

You can find magic
wherever you look. Sit
back and relax, all you
need is a book.

- Dr. Seuss

There is no such thing
as a child who hates
to read; there are
only children who have
not found the right
book.

Frank Serafini

"THERE'S NO SUCH THING
AS A KID WHO HATES
READING. THERE ARE KIDS
WHO LOVE READING, AND
KIDS WHO ARE READING
THE WRONG BOOKS."
JAMES PATTERSON

You're never too old,
too wacky, too wild,
to pick up a book
and read to a child.

- Dr. Seuss

23rd January 2019

Impact Reading Session

Key Aims -

- To help you to support your child when reading at home;
- To provide you with an insight into different question types;



What is reading comprehension?

Comprehension is the understanding and interpretation of what is read. It is the ability to understand the meaning of the words.

To be able to accurately understand written material, children need to be able to

- (1) decode what they read;
- (2) make connections between what they read and what they already know;
- (3) think deeply about what they have read.

Comprehension questions can come in different forms.

Retrieval

What colour eyes does Gandalf have?

Where did the two characters go?

Which items did they take with them?

Where did Sheree and her Aunty go?

The answer is always in the text in front of you and you are just picking it out!

Comprehension questions can come in different forms.

Inference

How does Bilbo feel in the opening paragraph?

How would you describe Goldilock's behaviour?

How can you tell that Cinderella is desperate to go to the ball?

You have to read between the lines and use evidence and clues to form an answer!

Comprehension questions can come in different forms.

Choice

What does the word "stormed" tell you about the way the character feels?

Find and copy a word that shows he was hardworking.

Why has the author chosen to use the word disgruntled to describe the character?

You have to use the meaning of each word to help answer questions or explain why the author has chosen to use it.

In your pack you should find a copy of part of the reading test we did before Christmas. As you can see, while there are some retrieval questions, the majority are inference questions and questions about vocabulary.

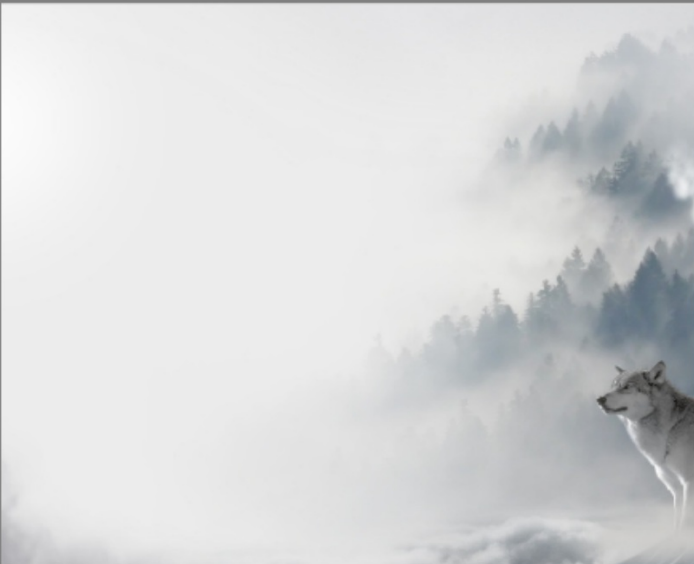
How do we teach these skills?

1) Daily RIC sessions. (You now know what the RIC stands for!)

The next few slides show the range of RIC that we did last week.

RIC

Monday



R- What animal can you see?

I - Where in the world do you think this picture was taken?

What makes you think this?

C -What do you think the wolf may have done after this picture was taken?

Broken Sky
L. A. Weatherly

I was desperate to get in there and see a newspaper, but forced myself to wait until other people had drifted in: a postman, a woman who wore sensible shoes like a nurse, a few more. Then, my heart beating hard, I flipped up my coat collar and left the safety of the doorway. My boots splashed in the puddles as I jogged across the street, hattering reflected light with each footfall.

My boots. They were regulation boots, nothing like the pretty shoes that most women wore. I prayed no one would notice and stepped into the diner.

The sudden warmth and dryness was an embrace. Conscious of how bedraggled I looked, I slipped onto the seat at the end of the counter – the one nearest the door, in case I needed to run.

Tuesday

R – What kind of shoes is the character (the narrator) wearing?

I – What do you think the weather is like? What evidence tells you this?

C – "The sudden warmth and dryness was an embrace." What does **embrace** mean? What effect does it have in this sentence?



Wednesday

R - What is beneath the eagle? (in the poem, not the picture)

I - Using evidence from the text, do you think eagles are sociable (hang around in groups) or solitary (live on their own)?

C - "And like a thunderbolt he falls" Why would an eagle fall like a thunderbolt?

