Developing readers - not just children who can read

Supporting reading for more able readers
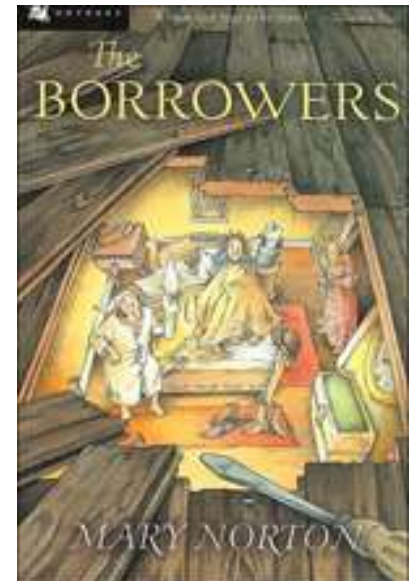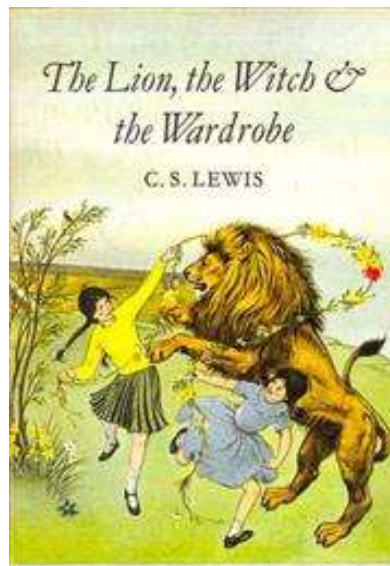
Once upon a time there lived a sister and brother who were not at all alike. In every way they were different.

What is different about them?

Let's go back in time...

- Imagine that you are 10 or 11 again.
- In the morning when you got up what would you have done?
- How would you have got to school?
- At the end of the school day, what would you have done?
- In the evening what would the evening look like?
- On a Sunday what would you have done?

How has life changed?

This is a problem throughout society.

If I asked you what you'd like to drink, would you reply:

I would like a cup of tea please

Or

Tea please.

We have stopped speaking in complete sentences as much as we once did.

How many **conversations** take place in your home everyday?

Road's end

Pause the film after 20 seconds. When the man puts up his thumb.

- What has happened? **I**
- Was the man in the crash or did he witness it? **R**
- Why has he stuck his thumb up? **E**
- What will happen next? **P**

Pause at 49 seconds when we see both men sat in the car.

- How is the driver feeling**? I**
- What is making him feeling like that? **I**
- What might the driver be thinking to himself? **I**

Why has there been such a long silent section before the man speaks? **I**

The man in the scarf looks at his watch, what could this show? **E**

Why does the director choose not to show us the man's face? **E**

How is the driver feeling at this point? **I**

At the end of the film

Who is the man in the goggles? **S E**

What is going to happen next? **P**

Why does he not get injured in the crashes? **I**

Who is the man?

How do you come to that conclusion?

- To answer this correctly you must make links to the clip.

- I think this because

  - **He is wearing hot clothes in the desert**
  - **The cycle repeats itself**
  - **The future could be seen in his goggles**
  - **He shows no emotion**

  This implies that….

  They could also think to prior knowledge of who the man could be.

Greater Depth Reading

- No exemplification details for greater depth in reading
- Children can apply key reading skills in all concepts for a range of books
- They can talk confidently about a range of books and use this to compare them

KS2 Reading Vipers

Improving key reading skills

KS2 Reading Vipers

Vipers is a range of reading prompts based on the 2016 reading content domains found in the National Curriculum Test Framework documents which can be found online here: https://www.gov.uk/government/publications/key-stage-2-english-reading-test-framework

Vipers heading	Content Domain reference	Content Domain Description
Vocabulary	2a	Give/explain the meaning of words in context
Infer	2d	Make inference from the text/ explain and justify using evidence from the text.
Predict	2e	Predict what might happen from the details stated and implied.
Explain	2f, 2g, 2h,	Identify/explain how information/narrative content is related and contributes to the meaning as a whole. Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within the text
Retrieve	2b	Retrieve and record key information/key details from fiction and non-fiction
Summarise	2c	Summarise main ideas from more than one paragraph

Reading Vipers

Vocabulary
Infer
Predict
Explain
Retrieve
Summarise

KS2 Reading Vipers

Vocabulary

Find and explain the meaning of words in context

Example questions

- What do the words ...... and ...... suggest about the character, setting and mood?
- Which word tells you that....?
- Which keyword tells you about the character/setting/mood?
- Find one word in the text which means......
- Find and highlight the word that is closest in meaning to.......
- Find a word or phrase which shows/suggests that.......

