

# Year 5 Reading Workshop



## Aims:

- ▶ To explore and understand the expected level of skills a pupil needs to work towards Reading by the end of Year 5, as well as the end of KS2.
- ▶ To understand how we teach reading on a daily basis, including the teaching of new vocabulary.
- ▶ To understand how to support you child at home with reading.

# Why is reading so important?

“Pupils who can read are overwhelmingly more likely to succeed at school, achieve good qualifications, and subsequently enjoy a fulfilling and rewarding career. In addition to its substantial practical benefits, reading is one of life’s profound joys.” Department of Education. 2015

In 2014, only one in three pupils who had just reached the current expected standard in English when in key stage 2 achieved five good GCSEs, including English and mathematics. By contrast, almost three in four of those who had securely achieved the current expected level in English achieved this GCSE standard.



## Why Your Child Can't Skip Their 20 Minutes of Reading Tonight

James

reads 20 minutes per night,  
5 times per week



Travis

reads only 4 minutes per night  
...or not at all



In one week:

100

minutes of reading



20

minutes of reading

In one month:

400

minutes of reading



80

minutes of reading

In one school year (9 months):

3600

minutes of reading



720

minutes of reading

By the end of sixth grade:

21,600

minutes of reading



4320

minutes of reading

Which student would you expect to read better?  
Which student would you expect to know more?  
Which student would you expect to write better?  
Which student would you expect to have a better vocabulary?  
Which student would you expect to be more successful in school and life?  
How do you think each student will feel about himself as a learner?



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Great Start. Great Future. A Greer School.

# What is expected in UKS2 in reading?

## **Statutory Requirements:**

- Maintain positive attitudes to reading by reading and discussing books that are structured in different ways, including, a wide range of fiction, poetry, plays, nonfiction and reference books.
- Make comparisons within and across books
- Understand what they have read by checking a book make sense, discussing and exploring the meaning of new words
- Ask questions to improve understanding
- Draw inferences, such as characters thoughts and feelings, justifying with evidence.
- Predicting what might happen next
- Summarise main ideas from more than one paragraph
- Discuss and evaluate authors choice inn language and its impact.
- Provide reasoned justifications for their views.

# What is the expected standard at Year 6?

## Working at the expected standard

The pupil can:

- read age-appropriate books with confidence and fluency (including whole novels)
- read aloud with intonation that shows understanding
- work out the meaning of words from the context
- explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence
- predict what might happen from details stated and implied
- retrieve information from non-fiction
- summarise main ideas, identifying key details and using quotations for illustration
- evaluate how authors use language, including figurative language, considering the impact on the reader
- make comparisons within and across books.

So, how do we teach reading in school?

- ▶ Whole Class Reading
- ▶ 1:1 reading with an adult
- ▶ Intervention e.g. phonics
- ▶ Reading for pleasure

# What is Whole Class Reading? (WCR)

Each time we open a book with children it is an opportunity to walk into a new world together, to explore the inner workings of great literary minds.

