



# *Reading Comprehension*

Expectations



# Reading Expectations



## My Reading Targets – Year 3

Clarify	I can ask questions to improve my understanding of a text.
	I can check that a text makes sense to me by discussing my understanding and explaining the meaning of words in context.
	I can use a range of strategies appropriately to establish meaning in books that can be read independently.
	I can use dictionaries to check the meaning of words that I have read.
Inference	I can draw inferences (such as inferring characters' feelings, thoughts and motives from their actions).
	I can draw plausible inferences, often supported through reference to the text.
	I can justify inferences with evidence.
	I can predict what might happen from details stated and implied.
Language for Effect	I can identify how language, structure, and presentation contribute to meaning.
	I can read aloud and perform my own writing, to a group or the whole class, showing an understanding of appropriate intonation, tone, volume and action.
	I can read aloud, recognising a range of punctuation.



## My Reading Targets – Year 4

Clarify	I can ask questions to improve my understanding of a text.
	I can check that a text makes sense to me, discussing my understanding and explaining the meaning of words in context.
	I can use dictionaries to check the meaning of words that I have read.
Inference	I can draw inferences (such as inferring characters' feelings, thoughts and motives from my actions) and justifying inferences with evidence.
	I can predict what might happen from details stated and implied.
Language for Effect	I can identify how language, structure and presentation contribute to meaning and affect the reader.
	I can identify specific techniques e.g. simile metaphor, repetition and exaggeration; explaining the effect as a reader.
	I can prepare poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action.
	I can read aloud my own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

What will my child be learning during Guided Reading in school?

# *What does it all mean?*



**Word Reading**



**Clarify**



**Monitor and  
Summarise**



**Select and  
Retrieve**



**Respond and  
Explain**



**Inference**



**Language for  
Effect**



**Themes and  
Conventions**

# Progress from KS1 to KS2:

At the end of Year 2, your children would have completed assessments (KS1 SATs).

They will complete assessments again in Year 6 (KS2 SATs).

What reading skills do you think children need to develop to be confident when undertaking these assessment?







# *Reading Comprehension*

**Skills**



# Speed reading and stamina:

## James Abela ELT

### A short history of English – Reading Speed

During Roman times the British spoke a Celtic language, but in the 5<sup>th</sup> Century AD, the Roman Empire crumbled and invaders came from Denmark and Northern Germany. The Angles, Saxons and Jutes spread their language across England. The Angles were the ones to give English its name, Englisc. In the 9<sup>th</sup> century the Vikings came and added many words from Scandinavian languages. Englisc was originally written with an alphabet called Runic.

In 1066 the Normans invaded and during the centuries that followed a lot of words were borrowed from French and Latin, it was also during this period that English lost its old suffixes. (The way words end) It took until 1205 for another book to be written in English, but by 1258 it was used again by royalty and in 1362 it was used again by the courts and in the 1380's Chaucer wrote his Canterbury tales in English.

Words	Total WPM
16.4	16
15.8	32
17.2	49
17.2	67
15.6	82
4.4	87
17.2	104
16.2	120
17.4	137
16.4	154
15.6	169

### Suggestions for help at home:

- Try not to stop the flow of reading by correcting misreads.
- Build up reading stamina through use of timers.

# Working out word meanings:

It is important to use clues from the text to help you work out meaning when you come across an unknown word.

In this passage, some words are in German. Read the text around the words to see if you can work out what they are.

Alfie hated going to the **zahnartz**. As a result, the boy's teeth were almost all yellow. The ones that weren't yellow were **braun**. They both bore the stains of all the goodies that **kinder** love, but dentists hate. Sweets, fizzy drinks, chocolate. The teeth that were neither yellow or brown simply weren't there anymore. They had **fehlschlagen** out. One had bitten into a **Süßigkeiten** and stayed there. Assorted fruit-flavoured chews had claimed others. This is what young Alfie looked like when he **Lächelte**...



## Suggestions for help at home:

- Try not to tell your child the meaning of unknown words.
- Read the sentence before and after for clues.
- Some words can be split into smaller words to help work out meaning.



# Skimming and Scanning

## Skimming and Scanning Activity



### Extract from The Jungle Book by Rudyard Kipling

It was seven o'clock of a very warm evening in the Seeonee hills when Father Wolf woke up from his day's rest, scratched himself, yawned, and spread out his paws one after the other to get rid of the sleepy feeling in their tips. Mother Wolf lay with her big gray nose dropped across her four tumbling, squealing cubs, and the moon shone into the mouth of the cave where they all lived. "Augrh!" said Father Wolf. "It is time to hunt again." He was going to spring down hill when a little shadow with a bushy tail crossed the threshold and whined: "Good luck go with you, O Chief of the Wolves. And good luck and strong white teeth go with noble children that they may never forget the hungry in this world."

It was the jackal—Tabaqui, the Dish-licker—and the wolves of India despise Tabaqui because he runs about making mischief, and telling tales, and eating rags and pieces of leather from the village rubbish-heaps. But they are afraid of him too, because Tabaqui, more than anyone else in the jungle, is apt to go mad, and then he forgets that he was ever afraid of anyone, and runs through the forest biting everything in his way. Even the tiger runs and hides when little Tabaqui goes mad, for madness is the most disgraceful thing that can overtake a wild creature. We call it hydrophobia, but they call it dewanee—the madness—and run.

## Suggestions for help at home:

- Play 'I Spy' games.
- Ask retrieval questions from the book are reading.
- 'Find it first' activities.



# Asking/Answering Questions



What questions  
could you ask  
about this text?

## LUCKY LOTTERY WINNERS... WIN AGAIN!

Reported by Susan Sharp, Media Correspondent, Ports Bay

Mr and Mrs Mills of Smith Lane, Ports Bay, could quite possibly be the luckiest couple in the country. William and Betty, who buy a lottery ticket once every month, have been celebrating for the second time in four years.

The couple scooped a huge £275 000 back in February 2012, having bought their ticket at the very last minute. Once they'd recovered from the initial shock, they donated a large percentage of their winnings to several different charities, as



## Suggestions for help at home:

- Discuss key events, characters and settings.
- Ask questions before, during and after reading.
- Quiz time: parent vs. child competitions.

*Thank you for coming.*

*Any Questions?*

