

Comprehension

“The more that you read, the more things you will know. The more that you learn, the more places you’ll go.”

Learn to read or read to
learn?

The great reading race

Name: _____

The decathalon



Read a broadsheet
newspaper.
Signed: _____

Read a non-fiction book.

Signed: _____

Free choice.

Signed: _____

Read a poem.

Signed: _____

Signed: _____

Read a short story.

Signed: _____

Read a tabloid
newspaper.

Free choice.

Signed: _____

Read a magazine.

Signed: _____

Read a short story.

Signed: _____

Read a graphic novel.

Signed: _____

THE GREAT READING RACE



Your challenge is to make it around the track by completing all the lengths of the race. You can complete the challenges in any order and must get them signed or ticked off by someone at home, your English teacher or the librarian. Good luck and get racing!

- Retrieval
- Inference
- Deduction
- Opinion
- Use of language

Extending Vocabulary

- keep reading to and with your children

- consorts
- merely
- obstinate
- contemptuous
- forlorn
- furtively

Retrieval of information

“Let’s get the dinner on shall we?” said Matthew’s mum.

“What are we having, Mum?” Matthew asked her.

“Cottage pie and peas,” she replied cheerily. Matthew grinned from ear to ear. Mum smiled back at him.

“I tell you what,” she said, “why don’t you go and learn your spellings for twenty minutes before we have dinner?”

The smile on Matthew’s face disappeared. “Do I have to?” he whined. Matthew thought practising spellings was a bit like watching paint dry.

Example question: What was Matthew’s mum making for dinner?

Answer: Cottage pie and peas.

Inference

“Let’s get the dinner on shall we?” said Matthew’s mum.

“What are we having, Mum?” Matthew asked her.

“Cottage pie and peas,” she replied cheerily. Matthew grinned from ear to ear. Mum smiled back at him.

“I tell you what,” she said, “why don’t you go and learn your spellings for twenty minutes before we have dinner?”

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Matthew thought practising spellings was a bit like watching paint dry.

Example question: How does Matthew feel about eating cottage pie and peas? How do you know?

Answer: He loves cottage pie and peas. We know this because he grins smiles a lot when his mum tells him that is what she is making for dinner.

Deduction

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“I tell you what,” she said, “why don’t you go and learn your spellings for twenty minutes before we have dinner?”

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Matthew thought practising spellings was a bit like watching paint dry.

Example question: What do you think Matthew might do next? Explain why you think this.

Answer: There could be several answers to this, but the person marking the text would be looking for the child to have thought about what Matthew might do, based on what they have read. For example: I think Matthew will go and watch TV instead of doing his spellings because he doesn’t want to do his spellings.

Opinion

“Let’s get the dinner on shall we?” said Matthew’s mum.

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“I tell you what,” she said, “why don’t you go and learn your spellings for twenty minutes before we have dinner?”

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Example question: Do you think Matthew’s mum is a kind person? Use evidence from the text to support your answer.

Answer: Yes, I think Matthew’s mum is a kind person because she is cooking his favourite meal. We also know she wants him to do well at school, which is why she asks him to practise his spellings.

Effectiveness of language

“Let’s get the dinner on shall we?” said Matthew’s mum.

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“I tell you what,” she said, “why don’t you go and learn your spellings for twenty minutes before we have dinner?”

The smile on Matthew’s face disappeared. “Do I have to?” he whined. Matthew thought practising spellings was a bit like watching paint dry.

Example question: ‘Matthew thought practising spellings was a bit like watching paint dry.’ Why is this a good way to show how Matthew feels about his spellings?

Answer: The author is comparing spelling practice to watching paint dry to show how boring Matthew finds it.

How do we teach it in
school?

Effective Guided Reading: Three Segments

- Pre- reading
- Teacher led session
- Follow up activity



23/09/13

phonics

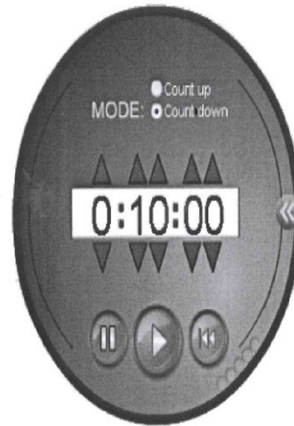
5

Mrs
Poulter

1

reading
corner

4



2

Dear Zoo
colouring

3

Dear Zoo writing

Juniper 2013-2014

Guided Reading – Weekly Schedule

Group	Group 1	Group 2	Group 3	Group 4	Group 5 **	Group 6 **
Mon Week 1	Pre – Reading	Handwriting Practice	Personal Reading	Handwriting practice	Follow up task	Guided Group
Tues Week 1	Guided Group	Pre – Reading	Handwriting Practice	Personal Reading	Handwriting practice	Follow up task
Thurs Week 1	Follow up task	Guided Group	Pre – Reading	Handwriting Practice	Personal Reading	Handwriting practice
Mon Week 2	Handwriting practice	Follow up task	Guided Group	Pre – Reading	Handwriting Practice	Personal Reading
Tues Week 2	Personal Reading	Handwriting practice	Follow up task	Guided Group	Pre – Reading	Handwriting Practice
Thurs Week 2	Handwriting Practice	Personal Reading	Handwriting practice	Follow up task	Guided Group	Pre – Reading

How can you help
your child with
comprehension at
home?

- Read a wide range of texts
- Ask questions, who, why, where, what, how, when.... focus on the 5 key skills of comprehension.
- Continue to read and hear your children read even at the top of KS2
- Remember that in all conversations you are contributing to developing comprehension skills

Any Questions?