

Reading Workshop

Al Wataniya International School

Led By Stephanie Trimble, English Curriculum Lead

Tuesday 11 October 2022





Reading at AWIS


- At AWIS, children are set 2 reading books per week.
- 1 book is set on Bug Club and the other is a physical book (Oxford Reading Tree) which is sent home in your child's reading file.
- Bug Club is a reading scheme, which ensures children have access to a varied and rich reading experience. These books are online so children can access them at home.
- Children answer comprehension questions throughout the book. Teachers can check how children have answered the comprehension questions to see what kinds of questions children need to practice.
- To access Bug Club go to www.activelearnprimary.co.uk
- Bug Club reading bands can be linked to ORT reading levels.
- Bug Club books and ORT books from the library are of the same level.
- Books sent home in the reading file should be read with an adult over the course of a week. Reading diaries should be signed before the book is changed on the classes allocated day.


Bug Club

- To login to Bug Club go to www.activelearnprimary.co.uk
- All children have their own personal login ID which is the same as their login for Education City.
- The password is 12345 for all children and the school code is alwa.

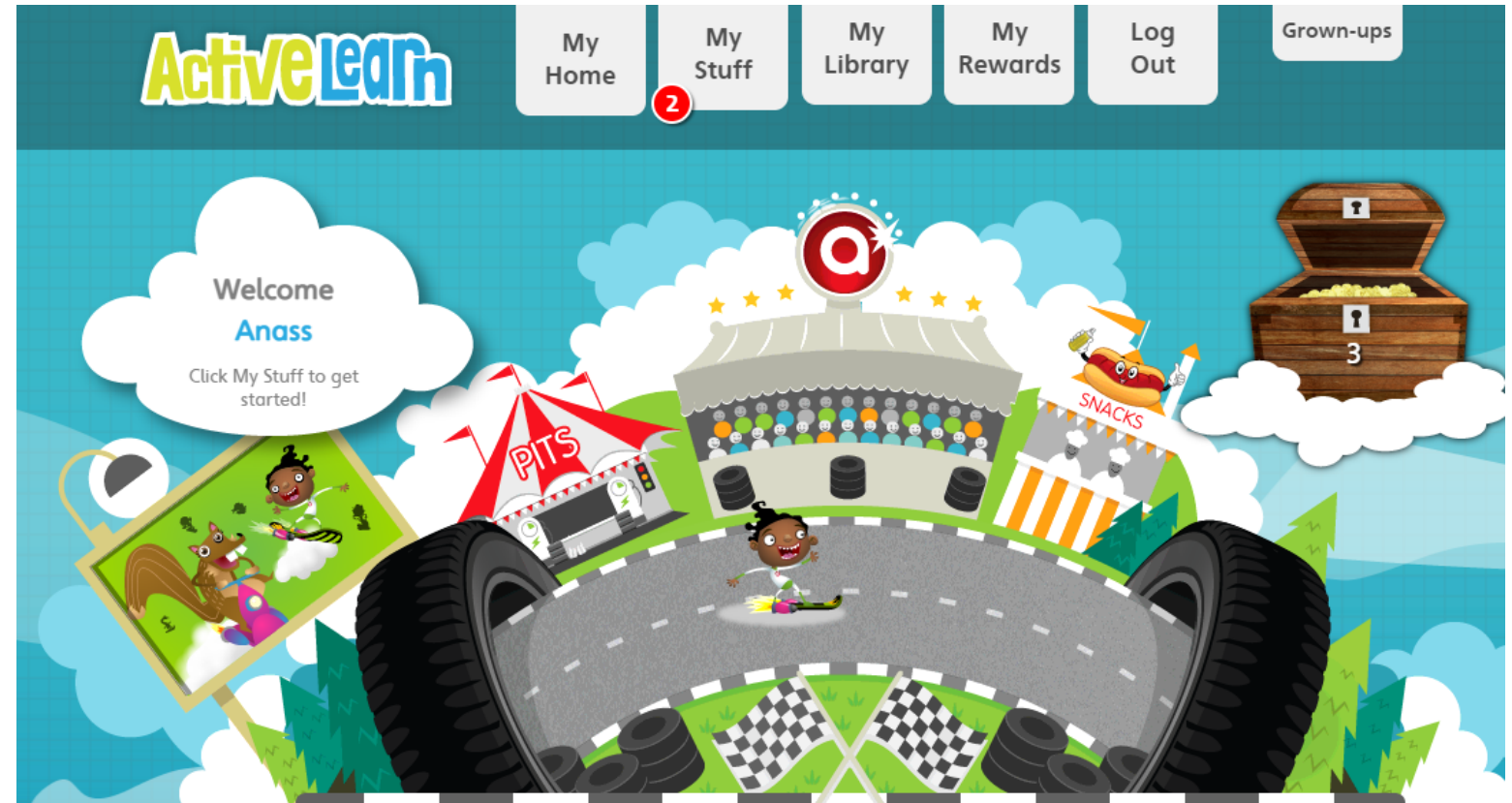
Sign in

Username  

Password  [Show](#)

