



READING AT MILE OAK KS2

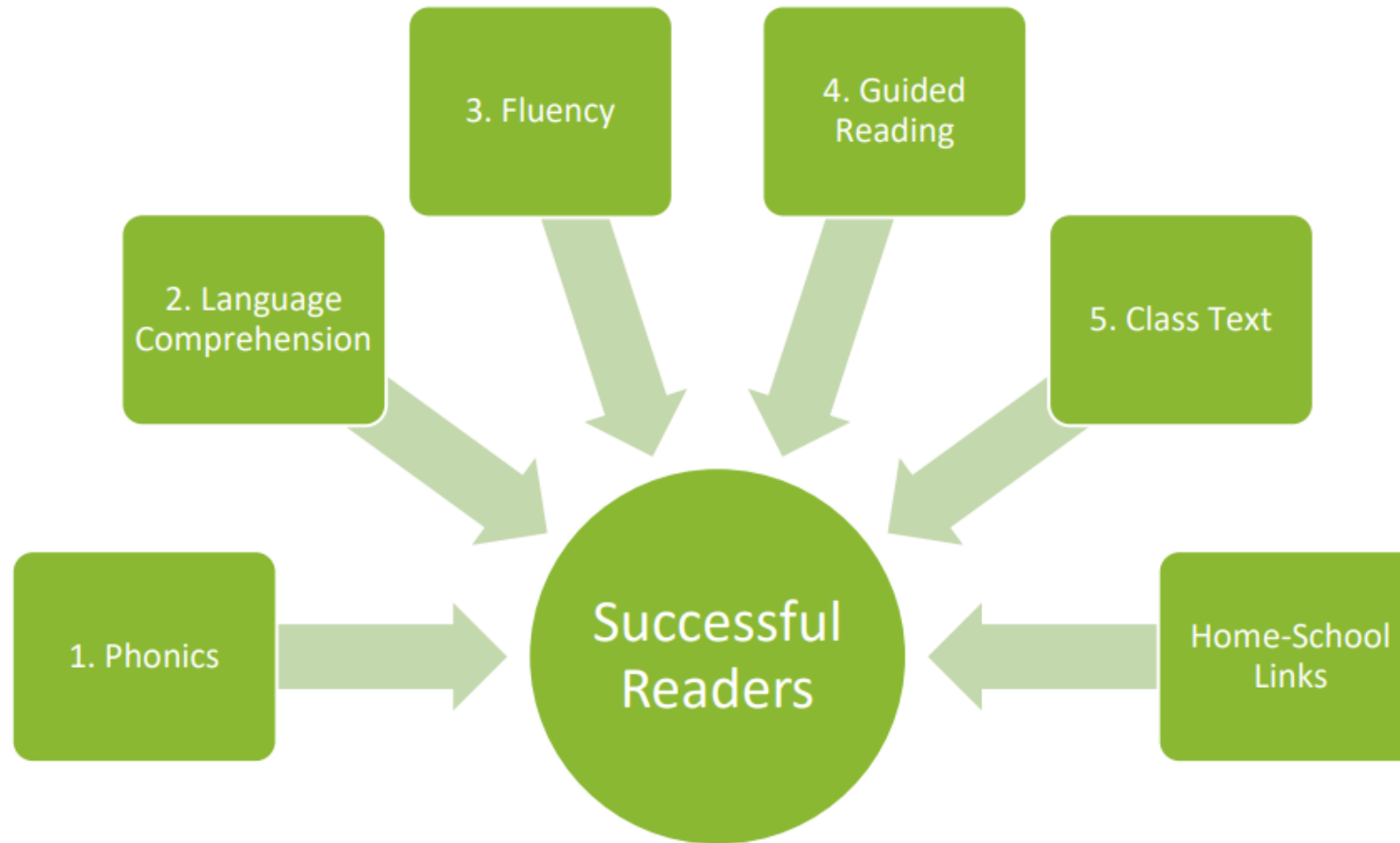
THE TOP TEN BENEFITS OF READING FOR CHILDREN



- Their vocabulary is larger and more extensive
- They perform better academically
- Their imagination can run wild
- Their creativity skills develop
- They develop empathy
- They gain a deeper understanding of their world
- Their concentration levels improve
- The parent and child bond improves
- Their cognitive development is supported
- Their social skills and interaction improve