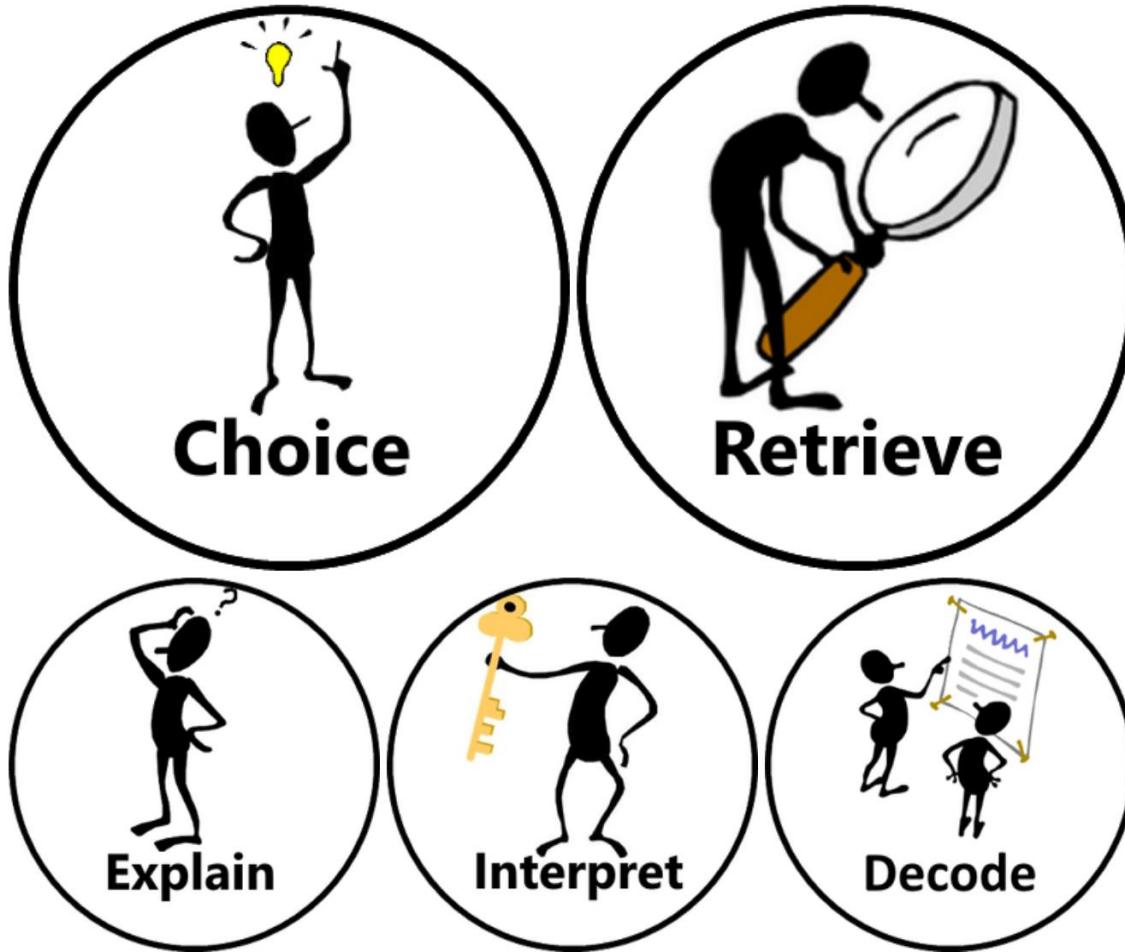
WCR is an opportunity for everyone to go on this journey together, reading a high-quality text, no matter what a child's reading age, with guidance from a teacher or adult every single day (as opposed to one day a week in carousel).

It also gives an opportunity for a teacher to model good use of intonation, movement, volume, a good pace of reading and expression every day.

The aim is to expand pupil's vocabulary and deepen their understanding of the texts they are reading. This is done through explicit teaching of vocabulary and working on key reading skills (DERIC).

