Reading At Home

What you do at home makes
such a difference.

Stockbridge Primary
13.06.17

How did you make sense of the story?

Using prior knowledge and experiences

Word recognition and decoding

Comprehension /meaning

Predicting

Reading on...what fits?

Why read?

Well-read children
- become stronger writers
- broaden their vocabulary
- and cultural understanding
- have improved knowledge and understanding
- have improved concentration and attention spans
- develop better interaction and the ability to ask questions

Reading aloud provides models of fluent and expressive reading

---

Young people who enjoy reading very much are five times more likely to read above the expected level of their age compared with young people who do not enjoy reading at all?

National Literacy Trust

2012

Key Skills

VIPERS

- **V**ocabulary
- **I**nfer
- **P**redict
- **E**xplain
- **R**etrieve
- **S**equence or **S**ummarise

Content Domains

KS1

- draw on knowledge of vocabulary to understand texts
- identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
- identify and explain the sequence of events in texts
- make inferences from the text
- predict what might happen on the basis of what has been read so far

KS2

- give / explain the meaning of words in context
- retrieve and record information / identify key details from fiction and non-fiction
- summarise main ideas from more than one paragraph
- make inferences from the text / explain and justify inferences with evidence from the text
- predict what might happen from details stated and implied
- identify / explain how information / narrative content is related and contributes to meaning as a whole
- identify / explain how meaning is enhanced through choice of words and phrases
- make comparisons within the text

What are they?

Key Stage 1

- draw on knowledge of vocabulary to understand texts
- identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
- identify and explain the sequence of events in texts *
- make inferences from the text
- predict what might happen on the basis of what has been read so far

---

1c. Identify and explain the sequence of events in texts

20	Number the sentences below from 1 to 4 to show the order they happen in the story.	1m
	Content domain: 1c – identify and explain the sequence of events in texts.	
	Award 1 mark for the correct order.	
	They found a big basket. ☐2	
	They fell asleep on an island. ☐3	
	They went in a boat. ☐1	
	The boat drifted away from them. ☐4	

What are they?

Key Stage 1

- draw on knowledge of vocabulary to understand texts
- identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
- identify and explain the sequence of events in texts *
- make inferences from the text*
- predict what might happen on the basis of what has been read so far

---

1d. Make inferences from the text

Inference and explain

- Why did…?
- Why was…?
- How do you know…?

| 16	How did Monster feel when he woke up?	1m
	Content domain: 1d – make inferences from the text.	
	Award 1 mark for the correct option ticked.	
	cheerful ☐ tired ☐	
	bored ☐ upset ☑	

What are they?

Key Stage 1

- draw on knowledge of vocabulary to understand texts
- identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
- identify and explain the sequence of events in texts *
- make inferences from the text*
- predict what might happen on the basis of what has been read so far*

Slide 1

1e. Predict what might happen on the basis of what has been read so far

Make up missing chapters

What do you think Bob would have …?
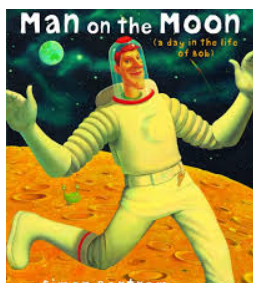
Slide 2

Key Stage 2

- give / explain the meaning of words in context *
- retrieve and record information / identify key details from fiction and non-fiction
- summarise main ideas from more than one paragraph
- make inferences from the text / explain and justify inferences with evidence from the text *
- predict what might happen from details stated and implied
- identify / explain how information / narrative content is related and contributes to meaning as a whole
- identify / explain how meaning is enhanced through choice of words and phrases
- make comparisons within the text

Slide 3

2a. Give / explain the meaning of words in context

Synonyms/antonyms

2	*The struggle had been between two **rival** families…*	1m
	Which word most closely matches the meaning of the word *rival*?	
	Tick **one**.	
	Content domain: 2a – give / explain the meaning of words in context	
	Award 1 mark for:	
	equal ☐	
	neighbouring ☐	
	important ☐	
	competing ☑	