The teaching of reading at Mile Oak Primary School follows these key steps:

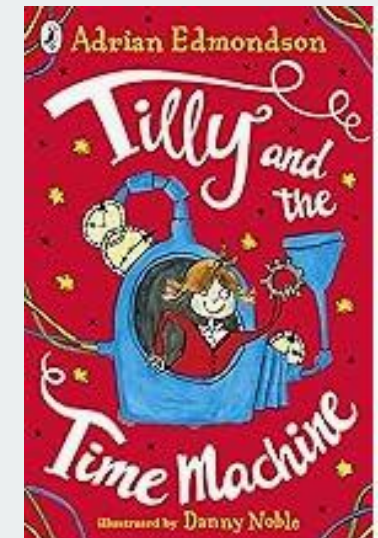
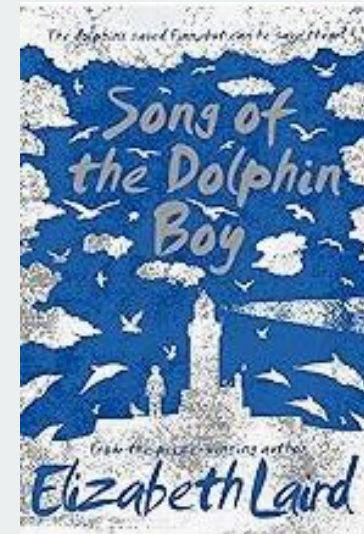
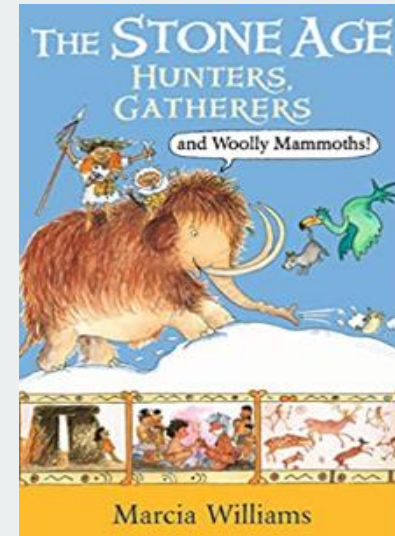


We underpin reading teaching with a commitment to teach every child to read regardless of background, need or circumstance.

READING AT MILE OAK

We ensure reading is a focus throughout the school day:

- Whole class guided reading
- Reading Fluency
- Class Reader
- Reading throughout the curriculum
- Library sessions



LANGUAGE COMPREHENSION

- Developing children's speaking, listening and understanding is a school wide priority and is embedded in our wider curriculum.
- We create a language rich environment where all adults value the importance of quality interactions
- We model the use of full sentences and support children to do the same through stem sentences e.g.
 - *What was your favourite part of the story?*
My favourite part of the story was _____
 - *What did you learn on our school trip yesterday?*
One of the things I learnt on our school trip yesterday was that _____
- We plan opportunities for oracy through: drama, role play, expressing opinions, discussion, asking and answering questions, poetry recital and debate

LANGUAGE COMPREHENSION

We carefully plan our teaching to reduce the language gap and promote opportunity for back-and-forth conversations across the curriculum. We do this by:

- thinking out loud
- modelling new language for children
- paying close attention to what the children say
- rephrasing and extending what the children say
- asking closed and open questions and answering the children's questions
- explaining why things happen and deliberately connecting current and past events
- providing models of accurate grammar
- extending children's vocabulary and explaining new words
- providing opportunity for children to practise listening, talking and giving feedback with a partner

HOW YOU CAN HELP WITH LANGUAGE COMPREHENSION AT HOME

- Ask closed and open questions to your child and answer their questions
- Talk about what you did during your day to encourage children to share their day with you
- Encourage your child to speak in full sentences
- Explain why things happen and deliberately connect current and past events
- Explain the meaning of new words children come across



READING FLUENCY



- We want Mile Oak children to be fluent readers
- Reading fluently has 4 parts:
 - *Accuracy*
 - *Speed*
 - *Expression*
 - *Comprehension*

READING FLUENCY



- Reading fluency is incorporated into our school day.
- For the first two weeks of each half term, all classes focus on learning to fluently read a text. They then perform it at the end. The following strategies are used to help improve fluency:
 - *Echoing the teacher*
 - *Choral reading*
 - *Text marking*
 - *Reading in pairs/groups*
 - *Evaluating one another's performances*

READING FLUENCY



- For the rest of the half term, in fluency sessions, children read with a teacher, 1-1 or as part of a group, or with a 'Reading Buddy' in class
- With their 'Reading Buddies', children listen to one-another read, helping one another and praising good fluency.