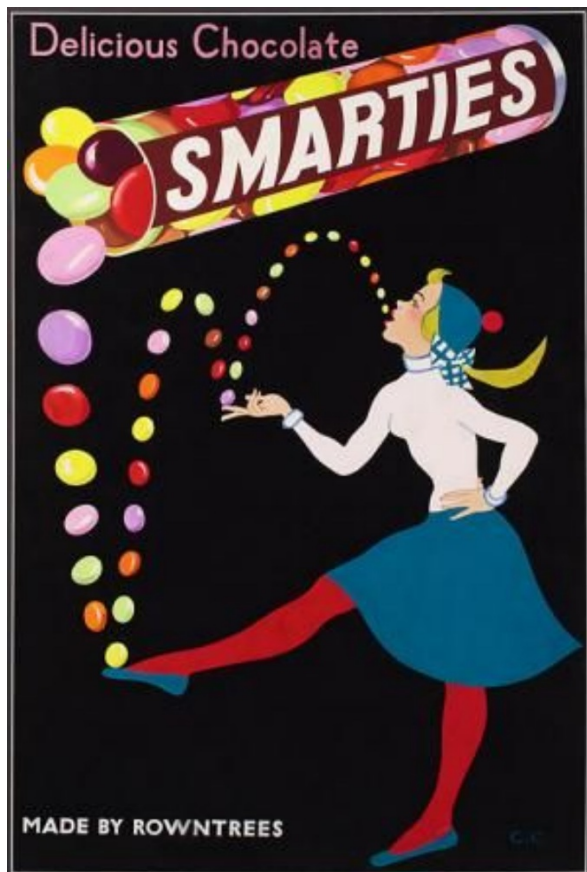
The Romans built new towns. These were often protected by walls and there was everything a citizen of Roman Britain would need inside - houses, shops, meeting spaces, workshops, temples and bathhouses.

Thursday

R - Name something that you might find inside a Roman town?

I - What evidence is there in the text that Roman Britain was not always peaceful?

C - Why do you think Roman Britain has capital letters?



Friday

R - What company makes Smarties?

I - do you think this is a modern advert? What clues tell you this?

C - Why do you think the advertiser has chosen to use a black background?

How do we teach these skills?

1. Daily RIC sessions. (You now know what the RIC stands for!)
2. Daily Guided Reading Lessons.
During these lessons children look more deeply into the text and explore it using different question types.
3. In our Literacy lessons. When we are introduced to a new text we do comprehension activities using a range of questions types and we explore all the vocabulary.
4. In Topic, Science and RE lessons we explore texts, ask retrieval and inference questions and develop new vocabulary.

Where next?

We are now going to be including a weekly reading comprehension activity for homework.

This will be a page of text (from our Ready Steady Read books - more on that later) and a set of Retrieval, Inference and Choice questions to answer.

We will also include a couple of grammar questions to help embed the grammar terminology we have been teaching.

Here's an example of the homework from next week:

From "Harry Potter and the Philosopher's Stone" by J K Rowling.

Christmas was coming. One morning in mid-December, Hogwarts woke to find itself covered in several feet of snow. The lake froze solid and the Wesley twins were punished for bewitching several snowballs so that they followed Quirrell around, bouncing off the back of his turban. The few owls that managed to battle their way through the stormy sky to deliver post had to be nursed back to health by Hagrid before they could fly off again.

No one could wait for the holidays to start. While the Gryffindor common-room and the Great Hall had roaring fires, the draughty corridors had become icy and a bitter wind rattled the windows in the classrooms. Worst of all were Professor Snape's classes down in the dungeons, where their breath rose in a mist before them and they kept as close as possible to their hot cauldrons.

"I do feel so sorry," said Draco Malfoy, one Potions class, "for all those people who have to stay at Hogwarts for Christmas because they're not wanted at home."

He was looking over at Harry as he spoke. Crabbe and Goyle chuckled. Harry, who was measuring out powdered spine of lion-fish, ignored them. Malfoy had been even more unpleasant than usual since the Quidditch match.

Retrieval

- R) What time of year is this part of the story happening?
- R) Where are Professor Snape's lessons?

Inference

- I) What evidence is there in the text that some parts of the castle aren't very warm?
- I) "nursed back to health", what does this phrase suggest about how the owls were when they arrived?
- I) Look at the section about Malfoy. How can you tell that he is trying to upset Harry?

Choice

- C) "Crabbe and Goyle chuckled", what other words could you use with a similar meaning to *chuckled*?
- C) "The few owls that managed to battle their way through the stormy sky"
What does this suggest about the owl's journey?
- C) Find and copy one word which tells you that the wind is creeping into the corridors.

