



Oak Meadow
Primary School

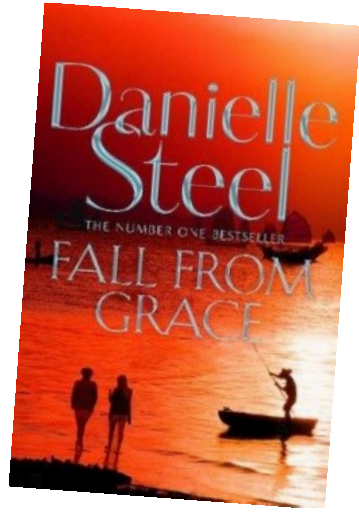
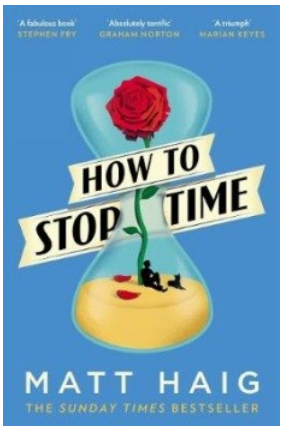
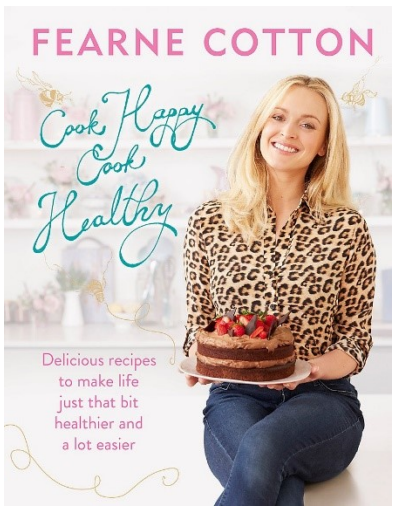
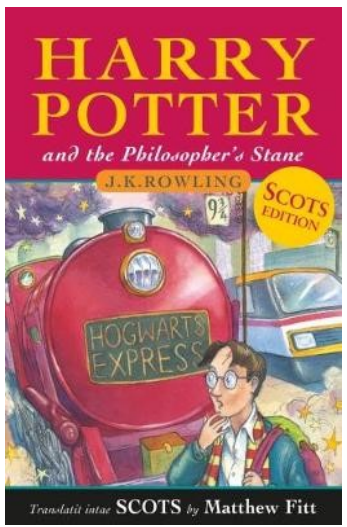
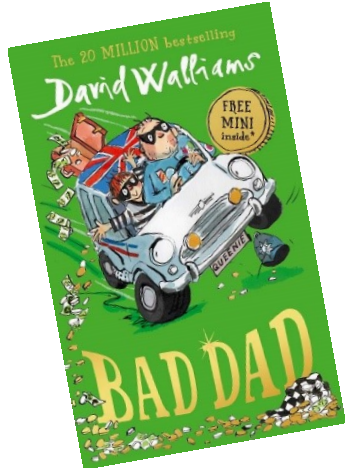


Key Stage 2 Reading Workshop

Tuesday 6th March 2018

Thank-you for joining us to celebrate reading! We are hoping to share how reading is taught within school and will share activities that could be used at home to develop children's reading ability further.

Think about your favourite book. ...



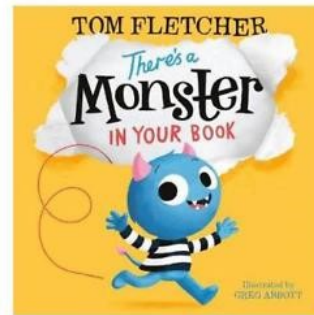
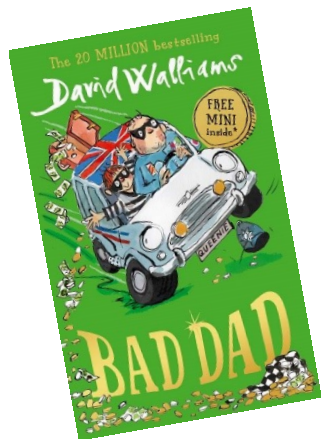
Reading Workshop

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Developing a love of reading

Reading is a vital skill that is used consistently in daily life. Children are able to develop their reading skills through a range of different activities. Children enjoy hearing stories, reading magazines and using games where they have to read instructions; therefore creating a positive learning approach is very important. Working in collaboration with school and parents will help to create a love of reading for all children.