HOW YOU CAN HELP WITH READING FLUENCY AT HOME

- Hear your child read aloud as often as possible
- Read to your child and model using accuracy, expression, pace and volume for effect
- Praise your child's fluent reading e.g. *accurately reading tricky words, use of expression*
- Encourage your child to read a range of text types aloud: poetry, short stories, non-fiction texts.



TEXTS

- Our texts are used as whole class reading books and are the basis for guided reading lessons.
- Where possible, we also try to link them to other areas of the curriculum e.g. history, geography, science, PSHE.

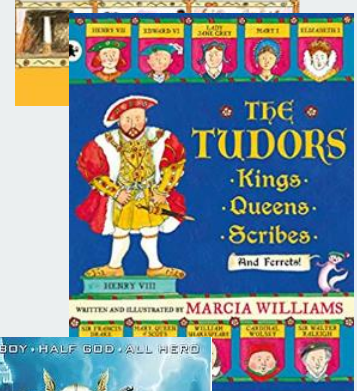
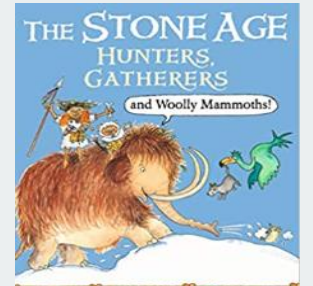
Questions you can ask at home...

What is your class reading book about?

Who is your favourite character? What do you like about them?

What happened in the book today?

What learning have you been doing in school that links to your class reading book?



Reading Vipers

Vocabulary

Infer

Predict

Explain

Retrieve

Sequence or Summarise



In our daily guided reading sessions, we teach the VIPERS skills, focusing on a different skill in each lesson.

4w. I can increasingly explain the meaning of words in context

Find the red words in the text and read them in the sentence. Circle the synonym of the original word in red.

<i>Enormous</i>		
huge	tiny	Section

<i>flog</i>		
whip	praise	Statue

<i>A dozen</i>		
twelve	shouty	Carefully

<i>Scuffling</i>		
eating	walking	slowly

<i>Horrendous</i>		
Bag	awful	lovely



17.3w. I can discuss words in books that capture the readers' interest and imagination.

1. Look at the sentence beginning "All you know is...". Find and copy one word that suggests that Henry spoke in a loud voice.
|
2. Find words in the text that show how the character is feeling. Fill in the table with the correct synonyms and antonyms. The first one has been done for you. Use a thesaurus to help if you need it.

Word	Synonym	Antonym
Tired		

3. The antonym of one of the words in the text is 'tiny'. What word in the text is this an antonym of?



5w. I can infer how a character in a book is feeling by actions they take and can explain how I know.

Answer these questions in full sentences using the sentence stems to support you.

1. How did Mouse feel about the baby?

I think that Mouse feels _____ towards the baby. I know this because in the text it says...

2. What is the clan members' opinion of the baby at first?

I think that the clan members feel _____ about the baby. I know this because in the text it says...

3. Does the mum react badly to the baby?

I think that the mum does/does not react well to the baby. I know this because in the text it says...

Flamingo Challenge - Predict what will happen to the baby as he grows up.

I predict that the baby will...

Predict



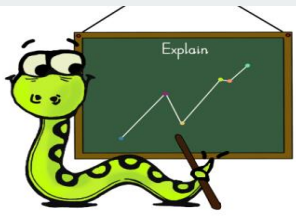
6w. I can predict what might happen from clues in the text. (P)

Read up to page 2.

1. What do you think the boy is doing? (Page 1)
2. Where do you think he is going? (Page 1)
3. Where do you think the boy is going to land and why? (Page 2)
4. Where do you think the boy is now? Use *evidence* from the text to support your reasoning. (page 3)
5. Explain why your predictions may have slightly changed from yesterday's predictions.

E

xplain



6b I can understand what I have read and check that it makes sense by talking to others about it.

