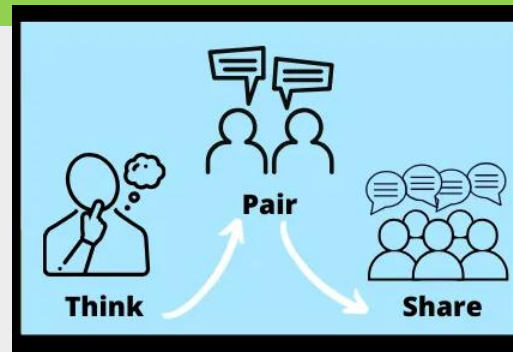
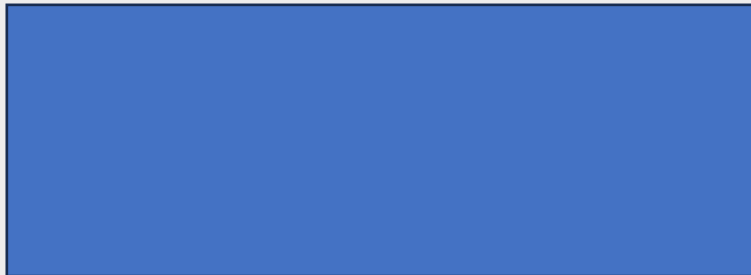
Summarise



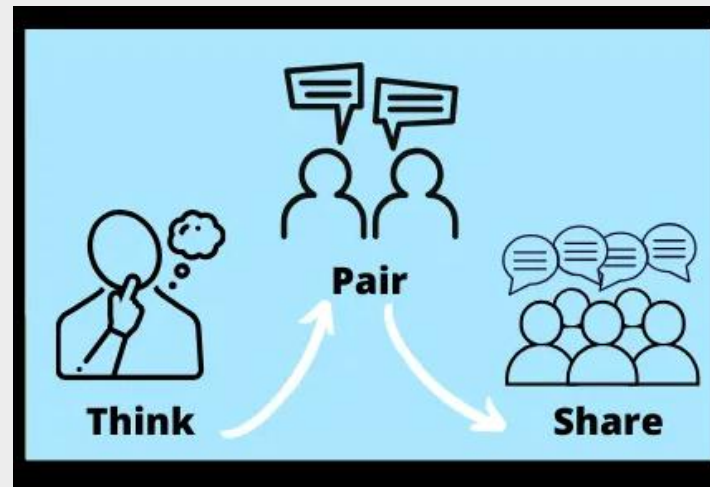
Summarise

Give a brief statement of
the main points of
something.

Which part of the text would it be helpful to
focus on?



Can you remember
what happened in the
second chapter?



TRICKY WORD SCAN



ECHO READING

Let's discuss any
unfamiliar
vocabulary...

rummaged

Search unsystematically and untidily through something.

wrenched

Pull or twist suddenly or violently.

pulp

A soft, wet, shapeless mass of material.

pinched

Tense and pale from cold, worry, or hunger.

mischief

Playful misbehaviour, especially on the part of children.

glared

Stare in an angry or fierce way.



TRICKY WORD SCAN



ECHO READING

Choose one of the words. Write it in a sentence on your whiteboard or say it to your partner.

rummaged

Search unsystematically and untidily through something.

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Pull or twist suddenly or violently.

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A soft, wet, shapeless mass of material.

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Tense and pale from cold, worry, or hunger.

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Stare in an angry or fierce way.