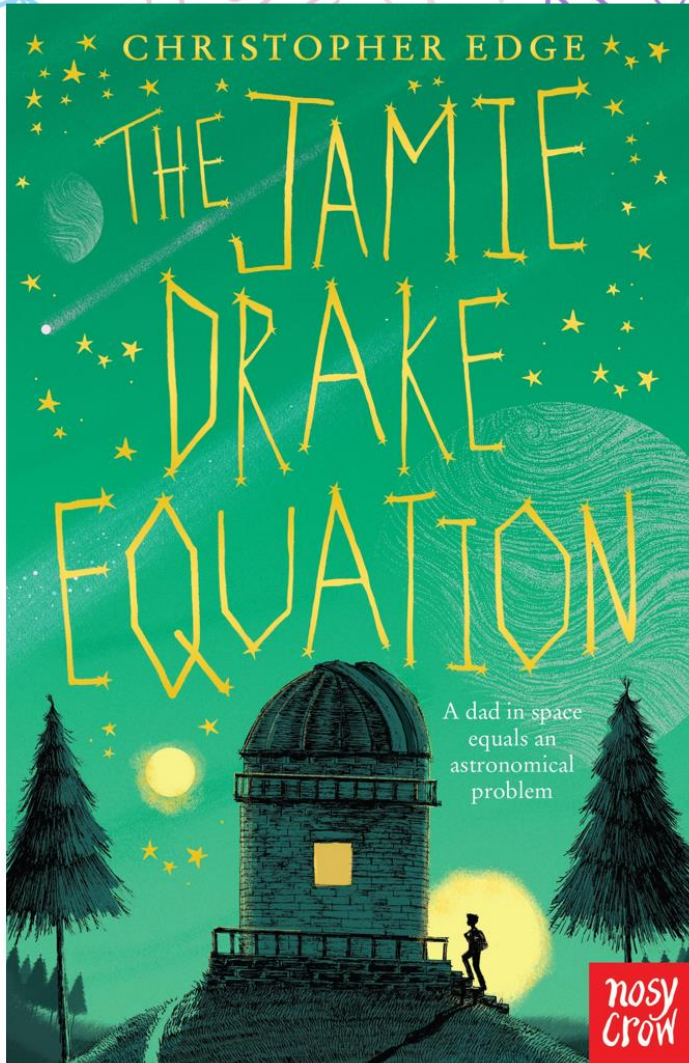


# Our Reading Skills:



- Hand out reading skill posters with Qs

# Teaching skills in WCR - examples from lessons



## LO: To make predictions



How many planets are on the front cover?

What is the name of the Author?

What shape is the top of the building?

Where is dad?

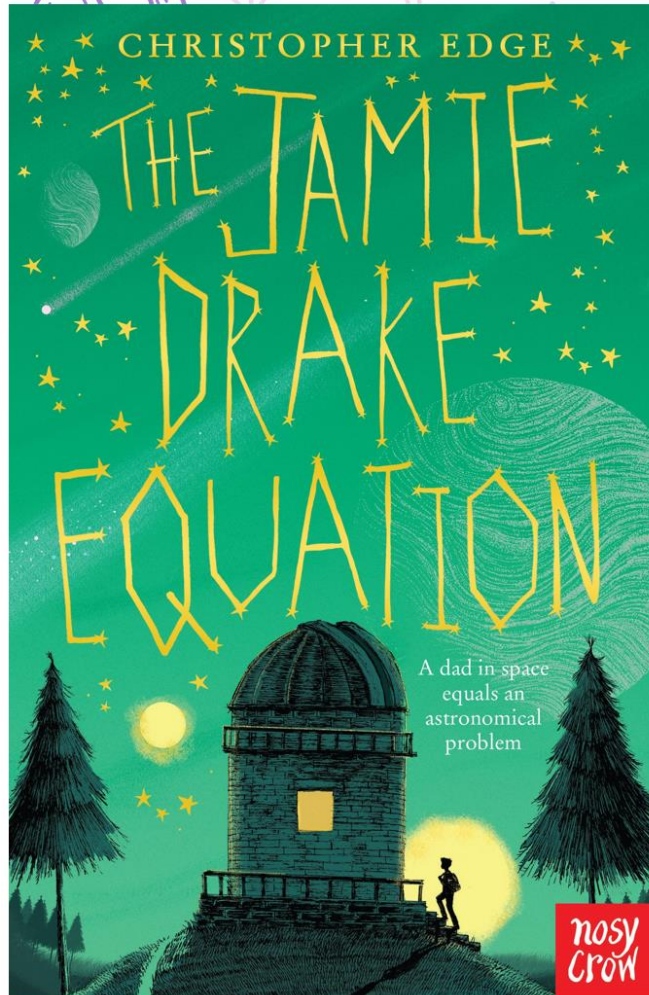


What time of day do you think it is? How do you know?



The title is made from joining stars. Why do you think the publisher has chosen to do this?

# Teaching skills in WCR - examples from lessons



## LO: To make predictions

What do you think the book will be about? Answer, Prove it, Explain it.



I think this book will be about...



I know this because....

This tells me that....