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?

KS2 Reading Vipers

Predict

Predict what might happen from the details given and implied.

Example questions

- From the cover what do you think this text is going to be about?
- What is happening now? What happened before this? What will happen after?
- What does this paragraph suggest will happen next? What makes you think this?
- Do you think the choice of setting will influence how the plot develops?
- Do you think… will happen? Yes, no or maybe? Explain your answer using evidence from the text.

KS2 Reading Vipers

Explain

- ➢ Explain how content is related and contributes to the meaning as a whole.
- ➢ Explain how meaning is enhanced through choice of language.
- ➢ Explain the themes and patterns that develop across the text.
- ➢ Explain how information contributes to the overall experience.

Example questions

- Why is the text arranged in this way?
- What structures has the author used?
- What is the purpose of this text feature?
- Is the use of ….. effective?
- The mood of the character changes throughout the text. Find and copy the phrases which show this.
- What is the author's point of view?
- What affect does ….. have on the audience?
- How does the author engage the reader here?
- Which words and phrases did ….. effectively?
- Which section was the most interesting/exciting part?
- How are these sections linked?

KS2 Reading Vipers

Retrieve

Retrieve and record information and identify key details from fiction and non-fiction.

Example questions

- How would you describe this story/text? What genre is it? How do you know?
- How did…?
- How often…?
- Who had…? Who is…? Who did….?
- What happened to…?
- What does…. do?
- How ….. is ……..?
- What can you learn from …… from this section?
- Give one example of……
- The story is told from whose perspective?

KS2 Reading Vipers

Summarise

Summarise the main ideas from more than one paragraph

Example questions
- Can you number these events 1-5 in the order that they happened?
- What happened after …….?
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapter headings come in the story?

AT SKILLS IN READING:

- Read age-appropriate books with confidence and fluency (including whole novels)
- Read aloud with intonation that shows understanding
- Work out the meaning of words from the context
- Explain and discuss their understanding of what they have read, drawing inferences
- And justifying these with evidence
- Predict what might happen from details stated and implied
- Retrieve information from non-fiction
- Summarise main ideas, identifying key details and using quotations for illustration
- Evaluate how authors use language, including figurative language, considering the impact on the reader
- Make comparisons within and across books.

Skellig

I found him in the garage on a Sunday afternoon. It was the day after we moved into Falconer Road. the winter was ending. Mum had said we'd be moving just in time for the spring. Nobody else was there. Just me. The others were inside the house with Doctor Death, worrying about the baby.

- **Doctor Death-** what does this tell you about the character?

- What would it tell a child?
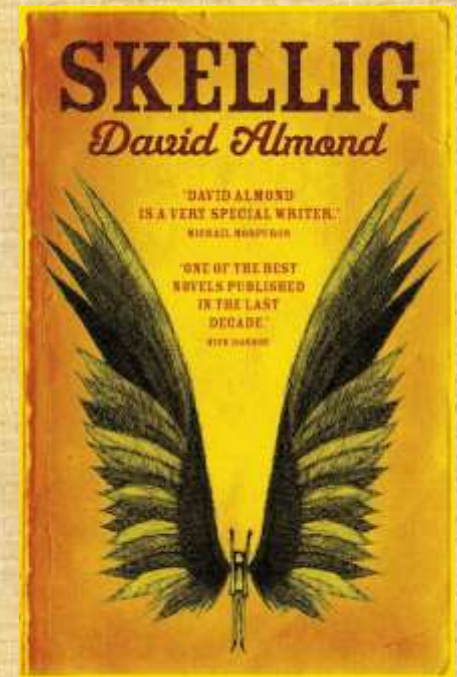
Vocabulary – inferring meaning

- What was it like in the **coal bunker**?

