

Reading at Bushfield

Information for Parents

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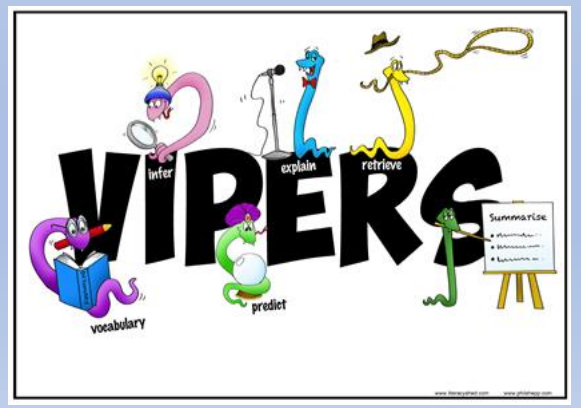
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Curriculum & skills

- By the time children come to us at Bushfield, the majority have completed their phonics learning, which should equip them with the skills to be able to decode the words on the page.

- The main focus of the KS2 programme of study is six core reading skills:

1) Vocabulary
2) Infer
3) Predict
4) Explain
5) Retrieve
6) Summarise



Guided Reading

Four 30 minutes sessions per week

- Children are heard reading aloud by the teacher.
- Children listen to their peers and teacher read aloud.
- Guided – discussion of text, vocabulary, setting, character etc.
- One reading skill is the focus of the lesson. Children complete an activity based on one viper skill following modelling from the teacher.

A range of different texts, including fiction and non-fiction, is read throughout the year.



This is an extract from *The Lost World* by Sir Arthur Conan Doyle, written in 1912. Professor Challenger has claimed that he discovered dinosaurs in a distant part of South America. He is now on an expedition to prove his story with another scientist, Professor Summerlee. Also on the expedition are Lord John, an explorer, and Malone, a journalist. In this extract, narrated by Malone, the men are about to set off into the remote area where Professor Challenger believes they will find dinosaurs...

I looked at my comrades. The two professors were in silent ecstasy.

"What will they say in England of this?" Professor Summerlee cried at last.

"They will say that you are a liar," said Professor Challenger, "exactly as you and others said of me."

"In the face of photographs?"

"Faked, Summerlee! Clumsily faked!"

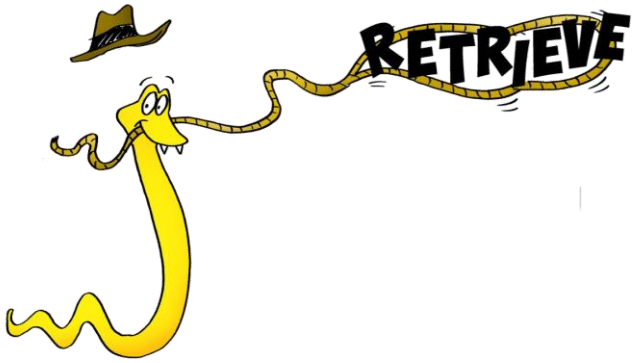
"Who's to blame them? For this will seem a dream to ourselves in a month or two," said Lord John. "What were they?"

"Iguanodons," said Summerlee. "England was once alive with them when there was plenty of good lush green-stuff to keep them going."

"I don't know what anyone else thinks, but this place makes me feel very uneasy..." said Lord John.

I had the same feeling of mystery and danger around us. In the gloom of the trees there seemed a constant menace and as we looked up into their shady foliage, vague terrors crept into one's heart. The iguanodons we had seen were lumbering, inoffensive brutes which were unlikely to hurt anyone, but what other creatures might there not be – ready to pounce upon us from their lair among the rocks or brushwood?

Sample question:



How far into the forest did the stream become a considerable bog?

_____

Skill being assessed:

To be able to retrieve and record information / identify key details from fiction and non-fiction

Award 1 mark for: (After a) few hundred yards.

Sample question:



How does the first paragraph suggest that the characters are in a 'lost world'?

_____

_____

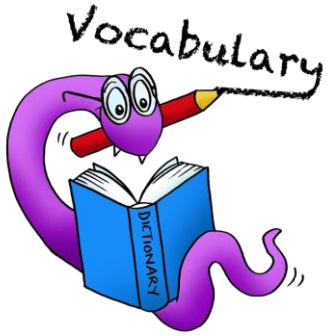
Skill being assessed:

To be able to make inferences from the text / explain and justify inferences with evidence from the text

Award 1 mark for reference to either acceptable point:

1. it is referred to as 'the unknown'
2. they entered cautiously.

