



READING AT MILE OAK KS2

BENEFITS OF READING FOR CHILDREN

Reading matters because it can have a lifelong positive impact on a child, affecting their health and wellbeing, creativity and educational outcomes.



Reading is the gateway to the curriculum.

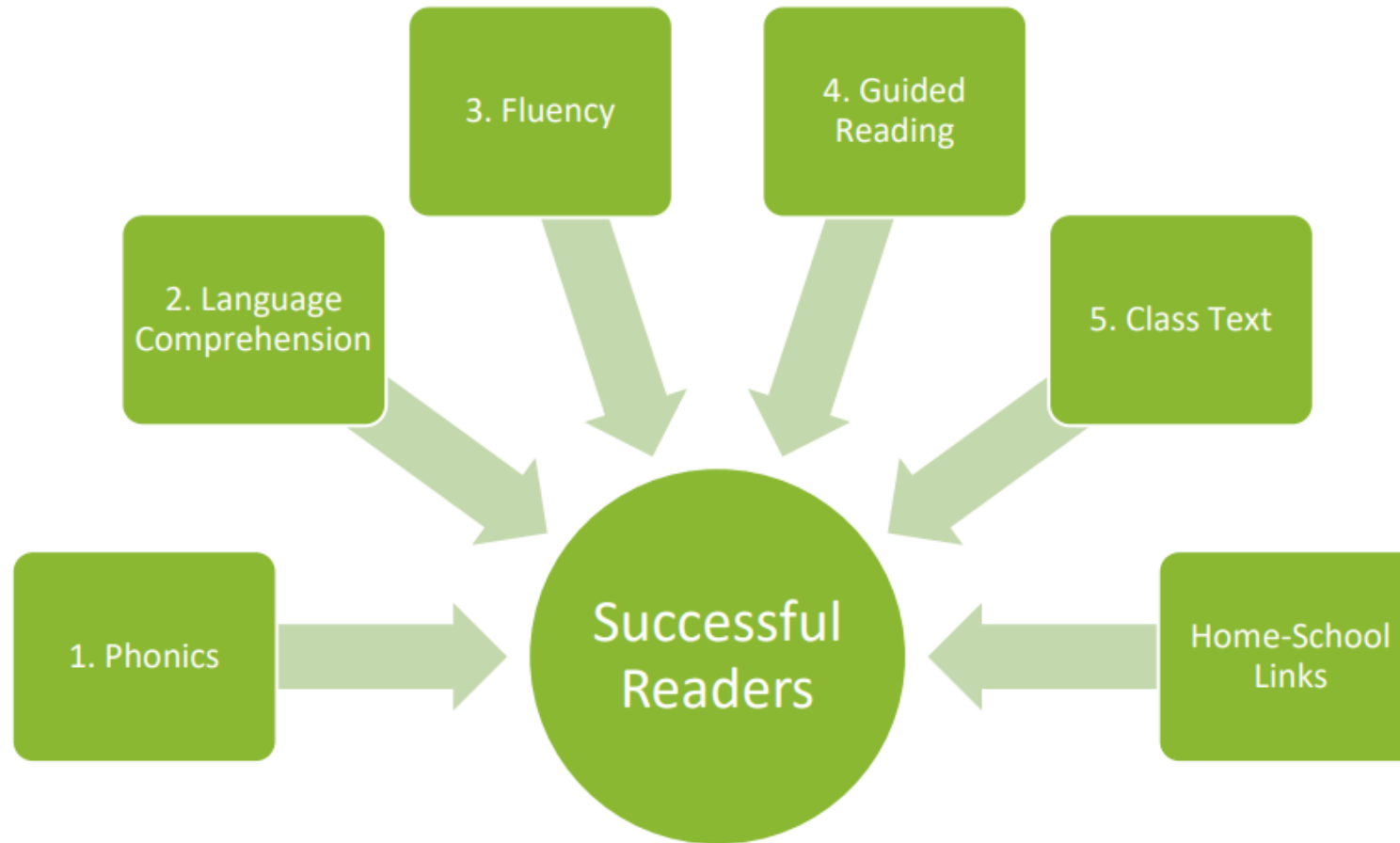
THE TOP TEN BENEFITS OF READING FOR CHILDREN