Inferring the meaning of unknown words

- Coal bunker

- Cart

Inferring meaning of unknown words

- Coal bunker

- Cart

What was it like in the coal bunker?
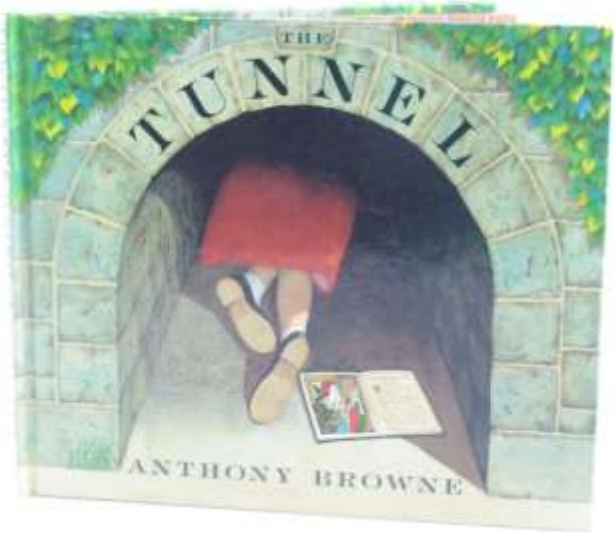
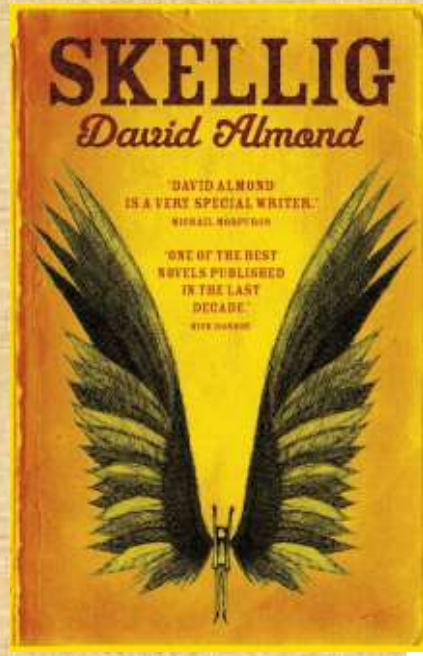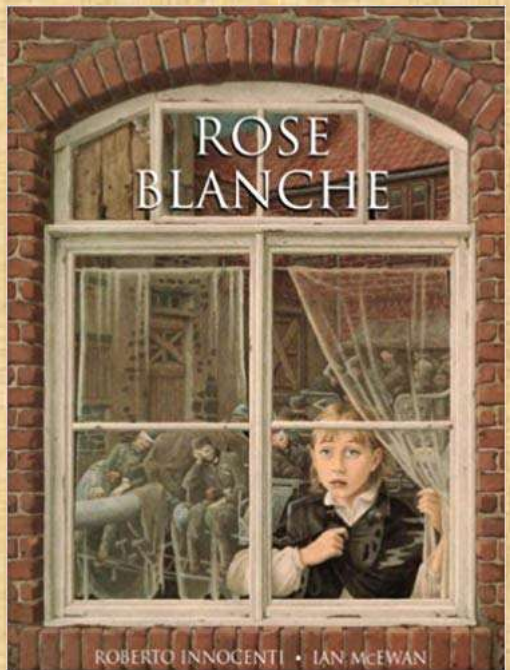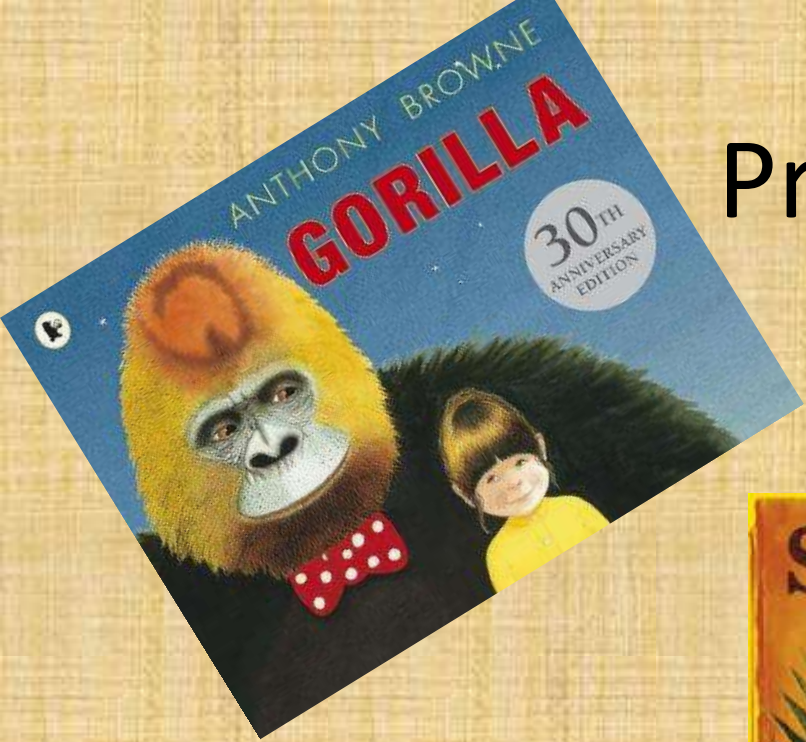# It lurked in the darkest **crevice**.

Reading the words is different from understanding the meaning.