Sample question:



Look at the paragraph beginning: *I do not know how long…*

The word *unwieldy* in this paragraph is closest in meaning to…

Tick **one.**

- fast. ☐
- violent. ☐
- clumsy. ☐
- gentle. ☐

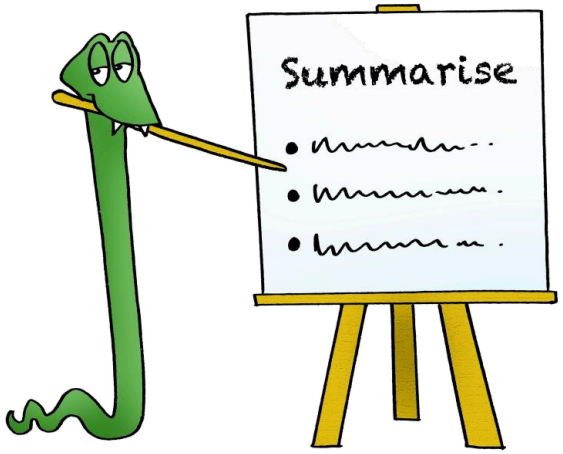
Skill being assessed:

To be able to give / explain the meaning of words in context

Award 1 mark for the correct option ticked.

- fast. ☐
- violent. ☐
- clumsy. ☑
- gentle. ☐

Sample question:



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

	True	False
Lord John saw the dinosaur tracks first.		
Professor Summerlee has faked the evidence.		
Professor Challenger worries that people won't believe them.		
They are all frightened of the iguanodons.		

Skill being assessed:

To be able to summarise main ideas from more than one paragraph.

Award 1 mark for all four correct.

	True	False
Lord John saw the dinosaur tracks first.	✓	
Professor Summerlee has faked the evidence.		✓
Professor Challenger worries that people won't believe them.	✓	
They are all frightened of the iguanodons.		✓

Sample question:



The iguanodons are described as *inoffensive brutes*…

Look at the paragraph beginning: *I do not know how long*… .

Explain how the descriptions of the iguanodons in this paragraph support the idea that they were both *inoffensive* and *brutes*.

Use evidence from the text to support your answer.

Skill being assessed:

To be able to make inferences from the text / explain and justify inferences with evidence from the text.

Award 3 marks for a response that identifies one acceptable point for inoffensive **and** one acceptable point for brutes, **both** with evidence, e.g.

- *it explains that the iguanodons were harmless because it says they eat foliage which means they are vegetarians. It also says 'I do not know how long we have stared at this spectacle' which means they hadn't tried to hurt them or kill them when most dinosaurs would have tried to kill them for food. They were like brutes because they were so strong and pulled out trees without any effort.*

Sample question:



Based on what you have read, what does the last paragraph suggest might happen to the explorers next?

Use evidence from this paragraph to support your prediction.

_____

_____

_____

_____

_____

Skill being assessed:

To be able to predict what might hap

Award 2 marks for an acceptable point supported by text-based evidence.
Award 1 mark for either an acceptable point or a relevant piece of text-based evidence.

Acceptable points (can be implied)	Evidence
1. death / attack / threat	*feelings of danger* *gloom* *constant menace* *terrors* *pounce* *iguanodons* *lair*
2. lost	*gloom* *shady foliage* *rocks*
3. discovering other dinosaurs	*other creatures* *constant menace* *terrors* *the iguanodons we had seen* *lair* *gloom*

Class Novel

In addition to reading lessons, children read a class novel together and this is read to them by their teacher.

We follow a reading spine – a selection of books that each year group chooses from. You can find the title of these books on our website (along with other recommended texts).

