

# YEAR 5 READING EVENING

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# WHAT WE ARE GOING TO COVER

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- What is the purpose of this talk?
- What is comprehension?
- What is inference?
- What we do at school.
- How you can help your child.

# THE PURPOSE OF THIS TALK

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- Enable you to help improve their reading confidence, fluency, and comprehension skills.
- Develop their vocabulary and spelling.
- These should increase their enjoyment of reading...
- ...and help them to be successful in their SATS next year.

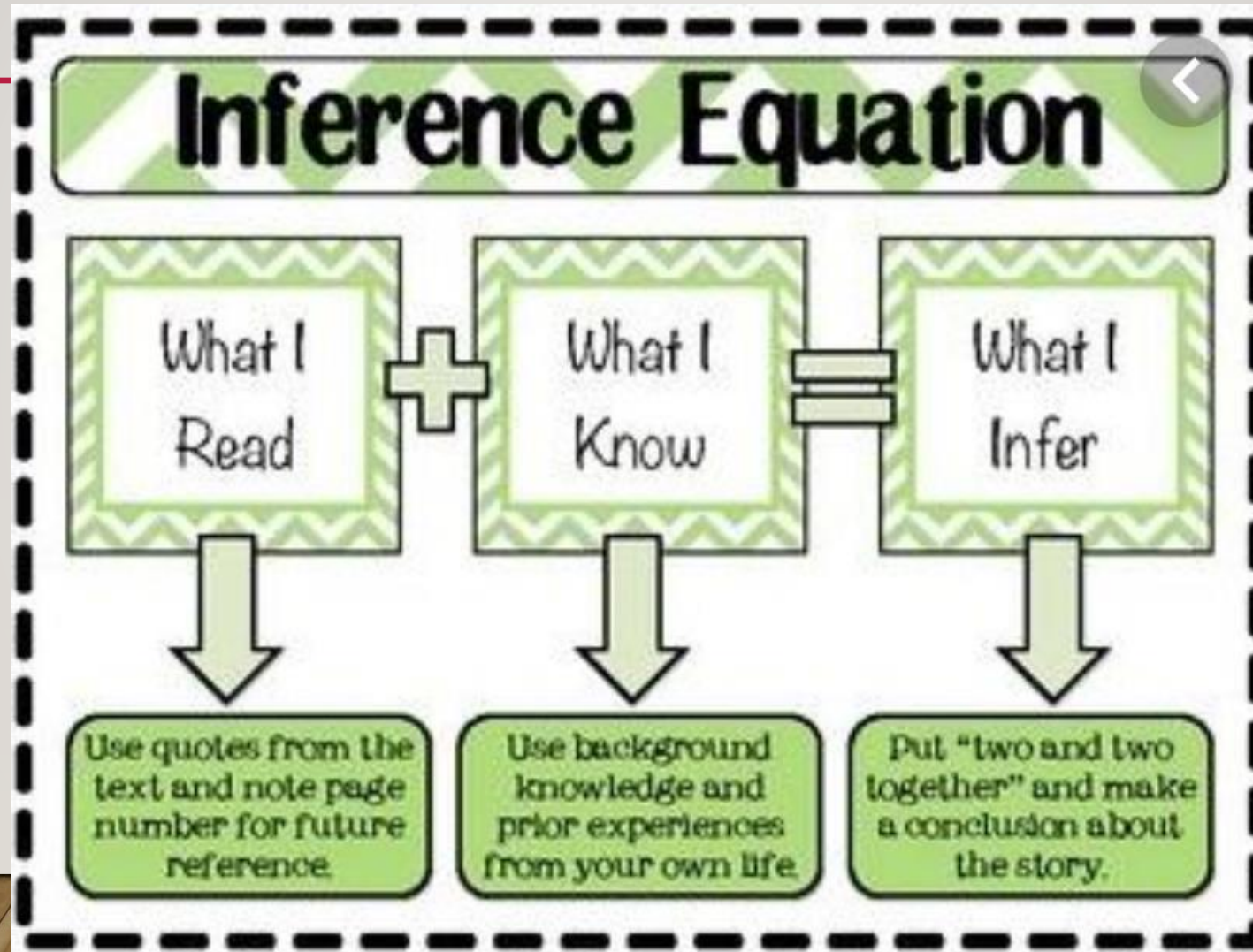
# COMPREHENSION

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- Definition:
- *The ability to understand something.*
- What you need to be able to comprehend a text:
- 1. Retrieval
- 2. Vocabulary
- 3. Fluency (200 words a minute)
- 4. Inference
- 5. Summarising
- 6. Predicting



# WHAT IS INFERENCE?



# WHAT IS INFERENCE?

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- Your task:
- Part 1: Label what you can see around the image. No inferences allowed?
- Part 2: Make inferences underneath as to what you think is happening. Justify your inferences. How do you know?

# My Favourite Subject

I love science because we do great experiments, like launching parachutes and making electrical circuits. When I get home I'm going to have another go at making a space rocket powered by balloons. I hate running out of time in experiments, but if I have tea early, it should be ok.

Has the child run out of time in experiments before?  
Is the child worried about something?

- Whole class activity
- What age is the child?
- What kind of school does the child go to?



