

Parent Information Session: Reading

Crossways School

Claire Ridsdale

Teaching & Learning Adviser (English), KS2 Moderation Manager

Aims

- To share information about how we teach reading at school
- To explain what the reading curriculum consists of in Y5/6
- To share ideas for reading at home
- To explain our new reading reward system

Desert Island Books



It Is Rocket Science!

Rocket engines employ the principle of jet propulsion. Most current rockets are chemically powered rockets (usually internal combustion engines but some employ a decomposing monopropellant that emit a hot exhaust gas). A rocket engine can use gas propellants, solid propellant, liquid propellant, or a hybrid mixture of both solid and liquid. Some rockets use heat or pressure that is supplied from a source other than the chemical reaction of propellant(s), such as steam rockets, solar thermal rockets, nuclear thermal rocket engines or simple pressurized rockets such as water rocket or cold gas thrusters. With combustive propellants a chemical reaction is initiated between the fuel and the oxidizer in the combustion chamber, and the resultant hot gases accelerate out of a rocket engine nozzle (or nozzles) at the rearward-facing end of the rocket. The acceleration of these gases through the engine exerts thrust on the combustion chamber and nozzle, propelling the vehicle, according to Newton's Third Law. This actually happens because the force (pressure times area) on the combustion chamber wall is unbalanced by the nozzle opening; this is not the case in any other direction. The shape of the nozzle also generates force by directing the exhaust gas along the axis of the rocket.

Why Focus on Reading?