The lantern room was Jas's special place.

With your partner, find 4 examples to explain how Jas had made it special.



How did Jas feel when she was in the lantern room?

In the lantern room Jas felt...

Retrieve



Session 10 retrieval

7b. I can retrieve and record information from the book I am reading

1. What happened after the Ice Age ended?

After the Ice Age ended..

2. What was the name of the toolmaker?

The name of the toolmaker was...

3. What did the clan do during the winter?

The clan _____ during the winter.

4. Why did the clan camp near water during the summer?

The clan camped near water because...

/

5. What was the grandson's name?

The grandson's name was...

Flamingo Challenge - Create your own retrieval question.

R

Retrieve

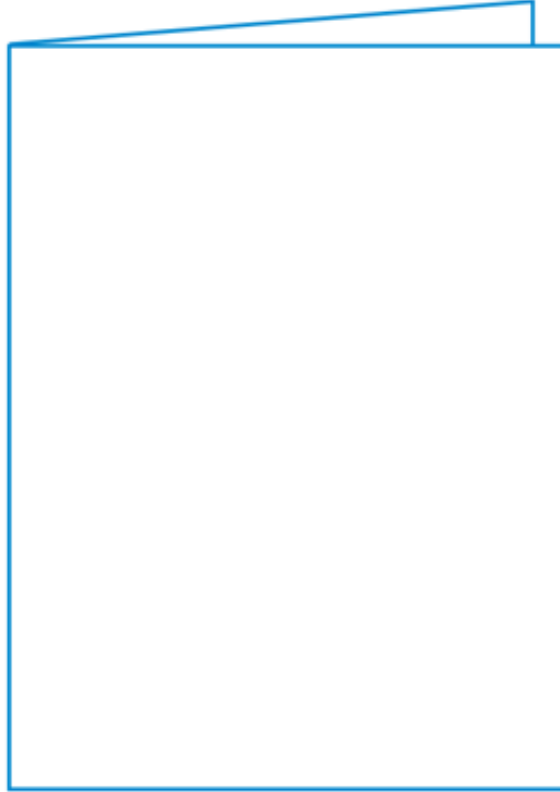


7b I can retrieve and record information from the book I am reading

Design a front cover for what you have read so far. Remember to include the book name and the author.

Name: Stone Age Boy

Author: Satoshi Kitamura



Flamingo: Explain why you have designed the front cover in this way, using evidence from the text to support your reasons.

Sentence Stem: I have designed the front cover in this way because...



Task Examples

- Draw a storyboard to show the key events in the story
- Summarise the story in 100 words or less
- Summarise the chapter in:
one sentence
three words
one word



10w. I can tell someone about the main ideas drawn from more than one paragraph and summarise the content.

Use the text to sequence how Stump creates the fire in front of Clan Woolly. Draw a picture of each step and explain underneath.

Flamingo Challenge - How does Old Snore feel now Stump can make fire? Why do you think this?

HOW WE ASSESS READING

- In KS2 we hear children read in a variety of ways: 1-1, in small groups, out loud to the class and as part of reading fluency sessions.
- Once a child is fluent, we won't necessarily be regularly hearing them 1-1 but will give them many opportunities to read aloud in a range of lessons.
- We use target sheets in Guided Reading lessons to track progress with the different VIPERS skills.
- Assessment varies by year group but all years complete termly reading assessment papers, focusing on their comprehension skills.

THE LIBRARY



- Children go to the library weekly.
- They will take out a 'reading book' which is matched to their reading level and an optional 'library book' which they can choose to read with someone at home.



READING AT HOME



Read anything!

- Don't worry about the 'what' and 'how' of reading each day. Books are great but any other texts can be great too.
- Why not set your child a reading challenge? How many different things can you read in a day?

