

# Every Minute Counts

Child 'A' reads  
1 minute each day

**180 minutes in a  
school year**

**8,000 words**

Child 'B' reads  
5 minutes each  
day

**900 minutes in a  
school year**

**282,000 words**

Child 'C' reads  
20 minutes each  
day

**3,600 minutes in a  
school year**

**1,800,000 words**



<b>Reading Instruction</b>	<b>Reading for Pleasure</b>
<b>is oriented towards:</b>	<b>is oriented towards:</b>
Learning to read	Choosing to read
The skill	The will
Decoding and comprehension	Engagement and response
System readers	Lifelong readers
Teacher direction	Child direction
Teacher ownership	Child ownership
Attainment	Achievement
The minimum entitlement:	The maximum entitlement:
The “expected standard”	A reader for life
The standards agenda	The reader’s own agenda



## Reading Partnership

Of all the help you can give your child, the most important job you'll probably do is helping with reading. That's because learning to read is best taught on a **one-to-one** basis, so giving your child a bit of shared **reading** time every day will make a big difference. They should be reading a range of genres and reading aloud to enable them to develop expression, intonation, confidence and fluidity in their reading. This should not stop even when a child becomes an independent reader.

We know that being able to read underpins everything a child does in school and is directly linked to their self-esteem, confidence and achievements as they go through life.



# Reading has two components

## Word Recognition

(decoding)

The ability to recognise words presented in and out of context.

The ability to apply phonic rules -blending phonemes to decode (c-a-t)

High quality phonics work

## Comprehension

The process by which word information, sentences and discourse are interpreted.

The same processes underlie comprehension of both oral and written language.

Continues to develop throughout life!



## **I can read really well!**

In general, the management of behaviour in classrooms is not a function of the techniques of directly controlling behaviour –that is, desist style. Rather, it is a function of the techniques of creating an effective classroom ecology containing such variables as having a non-satiating learning programme, initiating and maintaining movement flow and aiming teacher actions at appropriate targets.






## **Comprehension and Decoding...**

I may have been able to confidently read (decode) the previous slide but I didn't really understand it!



# The Whole Reader...

<b>Focus</b>	
<b>To decode text for meaning – reading the words and understanding what they mean.</b> <b>Beginning inference</b>	<b>KS1</b> 
<b>To retrieve information</b>	<b>Lower KS2 yrs3&amp;4</b> 
<b>To deduce, infer or interpret information, events or ideas from texts</b>	
<b>To consider the structure and organisation of the text</b>	
<b>To explain and comment on the author's use of language</b>	<b>Upper KS2 yrs5&amp;6</b> 
<b>To identify and comment on writers' purposes and viewpoints and overall effect of the text on the reader</b>	



## Reading at St. Teresa's in Key Stage 2

English lessons focus on high quality texts and poetry

Children in Year 3 and 4 are given a colour banded book and are encouraged to also have a book for 'pleasure reading'

Children in Year 5 and 6 choose their own reading books –we encourage and guide

Children in KS2 are not heard read as in KS1 unless they need support

3x weekly whole class Guided Comprehension lessons – VIPERS

Children are asked to read a minimum of 3x weekly (Reading Records)

Class novel is shared each day at 3pm

100 Reads award/Prayer Partner Reads/visiting the school library



# VIPERS

VIPERS is an acronym for the key reading skills taught in KS2

VIPERS stands for:

**V**ocabulary

**I**nference

**P**rediction

**E**xplanation

**R**etrieval

**S**equence or **S**ummarise

## Reading Vipers

**V**ocabulary

**I**nfer

**P**redict

**E**xplain

**R**etrieve

**S**equence or Summarise





## Counting

Today, I walked to school. I went a longer way than usual, I'm counting up my steps. I stopped at the newsagent and bought a bottle of water. My teacher says it's important to drink a lot to stay healthy. By the time I'd got to the front gate, I'd already done 5000 steps. What a big number, I thought to myself. But then I remembered what I'd heard on the news the day before. Apparently, there are only 5000 black rhinos left in the wild. Immediately, 5000 seemed insignificant.