Learning to
Read

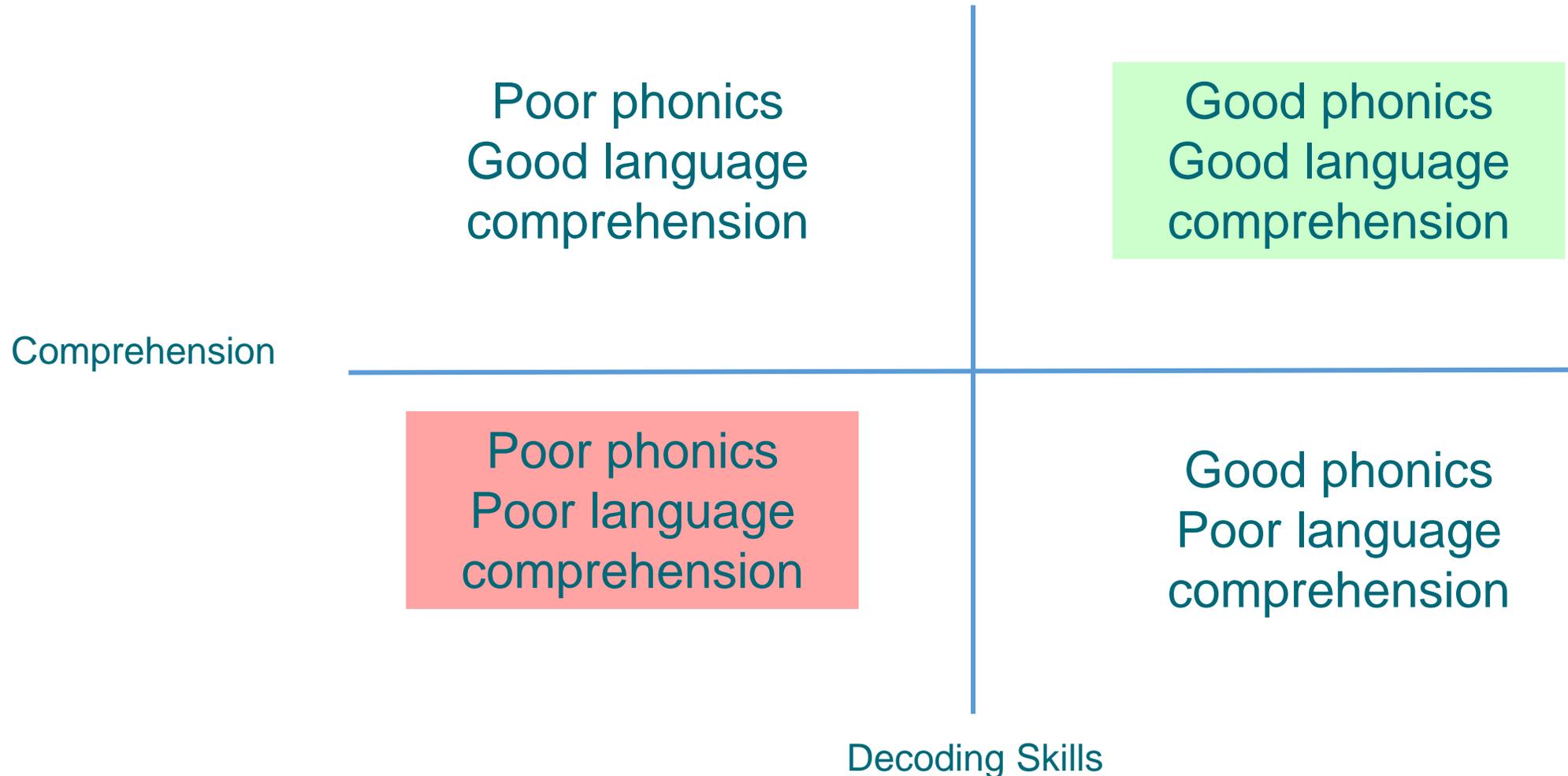


Reading to
Learn

What is Reading?

- The goal of successful reading is comprehension. Reading involves:
 - decoding
 - constructing meaning from the text
 - drawing on personal experiences
 - having a purpose to read

Simple View of Reading



Five Pillars of Reading

Knowledge of sounds

Knowledge of phonics

Fluency

Vocabulary

Comprehension

What Makes A Reader?



□ Comprehension

■ Decoding

■ Comprehension & decoding

Why Is Reading Important?

- There is a strong association between the amount of reading for pleasure children reported and their reading achievement. (PIRLS)
- 'In almost all countries, students who enjoy reading are significantly more likely to be good readers' (PISA)
- As children become engaged readers, they provide themselves with self-generated learning opportunities that are equivalent to several years of education. (Guthrie & Wigfield, 2000)
- Children who are read to every day at age three have a vocabulary at age five which is nearly two months more advanced than those who are not. A child taken to the library on a monthly basis from ages three to five is two and a half months ahead of an equivalent child at age five who did not visit the library so regularly. (Sutton Trust, 2010)

Why Is Reading Important?

- The three elements of English are inextricably linked
- Children with good speaking and listening skills are frequently good readers
- Good readers are often good writers
- Reading underpins the whole curriculum
- Increasing demands within the curriculum means reading fluently with good comprehension is essential - all subjects rely on this
- This impacts even more in KS3

Read through the Y5/6 objectives.

Sort into groups based on:

- those that you knew/expected to be in Y5/6
- those that you're unsure of/surprised about

Y5/6 Curriculum

Range:

- Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference
- Read a wide range of books including: myths and legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions
- Read books that are structured in different ways and for a range of purposes
- Recommend books that they have read giving reasons for their choices
- Identify and discuss themes and conventions in and across a wide range of writing
- Make comparisons within and across books
- Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context

Y5/6 Curriculum

Response:

- Recommend books that they have read giving reasons for their choices
- Identify and discuss themes and conventions in and across a wide range of writing
- Make comparisons within and across books
- Check that the book makes sense to them, discuss their understanding and explore the meaning of words
- Draw inferences and justify these with evidence
- Predict what might happen from details stated and implied
- Summarise the main ideas drawn from more than one paragraph
- Identify how language, structure and presentation contribute to meaning
- Discuss and evaluate how authors use language considering the impact on the reader
- Distinguish between fact and opinion
- Retrieve, record and present information from non-fiction