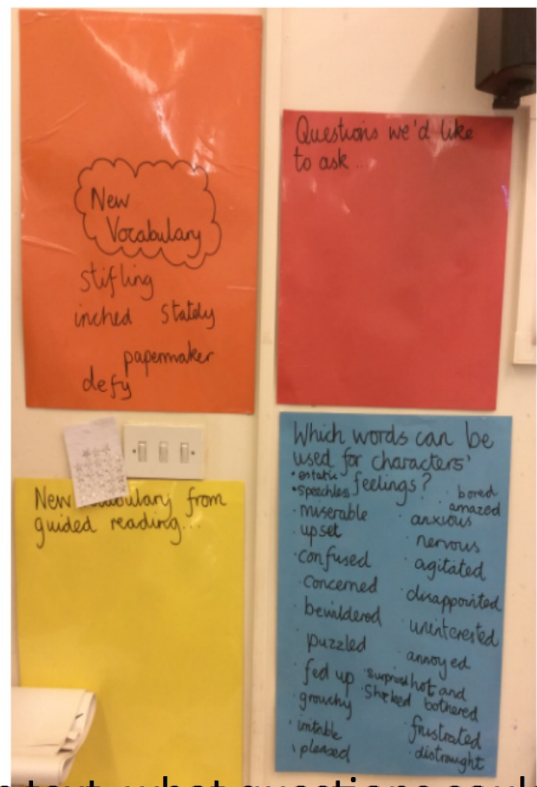
Grammar

- G) Underline the subordinate clause. Put a circle around the subordinating conjunction.

While the Gryffindor common-room and the Great Hall had roaring fires, the draughty corridors had become icy and a bitter wind rattled the windows in the classrooms.

What can you do to help?

- Read with and to your children (take it in turns to read a page, take on a character and read all their direct speech)
- Make lists of new words;
- Encourage them to make inferences **VERBALLY**;
- Ask at least one inference question about their text;
- Make lists of character feelings;
- Promote reading as a fun and enjoyable activity.



is and text - if your child was reading this text, what questions could you

Reading Diaries

	Number	Comments and Signature
29.9.16	P165 next.	looked at use of figurative language describing each tick of the clock as a huge effort. <i>lk</i>
9.16	Book finished.	Practised summarising skills. wrote up extra early just to finish her book! <i>lk</i>
1.16	The Diamond Brothers in... p11 next.	looked at use of color to introduce a quote. <i>lk</i>
16	The Diamond Brothers in... p14 next	Now looked at use of a color to add information - an address. <i>lk</i>
16	" " " p21 next.	Discussed use of word 'staggered' <i>lk</i>

Date	Name of Book and Page Number	Comments and Signature
30.9.16	P26 next.	looked at interesting use of verb choice - 'Time brightened'. <i>lk</i>
1.10.16	P29 next	Discussed use of personification - hearing the screams of the engines... <i>lk</i>
2.10.16	P.32 next.	Identified expanded noun phrases in text. <i>lk</i>
3.10.16	P.37 next.	looked at author's choice of language & purpose. 'Someone was on the phone, somewhere building sense of mystery. <i>lk</i>
4.10.16	" " P47 next.	Excellent retrieval skills tonight <i>lk</i>

Date	Name of Book and Page Number	Comments and Signature
29.9.16	The Troll	① Read on my own.
30.9.16	P62-69	Good expression Koon.
1/10/16	Harry Potter	Read well.
	P112-116	①
3/10/16	P116-118	①

Reading
Rewards and
Incentives

READY,
STEADY,
READ...

Ready, Steady, Read in Year 3:



Butterfly Lion by Michael Morpurgo

The Hundred Mile an Hour Dog by Jeremy Strong

Oliver and the Seawigs by Phillip Reeve

The Iron Man by Ted Hughes

Sheep Pig By Dick King-Smith

Harry Potter and the Philosopher's Stone by J K Rowling

Diary of a Killer Cat by Anne Fine

The Phantom Tollbooth by Norton Juster, Jules Feiffer

Half Magic by Edward Eager

The Magic Faraway Tree by Enid Blyton

Reading
Rewards and
Incentives

READY,
STEADY,
READ...

Ready, Steady, Read in Year 3 - the next 10:



The Wind in the Willows by Kenneth Grahame

The Demon Headmaster by Gillian Cross

The Abominables by Eva Ibbotson

Ice Palace by Robert Swindells

The Secret World of Polly Flint by Helen Cresswell

Harry and the Poisonous Centipede by Lynne Reid Banks

The Boy at the Back of the Class by Onjali Q

Mrs Cockle's Cat by Philippa Pearce

The Borrowers by Mary Norton

The Train to Impossible Places by P G Bell

Holmer's Book Swap Shop – open
Friday lunchtimes.

Bring a book to swap!