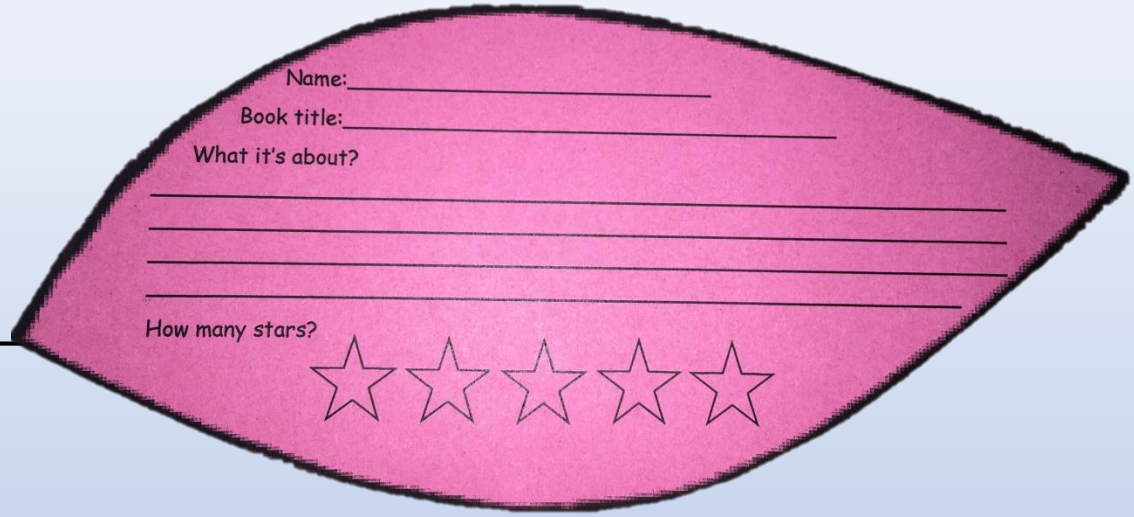


Reading books

- Each child is allocated a reading band colour
- Children are responsible for changing their own books (before school or at the end of the day).
- Children can also take books home from the library
- We also have a selection of books linked to our topics to inspire children to read more widely
- We also introduce children to a new and familiar authors with our author of the half term displays – copies of the books are in each year group library.