Y5/6 Curriculum

Oral

- Participate in discussions about books that are read to them and those they can read for themselves, build on their own and others' ideas and challenging views
- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- Learn a wider range of poetry by heart
- Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- Ask questions to improve their understanding

Y5/6 Tests

- Children will need to be able to:
 - identify or provide their own synonyms for specific words within the texts
 - demonstrate an understanding of texts by predicting what might happen next
 - refer to key elements of plot, character or information
 - demonstrate an understanding of the differences between fact and opinion
 - compare information, characters or events within a text
 - summarise and order events from fiction or non-fiction
 - root their responses securely in the text

Sample Test



Many countries all over the world have National Parks. There are about 7000 National Parks throughout the world. Most of them protect natural settings as well as the plants and animals that live there, but a few are in towns and cities.

The United States of America created the very first one, Yellowstone National Park, in 1872. It is so big that it covers part of three states: Wyoming, Montana and Idaho. People go there to see the geysers (natural hot springs) and amazing rock formations. The most famous geyser, 'Old Faithful', erupts about 20 times a day.

The largest National Park in the world is in Northeast Greenland. The park is so vast that only 30 countries in the world are larger.

Map showing the National Parks of the United Kingdom.



Are there National Parks in England?

There are nine National Parks in England. The first three were the Peak District, the Lake District and Dartmoor, which were all named as National Parks in 1951. Others followed soon afterwards: the North York Moors in 1952, the Yorkshire Dales and Exmoor in 1954 and in 1956 Northumberland. No new ones were added for nearly 50 years. The final two, the New Forest and the South Downs, were designated as National Parks in 2005 and 2010 respectively. The Norfolk Broads was given similar status to the parks in 1980, so it is generally included in information about them.

Are National Parks in England the same as those in other countries?

Many National Parks around the world cover huge areas of land where nobody lives, but in England most of the countryside within them is used for farming and other activities. As a result, National Parks in England include places where people live and work, as well as wild and beautiful areas where there is little sign of human life.

The National Parks in England are often called 'England's Breathing Spaces' because they are places where people can go to be in the open air, away from the dirt and noise of cities and towns. They provide spectacular scenes of mountains, meadows, moorlands, woods and wetlands.



Why go to the National Parks?

There are plenty of activities to do in all of the National Parks in England. Visitors can walk or cycle, following marked routes, and many of the parks put on activities for families.

In the Norfolk Broads there are boat trips on the environmentally friendly boat, *The Electric Eel*, and in Dartmoor and the Yorkshire Dales families can go 'geocaching', which is a sort of electronic treasure hunt using maps and satellite navigation devices. In the Lake District, there are 'treetop treks', where children from the age of 5 (and adults!) can clamber across rope bridges, cross wobbly logs and zoom down zip wires.

People who are interested in history can walk along sections of Hadrian's Wall in Northumberland National Park. In some places, people do not even have to go walking: the North Yorkshire Moors Railway has a steam train that takes tourists through all the moorland scenery towards the seaside at Whitby.

Are there any problems in the National Parks?

There are about 110 million visitors to the parks every year, bringing many benefits to the areas but creating problems too. National Park authorities have to encourage this tourism so that they can afford to conserve the parks and improve them. However, while conservation is made possible and some businesses flourish from the extra customers, many popular towns, villages and beauty spots can be swamped by

visitors. This results in overcrowded car parks and roads choked with traffic. Life can be difficult for people who live there, as gift shops and cafes take over from everyday shops; in popular areas, house prices can become too expensive for local people making it hard for them to stay in the area.

In the rural parts of the parks, too many people walking, cycling or horse riding on the same tracks can result in erosion. Paths can be strengthened, but then they look less natural. Sometimes walkers try to avoid the main paths to lessen the damage, but that can create more of a problem if they trample down grass which provides winter food for animals, or if they climb over fences and dry stone walls and break them down. This also disturbs wildlife and farm animals, especially when sheep are about to have lambs or birds are nesting.