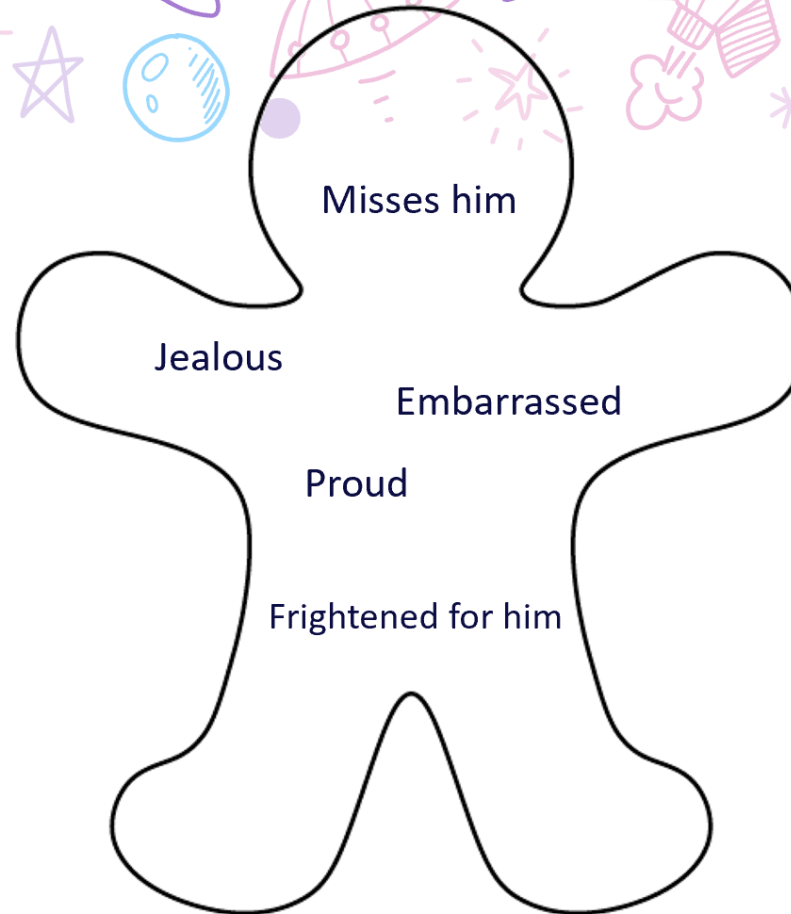




# Teaching skills in WCR - examples from lessons

LO: to infer characters thoughts and feelings

Jamie has many different feelings toward his father. Look through the first two chapters to find evidence.



# Teaching skills in WCR - examples from lessons

## LO: to interpret characters thoughts and feelings

How does Jamie feel about his Dad? Use chapters 1-2 to find evidence and explain your thinking.

Answer it, prove it, explain it

It is clear that Jamie sometimes feels embarrassed or jealous when it comes to his dad. I know this because in the text it says “Everything revolves around the fact that my dad’s an astronaut. Sometimes I wish I didn’t have to share him with the world.” This implies that Jamie is getting fed up that everyone keeps talking about his dad or knows who he is and he wishes that he could keep him for himself.



# Teaching skills in WCR - examples from lessons

## LO: to retrieve information

Re-read chapters 4-5 and answer the following questions...

	True	False
Jamie was sat next to a river when his dad rang.		
Jamie's mum and dad grew up together in the village.		
When the ISS passes over head you can hear it.		
Jamie is worried about the spacewalk his dad will go on.		
It's night time when Jamie is on Beacon Hill.		
The observatory has a rectangular shaped roof.		
The room the woman takes Jamie to is full of up to date computers.		
Jamie doesn't put his phone onto the desk.		
The woman is wearing a floral dress.		
The woman threatened Jamie with a gun.		



# Teaching skills in WCR - examples from lessons



Re-read up to the middle of Page 7

Michael Morpurgo uses positive language until the letter arrives. His language then changes and becomes negative. Collect a list of positive words and phrases and a list of negative words and phrases.

**Positive Words  
and Phrases**

**Negative Words  
and Phrases**

# Teaching Vocabulary

The teaching of vocabulary is a big focus this year. Opportunities for pre-teaching of vocabulary, learning new definitions and exploring word etymology will be happening weekly.

There are 3 main elements...



# Explore

Pupils spend time decoding new words, finding definitions in dictionaries and writing sentences using new words.

**LO: to understanding the meaning of new vocabulary**



1. The girl had spent all day outside in the **scorching** sun.
2. As Buzz Aldrin explored space, he got sucked into an **inter-dimensional** world.
3. The **astronaut** explored space from his spaceship.
4. There at 340 **kilometers** between here and home.
5. The moon **orbits** the earth every day.

# Teach

Teachers clarify the meaning of words which will be encountered in the text (pre-teach) using images, drama, actions and sentences of varying contexts. Links between words children already know are made and the entomology is looked at.



**peasant**

Poor person - a plebeian in Ancient Rome

**friends in high places**



Friends who have important jobs or roles

# Practice

Teachers use various methods to revise the words previously learned: matching word definitions, providing definitions, images, missing letters, sentences from books with words missing.