Slide 4

Key Stage 2

- give / explain the meaning of words in context *
- retrieve and record information / identify key details from fiction and non-fiction
- summarise main ideas from more than one paragraph
- make inferences from the text / explain and justify inferences with evidence from the text *
- predict what might happen from details stated and implied
- identify / explain how information / narrative content is related and contributes to meaning as a whole
- identify / explain how meaning is enhanced through choice of words and phrases
- make comparisons within the text

Slide 5

2d. Make inferences from the text / explain and justify inferences with evidence from the text

Qu.	Requirement	Mar
21	In what ways might Martine's character appeal to many readers?	Up t 3m
	Explain fully, referring to the text in your answer.	
	Content domain: 2d – make inferences from the text / explain and justify inferences with evidence from the text	
	Acceptable points refer to Martine being:	
	1. fun-loving / carefree	
	2. brave / risk-taking / adventurous	
	3. resilient / adaptable / calm under pressure	
	4. unconventional	
	5. strong-willed / defiant / determined / independent.	
	Also accept answers that recognise Martine has an affinity for / empathy with animals.	
	Do not accept general answers relating to Martine liking / loving animals.	

Slide 6

Key Stage 2

- give / explain the meaning of words in context *
- retrieve and record information / identify key details from fiction and non-fiction
- summarise main ideas from more than one paragraph
- make inferences from the text / explain and justify inferences with evidence from the text *
- predict what might happen from details stated and implied*
- identify / explain how information / narrative content is related and contributes to meaning as a whole
- identify / explain how meaning is enhanced through choice of words and phrases
- make comparisons within the text

2e. Predict what might happen from details stated and implied

Qu.	Requirement	Mark
20	Do you think that Martine will change her behaviour on future giraffe rides? Tick **one**. (yes / no / maybe) Explain your choice fully, using evidence from the text. **Content domain:** 2e – predict what might happen from details stated and implied **Acceptable points (yes):** 1. she had started to listen to / obey her grandmother 2. she got a fright / found herself in danger 3. she had learnt from the experience. **Acceptable points (no):** 4. she has been in danger before and not been hurt / got away with it 5. she is stubborn / defiant / does not listen to others 6. she had fun / she is adventurous / she is thrill-seeking.	Up to 3m

Key Stage 2

- give / explain the meaning of words in context *
- retrieve and record information / identify key details from fiction and non-fiction
- summarise main ideas from more than one paragraph
- make inferences from the text / explain and justify inferences with evidence from the text *
- predict what might happen from details stated and implied
- identify / explain how information / narrative content is related and contributes to meaning as a whole
- identify / explain how meaning is enhanced through choice of words and phrases*
- make comparisons within the text

2g. Identify / explain how meaning is enhanced through choice of words and phrases

| 5 | ...they crossed the glassy surface of the lake.
 Give **two** impressions this gives you of the water.
 Content domain: 2g – identify / explain how meaning is enhanced through choice of words and phrases
 Award 1 mark for reference to any of the following, up to a maximum of **2 marks**:
 1. reflective / shiny / mirror-like, e.g.
 • the water reflects the light
 • shining under the sun.
 2. clear / transparent, e.g.
 • you could see through the water.
 3. still / calm / undisturbed
 4. flat / smooth. | Up to 2m |

Key Stage 2

- give / explain the meaning of words in context *
- retrieve and record information / identify key details from fiction and non-fiction
- summarise main ideas from more than one paragraph
- make inferences from the text / explain and justify inferences with evidence from the text *
- predict what might happen from details stated and implied
- identify / explain how information / narrative content is related and contributes to meaning as a whole*
- identify / explain how meaning is enhanced through choice of words and phrases
- make comparisons within the text

Fabulous Websites

- Words for Life - expectations
- Lovereading4kids - if they like … they'll love …
- BookTrust - stated aim is to inspire a love of reading
- Books for Keeps - online magazine

Find the Roald Dahl within you

"I have a passion for teaching kids to become readers. To become comfortable with a book, not daunted. Books shouldn't be daunting, they should be funny, exciting and wonderful; and learning to be a reader gives a terrific advantage"

Roald Dahl