- Their vocabulary is larger and more extensive
- They perform better academically
- Their imagination can run wild
- Their creativity skills develop
- They develop empathy
- They gain a deeper understanding of their world
- Their concentration levels improve
- The parent and child bond improves
- Their cognitive development is supported
- Their social skills and interaction improve



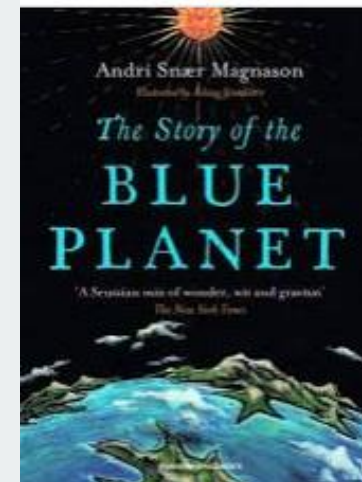
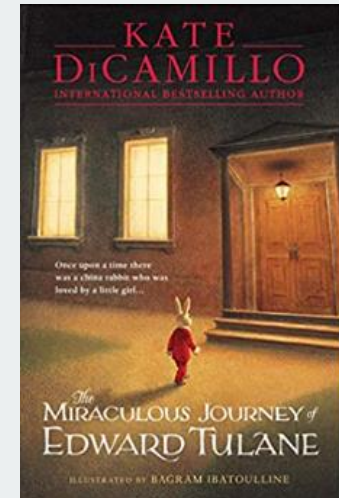
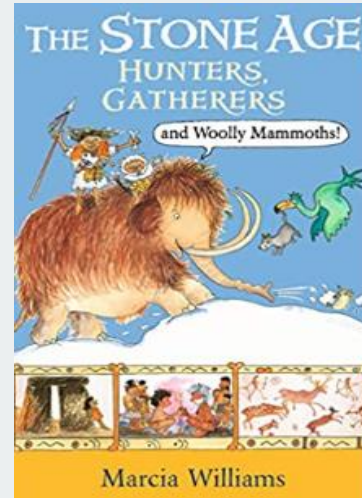
The teaching of reading at Mile Oak Primary School follows these key steps:



We underpin reading teaching with a commitment to teach every child to read regardless of background, need or circumstance.

READING AT MILE OAK

We ensure reading is a focus throughout the school day.



LANGUAGE COMPREHENSION

- Developing children's speaking, listening and understanding is a school wide priority and is embedded in our wider curriculum.
- We create a language rich environment where all adults value the importance of quality interactions
- We model the use of full sentences and support children to do the same through stem sentences e.g.
 - *What was your favourite part of the story?*
My favourite part of the story was _____
 - *What did you learn on our school trip yesterday?*
One of the things I learnt on our school trip yesterday was that _____
- We plan opportunities for oracy through: drama, role play, expressing opinions, discussion, asking and answering questions, poetry recital and debate

LANGUAGE COMPREHENSION

We carefully plan our teaching to reduce the language gap and promote opportunity for back-and-forth conversations across the curriculum. We do this by:

- thinking out loud
- modelling new language for children
- paying close attention to what the children say
- rephrasing and extending what the children say
- asking closed and open questions and answering the children's questions
- explaining why things happen and deliberately connecting current and past events
- providing models of accurate grammar
- extending children's vocabulary and explaining new words
- provide opportunity for children to practise listening, talking and giving feedback with a partner

HOW YOU CAN HELP WITH LANGUAGE COMPREHENSION AT HOME

- Ask closed and open questions to your child and answer their questions
- Talk about what you did during your day to encourage children to share their day with you
- Encourage your child to speak in full sentences
- Explain why things happen and deliberately connect current and past events
- Explain the meaning of new words children come across