Text examples:

- Comics
- Magazines
- Leaflets
- Recipes
- Instructions
- Blogs
- Song lyrics



READING AT HOME



Maintain the motivation to read

- Talk about the joy of reading whenever you can.
- Give your child choices about what they read- being in control is great motivation!
- Make books a part of the family. Encourage your child to share them with a relative or friend, either in person or over a video call.
- Encourage them to recommend books to friends and family e.g. *You should read this book, Granddad, because you love funny stories.*

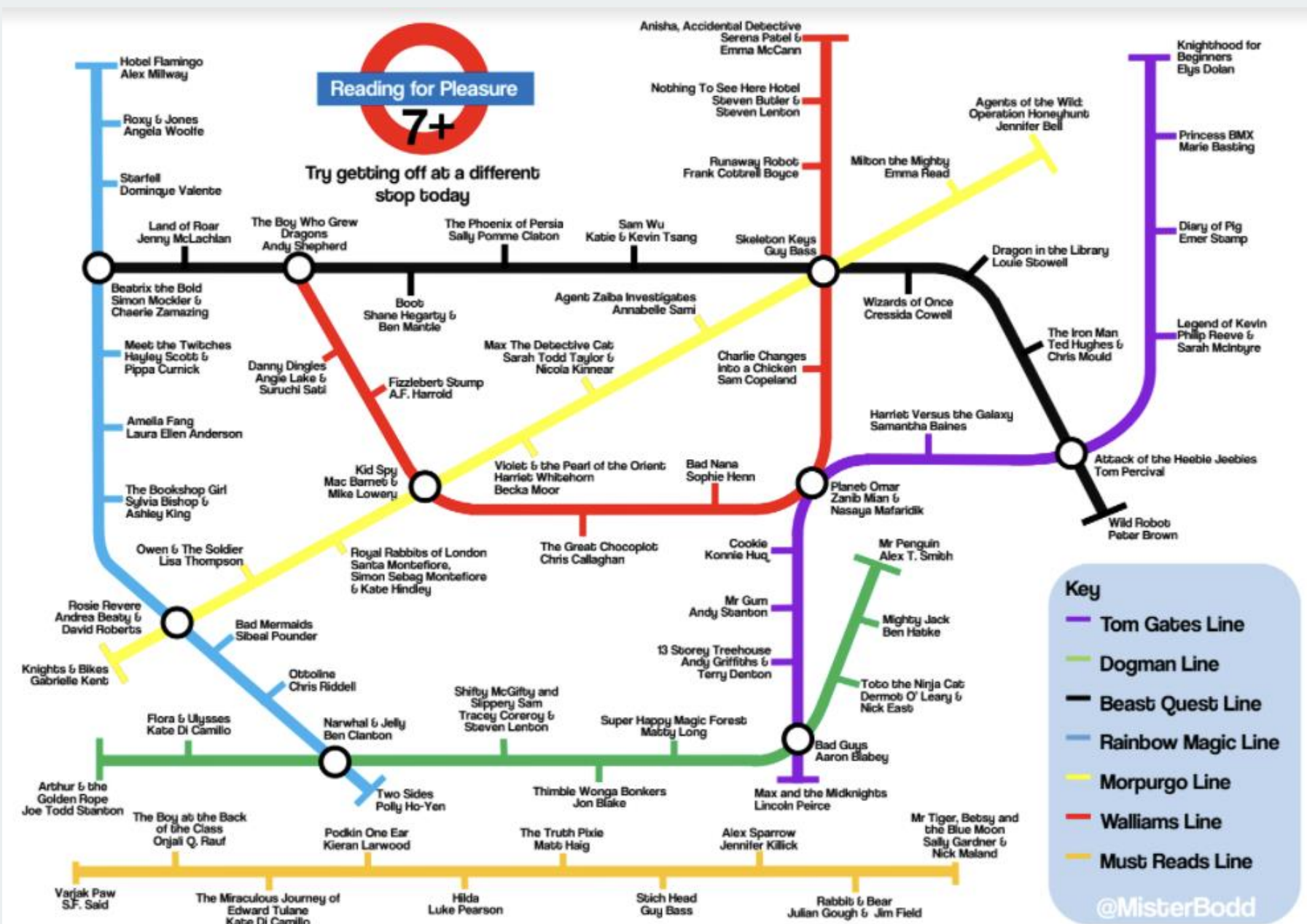


BOOK SWAP

- Our Book Swaps have been extremely successful and the children love coming along to choose a book they can keep!
- We will continue to hold book swap events each half term during the school day.