Tuesday 24th September 2024

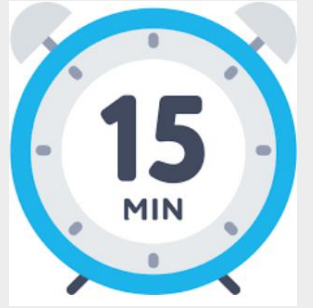
DUO: Summarising



TEXT READING



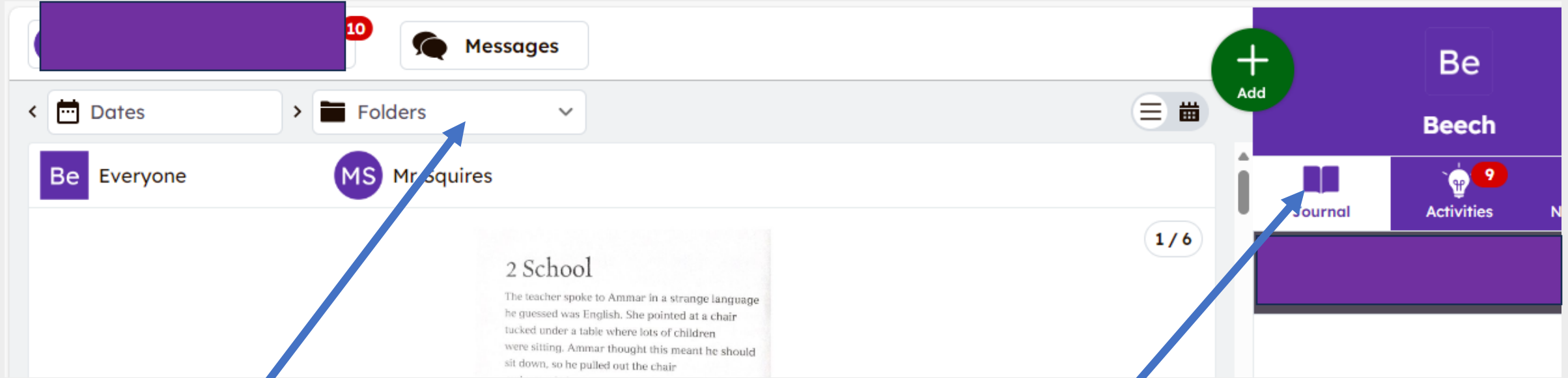
Pages 35-48



Let's read part of the text together. You will find it on Seesaw on your iPad.



If you cannot find the pages



2) Find the English folder and it should be in there

1) Click journal - find your class!

Wednesday 25th September 2024

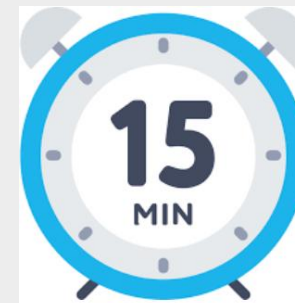
DUO: Summarising



VIPERS



Answer as many as you can. It doesn't matter if you don't answer them all, but do try and challenge yourself! Frame your answer.



Vocabulary

What is a drop-kick?

Inference

Why does Michael's voice shake?

Prediction

Predict how the story will end.

Explain

How did the author make the stories creepy?

Retrieval

What was granny watching?

Summarise

Summarise Michael's story.

Thursday 26th September 2024

DUO: Summarising



TEXT READING



Pages 35-48



Let's recap the chapter we have been reading. Spend some time re-reading it. You will find it on Seesaw on your iPad.



FOCUSED SKILL SUMMARISING



Thursday 3rd October
DUO: summarising



Illustrate me!

You will be illustrating a page or chapter from the book. Draw an illustration of the most important event on this page or in this chapter.

Use your **retrieval** and **inference** skills to support you in this activity.

A large, empty rectangular box with a black border, intended for the student to draw their illustration.

Friday 27th September 2024

DUO: Summarising



Read your AR book.

OR complete a quiz if you need to.

You may be able to change your AR book if you need to, but please ask your teacher first and visit the library with an adult.

You can also read your 'reading for pleasure' book.