READING FLUENCY



- We want Mile Oak children to be fluent readers
- Reading fluently has 4 parts:
 - *Accuracy*
 - *Speed*
 - *Expression*
 - *Comprehension*

READING FLUENCY



- Reading fluency is incorporated into our school day.
- For the first two weeks of each half term, all classes focus on learning to fluently read a text. They then perform it at the end. The following strategies are used to help improve fluency:
 - *Echoing the teacher*
 - *Choral reading*
 - *Text marking*
 - *Reading in pairs/groups*
 - *Evaluating one another's performances*

READING FLUENCY



- For the rest of the half term, in fluency sessions, children read with a teacher, 1-1 or as part of a group, or with a 'Reading Buddy' in class
- With their 'Reading Buddies', children listen to one-another read, helping one another and praising good fluency.

HOW YOU CAN HELP WITH READING FLUENCY AT HOME

- Hear your child read aloud as often as possible
- Read to your child and model using accuracy, expression, pace and volume for effect
- Praise your child's fluent reading e.g. *accurately reading tricky words, use of expression*
- Encourage your child to read a range of text types aloud: poetry, short stories, non-fiction texts.

CURRENT TEXTS

- Our texts are used as whole class reading books and are the basis for Guided Reading lessons.
- Where possible, we also try to link them to other areas of the curriculum e.g. History, Geography, Science, PSHE.

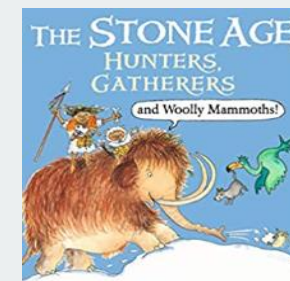
Questions you can ask at home...

What is your class reading book about?

Who is your favourite character? What do you like about them?

What happened in the book today?

What learning have you been doing in school that links to your class reading book?



Reading Vipers

Vocabulary

Infer

Predict

Explain

Retrieve

Sequence or Summarise



In our daily Guided Reading sessions, we teach the VIPERS skills, focusing on a different skill in each lesson.



Example questions that you could also ask at home

- What does the word ... mean?
- What does the word ... tell you about the character/setting?
- Find one word in the text which means...
- Find a word or phrase which shows/suggests that...



2b. I can infer the meaning of unfamiliar words in context.

2w. I can identify and discuss how authors use language and the impact it has on the reader.

1. Match the synonyms for the following words:

a) 'adjoining'

separate	connecting	far
----------	------------	-----

(1 mark)

b) 'bracken'

hedge	sky	building
-------	-----	----------

(1 mark)

2. Read the paragraph beginning '*The man's breath...*' Find a word in the text which shows the man was running without thinking about it. (1 mark)
3. Read through the whole text and list the synonyms for 'running' that are used. (2 marks)
4. Read through the whole text. What impressions do you get of the forest? Give two. (2 marks)

Flamingo Challenge

What impression do you get of the man's character? Explain fully, referring to the text in your answer. (3 marks)



Substitution and Elimination



Flamingo Challenge - for each question, explain why you eliminated one of the words.

1. 'makes me think of my old hairbrush, **clogged** up with tangles' - p. 6.

knots	London	blocked	mess
-------	--------	---------	------

2. 'tightening in my chest, or a **wheeze** in my breath' - p.7.

air	gasp	inhale	dry
-----	------	--------	-----

3. 'her large dark eyes glazed over with **concern**' - p. 9.

see	look	worry	hospital
-----	------	-------	----------

4. 'a tiny **sliver** of space' - p. 10.

metal	small	black	slice
-------	-------	-------	-------

5. 'as though it had never **existed**' - p.11.

left	appeared	hole	patient
------	----------	------	---------

6. 'the space I was **gesturing** at' - p.12.

pointing	stood	finger	waving
----------	-------	--------	--------

7. 'holding her hand to my **forehead**' - p.13.

brow	vanished	lift	temperature
------	----------	------	-------------



Example questions

- How do these words make the reader feel?
- How does the character feel? How do you know?
- What was ... thinking when...