School code (Primary schools only) 

Bug Club Home Page



My Stuff

The screenshot shows a user interface for a 'My Stuff' section. At the top, there is a navigation bar with buttons for 'My Home', 'My Stuff' (highlighted with a red '2' notification), 'My Library', 'My Rewards', 'Log Out', and 'Grown-ups'. A 'Close' button is also present. Below the navigation bar, the main content area is blue and displays '2 items'. A 'Bug Club' icon with a red '2' notification is positioned above the items. The items are presented as cards with book covers and titles: 'Wizards, Spiders and Castles' (24 pages) and 'Wallace and Gromit: The Weatherman' (18 pages). Both items have a green 'New' label at the bottom of their respective cards. The interface is decorated with colorful, stylized illustrations of clouds and a robot-like structure on the right side.

My Library

My Library

Home Stuff Library Rewards Out

Close

Bug Club

You have 32 items

Search your items

[All At Sea](#)

[How Animals Smell, Taste and Touch \(Mainsails\)](#)

[Caring for Exotic Animals](#)

[Birds of Prey](#)

[Extreme Living](#)

[The Adventures of Sinbad the Sailor: Monkeys and Monsters](#)

[Fang Family: Fright at the Fair](#)

[Moya, The Luck Child](#)

[Changing Places](#)

[Can You Do This?](#)

Comprehension Questions

Keeping Warm

Snakes are cold-blooded. This means they can't make their own heat to warm their bodies. In the wild, snakes get warm by lying in the sun or on warm rocks.

In a zoo, the snake handler heats their cages with special heat lights.

Snakes stretch out to warm their bodies. Then they curl up quickly to stay warm.

heat lights



8

Cleaning Up

Snake handlers also have to clean the snake cages. First, they put the snake in another cage or in a large bucket.

Then the snake handler picks up all the rotten leaves and snake poo in the cage.

The snake handler uses a long hook to pick up this rattlesnake gently.



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Information for Teachers



[Yun and the Fire Demon](#)

Fiction

Purple A



04/02/2021 11:10



[Young Robin Hood: Marian to the Rescue](#)

Fiction

Purple A



01/02/2021 14:49



[Time to Time Travel](#)

Non-fiction

Purple A



26/01/2021 13:26



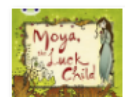
[Sharma Family: Stop That Dog!](#)

Fiction

Purple A



21/01/2021 12:22



[Moya, The Luck Child](#)

Fiction

Brown A



20/01/2021 10:55

Year 1 National Curriculum

National Curriculum: Year 1

Children need to develop:

pleasure in reading;

motivation to read;

increased vocabulary;

improved level of understanding.

They will do this by frequently listening to:

stories;

poems;

information texts;

texts that they cannot yet read for themselves.

By reading with an adult, children can also be shown the processes of finding information within a book, such as the use of contents or index pages.

Year 1 Expectations

Year 1 children are expected to:

- practise phonics, sound out words and begin to blend sounds
- read common exception words
- retell a story
- describe setting and characters
- predict what will happen next

Year 2 National Curriculum

National Curriculum: Year 2

Children need to develop:

pleasure in reading;

motivation to read;

increased vocabulary;

improved level of understanding.

While in year 2, children must add to this by learning about **cause and effect** in:

narrative texts, e.g. What has prompted the character's behaviour in this story?

non-fiction texts, e.g. Why are certain dates commemorated annually?



This skill requires deep thinking and is easier for some children than others.

Year 2 Expectations

Year 2 children are expected to:

- continue to practise their phonic sounds until reading has become fluent
- retell a story referring to the key events and characters
- be able to use non-fiction texts
- be aware that books are set in many different places
- relate what they have read to their own experiences
- read familiar words quickly without needing to sound them out
- correct themselves when they have read a sentence incorrectly
- make simple inferences about the thoughts and feelings of characters and the reasons for their actions.