Reading Tree

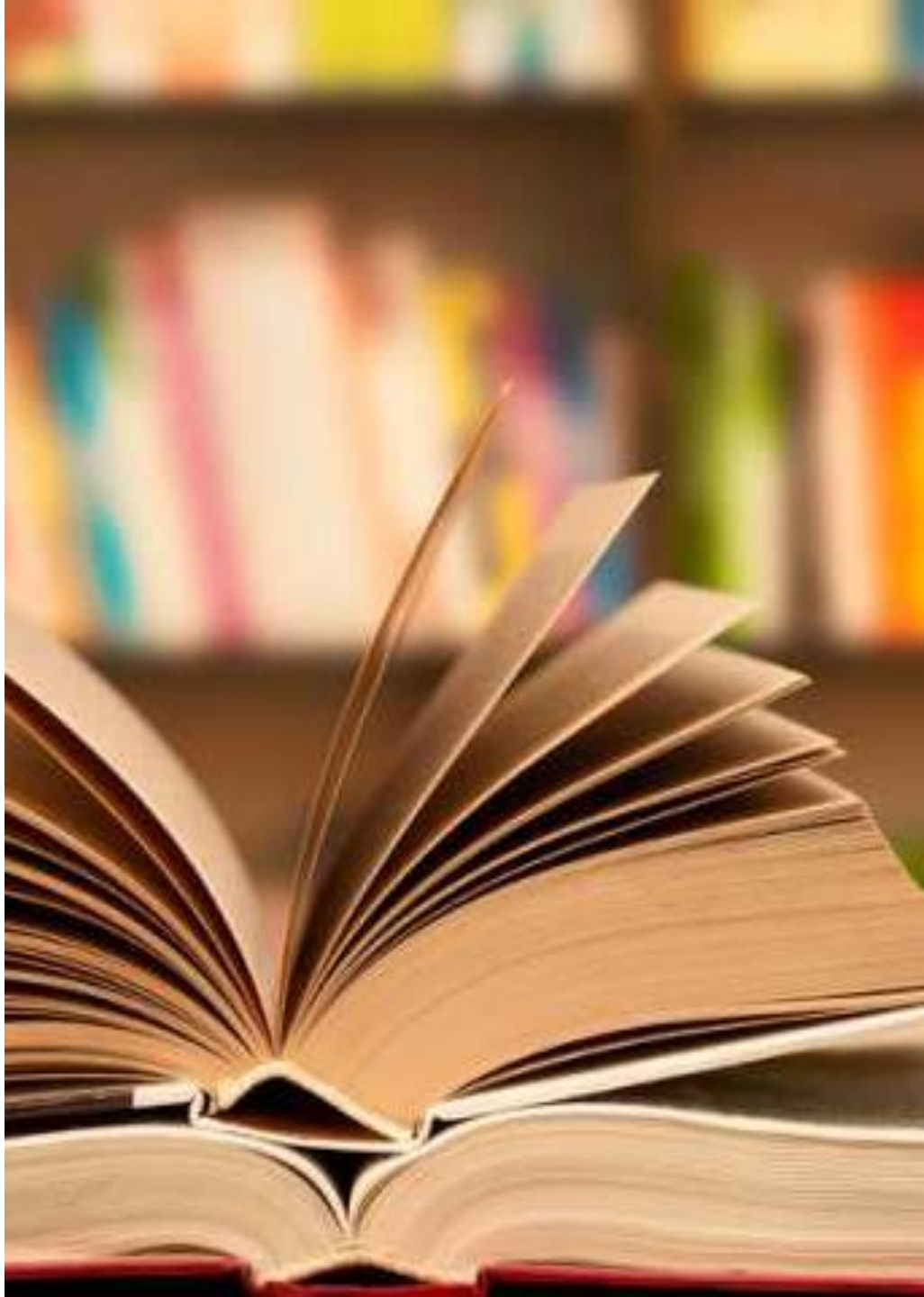


We actively promote reading in school and to encourage them to read more, we run a competition each year.

After reading a book, they complete a book review which we put into a raffle for them to win an Amazon kindle at the end of the year.

How can you help your child?

- Encourage your child to read regularly
- Read with your child
- Read aloud to your child so that they can listen to you read
- Ask questions before, during and after reading (see our website for a list of questions)