5w. I can infer how a character in a book is feeling by actions they take and can explain how I know

Answer these questions in full sentences using the sentence stems to support you.

1. How did Mouse feel about the baby?

I think that Mouse feels _____ towards the baby. I know this because in the text it says...

2. What is the clan members' opinion of the baby at first?

I think that the clan members feel _____ about the baby. I know this because in the text it says...

3. Does the mum react badly to the baby?

I think that the mum does/does not react well to the baby. I know this because in the text it says...



Example questions

- From the cover what do you think this book 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?

Predict

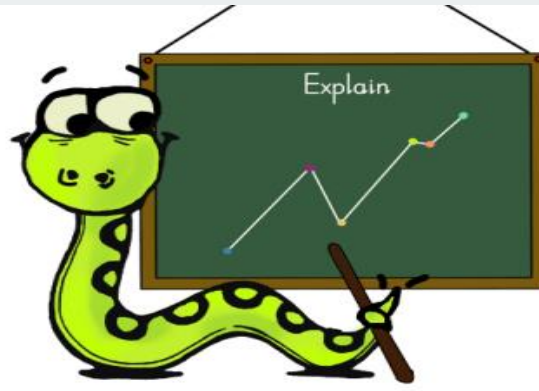


6w. I can predict what might happen from clues in the text. (P)

Read up to page 2.

1. What do you think the boy is doing? (Page 1)
2. Where do you think he is going? (Page 1)
3. Where do you think the boy is going to land and why? (Page 2)
4. Where do you think the boy is now? Use *evidence* from the text to support your reasoning. (page 3)
5. Explain why your predictions may have slightly changed from yesterday's predictions.

Explain



Example questions

- Which section was the most interesting/exciting part?
- How are these sections linked?
- How does the author engage the reader here?

Switzerland

FAST FACTS

- OFFICIAL NAME: The Swiss Confederation
- POPULATION: 8,292,809
- CAPITAL: Bern
- AREA: 15,940 square miles (41,284 square kilometers)
- OFFICIAL LANGUAGES: German, French, Italian, Romansch
- MONEY: Swiss franc
- MAJOR MOUNTAIN RANGES: Jura, Alps
- MAJOR RIVERS: Rhône, Rhine

HISTORY

Switzerland was formed in 1291 as a union of three states and became an independent country in 1815. The constitution, adopted in 1848, does not allow for troops to be sent to serve in foreign wars. The country has remained neutral in conflicts around the world, including both world wars.

Switzerland did not become a member of the United Nations until 2002 and is not a member of the European Union.

GEOGRAPHY



Switzerland is a small mountainous country located in central Europe. This landlocked country is about the size of New Jersey and is between France and Italy. It is also bordered by Austria, Germany, and Liechtenstein.

Most of the population lives in the plateau which is between the high Alps in the south and the Jura mountains in the north. The mountainous area in the south is sparsely populated.



The Swiss Flag

NATURE



The Swiss Alps are high, snow-covered mountains most of which are over 13,000 feet (4,000 meters). The most famous peak is the Matterhorn which is 14,692 feet (4,478 meters) tall, but the highest peak is Dufourspitze at 15,203 feet (4,634 meters).

Scientists are concerned that glaciers in the Swiss Alps have lost a lot of ice coverage in the past 40 years. This may be related to global climate change. Rapid melting of the glaciers could cause flooding to the villages below.

Most animals in Switzerland live in the mountains. The ibex, a species of mountain goat, was hunted to near extinction in the early 1800s. The species has since been reintroduced and more than 15,000 ibex now live in the Swiss Alps. Hikers may also encounter chamois, another goatlike animal, and marmots. The forests of Switzerland are also home to deer, rabbits, foxes, badgers, squirrels, and many bird species.