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Reading National Curriculum

The programmes of study for reading at key Stage 1 and 2 consist of 2 dimensions:

- word reading (blending and sight reading)
- comprehension (both listening and reading)

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

- Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.



Reading National Curriculum

- Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction.
- All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum.

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Reading assessment within school

Reading Vipers

Vocabulary
Infer
Predict
Explain
Retrieve
Sequence or Summarise



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- Reading Vipers are a range of reading prompts that have been developed to match the reading domains (reading skills) in the 2016 National Curriculum.
- Each of the domains provide key questions that can be used to help develop children's reading comprehension and understanding.
- During Guided Reading sessions, skill lessons are taught with a VIPERS focus, allowing precise application of each strand.

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VIPERS


KS1 Reading Vipers

Infer

Make inferences from the text.

Example questions

- Why was..... feeling.....?
- Why did happen?
- Why did say.....?
- Can you explain why.....?
- What do you think the author intended when they said.....?
- How does make you feel?



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KS2 Reading Vipers

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?



Early readers

Reading begins with developing skills to decode words. RWI is used within school to teach children the phonic sounds that are needed to read fluently and accurately. This will help them to blend unknown words and begin to read.

Depending on which 'sound set' children are on, they will be given texts that they can read independently. More challenging texts can be read to the children and questions can be asked to help develop their understanding.

Complex Speed Sounds

Consonant sounds

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c		se			
					ce					

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch				dge							

Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				<u>a-e</u>	y	<u>i-e</u>	<u>o-e</u>
					ai	ea	ie	oa
						e	i	o
							y	

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
<u>u-e</u>			oor	are	ur	ow	oi			
ue			ore	are	er					
ew			aw							
			au							



Early readers

Giving children the opportunity to explore and read a variety of texts are very important. For example, within reception's topic of Space, a range of information books are available for children to read, even if they are unable to access every word.

Children will be given reading books to take home dependant on their phonic ability. All books that children bring home are phonetically decodable and they don't need to learn words by sight. Each pupil also has access to Bug Club which provides a wider range of books that can be accessed online.



Developing comprehension skills

- When children are able to decode words and read independently, it is important that they are able to understand the texts that they have read.
- Some children are able to decode and fluently read texts, but lack the inference skills that are needed to enjoy, question and understand what they have read.
- The National Curriculum (SATs) test children's comprehension skills and therefore it is important that children are taught these skills in a range of ways from a young age.



How to develop comprehension skills!



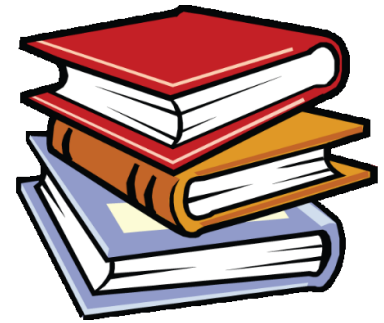
Discussion about books you may have read together.



Effective questioning.



Inference pictures.



Book talk.

Key questions

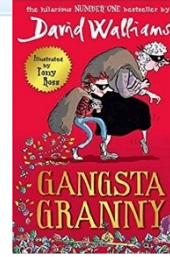
Guided Reading Question Sheet Year 1

Questions	Questions (linked to reading domains)
	<p>Reading Domains</p> <p>1a Draw on knowledge of vocabulary to understand texts What does the word xxx mean in the text? Which word in the text tells you how xxx was feeling? Which word means the same as.....?</p> <p>1b Identify and explain key aspects of fiction and non-fiction, such as characters, events, titles and information Retrieval Questions:- What, Who, Where, When, Why?, How much/many?</p> <p>1c Identify and explain the sequence of events in texts What happens first in the story? Sequence these sentences from the story? What happened before or after something?.....</p> <p>1d Make inferences from texts Which words make you think that.....? How can you tell that ...? Can you explain why.....? Why did something happen? Why did someone do something? How do you think someone is feeling/felt at a point in the story?</p> <p>1e Predict what might happen on the basis of what has already happened From the cover/title, what do you think will happen in this story? What will happen next?</p>



- Year 1: Which word makes you think that Ben didn't like his granny?