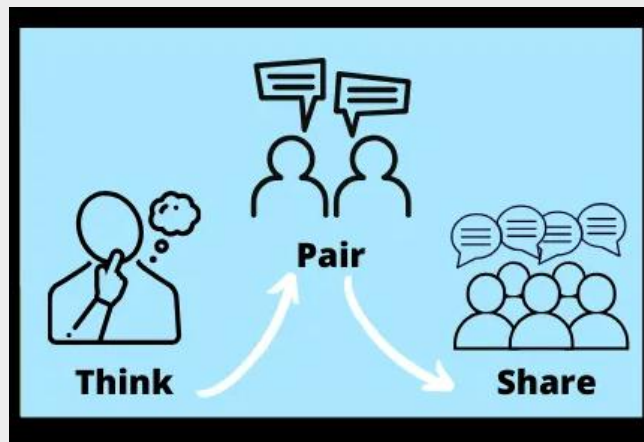


Accelerated
Reader



Year 6

What does it mean to summarise?



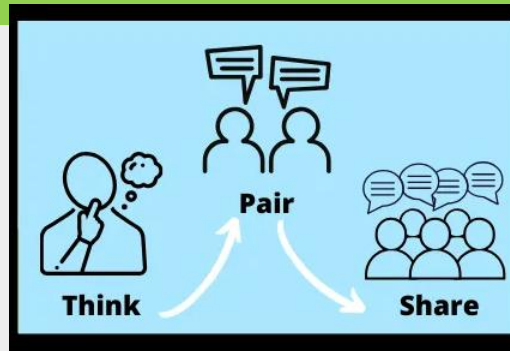
Summarise



Summarise

Give a brief statement of
the main points of
something.

Which part of the text would it be helpful to
focus on?



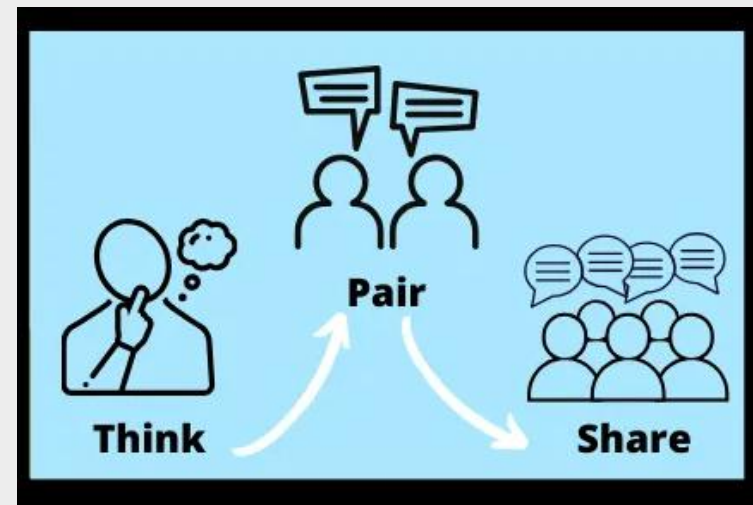
Tuesday 1st October 2024

DUO: Summarising





What does the picture tell us?





We will be reading
about...



Observe



Wonder



Predict



TRICKY WORD SCAN



ECHO READING

Let's discuss any
unfamiliar
vocabulary...

dozen

A group or set of twelve.

sloped

Placed or arranged in a sloping position, inclined.

pluck

Take hold of something and quickly remove it from its place.

shallow

Of little depth.

skirted

To go around or keep away from in order to avoid danger or discovery.

insisted

Demand something forcefully, not accepting refusal.



TRICKY WORD SCAN



ECHO READING

Choose one of the words. Write it in a sentence on your book or say it to your partner.

dozen

A group or set of twelve.

sloped

Placed or arranged in a sloping position, inclined.

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Take hold of something and quickly remove it from its place.

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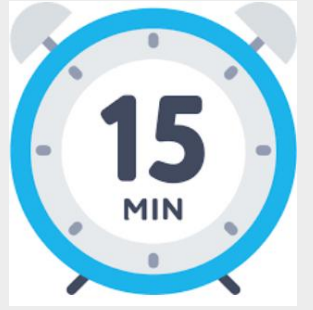
Demand something forcefully, not accepting refusal.



