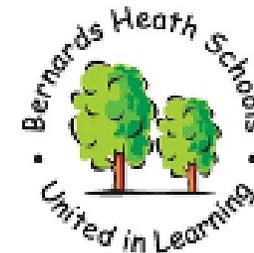


READING AT BERNARDS HEATH

September 2017





READING IN YEAR 1 AND 2

This evening you will move around the Y1 and Y2 classrooms joining 4 short interactive 20 minute sessions led by our team.

Comprehension - Miss Suttle and Mrs Rimmer (Mitchell)

What are the expectations for Y1 and Y2? - Mr Fisher and Miss Kearns (Spencer)

Picture Walks – Why is pre-reading so important? – Mrs Griffin and Miss Woolfson (Morpurgo)

Repetition vs Reading Mileage – Miss White, Ms Dixon and Mrs Parker (Ryder)

COMPREHENSION

On a post it note write a short explanation of what 'comprehension' means to you.



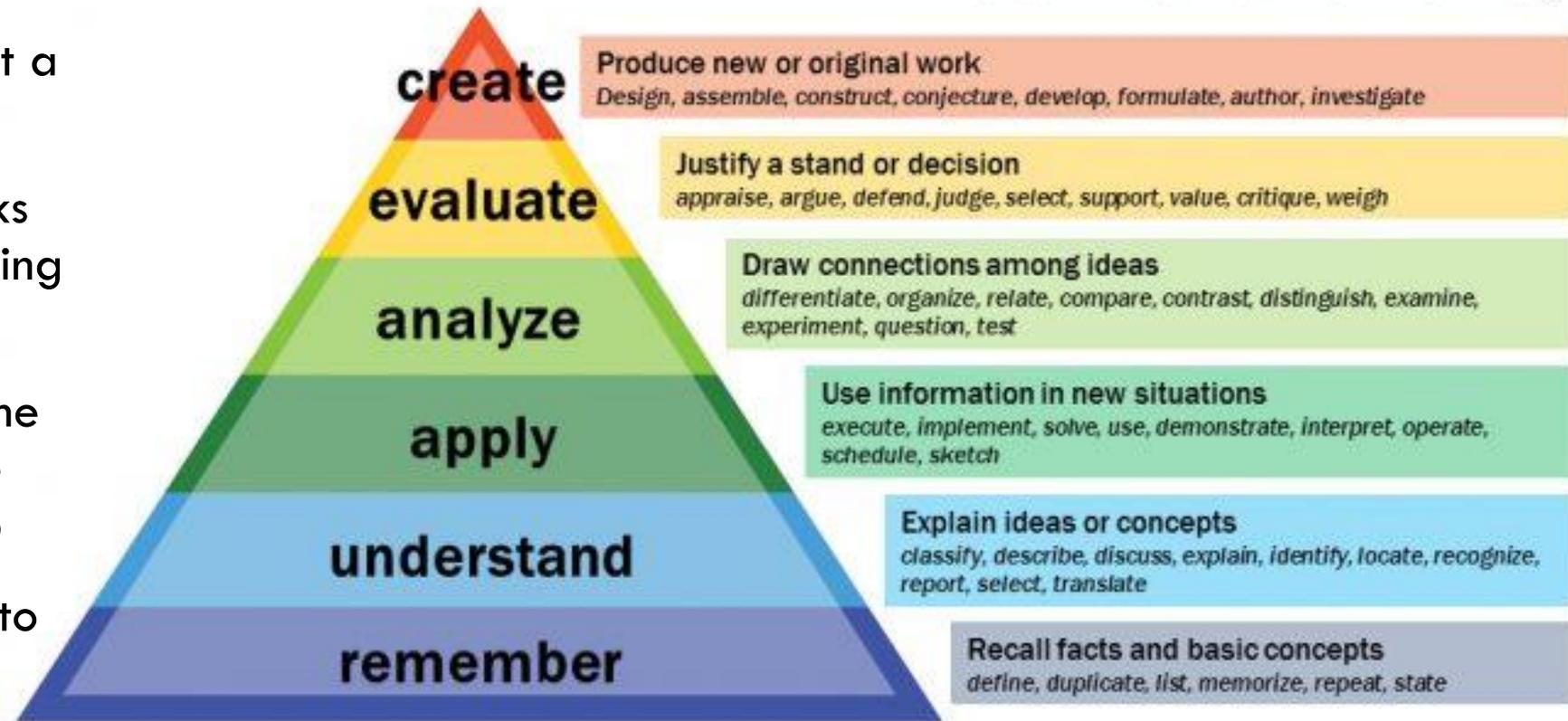
BERNARDS HEATH READING BOOKLETS

- * Available on the Learning Together page of our website
- * Separate booklets for Year 1 and Year 2
- * Designed to support you when reading with your child at home
- * Examples of questions you might ask
- * Written in line with National Curriculum Expectations
- * Written to support the book band stickers found in your child's white reading record