PEOPLE & CULTURE

Switzerland is one of the world's wealthiest countries. The Swiss are well known for their watches and clocks.

There is not a single official language in Switzerland. People speak one of several languages, including Swiss German, French, and Italian.



Alphorns are traditional cow-callers in Switzerland.



6b. I can fully explain my views with reasons and evidence from the text.

1. Would you like to live in Switzerland? Give three reasons and use evidence from the text to support your answer.
2. Do you think Switzerland has been affected by climate change? Explain why using evidence.

Flamingo Challenge

'Switzerland is a peaceful country'. Do you agree or disagree? Give reasons for your opinion.



Example questions

- How would you describe this story/text? What genre is it? How do you know?
- What happened to...?
- Who are the main characters?

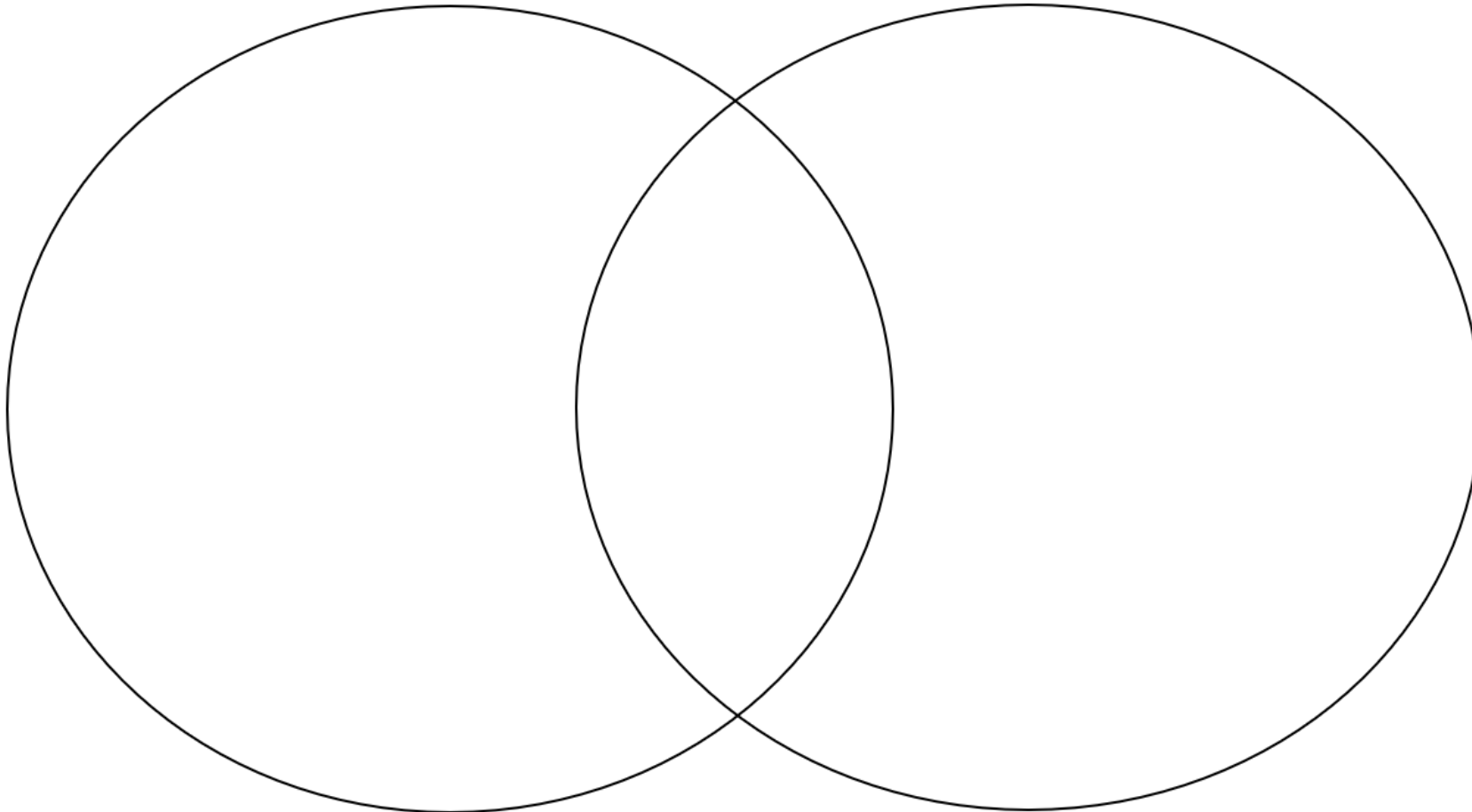
Retrieve



10b. I can confidently make comparisons within and across books

Theseus and The Minotaur

Beowulf





Example questions

- Can you summarise in a sentence the opening/middle/end of the story?
- What is the main message of the text?



Task Examples

- Draw a storyboard to show the key events in the story
- Summarise the story in 100 words or less
- Summarise the chapter in:
 - one sentence
 - three words
 - one word

HOW WE ASSESS READING

- In KS2 we hear children read in a variety of ways: 1-1, in small groups, out loud to the class and as part of reading fluency sessions.