Year 3 & 4 National Curriculum



increase their familiarity with a wide range of texts, including fairy stories, myths and legends;



identify themes and conventions in a wide range of books;



retrieve and record information from non-fiction texts;



identify the main ideas from more than one paragraph and summarise them;



draw inferences about a character's thoughts, feelings or motives using evidence from the text;



check their understanding of new words and explain the meaning of them in context;

Years 3 & 4 National Curriculum



make predictions about what might happen from details stated or implied;



prepare poems and play scripts to read out loud and perform;



participate in discussions about books that are read to them and those they can read for themselves;



discuss words and phrases that capture the reader's interest and imagination;



ask questions to improve their understanding of a text.

Year 3 & 4 Expectations

Year 3 children are expected to:

- apply their knowledge of phonics to new words and read fluently
- discuss books which they have read and be familiar with a range of different stories including traditional tales
- develop an enjoyment of reading
- predict what will happen next

Year 4 children are expected to:

- make predictions about what may happen from details stated or implied
- prepare poems and play-scripts to read out loud
- ask questions to further their understanding of a text

Year 5 & 6 National Curriculum



increase their familiarity with a wide range of books, including myths, legends and fiction from our literary heritage;



recommend books to their peers;



identify themes across a wide range of texts;



make comparisons within and across books;



understand and explain the meaning of words in context;



draw inferences from a text and justify these with evidence;



summarise the main ideas from more than one paragraph;

Years 5 & 6 National Curriculum



use stated or implied details to make predictions about what may happen next;



retrieve, record and present information from a non-fiction text;



distinguish between statements of fact and opinion;



discuss and evaluate the author's choice of language;



provide reasoned justifications for their views.



Year 5 & 6 Expectations

Year 5 children are expected to:

- continue to develop comprehension skills until they are fully able to understand the text they are reading
- be familiar with a wide range of text types including fiction, non-fiction, plays, poetry and reference books

Year 6 children are expected to:

- identify themes across a wide range of books
- recommend books to their peers
- understand and explain the meaning of words in context
- summarise the main ideas from more than one paragraph
- draw inferences from a book and justify with evidence

How do I help at home for children in MP1?

Initially, reading with your child is about reading to them. Model clear reading with fluency and expression. Model how to read unknown words.

Read a range of different texts, such as: recipe books; nursery rhymes; instruction manuals; leaflets for places you wish to visit; traditional tales.

Show your child how to find information in a book rather than quickly finding it for them.



Phonics

The National Curriculum states that year 1 children must use phonic knowledge as their primary approach to reading unfamiliar words.

Children must be able to read all Phase 2, 3 and 5 graphemes by the end of year 1.

The reason that Phase 4 graphemes are not mentioned is that no new graphemes are taught. Instead, children consolidate their ability to blend words containing a range of consonant clusters.



Ideas to try at home

Tips to Help



Turn off the TV so that you can listen to and talk to your child. Model correct speech and pronunciation. Ask your child lots of questions.



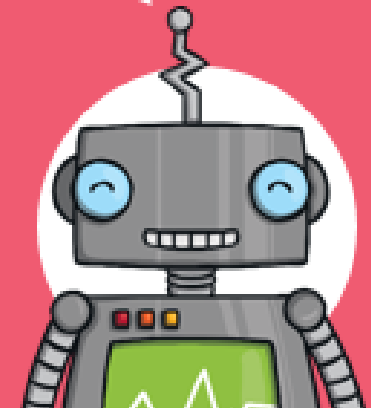
Play 'I Spy' games.
Can you find something beginning with...?
How many... words can you see?



Ask your child to write the weekly shopping list.

Pretend to be a robot.

"Can you bring me your s-o-ck-s?"



Ideas to try at home

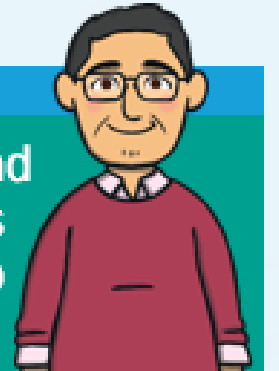


Pour flour, salt, rice or sugar on a baking tray and spell out words together.



Tips to Help

Pretend that you are unable to read particular words within your child's phonic knowledge and ask them to read them to you.



Encourage your child to segment (break up) words into their sound parts and blend them (push them back together) to read the whole word.

Play with magnetic letters on the fridge. Can they spell 'pan'?