- Year 6: What does the word 'weakly' suggest about the character of Dad?



Cabbage Water

“But Granny is soooo boring,” said Ben. It was a cold Friday evening in November, and as usual he was slumped in the back of his mum and dad’s car. Once again he was on his way to stay the night at his dreaded granny’s house. “All old people are.”

“Don’t talk about your granny like that,” said Dad weakly, his fat stomach pushed up against the steering wheel of the family’s little brown car.

“I hate spending time with her,” protested Ben. “Her TV doesn’t work, all she wants to do is play Scrabble and she stinks of cabbage!”



How school is helping to develop a love of reading within school.

- Reading celebration days including World Book Day!
- Teacher's sharing books within assemblies and classes.
- Guided Reading lessons.
- We incorporate reading a range of texts into our topic lessons which allows children to apply their reading skills.
- Reading challenges each half term where children will have the opportunity to win a selection of new book releases.
- Reading recommendations.
- Reading interventions.
- Librarians - new books have been purchased that the children have requested.
- Book Fair (9th-15th March).
- Y6 reading club.

Reading Workshop



To encourage a love of reading we recommend ...

- Allowing children to read a wide range of texts including; stories, articles, poems and newspaper reports.
- Visiting book shops to explore any new releases.
- Sharing stories that others have recommended.
- Using Amazon to preview new releases.
- Using the school library to borrow texts.





Bug Club

Resources to Help at Home

[Bug Club](#)

[CGP Revision Guides](#)

<http://www.bbc.co.uk/schools/revision/>

BBC BiteSize - This is an excellent site, providing revision help for KS2, KS3, KS 4 and KS5. This covers all subjects through activities and tests.

<http://www.woodlands-junior.kent.sch.uk/revision/index.html>

Revision pages at **Woodlands Junior School**. These revision pages support the work they do at Woodlands Junior School. They have been put together for their students to help them with their revision. Included are some sample questions taken from past Key Stage 2 SATs papers, as well as a whole host of interactive tests/quizzes.

<https://www.purplemash.com/sch/OakMeadowLiteracyBootcamp> -

This site allows children to play games by practicing their reading skills.

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Bug Club

- Every child in school has access to Bug Club.
- This is an interactive resource that provides children with a range of texts they can read independently and also have the opportunity to develop their comprehension skills by answering a range of questions.
- iPads

Phonics Bug

Phonics Bug books are incorporated in the **KS1 Independent Reading** packages and can be supported by **Phonics Bug Whole Class Teaching Tools**.

Phonics Bug Whole Class Teaching

Phonics Bug Whole Class Teaching contains everything you need to teach and assess synthetic phonics in Reception and KS1.

The programme is edited by Professor Rhona Johnston and Dr Joyce Watson, and is based on a seven year study in Clackmannanshire that proved systematic synthetic phonics is the most effective way to teach children to read.

Structured daily lessons help you deliver engaging phonics lessons around all aspects of language. Plus, you can assess how your children are progressing by using the online assessment tools provided.



Grammar & Spelling Bug



Grammar and Spelling Bug breathes new life into grammar, spelling and punctuation lessons with hundreds of engaging practice games that children will want to return to again and again, plus comprehensive lesson plans and assessments available at the click of a button.



To find out more, go to www.pearsonprimary.co.uk/discovergrammarspelling



Any Questions? You are now invited to visit your child's class and read with them; please feel free to visit our Y6 children who will demonstrate how to use Bug Club.



Bug Club

Reading Worksh





Parent E-safety Information Session

Helping to keep your children safe online



From tiny acorns **mighty oaks** grow...





Statistics (www.nspcc.org.uk)

- 1 in 3 internet users are children.
- One in five 8 to 11 year olds and seven in ten 12 to 15 year olds has a social media profile.
- 1 in 4 children have experienced something upsetting on a social networking site.
- 1 in 3 children have been a victim of cyberbullying.
- There were over 12,000 counselling sessions with young people who talked to Childline about online issues last year.
- Almost 1 in 4 young people have come across racist or hate messages online.
- More than 7 in 10 parents have looked for or received information or advice about how to help their child manage online risks.