- Once a child is fluent, we won't necessarily be regularly hearing them 1-1 but will give them many opportunities to read aloud in a range of lessons.
- We use target sheets in Guided Reading lessons to track progress with the different VIPERS skills.
- Assessment varies by year group but all years complete termly reading assessment papers, focusing on their comprehension skills.

THE JUNIOR LIBRARY



- Children go to the library regularly.
- They will take out a 'Reading book' which is matched to their reading level and a 'Library book' which they can choose to read with someone at home.



READING AT HOME

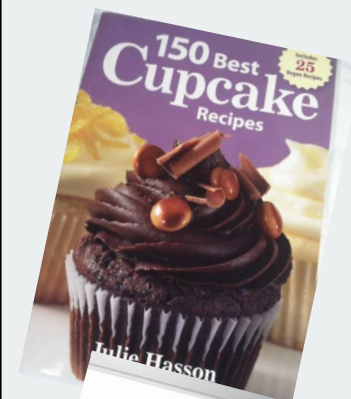


Read anything!

- Don't worry about the 'what' and 'how' of reading each day. Books are great but any other texts can be great too.
- Why not set your child a reading challenge? How many different things can you read in a day?

Text examples:

- Comics
- Magazines
- Leaflets
- Recipes
- Instructions
- Blogs
- Song lyrics



READING AT HOME



Maintain the motivation to read

- Talk about the joy of reading whenever you can.
- Give your child choices about what they read- being in control is great motivation!
- Make books a part of the family. Encourage your child to share them with a relative or friend, either in person or over a video call.
- Encourage them to recommend books to friends and family e.g. *You should read this book, Granddad, because you love funny stories.*