Inference and Prediction

- What do you think this means?

- Why?

*The **why** uses the knowledge of a variety of texts as well as using **evidence** from their reading to make prediction.*

Prediction

2. **Find** and **copy one** **word** which means scary. (1 mark)
3. Why were swords special to Vikings? (1 mark)
4. Why did the Vikings come to Britain? (2 marks)
5. Where did the Vikings come from? (2 marks)
6. What made the Vikings good fighters? (2 marks)
7. Why did the Vikings decide to stay in Britain? (2 marks)
8. What weapons did Vikings carry? (3 marks)

Challenge

1. Why did the Vikings like Britain so much? (2 marks)
2. Do you think the British liked the Vikings? Give reasons for your answer. (3 marks)

SOLO level	Indicative responses
Pre-structural	Misses the point, may appear to be learning but just copying what others say, irrelevant information, bits of information, cannot complete a task
Unistructural	One aspect of the task has been completed, may note an obvious connection but not understand why, focusses on one aspect only, own ideas not developed
Multi-structural	Several aspects of the task used but not linked, aspects of task treated independently, no relationships recognised, lists not organised or sequential, simple connections made but not seeing the big picture
Relational	Integration of ideas and aspects of the task into a coherent whole, significance of the parts in relation to the whole is understood, details link to a logical conclusion, meaning is understood, able to apply concept in a familiar or similar context
Extended abstract	Connections are made within and beyond the topic, ideas move from the specific to the general, generalisations are made beyond the given information, new and broader issues are identified

Inference

At the national standard	Cause and effect, contrast sequence	Greater depth	Predict, hypothesise
Relational **At the national standard** **They can talk about a text with confidence, explain why and how things have happened in a text and give examples of similar texts** **They are beginning to be able to justify their ideas and make valid predictions** **They are able to summarise the key points succinctly**	Pupils should be prompted to explain and rationalise their thinking and increasingly be able justify their answers. They need to draw on a range of appropriate examples from within the text and from other texts and summarise including the most relevant details	Extended Abstract Mastery standard They can use and apply their skills to new contexts and make link with prior learning and a wider body of knowledge of different genre. They are able to fully explain and justify their thinking and predict and hypothesise with increasing sophistication.	Pupils should be prompted to use and apply their knowledge and understanding in an ever-widening context – with a fully developed rationale They should make links with their writing and their learning in other subjects They should be confident to explain their choice of books based on the characteristics of the genre
I can: **Use evidence from different parts of the text to support my inferences such as showing characters' feelings, thoughts and motives from their actions across the story.**	Can you: Explain which character you like best/disliked/related to most and why Why you think the author ….. Write an alternative ending and explain your choice	I can: Use a wide range of evidence from the text to support my inferences and make comparisons with other books that I have read.	Can you: Consider if this could happen today and explain why Explain which character you consider to be the hero / villain and why Explain how you might have acted in this situation

Predictions

At the national standard	Cause and effect, contrast sequence	Greater depth	Predict, hypothesise
I can: Make an accurate prediction of what might happen from what I have read and explain why	Can you: Compare your predictions with the rest of the group – identify any differences and discuss your thinking – have you changed your ideas	I can: Predict what might happen from what I have read and from my understanding of the genre and can fully justify my views	Can you: Describe what else they could have done/might have happened and how that would have changed the story Explain the key features of this genre which enable you to predict the outcome

Retrieve and summarise and word reading

At the national standard	Cause and effect, contrast sequence	Greater depth	Predict, hypothesise
I can: **Ask questions to enable me to retrieve and record relevant information from non-fiction books.** **Identify what the main ideas in a book are, from reading a number of paragraphs and summarise these**	Can you: Describe the process by which … in your own words Explain how you carried out your research Write a blurb for the story – remember the key points you need to include	I can: identify the information I need, select appropriate texts and retrieve and record relevant information from non-fiction books to use in my own writing Write a brief summary of the story including all the key points	Can you: Plan out your research setting out your key questions and where you will look for information Explain the key features of this genre of writing Explain how the writer has created a sense of place / an atmosphere of …
I can: **Read confidently a range of age appropriate texts Apply my phonic knowledge to decode new words** **Use the context of the text, root words,** **prefixes and suffixes to understand their meaning**	Can you: Identify any new or unusual words in the text Find any other words with this pattern / sound/ meaning	I can: Read a wide range of texts fluently and with expression Work out unfamiliar and irregular words from the text	Can you: Identify any new words that you might use in your own writing

Mastery standard

They can use and apply their skills to new contexts and make link with prior learning and a wider body of knowledge of different genre.
They are able to ***fully*** ***explain and justify their thinking and predict and hypothesise with increasing sophistication***

