



☆ Aim high  
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# Key Stage 1 and 2 Parent Workshop for Reading

21st November 2018  
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# Reading in KS1

The KS1 Reading Content Domains set out the relevant elements from the national curriculum programme of study (2014) for English at key stage 1 that are assessed in the English reading test. The tests will, over time, sample from each area of the content domain.

The key stage 1 English reading tests will focus on the comprehension elements of the national curriculum



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The following table shows the content domain, which sets out how elements of the curriculum will be defined for test development purposes.

# Content domain reference

## KS1

Content domain reference	
<b>1a</b>	draw on knowledge of vocabulary to understand texts
<b>1b</b>	identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
<b>1c</b>	identify and explain the sequence of events in texts
<b>1d</b>	make inferences from the text
<b>1e</b>	predict what might happen on the basis of what has been read so far

# Reading in KS1

- Y1 – The children complete reading lessons as part of a 15 minute daily carousel.
- Y2 – The children focus on one of the content domains which are taught as part of a one hour whole class reading lesson, once a week.

# KS2 – Content domains

Content domain reference	
<b>2a</b>	give / explain the meaning of words in context
<b>2b</b>	retrieve and record information / identify key details from fiction and non-fiction
<b>2c</b>	summarise main ideas from more than one paragraph
<b>2d</b>	make inferences from the text / explain and justify inferences with evidence from the text
<b>2e</b>	predict what might happen from details stated and implied
<b>2f</b>	identify / explain how information / narrative content is related and contributes to meaning as a whole
<b>2g</b>	identify / explain how meaning is enhanced through choice of words and phrases
<b>2h</b>	make comparisons within the text

# Reading is now taught on a daily basis in KS2

Each week the class will focus on a high quality extract taken from a range of sources.

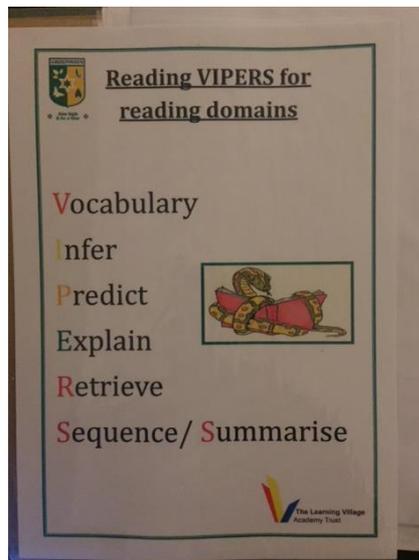
- On a Friday the class teacher will carry out a pre-teach. If the extract is particularly complicated then they may decide to send this home for your child to spend time to 'digest'.

# Daily Reading Lessons

- Each lesson has a particular focus on one of the content domains.
- This provides an opportunity for the children to really understand what is expected of them and ensures that they are able to verbalise their responses.

# Child Friendly Approach

- As you can see for yourselves the content domains are not particularly child friendly.
- As a result of this we have introduced the term VIPERS

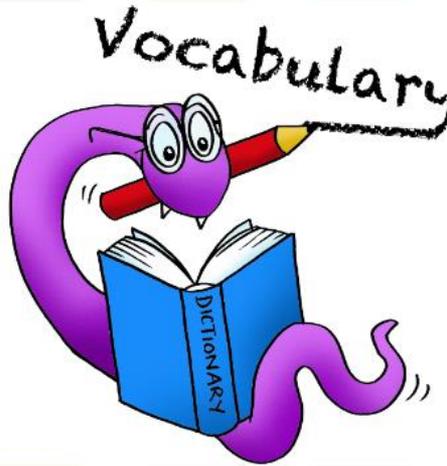


# VIPERS - Booklet

- The booklet on your seats will help you to support your child when reading with them.
- Use the question stems to challenge and question your child when reading with them

# How this works in class

**LO: To find and explain the meaning of words in a context**



- 1) What do the words 'bad enemy' mean in line 5?
- 2) What is a 'great plain'?
- 3) What does the word 'twilight' mean?
- 4) What are 'right rambles'?
- 5) Find a phrase which means the 'Men Folk' are rude in line 22.

**LO: To make and justify inferences using evidence from the text**



- 1) Why did Mowgli not stop at the ploughed fields where the villagers lived?
- 2) Mowgli hurried on at a steady joy-trot for about 20 miles. What does this tell us about Mowgli?
- 3) When the little boys saw Mowgli they shouted and ran away. How do they feel about Mowgli? Use evidence from the text to support your answer.
- 4) What does the word "Umph!" tell us about how Mowgli was feeling?
- 5) "Arre! Arre!" said two or three women together. How do they feel about Mowgli?

**LO: To predict what might happen from the details given and implied**



- 1) What do you predict the priest will say to Mowgli?
- 2) What do you think will happen to Mowgli now he is at the village? Use evidence from the text to support your answer?

**LO: To explain how information  
contributes to the meaning as a whole**



- 1) Do you think Mowgli was happy in the jungle? Explain your answer.
- 2) How do you think Mowgli was feeling when he arrived in the village? Explain your answer.
- 3) Do you think the villagers thought Mowgli had been looked after well? Explain your answer.

# Friday's Lesson

- On a Friday the children will have a consolidation lesson.
- They will be given a range of questions from each of the content domains they have studied that week and will be asked to answer them in their Skills books in full sentences drawing on all of the knowledge they have learned that week.

# Benchmarking

- At Greenways a new approach to assess the children's reading band called 'Benchmarking' is being used.
- We have spent a considerable sum of money up-dating the library with suitable books which are in line with the new raised expectations.
- What we call 'Reading for pleasure books' have now been removed from the banded library system and are now kept in classrooms.

# Benchmarking

- Over the last few weeks every child has been benchmarked under the new system.
- This will tell us which band reading book they should be on and may result in children either being moved up or down a reading book.
- This is because the focus of the assessment is about the child's comprehension ability.

# How Can You Help Your Child

- So, hopefully you can clearly see the change in focus at Greenways.
- Reading and reading levels are not all about the child's ability to actually physically read the book. It focuses much more on the ability to understand new words in different contexts, infer and for the children to be able to summarise plots and provide opinions and predictions using evidence from the text.

# Reading with Your Child

- Please read regularly with your child and annotate in their planner.
- Question your child using the question stems in the booklet provided as this is the important part.
- Most of all, help to promote a love of reading in your home.

Any Questions ?

