



**HALLAM FIELDS
PRIMARY**

Reading at Hallam Fields Primary School 2022-2023

THE POWER OF READING



Creating a love of reading in children is potentially one of the most powerful ways of impacting on academic standards in school.

Becoming a truly independent reader can improve your child's chances in school and beyond in the wider world.

Reading is all about acquiring meaning; for enjoyment, information and understanding.



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WHAT READING LOOKS LIKE AT HALLAM FIELDS...



- Read, Write Inc phonics lessons.
- From Y2-Y5 children have whole class reading lessons linked to **VIPERS**.
- Focused reading activities across the curriculum.
- Listening to children read regularly.
- The children can take home a book that is appropriate for their level (coloured book band) and a 'reading for pleasure' book which is intended to be read to them with an adult.
- Class novels and stories.
- Within English lessons, there is a core text each term that is focussed on.



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Phonics and Word Recognition

The ability to recognise words presented in and out of context.

The ability to blend letter sounds (phonemes) together to read words.



Understanding

The ability to understand the meaning of the words and sentences in a text.

The ability to understand the ideas, information and themes in a text.

If a child understands what they hear, they will understand the same information when they read.



READING EXPECTATIONS

Foundation – Year 1

Read Write Inc. Book bags								
Ditty	Red	Green	Purple	Pink	Orange	Yellow	Blue	Grey

Year 2

End of KS1			
Purple	Gold	White	Lime

Year 3 – Year 4

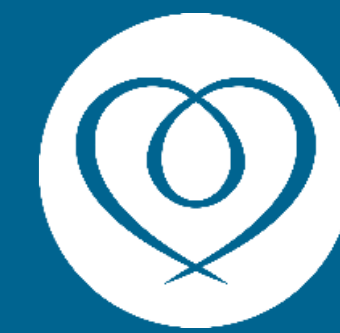
Lower KS2			
Lime	Copper	Grey	Dark Blue

The expectation in KS2 is that the children will be a ‘free reader’ and can help themselves to longer chapter books.



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WHOLE CLASS READING - VIPERS



VIPERS whole class reading lessons focus on the following skills...

Vocabulary

Inference

Prediction

Explanation

Retrieval

Summarise / Sequence

The children read an extract and then answer around 5 retrieval questions called 'quick start' questions designed to get them familiar with the text they are reading and allows children practise retrieval questions on a regular basis.

Part of the lesson is a vocabulary check, covering words they need to know the meaning of. This allows children to access and understand the text they are reading.

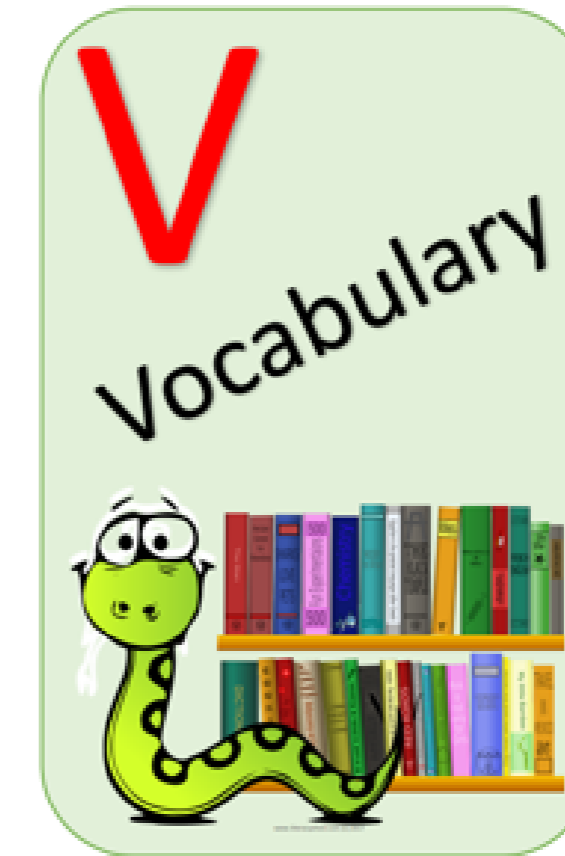
Children also have a partner talk question, an individual thinking question and a solo task question. These questions are all focussed on just one of the VIPER skills per lesson.