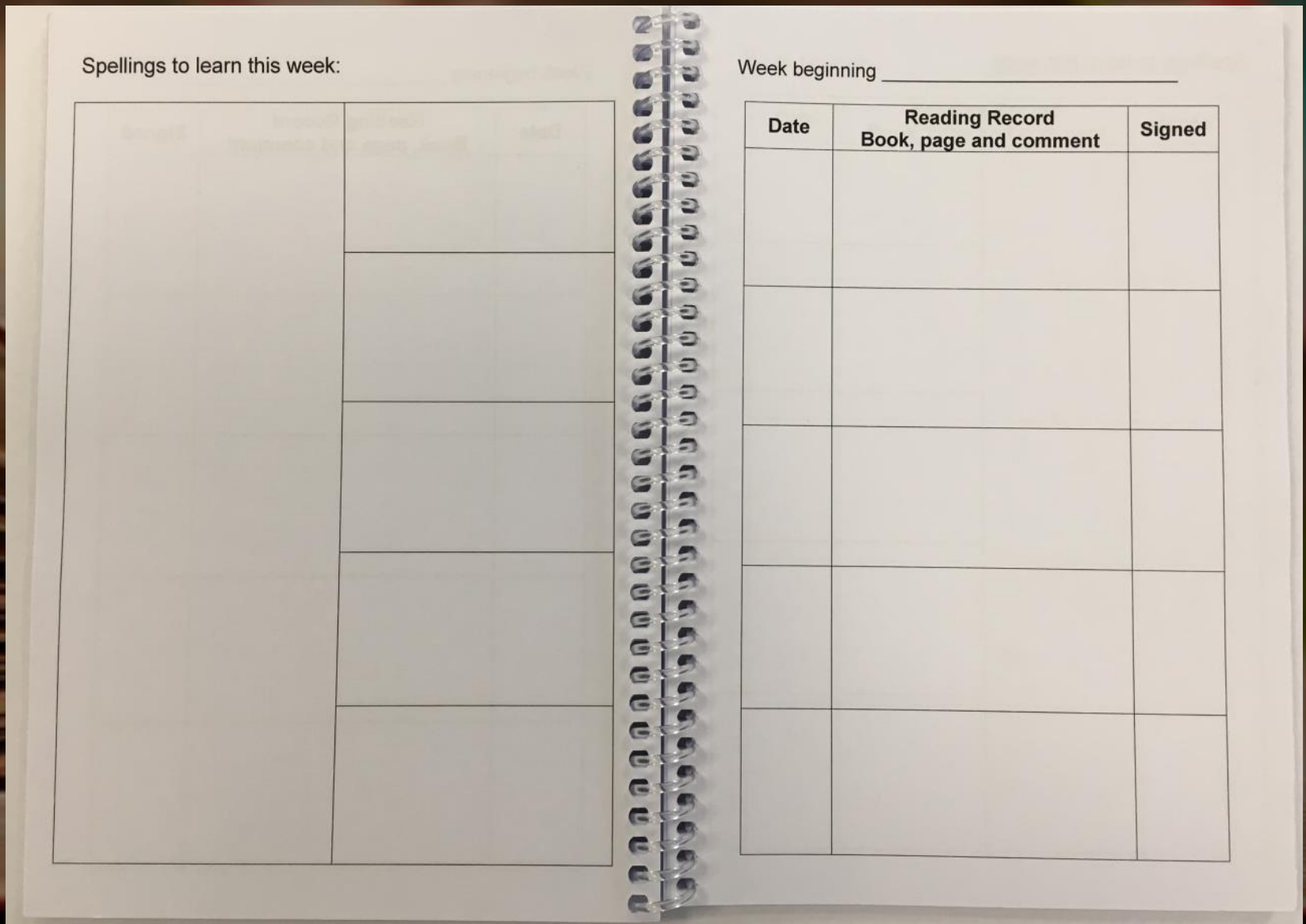




Log Book

- Reading 5 times a week at home to an adult
- We recommend 10-20 minutes daily
- Adult at home needs to sign the log
- Children that read 5 times a week will be awarded a merit

Log Books


Spellings to learn this week:
Week beginning _____
Date
Reading Record
Book, page and comment
Signed