When someone's behaviour is terrible, an adult might say it was **abominable**.

The animals which die when vehicles hit them are called **roadkill**.

A nose can be called a **honker**, **conk**  
and a **hooter**

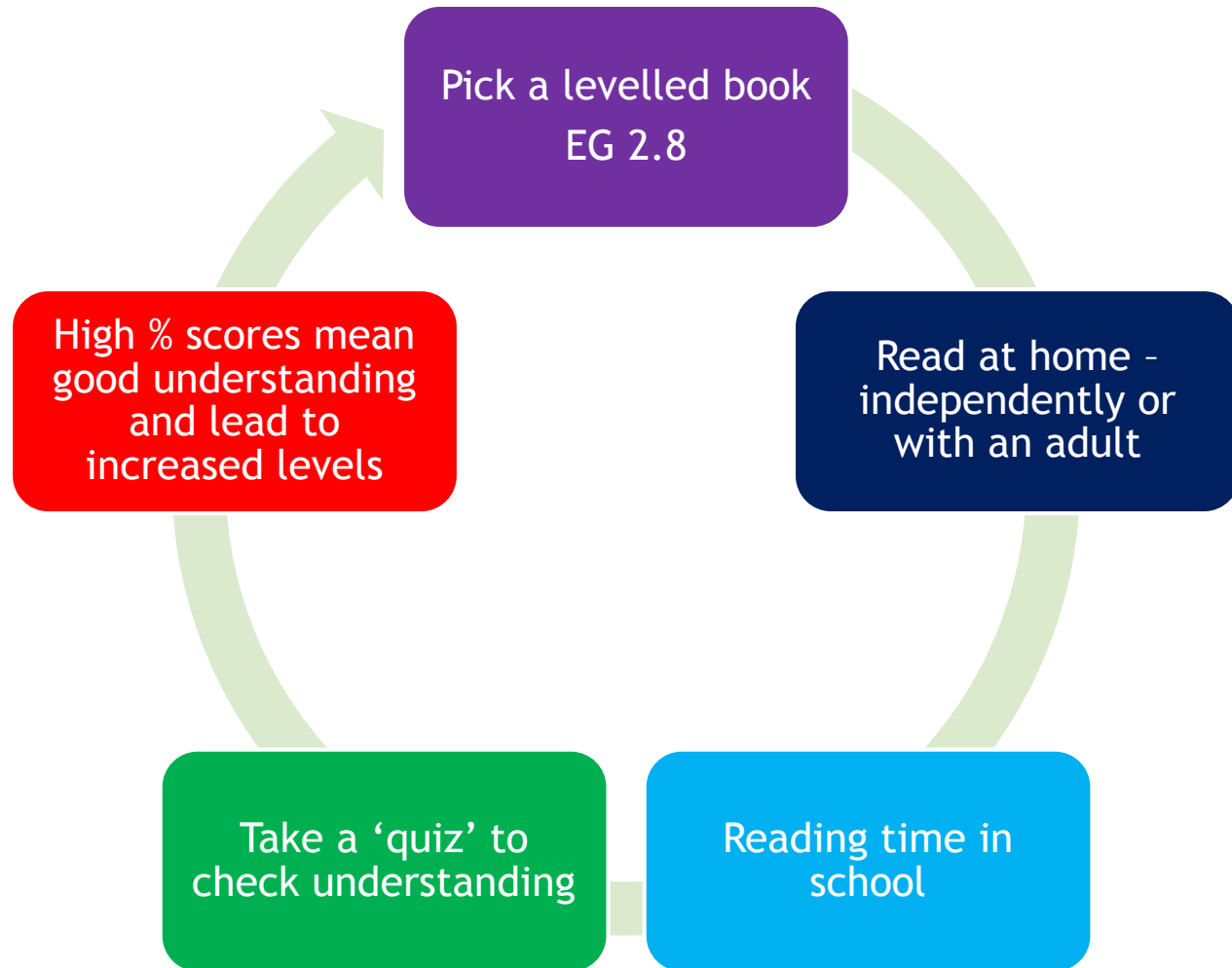
What was this diagram about?