# SUMMARISING

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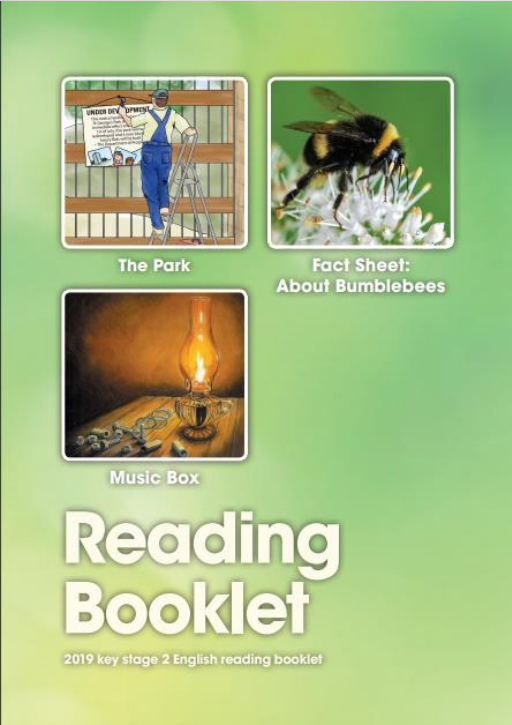
## The Trip

I can't believe I'm actually here. The towns below look so small and I can see for miles in every direction. The engine is whirring and there's a man in the aisle next to me eating crisps. "Don't be afraid. It's natural to be a bit nervous." Mum said before we got on board. I'm definitely not nervous now. It's brilliant!

- Summarise this paragraph in one sentence.



# SATS PAPER EXAMPLES




2019 national curriculum tests

**Key stage 2**

**English reading**  
Reading answer booklet

First name						
Middle name						
Last name						
Date of birth	Day		Month		Year	
School name						
DfE number						



# WHAT WE DO AT SCHOOL

- Reading within English lessons.
- Guided reading – daily.
- Word and picture inference activity.
- Comprehension questions based on a text – often topic based.
- Reading with the teacher.
- Follow up questions.
- Grammar hammer.
- Reading challenges based on their current guided reading text.

**Lacerta Class - Guided Reading Rotation**

Today	Roald Dahl	Michael Rosen	Cressida Cowell	Jacqueline Wilson	Michael Morpurgo
	Whole class comprehension	Whole class comprehension	Whole class comprehension	Whole class comprehension	Whole class comprehension
	Reading challenge card	Grammar hammer / inference activity	Follow up questions & inference activity	Guided reading with teacher	Comprehension Activity
	Comprehension Activity & spelling activity	Reading challenge card	Grammar hammer / inference activity	Follow up questions & inference activity	Guided reading with teacher
	Guided reading with teacher	Comprehension Activity & spelling activity	Reading challenge card	Grammar hammer / inference activity	Follow up questions & inference activity
	Follow up questions	Guided reading with teacher	Comprehension Activity & spelling activity	Reading challenge card	Grammar hammer / inference activity
	Grammar hammer / inference activity	Follow up questions	Guided reading with teacher	Comprehension Activity & spelling activity	Reading challenge card

# READING CHALLENGES

	<u>Guided Reading challenge activities</u>	<u>Date completed</u>
1	Identify a range of complex sentence starters from your chosen text. Which are most effective? Why have they stood out for you?	
2	Picture profile: Draw and label a picture to show a part of the book	
3	Word ladder: write a list of words that start with the last letter of the previous word.	
4	Character profile: Write a detailed description of one of the characters.	
5	A new event: Write a new event that could take place in the story	
6	New Cover: Draw a new cover and explain why it would be better.	
7	What's next for -----? Write another story centred on the main character.	
8	Write a storyboard for the story or a comic strip of main events so far	
9	Write a new blurb for the back cover	
10	Which character would you choose as a friend? Why?	
11	Design a leaflet to advertise the book	
12	Write a poem about one of the characters	

13	Write a diary entry from the point of view of one of the characters	
14	Write a newspaper report based on one of the events in the story	
15	Write a letter between two of the characters recounting some of the events and their feelings	
16	Write a letter to the author telling them how you feel about the book.	
17	Which chapter or part of the story is the most important? Explain what happens in this section and why you like it.	
18	Write 5 questions you could ask someone to find out if they have read this book carefully	
19	Write about an experience or memory of your own that is similar to something you have read in the book.	
20	Choose a descriptive word from the text and write it down. Using a thesaurus, write down 5 synonyms and 5 antonyms for that word.	
	<b>Non-fiction specific</b>	
21	Thought shaver what you have learnt from reading this book	
22	Draw a diagram of something mentioned in your book and label it	
23	Read through 3 paragraphs in your book and make notes on the most important points	
24	Write down at least 5 interesting facts that you have found out in your reading	

# HOW YOU CAN HELP YOUR CHILD

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- Ensure they read at least 70 pages a week and question them on what they've read.
- Read as a family – enjoy a book together.
- Support spelling homework including use of dictionary.
- Useful links
- [www.pobble365.com](http://www.pobble365.com)
- [www.onceuponapicture.com](http://www.onceuponapicture.com)
- [www.espresso.co.uk](http://www.espresso.co.uk)
- Username: student43327                      password: monkfield