BOOK RECOMMENDATIONS

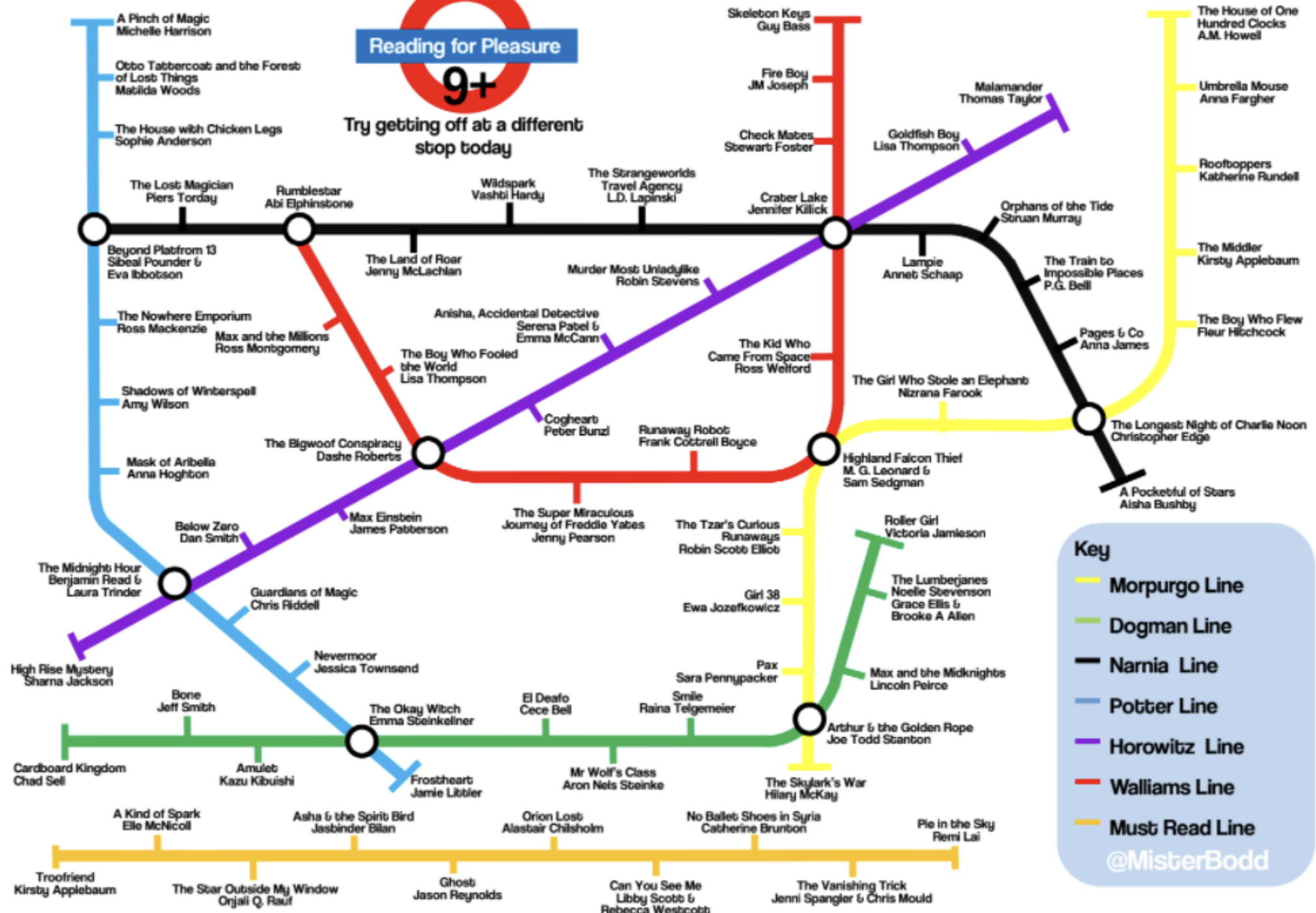


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Reading for Pleasure

9+

Try getting off at a different stop today



Key

- Morpurgo Line
- Dogman Line
- Narnia Line
- Potter Line
- Horowitz Line
- Williams Line
- Must Read Line

@MisterBodd



LoveReading
4 KIDS SHARING BOOK LOVE

Browse Books By Age



Baby and Toddler



3+ readers



5+ readers



7+ readers



9+ readers



11+ readers

SUPPORT



- Class teacher
- School website www.mileoakschool.co.uk/brighton-hove/primary/mileoak
- Email the office office@mileoak.brighton-hove.sch.uk

Dream Big
READ!