MP2 & 3 Helping at Home

- Make reading fun
- Provide a broad range of reading materials
- Show that you read too
- Ask lots of questions

Questioning

- It is extremely important for children to think about what they are reading. This helps to develop their understanding.
- Questioning is a great way to encourage children to think about what they are reading.
- Questions help children engage with a text.
- When children are given questions to think about when reading, they are reading for a purpose.

Types of Questions

- Vocabulary questions - require children to work out the meaning of unknown words.
- Retrieval questions - require children to retrieve key facts and details.
- Summarising questions - require children to summarise the main points of a text.
- Inference questions - require children to hunt for clues about how and why things are happening in a text.
- Predicting questions - require children to use what they have learnt to predict what might happen next or why something happened.

Example questions for MP2 students



What does this word tell us about the character or setting?



What does that suggest about...?



What does this word/phrase mean?



The author has used the word _____ to describe the main character. Can you think of another word they could have used?



Can you find a word in this paragraph which means the same as _____?



Where is the story set?



Where did _____ go?



What did _____ decide to do when _____?



Which paragraph tells you that _____?



Who are the most important characters in the book?

Example questions for MP2 students

What is the main point in this paragraph?

Can you describe what happened in this paragraph/chapter?

Using less than 20 words, can you write an advert for this book?

Can you remind me about what happened the last time we read?

What do you remember most about _____?

Why did the character act like that?

What do the characters think about each other?

What does _____ think? How do you know?

Can you find evidence that shows this character is going to _____ in the future?

What do you think will happen to the main character now? Can you explain why you think that?

Example questions for MP2 students

- Do you think the author has another plan for this character?
- What do you think is likely to happen when _____?
- What do you think will happen the next time we read?
- Based on what you know about the character, what do you think will happen to them in the future?
- Do you think the character will change their behaviour in the future? Can you explain what makes you think that?
- Compare one character to another. How are they different or the same?
- How has the character changed since the start of the text?
- What was your favourite part of the story? Why was it your favourite part?
- This text has been split into different sections. How does that help you to understand it?
- Look at the section titled _____. Why is this an important part of the text?

Example questions for MP3 students

▶ What does this word tell us about the character/setting/atmosphere?

▶ What does that imply/suggest/indicate about...?

▶ What does this word/phrase mean?

▶ The author has used the word _____ to describe the main character. Can you think of a different word?

▶ Can you find a word in this paragraph which means the same as _____?

▶ Where is the story set?

▶ Where did _____ go?

▶ What did _____ do when _____?

▶ Which paragraph tells you _____?

▶ Who are the key characters in the book?

Example questions for MP3 students

- ▶ What is the main theme/argument in this paragraph?
- ▶ Can you describe what happened in this paragraph/chapter?
- ▶ Using less than 20 words, can you write a new blurb for this book?
- ▶ Can you remind me about _____?
- ▶ What moment do you remember most from _____?
- ▶ Why did the character behave like that?
- ▶ What do they seem to think about each other?
- ▶ What does _____ think? How do you know?
- ▶ What makes you think _____? Can you find evidence to support that?
- ▶ What do you think will happen to the main character now? Can you give a reason for your answer?

Example questions for MP3 students

- ▶ What do you think is going to happen next?
- ▶ What do you think is likely to happen when _____?
- ▶ Do you think the author has another plan for _____?
- ▶ Based on what you know about the character/event, how do you think the story will develop next?
- ▶ Do you think the character will change their behaviour in the future? What evidence can you find to support your answer?
- ▶ How does the layout help you to understand the text?
- ▶ Compare one character to another. How are they different or similar?
- ▶ How has the character changed during the text?
- ▶ What was the most effective/thought-provoking moment of the story?
- ▶ Look at the section titled _____. Why has this been included in this text?

Reading for understanding in MP1

- What is happening? Talk about what is happening in the pictures before reading the text. What can you see?
- Discuss the setting of the story. Have you read a story with the same setting?
- Start in the middle of a book. What do you think has happened before this point? What makes you think that?
- Use a dictionary together to get your child exploring words for themselves.
- Make predictions. What do you think will happen next? What makes you think that?
- Have you learnt anything reading this book that you did not know before? Pretend that you have learnt a new fact and explain it.