Another major problem, which is not confined to the National Parks, is litter. In the parks it is a particular danger to animals. Broken glass can also cause fires by focusing the rays of the sun. When these start in wild places, they are much harder to control and can damage large areas very quickly, posing a threat to wildlife, people and small villages.

How can people help?

All National Parks in England promote the Countryside Code, which tells people how to take care of their environment. In America they run a similar scheme: Leave No Trace. If these rules are followed, the National Parks will be preserved and continue to give pleasure to many people for a very long time.

Sample Questions

5

Tourism in National Parks has both positive and negative outcomes.

Explain fully what these outcomes are, referring to the text in your answer.



3 marks

Tourism in National Parks has both positive and negative outcomes.

Explain fully what these outcomes are, referring to the text in your answer.

Award 3 marks for a fully developed, text-based explanation for both positive and negative outcomes.

Award 2 marks for a fully developed, text-based explanation of either a positive **or** a negative outcome.

Award 1 mark for two undeveloped points.

Sample Questions

9

When explaining the impact that tourists have on the parks, the writer has deliberately chosen language that will have an effect on the reader.

Some of the words in the table below are in bold. Explain the effect of these in each sentence.

language used	explanation of the effect of the language
... trample down grass...	<hr/> <hr/> <hr/>
...roads choked with traffic.	<hr/> <hr/> <hr/>
...some businesses flourish ...	<hr/> <hr/> <hr/> <hr/>

3 marks

language used	explanation of the effect of the language
... trample down grass...	eg: <ul style="list-style-type: none">• <i>it makes people sound like they are a herd of animals</i>• <i>it sounds bad and makes the tourists sound really negative and rough</i>
...roads choked with traffic.	eg: <ul style="list-style-type: none">• <i>choked is like someone who is ill and coughing</i>• <i>it is better than saying 'full of traffic' as it sounds more dangerous</i>
...some businesses flourish ...	eg: <ul style="list-style-type: none">• <i>flourish sounds like a flower opening so it shows how good tourism can be</i>• <i>it makes the impact of tourism more positive because it's an image of something growing.</i>

Award 3 marks for three full explanations.

Award 2 marks for two full explanations.

Award 1 mark for one full explanation.

Do not accept vague answers that aren't text specific, eg:

- *It is a strong word*
- *It has a good effect*

Top Tips: Reading Together

Get with the programme Make sure you have a regular slot in which to read every day. This makes sure you don't forget about it, and stops everyone forgetting the plot!

Go for a journey If you have a regular reading time every day, choose longer chapter books. It will be more of an experience for you and your child and helps build their memory and understanding

Get motivated If your child's not a keen reader, choose short stories or picture books for upper KS2, read comics, papers, non-fiction...whatever they're interested in

Keep them guessing Ask questions every so often to find out what they think may happen next. This helps to build the suspense and make it more interesting

Always leave them wanting more Stop reading at an exciting point in the story – maybe at the end of a chapter or even in the middle of a sentence. TV dramas use cliff hangers like this to make sure their audience comes back!

Top Tips: Reading Independently

Make sure they get the plot Ask them to tell you what's happened. They can chat whilst you're making dinner/breakfast, driving to cubs, making packed lunches etc!

Find the right book Help them to choose books that they'll be more interested in. Various websites provide summaries and recommendations, talk to friends, look at new books, have an author focus

1...2...3...4...5... Look for series of books. It's such a joy when they read one and you find out there are 9 others!

Do it too! Ask them to recommend books for you to read based on the ones they've enjoyed. (My godson in Y5 does this ALL the time!) then talk about them afterwards.

Top Tips: Reading Independently

Make it competitive If your child's one who likes competition, set up your own home reading incentives or compete against siblings!