Wednesday 2nd October 2024

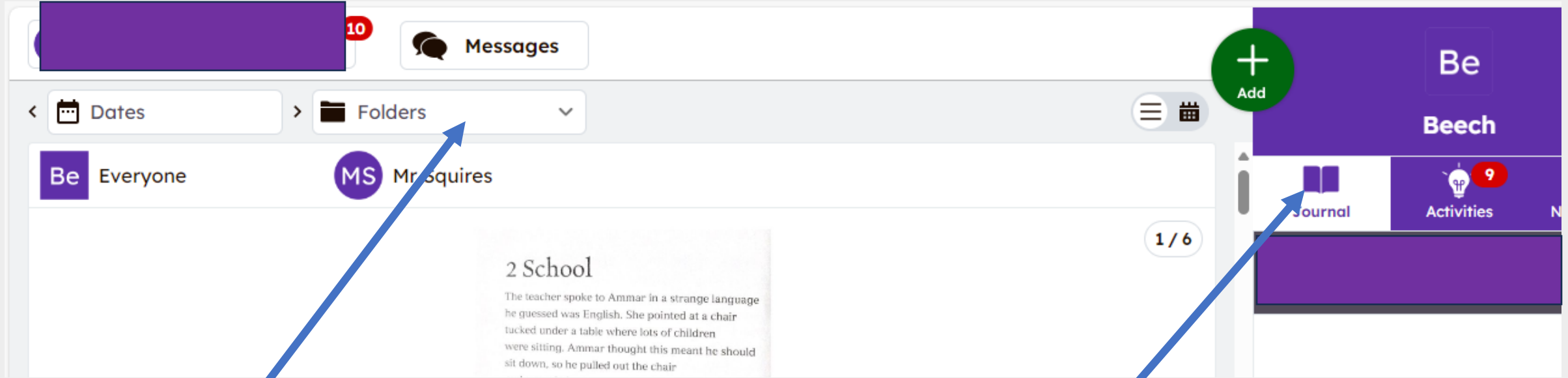
DUO: Summarising





A screenshot of an iPad's home screen. The background is a blue and white abstract pattern. At the top, the status bar shows 'Verizon', '4:24 PM', and '100%' battery. The screen is filled with a grid of app icons. The first row includes FaceTime, Calendar, Photos, and Camera. The second row includes Contacts, Clock, Maps, and Videos. The third row includes Photo Booth, Notes, Reminders, and News. The fourth row includes iTunes Store, App Store, Books, and Settings. At the bottom, there is a dock with four icons: Messages, Safari, Mail, and Music.

If you cannot find the pages



2) Find the English folder and it should be in there

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Thursday 3rd October 2024

DUO: Summarising



COMPLETE THE PRACTICE QUESTIONS



SATs Practice



1

How does Kevin feel about swimming?

Give two impressions, using evidence from the text to support your answer.

Impression	Evidence

3 marks

2

a) Where did Kevin and his friends swim before?

1 mark

b) How did he feel when it closed? Use evidence from the text to support your answer.

2 marks

SATs Practice



3

Using information from the text, tick one box in each row to show whether each statement is **true** or **false**.

	True	False
Kevin took a clean towel when he went swimming.		
Aggie owned the field next to the river.		
Aggie's sister was older than the boys.		
When they got to the river, they found other children already there.		

2 marks

4

Why didn't Claire go to the river with the others?

1 mark

5

Find a phrase that tells you that Kevin's mother cared a lot about him.

1 mark

1

How does Kevin feel about swimming?

Give two impressions, using evidence from the text to support your answer.

Impression	Evidence

3 marks

2

a) Where did Kevin and his friends swim before?

1 mark

b) How did he feel when it closed? Use evidence from the text to support your answer.

2 marks

3

Using information from the text, tick one box in each row to show whether each statement is **true** or **false**.

	True False	
Kevin took a clean towel when he went swimming.		
Aggie owned the field next to the river.		
Aggie's sister was older than the boys.		
When they got to the river, they found other children already there.		

2 marks

4

Why didn't Claire go to the river with the others?