BLOOM'S TAXONOMY

- * Benjamin Bloom talked about a hierarchy of thinking skills
- * He categorised learning tasks under definitions that use varying amounts of 'brain power'
- * The most basic skills are at the bottom of the triangle and the more complex towards the top
- * We can apply this principle to asking comprehension style questions

Bloom's Taxonomy



BASIC VERSUS HIGHER ORDER QUESTIONS

Basic Recall Questions	Higher Order Thinking Questions
<p>Can you tell me three places the cat went?</p> <p>Where did they go on their holidays?</p> <p>What happened when the giant shouted loudly?</p> <p>What did Chip have to put on?</p> <p>How did they get to the shops?</p> <p>What noise did the bell make?</p>	<p>The characters did not agree, who do you think was right?</p> <p>How is this place different from where you live?</p> <p>What do you think might happen next? Why?</p> <p>What would you do to solve the problem?</p> <p>Could something different have happened?</p> <p>How do you think they are feeling? Why?</p>

QUESTIONS

On a post it note write one basic and one higher order question using the books on your table.



AT THE END OF YEAR 2...

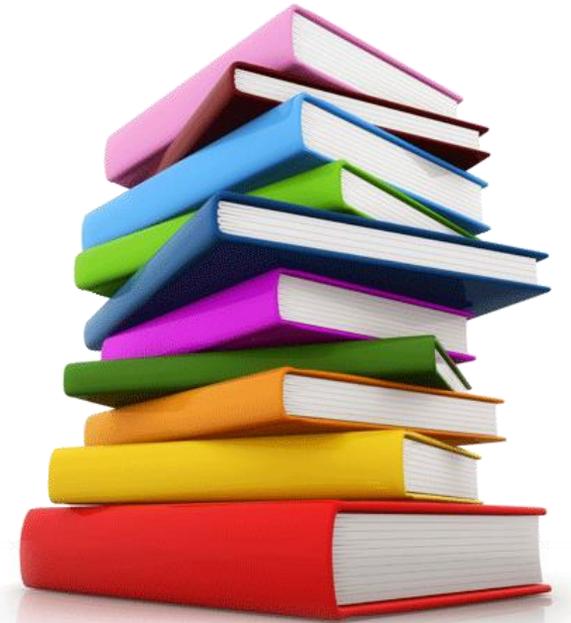
Teacher Assessment Framework at the end of Key Stage 1 - Reading

Working at the expected standard

In a familiar book that they can already read accurately and fluently, the pupil can:

check it makes sense to them

answer questions and make some inferences on the basis of what is being said and done.



EXPECTATIONS FOR READING IN YEAR 1 AND YEAR 2

Year 1

Have a love for reading!

Use expression with greater confidence

Read with increased speed and stamina

Explain their view of a character and begin to quote from the text

Recognise high frequency words e.g. friends, laughed, any, many

EXPECTATIONS FOR READING IN YEAR 1 AND YEAR 2

Year 2

Read silently or quietly and sustain interest in longer texts

Use keywords in an index to locate specific information

Be able to explain the meaning of more complex words or phrases e.g. 'it spread like wildfire'

Share and justify opinions about what has been read using evidence beyond what is written 'I think they were probably scared because it was dark and thundery'

Sustain a love of reading!

FLUENCY...

Reading with ease...

The cat was in the **park** but lost her ball. She looked carefully everywhere but she could not find it.

95%

In the **rainforest** you will find big and **small** reptiles.

70%

WHAT TO WRITE IN READING RECORDS

Example of a good comment:

Lucy was able to sound out and blend the words she was unsure of.

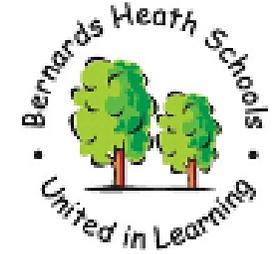
Example of an even better comment:

Lucy was able to sound out and blend the words she was unsure of e.g. shut and gulp.

THE IMPORTANCE OF PRE-READING

- ❖ What is a picture walk?
- ❖ How would an adult feel being asked to read a book before a chance to pre-read?
- ❖ Strategy Cards – using the picture walk card to remind you





THE IMPORTANCE OF PRE-READING

❖ What is a picture walk?

'Book Introductions take the bugs out of the text' Marie Clay

❖ Title, blurb

❖ Walk through the book – look at the pictures, make predictions

❖ Look at repetitive phrases, practise them together

❖ Identify key points of difficulty – a word or sound they usually struggle to remember, a new/unknown word

❖ New vocabulary especially if English is a second language

❖ Reading together is not a test, help your child to *'take the bugs out'*

And then...Let them read!

AN EXAMPLE OF GUIDED READING ACTIVITIES ACROSS A WEEK — WORKING ON ONE BOOK IN DEPTH

Follow Up
Phonics/ spelling consolidation
Re-reading for fluency
Pre-Reading (TA)
Guided Reading (T)