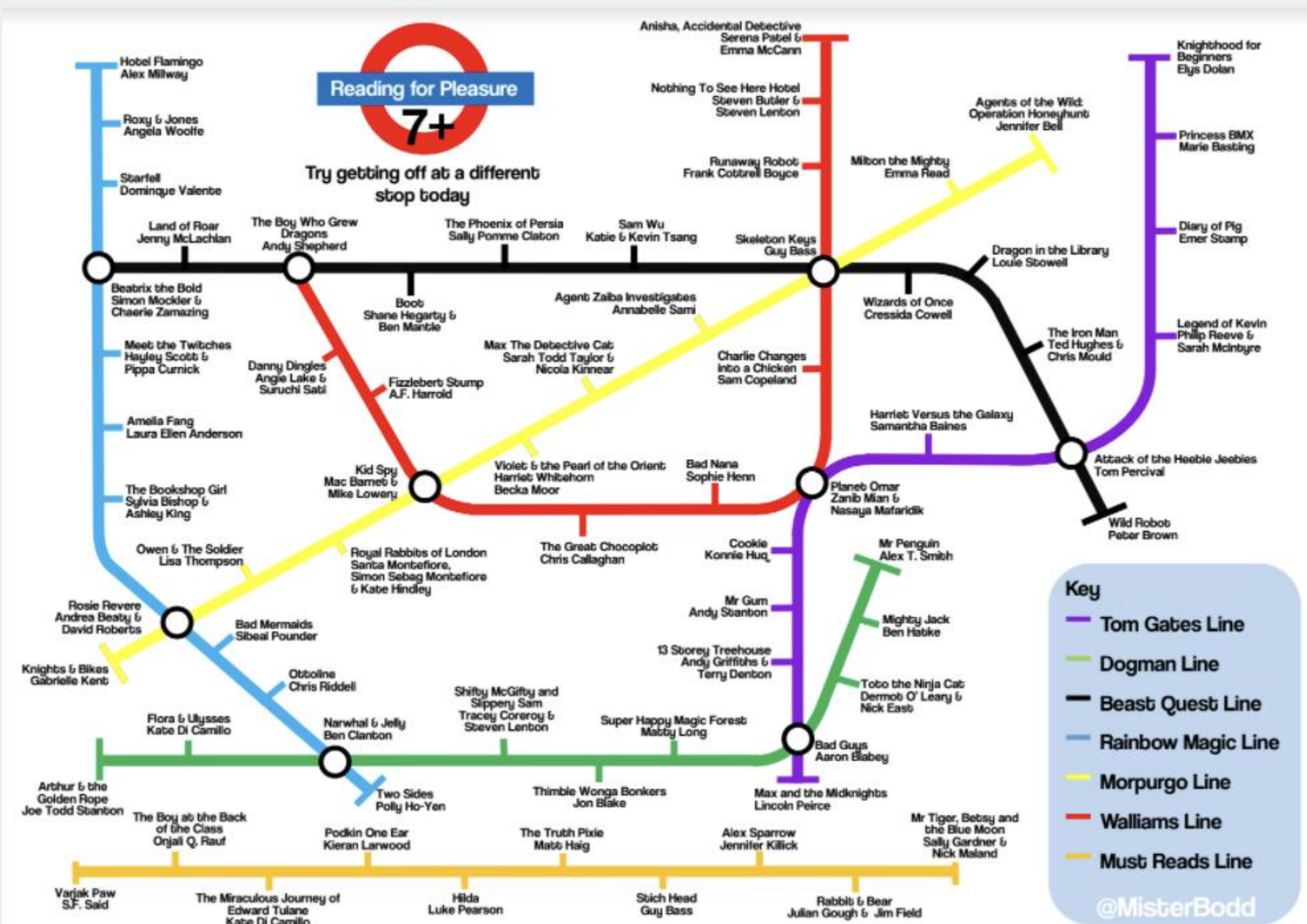


BOOK SWAP

- Our Book Swaps have been extremely successful and the children love coming along to choose a book they can keep!
- We will continue to hold book swap events each half term during the school day.