Our first lesson was English; we wrote a story. Mine was all about an astronaut blasting off into space to explore the universe. He was looking for another planet for humans to live on. Afterwards, I counted up my words. 800! I told my friend who said it was loads. Way more than they'd written. But then I remembered that there are roughly 800 mountain gorillas left in Africa. After that, the number seemed minuscule.

I dreaded maths after break. We had a fractions test, and I hate fractions. I'd drunk a lot of water to make sure my brain was working well - I'd lost the bottle I bought before school, but luckily we had a pile of plastic cups for us to use at the water fountain. Our maths teacher was cold and had forgotten his coat, so we had the radiators on full. It was sweltering! In the end, the test wasn't too bad. We had 55 minutes, but I finished after half an hour. It felt like such a long time, so many minutes to waste. While I waited, I thought back to an advert on the television: 55 elephants are killed each day for their ivory. How awful! Now, 55 felt enormous. Far bigger than before.

At lunch, my friend reminded me that tomorrow was her birthday. As if I could forget! She always makes such a big deal of being one whole year older. It's only 365 days, I always tell her. 365 get-ups, it's not that big a number to get through. Then, I caught sight of a poster on the wall. It was battered and unloved, but I could just make out the message. Every hour, we dump 365 tonnes of plastic into our oceans. That's five times as heavy as a space shuttle! Or three-and-a-half blue whales! Every hour! Definitely not insignificant. In an instant, I looked down at the plastic cup in my hand - the fourth I'd used today - and thought back to the plastic bottle I'd bought from the shop. Where would they all end up? Would they be part of the 365?

Finally, it was time to go home. As I climbed into my mum's car to drive the half a mile to our

house, I thought back to how I'd started the day. I looked at my watch, I'd only hit another 2000 extra steps. Not as many as I'd wanted. As if by magic, the man on the radio chimed in with the news. Scientists have worked out that around 2000 species of animal are becoming extinct each year. Suddenly, 2000 seemed vast.

"That's 5 species a day!" my mother exclaimed.

I swallowed hard and thought back over all the things I'd done today that weren't helping the planet. I don't think I can live with losing 5 species a day, can you?



### SUMMARY FOCUS

Summarise all of the things that she has done during the day that have an impact on the planet and climate.

### VIPERS QUESTIONS

- V** Find three examples of vocabulary that tell you the size of a number.
- R** How many plastic cups did she use over the day?
- R** When is her friend's birthday?
- E** Explain how the author makes it easier for the reader to understand the scale of the problem.
- I** When she thinks about her day, how does the author feel? What tells you this?



2016 national curriculum tests

# Key stage 2

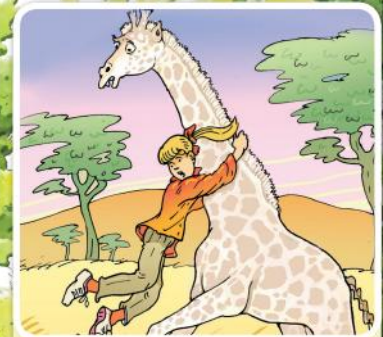
## English reading

Reading answer booklet

First name						
Middle name						
Last name						
Date of birth	Day		Month		Year	
School name						
DfE number						



The Lost Queen



Wild Ride



The Way of the Dodo

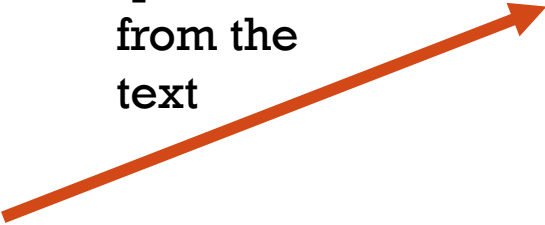
# Reading Booklet

2016 key stage 2 English reading booklet

5

*...they crossed the glassy surface of the lake.*

This is a  
quote  
from the  
text



Give **two** impressions this gives you of the water.