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To answer vocabulary questions, you need to use your knowledge of the words/vocabulary to be able to understand the text.



Wave Hello

The Moon plays a vital role in creating the tides on Earth, along with the Sun. The gravitational pull of the Sun is about 178 times stronger than the pull of the Moon, but the Moon is a lot closer. This means that the Moon has a more significant effect on the tides.

Wherever the Moon is in its orbit, the tides will be high. This is because the pull of the Moon causes the tides to “bulge” towards the Moon, it also causes the tides to bulge on the exact opposite side of Earth. Therefore, two places at any one time will have a high tide. The sites in between these two high tides will be at low tide. Can you imagine a beach without any waves?

Fantastic Facts

Man first landed on the Moon in 1969, when the NASA Apollo 11 mission successfully touched down. Neil Armstrong and Buzz Aldrin became the first humans to set foot on a foreign planetary body. Michael Collins stayed aboard the shuttle and piloted it around the Moon during their moonwalk.

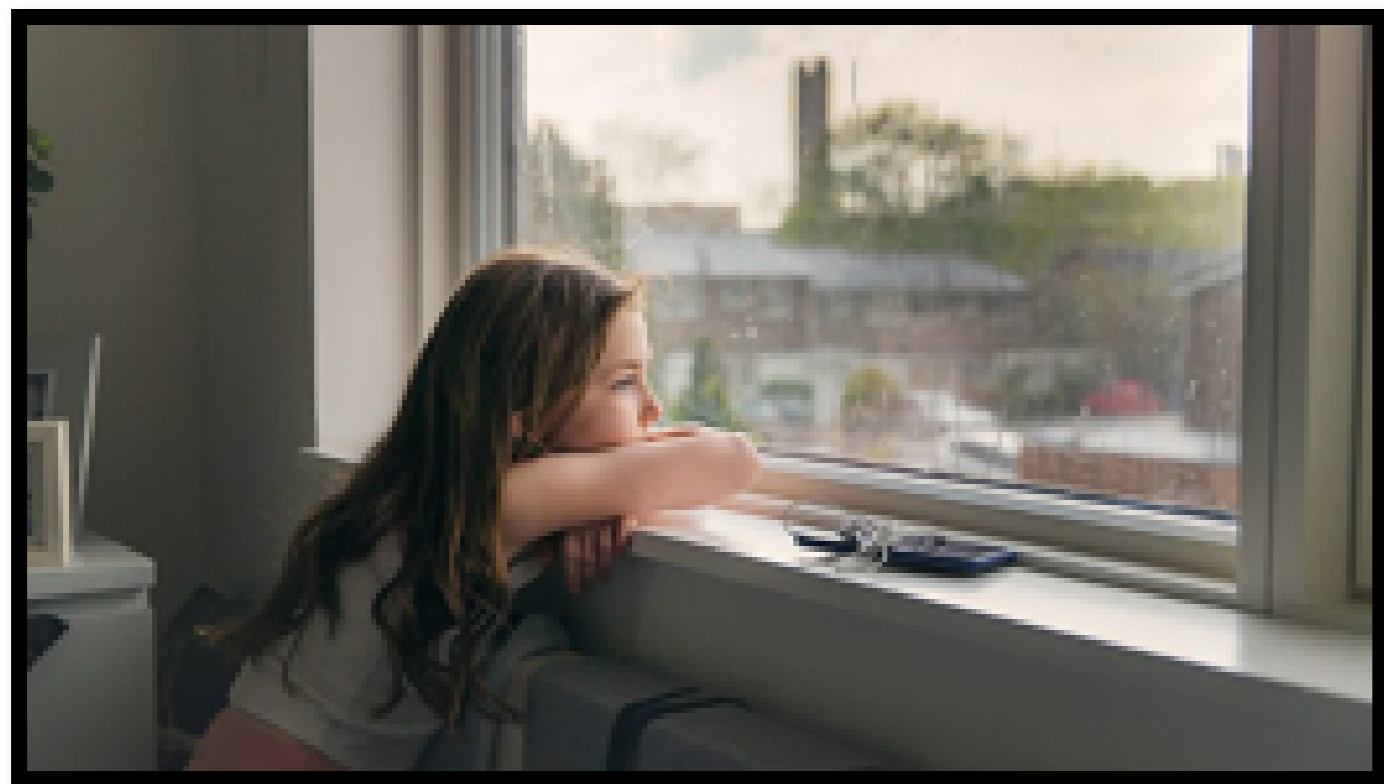
- Which word in this section do you think is the most important? Why?
- Find and copy a word which means ‘**a short distance away**’
- Which of the words best describes the mood of this section?
- Can you think of any other words the author could have used instead of **imagine**?