1 mark

5

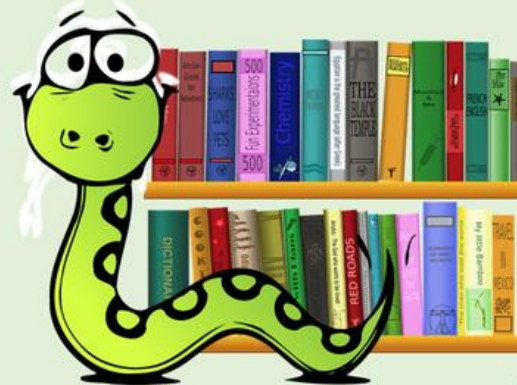
Find a phrase that tells you that Kevin's mother cared a lot about him.

1 mark

Reading VIPERS is our way of supporting children with their reading comprehension skills. All children will be working on VIPERS during class reading, whether it is reading as a class, in a small group, or one-to-one with an adult. It would be fantastic if parents could also refer to VIPERS when they listen to their child read at home.

Reading Vipers

Vocabulary
Infer
Predict
Explain
Retrieve
Sequence or Summarise

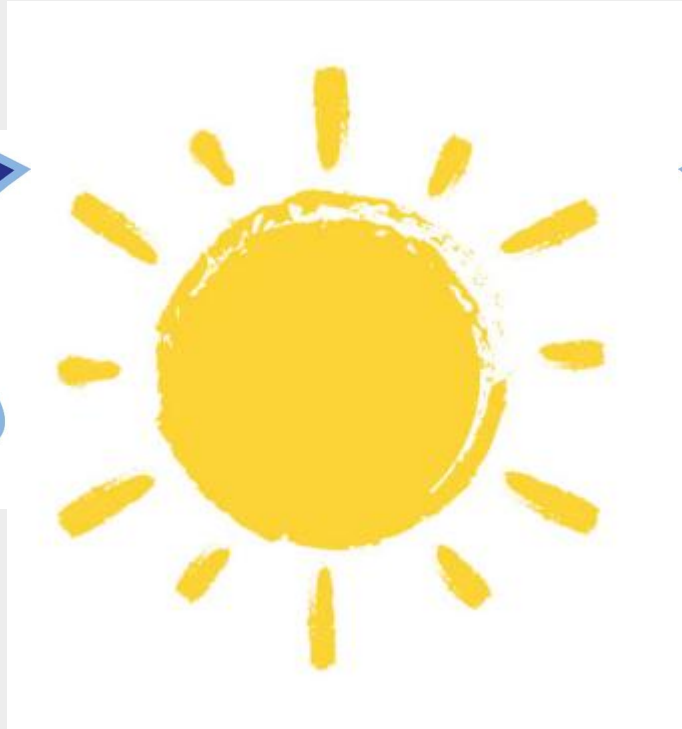


You can support your child by asking them questions when they are reading to you at home.

Reading aloud allows you to check their reading fluency and prosody (expression)

	EYFS - Y2	Y3 - Y6
Vocabulary	What does the word mean in this sentence? What does this word or phrase tell you about?	What do the words and suggest about the character, setting and mood? Find one word in the text which means Which word tells you that?
Infer	Why was? feeling? What do you think the author intended when they said?	How can you tell that? What impression of? do you get from these paragraphs?
Predict	What do you think will happen next? What makes you think this? What is happening? What do you think happened before?	Do you think will happen? Yes, no or maybe? Explain your answer using evidence from the text. What does this paragraph suggest will happen next? What makes you think this?
Explain	Who is your favourite character? Why? Is there anything you would change about this story? Do you like this text? What do you like about it?	The mood of the character changes throughout the text. Find and copy the phrases which show this. How does the author engage the reader here? Why is the text arranged in this way?
Retrieve	How many? What happened to?	How would you describe this story/text? What genre is it? How do you know?
Sequence Summarise	What happened after? What was the first thing that happened in the story?	Can you summarise in a sentence the opening/middle/end of the story? In what order do these chapter headings come in the story?

Thank you for coming.



Any questions?