1. \_\_\_\_\_

2. \_\_\_\_\_

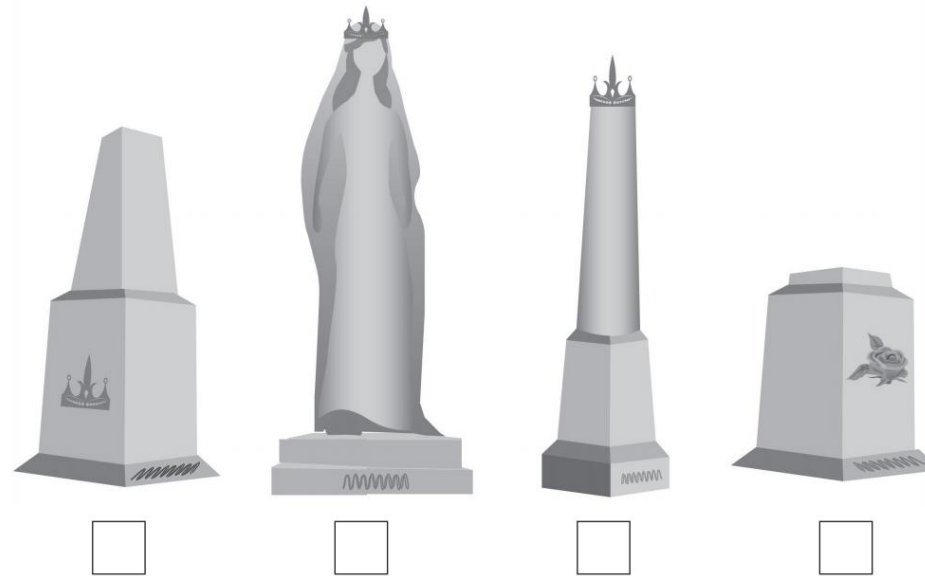
2 marks



8

Which of these drawings best represents the monument?

Tick **one**.



Maria led Oliver across the tangled ground to the hidden monument. It was a column of marble, weathered and mossy with age. A delicate crown sat at the top, and an inscription was carved into a flat slab at the base. Oliver used his thumbnail to scrape out the letters that were cut into it.



**11**

Using information from the text, tick one box in each row to show whether each statement is **true** or **false**.

	True	False
Two families fought for the throne.		
Maria's family symbol was the lion.		
The monument was for a prince.		
It was hot on the island.		

	True	False
Two families fought for the throne.	✓	
Maria's family symbol was the lion.	✓	
The monument was for a prince.		✓
It was hot on the island.		✓

## How can adults support children in their reading at home?

- Give reading status and importance by reading every day with your child.
- Don't let a child struggle over a word for too long! If it's too tricky and they've used their strategies then help! Allow time to self-correct. Children will scan down the page. Follow with finger word by word.
- It is a good idea to share reading aloud as you can model pace, expression and fluency for your child. 'story teller voice'. Model reading sentences back.
- Encourage your child to read a range of texts such as comics, newspapers, non-fiction, plays and poetry etc.
- Encourage your child to read a series of books from a favourite author or books on topics of interests, especially to keep reluctant readers interested in reading.
- Use plenty of praise.
- Use questioning without interrupting the flow of the story!



# READING-LISTS-FOR-KS2-SCHOOL-PUPILS- PUPILS-KS2



## Writing in Key Stage 2

Writing and the development of children's creativity and resilience when writing is our whole school focus this year.

Children are less likely to write in 'real-life' than ever before with use of technology

The use of technology has led to use of 'text-speak' rather than crafting sentences with punctuation and grammar considerations.

Children's resilience has declined due to 'the instant'

Writing skills are key as children will need them throughout their educational life and beyond!



## How do we teach writing in KS2 at St. Teresa's?

English lessons

High quality texts-model texts

Poetry

Grammar and punctuation

Modelling

Writing opportunities across the curriculum

Free write session

Writers clubs

Writers award

Awesome Authors

Writing for newsletters/sports reports

Purple book-Writing journey books

Does handwriting matter?



## How can I help my child at home?

Real-life opportunities- card to Grandma, letter, lists

Support with homework each week

Support with weekly spellings

Do your children see you writing...

Notice words and spellings in the world around them



## What is expected in KS2?

In Key Stage 2 we have 'expected' levels of writing-these levels are produced by the Department of Education as part of the National Curriculum.

Some children will continue to work towards these levels, some will exceed them –often those that exceed them are our most avid readers.

\*Handouts



Thank you for coming this evening

Any questions?