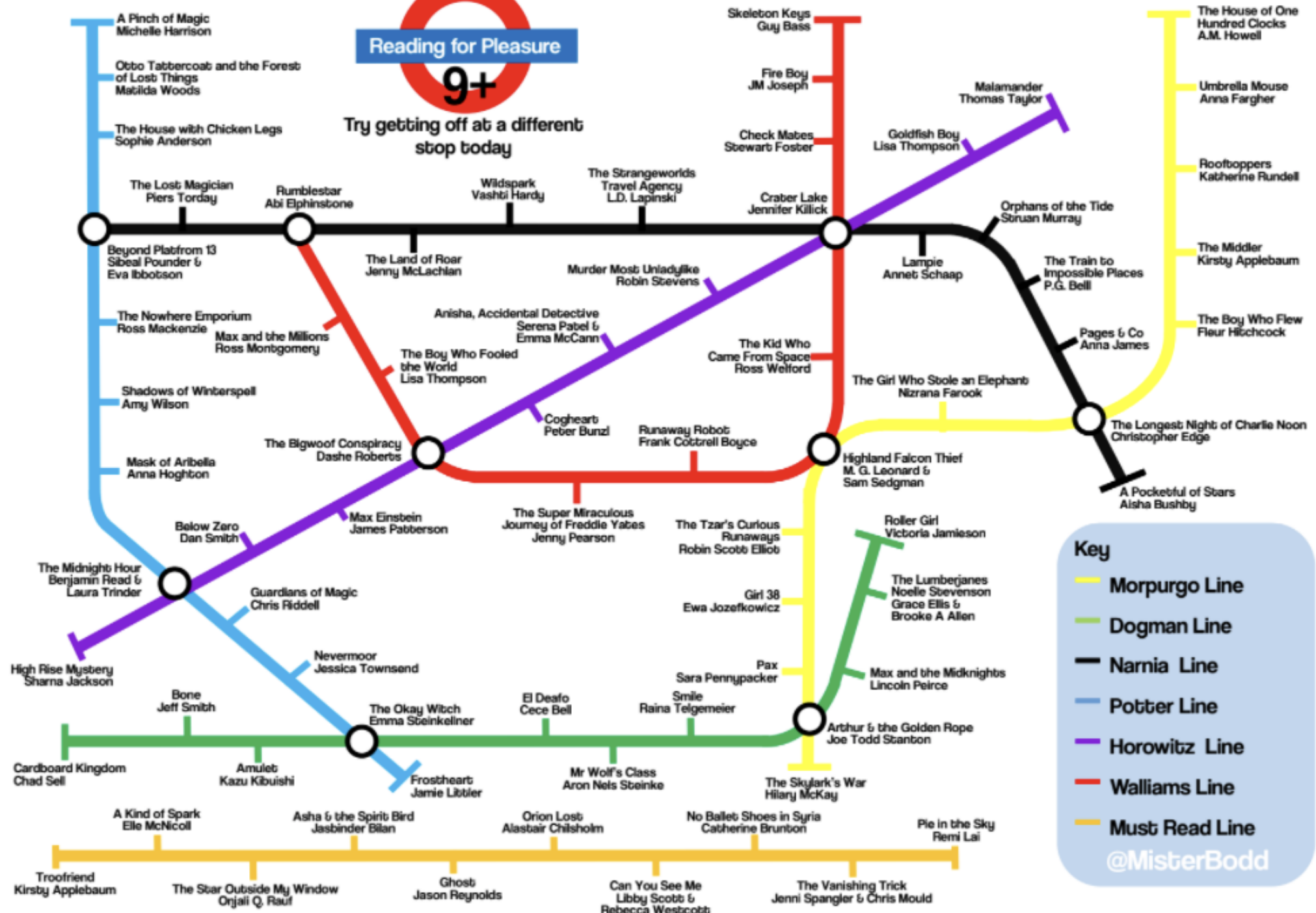
BOOK RECOMMENDATIONS



Reading for Pleasure

9+

Try getting off at a different stop today



Key

- Morpurgo Line
- Dogman Line
- Narnia Line
- Potter Line
- Horowitz Line
- Walliams Line
- Must Read Line

@MisterBodd



LoveReading
4 KIDS SHARING BOOK LOVE

Browse Books By Age



Baby and Toddler



3+ readers



5+ readers



7+ readers



9+ readers



11+ readers

SUPPORT



- Class teacher
- Message in Reading Record
- School website www.mileoakschool.co.uk/brighton-hove/primary/mileoak
- Email the office office@mileoak.brighton-hove.sch.uk

Dream Big
READ!