# Accelerated Reader

- ▶ AR is a computer program that helps manage and monitor children's independent reading
- ▶ Children take a short quiz on the computer. Passing the quiz is an indication that a child has understood what was read.
- ▶ To effectively use AR, children need to read for at least 20 minutes a day
- ▶ Children's scores are recorded in their Reading Records for you to monitor. As well as this you can track their progress across the AR levels.
- ▶ Star quizzes are done every term to monitor progress and ensure correct AR level.

# Accelerated Reader




# AR Book Finder UK


RENAISSANCE  
**Accelerated** Reader Bookfinder™

Teacher

Quick Search   Advanced Search   Collections

United Kingdom & Ireland



 AR BookBag™

Enter Keycode

Go

You do not need a Keycode to search. However, if your child's teacher gave you a Keycode, enter it here to search the most relevant books for your child.

Refine Your Search

Interest Level  
->Middle Years

Fiction/Non-fiction  
Non-fiction (1)  
Fiction (1)


Language  
->English

Topic  
2016" (1)  
2017" (1)  
2018" (1)  
"What Kids Are Rea... (1)  
Award Winners/Nomi... (1)  
Fantasy/Imaginatio... (1)  
Reading Promotions (1)

Search

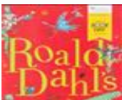
**Search Results**  
Titles 1 - 2 of 2

[« Previous](#)   Page 1 of 1   [Next »](#)   Go to Page  Go   Sort By **Relevance** ▼



**The BFG**  
Dahl, Roald  
AR Quiz No. 200160 EN Fiction  
IL: **MY** - BL: **4.8** - AR Pts: **6.0**  
AR Quiz Types: **RP, LS, VP**  
Rating: ★★★★★  
Luckily for Sophie, the BFG (Big Friendly Giant) who carries her off is nothing like his giant neighbours, but they are heading for England and she must stop them.

+ Add to AR BookBag™



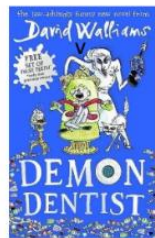
**Roald Dahl's Fantabulous Facts**  
Dahl, Roald  
AR Quiz No. 221545 EN Non-fiction  
IL: **MY** - BL: **5.0** - AR Pts: **2.0**

# Reading for Pleasure

- ▶ Children don't have to read AR books exclusively! Anything that gets children reading is a win (AR book finder UK)
- ▶ Model reading with children
- ▶ Visit the library together
- ▶ Although for fun, high quality texts are important!
- ▶ Prioritise reading
- ▶ Interact with authors on Twitter

# But what is a Year 5 book?

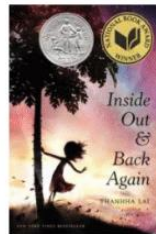
- Many teachers have put together 'must read' lists for different age groups - hand out example (<https://www.dropbox.com/sh/d19210dcrkejgd1/AACV Ck7xQfshVWDnQCq0f4lea?dl=0>)



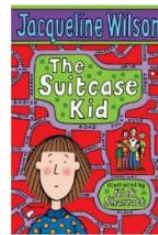
Demon Dentist  
David Walliams



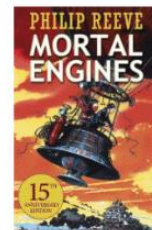
Goodnight Mister Tom  
Michelle Magorian



Inside Out and Back Again  
Thanhha Lai



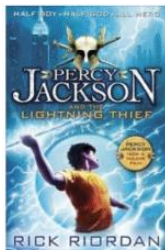
The Suitcase Kid  
Jacqueline Wilson



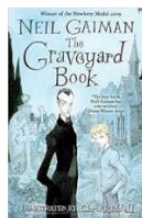
Mortal Engines  
Philip Reeve



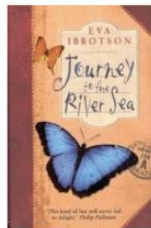
Firegirl  
Tony Abbott



Percy Jackson and the Lightning Thief  
Rick Riordan



The Graveyard Book  
Neil Gaiman



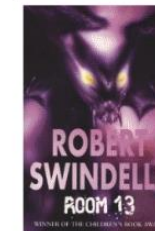
Journey to the River Sea  
Eva Ibbotson



Five On A Treasure Island  
Enid Blyton



Time Travelling With a Hamster  
Ross Welford



Room 13  
Robert Swindells