Make it visual Create a reading tree, keep a reading river or journal, get caught reading

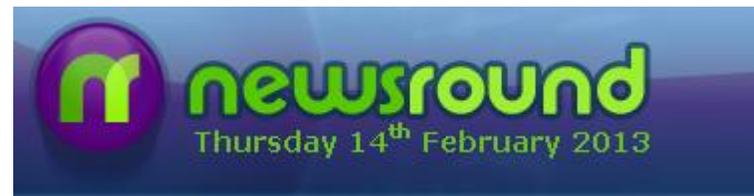
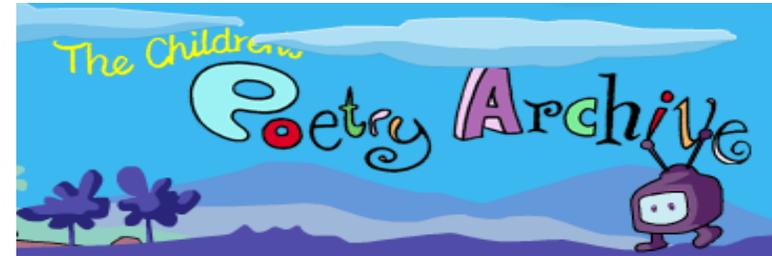
Reading, Reading Everywhere!

It's all valid, fiction & non-fiction!

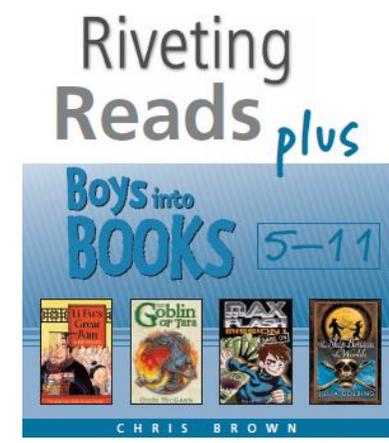
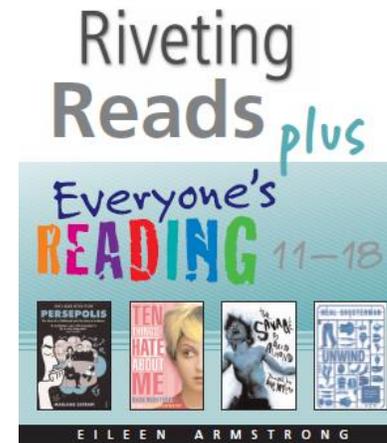
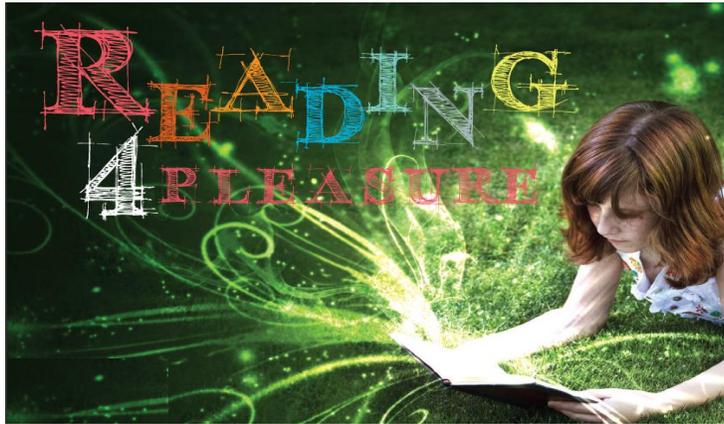
- Magazines and newspapers
- Comics
- Picture books
- Poetry
- Plays
- Websites, APPs, games
- Print in the environment
- Instructions, lists, manuals
- Packaging

Websites

integra.
schools



Other Resources



A Practical
Guide to
Reading for Pleasure



Adolescents entering the adult world in the 21st century will read and write more than at any other time in human history. They will need advanced levels of literacy to perform their jobs, run their households, act as citizens, and conduct their personal lives. They will need literacy to cope with the flood of information they will find everywhere they turn. They will need literacy to feed their imaginations so they can create the world of the future. In a complex and sometimes even dangerous world, their ability to read will be crucial.

International Reading Association

Reward System for Home Reading

Sue Cain & Emma Mitchell