WHOLE CLASS READING - INFERENCE

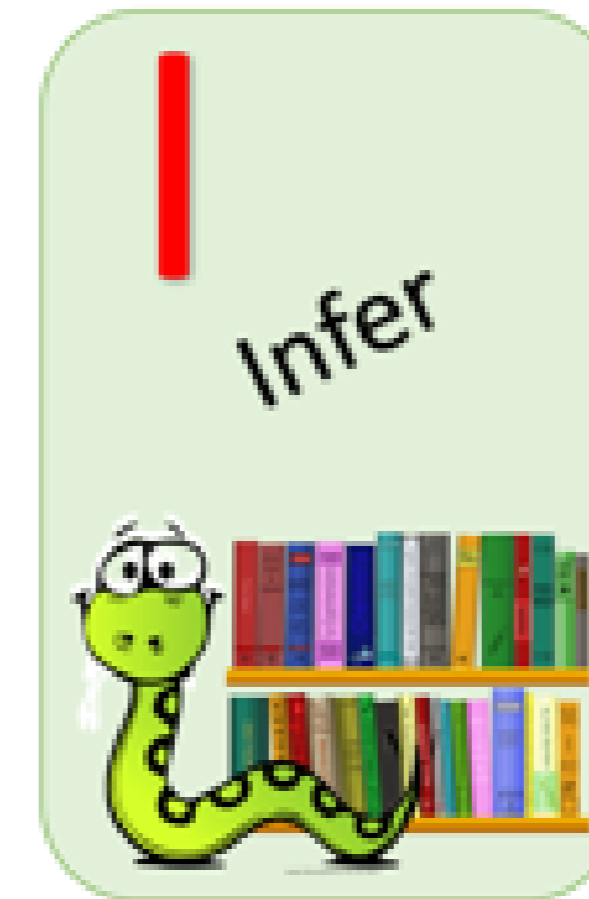


To answer inference questions we look for clues to be able to answer the questions.



Look at the image and find clues to answer the question. Be ready to share your clues.

1. Describe what is happening in the picture.
2. How is the girl feeling in this picture?
3. Why might she be feeling that way?
4. What might the girl do next? Why do you think that?



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WHOLE CLASS READING - PREDICTION



To answer prediction questions, we need to use the details given and implied to make a guess about what might happen.



1. What do you think happened before this? What will happen after?
2. Do you think Will happen? Explain your answer using evidence from the picture.

Example questions for a piece of text...