Common Exception Words

Year 1 Common Exception Words

the
a
do
to
today
of
said
says
are
were
was

is
his
has
I
you
your
they
be
he
me
she
we

no
go
so
by
my
here
there
where
love
come
some

one
once
ask
friend
school
put
push
pull
full
house
our



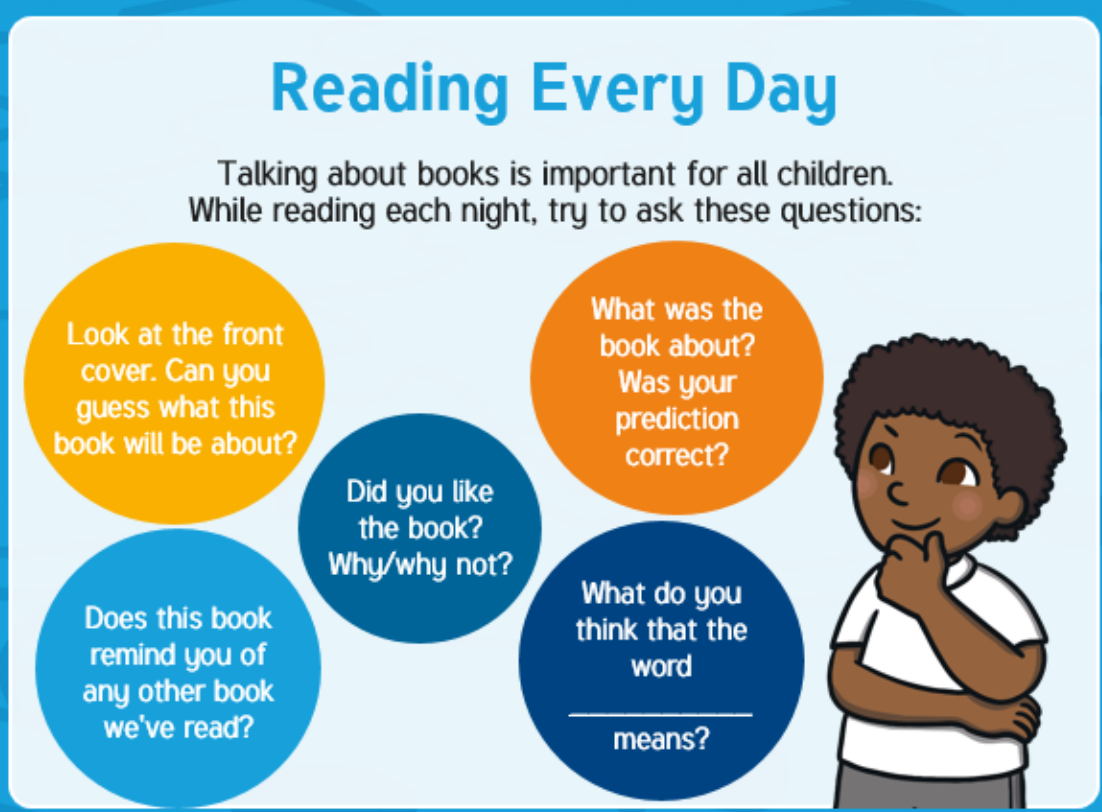
At the beginning of the school year, children were given a copy of the common exception words list for their year group as part of their homework pack. The words on this list should be practised regularly.

MP1 Read Everyday

- Read everyday. Reading to your child every day is just as important as having your child read to you.
- Look for and encourage opportunities for your child to read such as reading signs, menus or shopping lists.
- Talk lots about books you read together. Asking questions will help develop your child's understanding.
- Play games with sounds and words.

Reading Every Day

Talking about books is important for all children.
While reading each night, try to ask these questions:



The graphic features five circular question prompts arranged around a central illustration of a young boy with dark skin and curly hair, wearing a white t-shirt and grey pants, with his hand on his chin in a thinking pose. The questions are:

- Look at the front cover. Can you guess what this book will be about?
- What was the book about? Was your prediction correct?
- Did you like the book? Why/why not?
- Does this book remind you of any other book we've read?
- What do you think that the word _____ means?

MP2 & 3 Read Everyday

- Children should be given the opportunity to read every day. This can either be by themselves or to another person.
- It is important to remember that you can still ask your child questions, even if they prefer to read alone.
- Write down some of the questions you have come across in this workshop and have your child complete questions for each chapter they read.
- If your child is not enjoying the book they are reading, ask them questions about why they are not enjoying it and work together to find something more suited to their reading taste.
- Why not set up a special reading area in your house? Try to make somewhere quiet and comfortable where reading is fun.

"READING AND
WRITING CANNOT
BE SEPARATED.
READING IS LIKE
BREATHING IN,
WRITING IS LIKE
BREATHING OUT."

Pam Allyn