[Safer Internet Day 2018 Parent Film](#)

*From tiny acorns **mighty oaks** grow...*





Our School approach to E-safety

Teaching the children to be **SMART!**

Safe: keeping personal information safe.

Meeting: online friends are strangers.

Accepting: be aware of viruses.

Reliable: information may be untrue.

Tell: inform an adult.

Computing use in school is:

- Supervised
- Monitored

*From tiny acorns **mighty oaks** grow...*





Children Online and Gaming - Potential Risks

- Cyber bullying.
- Grooming.
- Inappropriate websites.
- Losing control over pictures and video / Giving out too much information online.
- Viruses, hacking and security breaches.
- Many online games have communication features which allow their users to interact anonymously e.g. Minecraft (all devices) and World of Warcraft (PC).
- Cyberbullies may harass fellow gamers and online scam artists may promise virtual goods in an effort to get credit card information e.g. World of Warcraft.
- Be aware of your child's game console internet access and communication features

From tiny acorns mighty oaks grow...





Advice and Ideas

- Keep the computer in a 'high-traffic area' of your home.
- Establish limits for which online sites children may visit and for how long.
- Remember that Internet technology is mobile, so make sure you monitor mobile phones, gaming devices, and laptops.
- Know who is connecting with your children online and set rules for social networking, instant messaging, e-mailing, online gaming, and using webcams.
- Check the browser search history on a regular basis.
- Be a part of their online life; involve the whole family and show an interest. Find out what sites they visit and what they love about them.
- No filter or parental controls tool is 100% effective, and many of the risks that young people face online are because of their own and other's behaviour

From tiny acorns **mighty oaks** grow...





Internet Providers

- The 5 big internet providers in the UK – **BT, Sky, TalkTalk, Plusnet** and **Virgin Media** - provide their customers with free parental controls. With these parents can :
 - customise their parental controls.
 - allow and block specific sites.
 - set filter times.
 - set limits for time online.

Gaming

- Parental controls can also be set up on all games consoles.
- Restrict games based on age rating.
- Restrict time spent e.g. On the Xbox 360 activate the “Family Timer” to limit the total amount.
- Control your child’s friend requests so you know who they’re playing with online.

From tiny acorns **mighty oaks** grow...





Smartphones and iPads

- All mobile network providers provide parental controls.
- Some will have these on as default, but others you will need to request to be turned on.
e.g. Tesco Mobile and O2 have a parental control option to ensure that only websites they have classified as suitable for children under 12 can be accessed. Contact your service provider to find out about filtering options.
- Some apps can help filter out age-inappropriate content or help restrict some of the smartphone or iPad functions, so have a look in the app store.
- Check which parental controls are available for the specific smartphones; some devices may have options for switching off the internet browser.
- Look at age ratings and customer reviews before your child downloads an app.
- There are tools available in the parental control settings on an iPad which can disable some communication apps, prevent multiplayer games and the ability to add friends.

From tiny acorns mighty oaks grow...





What to do if your child sees inappropriate material online

- Don't overreact if your child tells you about something they have seen. You might feel shocked and angry but by dealing with it calmly your child will know they can turn to you again.
- Keep records of abusive messaging.
- Report abusive or inappropriate behaviour to the website and, if serious enough, to the police.
- If you come across illegal content, such as images of child abuse, you can report this to the Internet Watch Foundation at www.iwf.org.uk.

From tiny acorns mighty oaks grow...





Useful Websites and Information

- www.saferinternet.org.uk/advice-and-resources/a-parents-guide/internet-enabled-devices
- www.kidsmart.org.uk/beingsmart
- www.childnet.com/resources/parental-controls
- <https://www.thinkuknow.co.uk/parents/Primary/>
- <http://www.netsmartz.org/Parents>
- More information can be found within your packs.

From tiny acorns mighty oaks grow...



What can I do right now?

- Open dialogue with your child
- Family agreement
- Consider filtering and blocking software
- Think before you/they post
- Understand the laws
- Privacy settings and reporting
- Save the evidence and report the incident
- Age ratings on apps and games

From tiny acorns **mighty oaks** grow...