- To summarise the key points….
- The most important points to consider are
- The least important features are..
- My view of- is, because
- In my opinion
- My conclusions are ….. because
- This always true because …
- The exceptions to this are ..
- The consequences of …… are …

- I think xx will happen to - because
- The implication/s of this would be
- My solution would be …. because
- I would anticipate …
- The arguments for and against are
- An alternative solution might be to ….
- This fits into what we know about ….. because ….
- If xx happened I think it would lead to …
- There examples of this in the world today in ….
- Most ……have a similar formula or pattern
- However there are some exceptions

- *What is a fairy tale? Simple*
- *A fairy tale is a story about magic*
- *Can you describe some of the features of a fairy tale? Working towards the expected*
- *Fairy tales are set in the past, usually have some magic and a happy ending*
- *What are the main events in a fairy tale? Expected*
- *Most fairy tales they have a heroine and a who encounters a problem and something magical happens to resolve the problem and the main characters live happily ever after.*
- *Do all fairy tales follow the same formula or pattern? Greater depth*
- *Most fairy stories have a similar formula or pattern – they are short stories set in an imaginary place, at some time in the past, for example: Once upon a time in a land far away….. They main character is usually a girl and the hero is usually a man. The baddie is usually a witch or someone with magical powers. The scene is set, the crisis occurs, the hero intervenes and they all live happily ever after.*

    +++ However there are some exceptions …..

Have you heard this (*word, idea*) before? *Where have you (seen, heard, done)* this before? Have you got any ideas about... Is it similar to anything you have (*seen, heard, done*) before? What are you unsure about? Why is this confusing? Could you try to.... What might help you? Where could you look for more information? What questions could you ask to find out more? Can you think of an example? Can you find an example in the text? Who is /are the main character(s) What is a...	What have you found out? What do you already know about ...? What does this relate to that you have learnt before? What is your opinion of .... Can you think of more ideas about ... Can you find more than one example in the text? Is there anything (*unusual, interesting, surprising*)? Why do you think .... What evidence do you have ....(separate examples) Can you explain why ... When /where is the story set Can you name a key feature	How does this link to other texts you have read? How do these ideas link together? What factors do you need to consider? How could you improve it? How could you combine these ideas? Can you think of another example? What evidence do you have? (multiple examples) Do you agree that / with? What are the similarities / differences between these? Can you sequence the events? What does this tell you about *(the character)*? Why is the setting important? Can you describe some of the features	What caused this? Why did this happen? What evidence do you have to explain why .... What difference (*does/did*) this make? What happens if you change .... Is there an alternative way of *looking* at this? What happened before/ after? Can you compare .... Can you write instructions for someone else? What are the most important features / aspects you need to consider / remember? Does this relate to other things you have learnt? How might this effect the ending? What sort of person is..... and how do you know? How does the setting create a specific in the story atmosphere in the story What are the main events in	Can you summarise the key points? What are the most important features of this text? What is your view of .... and why do you think that? What conclusions have you come to and why? Is this always true? Can you generate instructions for writing this type of text? What might be the consequences of...... What do you think will happen to ...... and why? What would be the implication/s of this? What would your solution be and why? What would be the arguments for and against? What might be an alternative solution? How does this fit into what we know about ..... Consider what would happen if.... Do all ......follow the same formula or pattern? Are there any exceptions?

Challenge

- Read a book together so that you can really share the hidden meaning behind the text and explore the characters in the text.

- Use the question/ discussion prompts to help support your child's understanding of the text.

- Watch a good series on the TV to discuss – or a film.

- Listen to your child read – while they still will spend time with you!

- Use some of the question starters to help you to question and discuss your shared reading.

You will ask me what books can I buy to help my child

- Just hear them read!

- Share what is read and discuss it with good questioning.

- What does that mean?

- What was it like in the woods? Why do you think this?

- What do you think of that character? Why?

Your task

- I would like you all to take two matching books to read along side your child.

- *Please sign out which books you are taking to help me.*

- You'll have the question starters in your packs linked to the book to help you begin to discuss mastery questions as well as a resource pack.

Please complete an evaluation form.
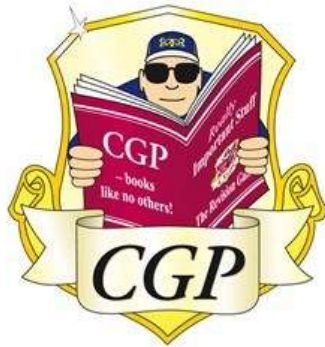
Thank you for coming!

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Reading

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Key Stage 2

SATs Question Book

SATs Question Book

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