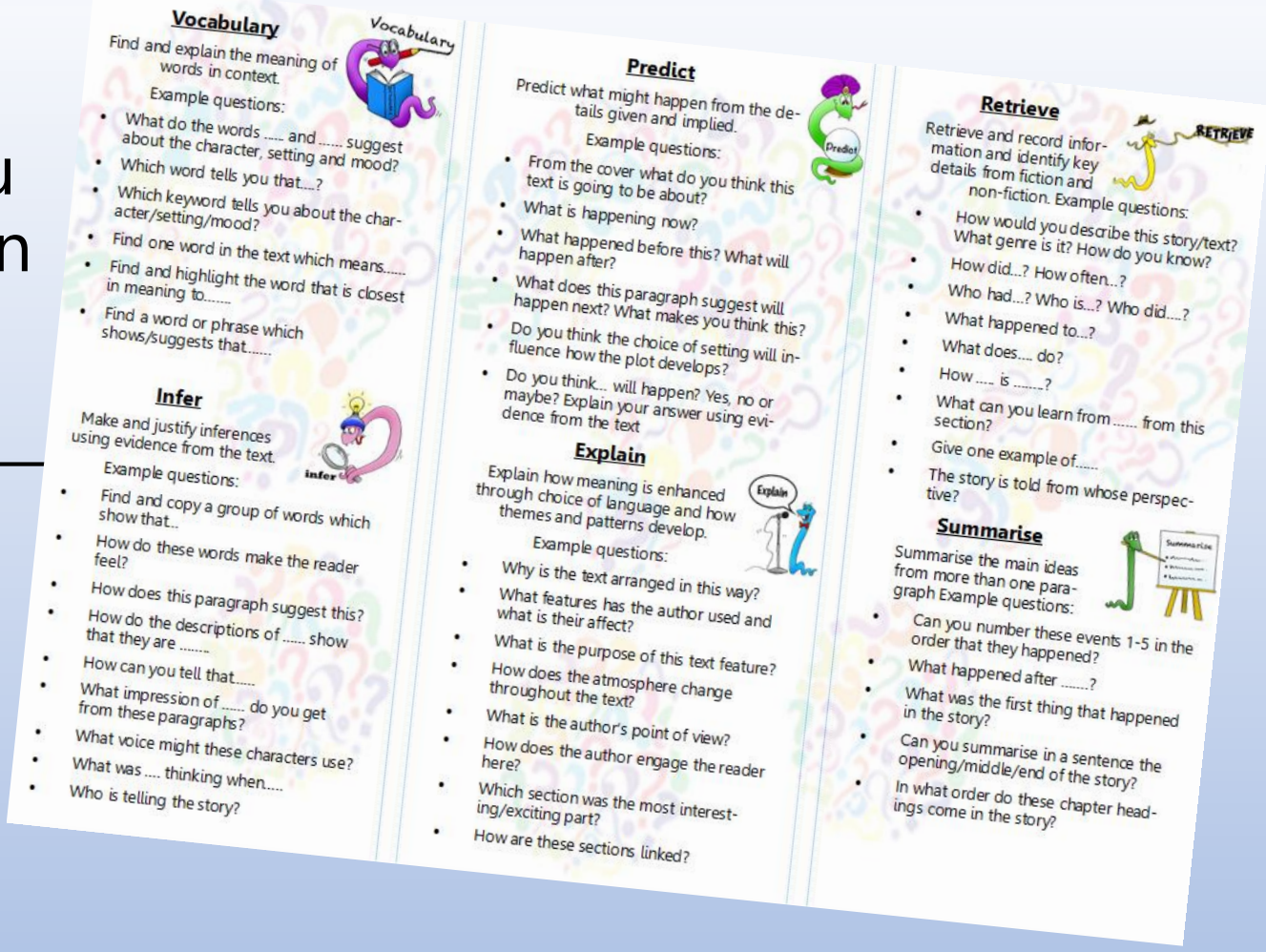
Reading statistics

A pupil who reads for 20 minutes per day will be exposed to 1.8 million words per year and is more likely to be the top 10% of readers.

A pupil who reads for 5 minutes a day will be exposed to 282,000 words per year and is likely to be in the top 50% of readers.

A pupil who reads for 1 minute per day will be exposed to 8,000 words per year and is likely to be in the lowest 10% of readers.

Questions you could ask when hearing your child read



Vocabulary

Find and explain the meaning of words in context.

Example questions:

- What do the words ..... and ..... suggest about the character, setting and mood?
- Which word tells you that....?
- Which keyword tells you about the character/setting/mood?
- Find one word in the text which means.....
- Find and highlight the word that is closest in meaning to.....
- Find a word or phrase which shows/suggests that.....

Infer

Make and justify inferences using evidence from the text.

Example questions:

- Find and copy a group of words which show that...
- How do these words make the reader feel?
- How does this paragraph suggest this?
- How do the descriptions of ..... show that they are .....
- How can you tell that.....
- What impression of ..... do you get from these paragraphs?
- What voice might these characters use?
- What was .... thinking when.....
- Who is telling the story?

Predict

Predict what might happen from the details given and implied.

Example questions:

- From the cover what do you think this text is going to be about?
- What is happening now?
- What happened before this? What will happen after?
- What does this paragraph suggest will happen next? What makes you think this?
- Do you think the choice of setting will influence how the plot develops?
- Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text

Explain

Explain how meaning is enhanced through choice of language and how themes and patterns develop.

Example questions:

- Why is the text arranged in this way?
- What features has the author used and what is their affect?
- What is the purpose of this text feature?
- How does the atmosphere change throughout the text?
- What is the author's point of view?
- How does the author engage the reader here?
- Which section was the most interesting/exciting part?
- How are these sections linked?

Retrieve

Retrieve and record information and identify key details from fiction and non-fiction. Example questions:

- How would you describe this story/text? What genre is it? How do you know?
- How did...? How often...?
- Who had...? Who is...? Who did....?
- What happened to...?
- What does.... do?
- How ..... is .....?
- What can you learn from ..... from this section?
- Give one example of.....
- The story is told from whose perspective?

Summarise

Summarise the main ideas from more than one paragraph Example questions:

- Can you number these events 1-5 in the order that they happened?
- 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?

Checking that children have understood what they have read is important.

There are a range of different types of questions you can ask.

Look at our website for a list of questions linked to VIPERS skills that you can ask your child before, during and after they read.

What to do if you are worried about your child's reading



We know that for some children reading is more of a challenge. We recognise the importance of securing reading skills, for further education success and in life, and are committed to achieving the best for all pupils.

We use a multitude of different strategies and resources to support children in school but if you are worried about your child's progress, please don't hesitate to contact your child's teacher.


Thank you for your support