1. What does this paragraph suggest will happen next?

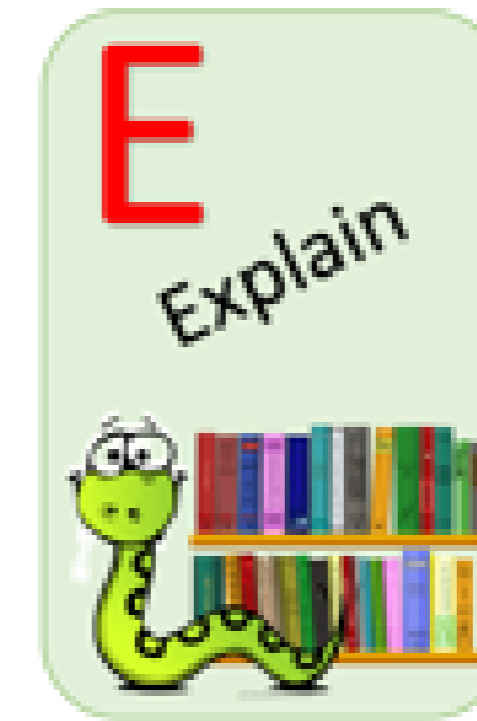


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WHOLE CLASS READING - EXPLANATION



- To answer explanation questions you need to say how the content contributes to the meaning as a whole.
- Say how the meaning is enhanced through the language.
- Be able to find the themes and patterns that have developed across the text.
- To know how the information contributes to the overall experience.
 - Why is the text arranged in this way?
 - What structures has the author used?
 - What is the purpose of this text feature?
 - Is the use of effective?
 - The mood of the character changes throughout the text. Find and copy the phrases which show this.
 - What is the author's point of view?
 - How does the author engage the reader here?
 - Which section was the most interesting/exciting part?



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To answer retrieval questions you need to find information and identify key details from both fiction and non-fiction.



PLEASE LOOK AFTER THIS BEAR

MR AND MRS BROWN first met Paddington on a railway platform. In fact, that was how he came to have such an unusual name for a bear, for Paddington was the name of the station.

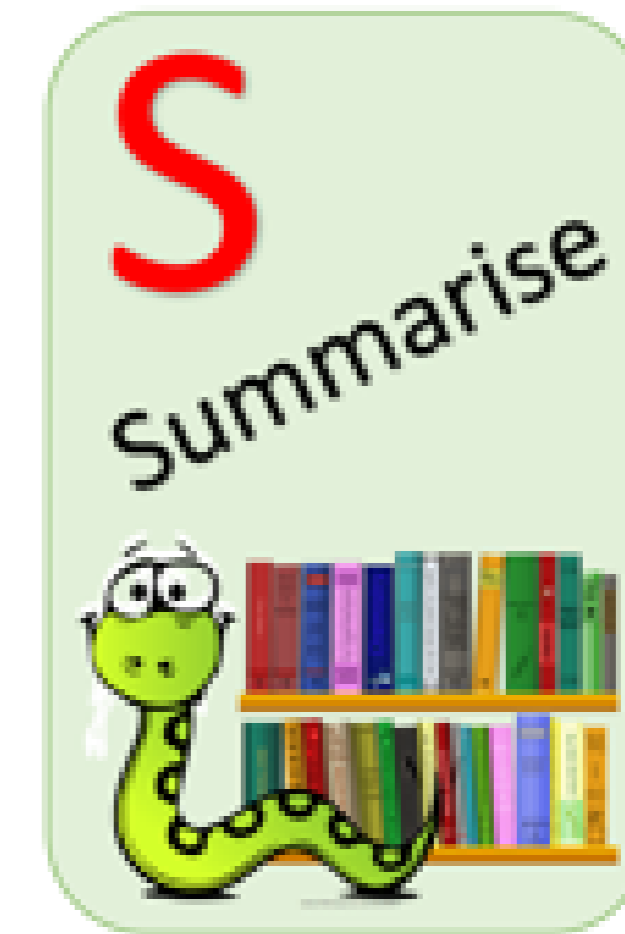
The Browns were there to meet their daughter Judy, who was coming home from school for the holidays. It was a warm summer day and the

- What genre is this text? How do you know?
- Where did the Browns meet Paddington?
- How did Paddington get his name?
- Who were they there to see?
- What was the weather like?





To answer summary questions you need to briefly give the main ideas from more than one paragraph,



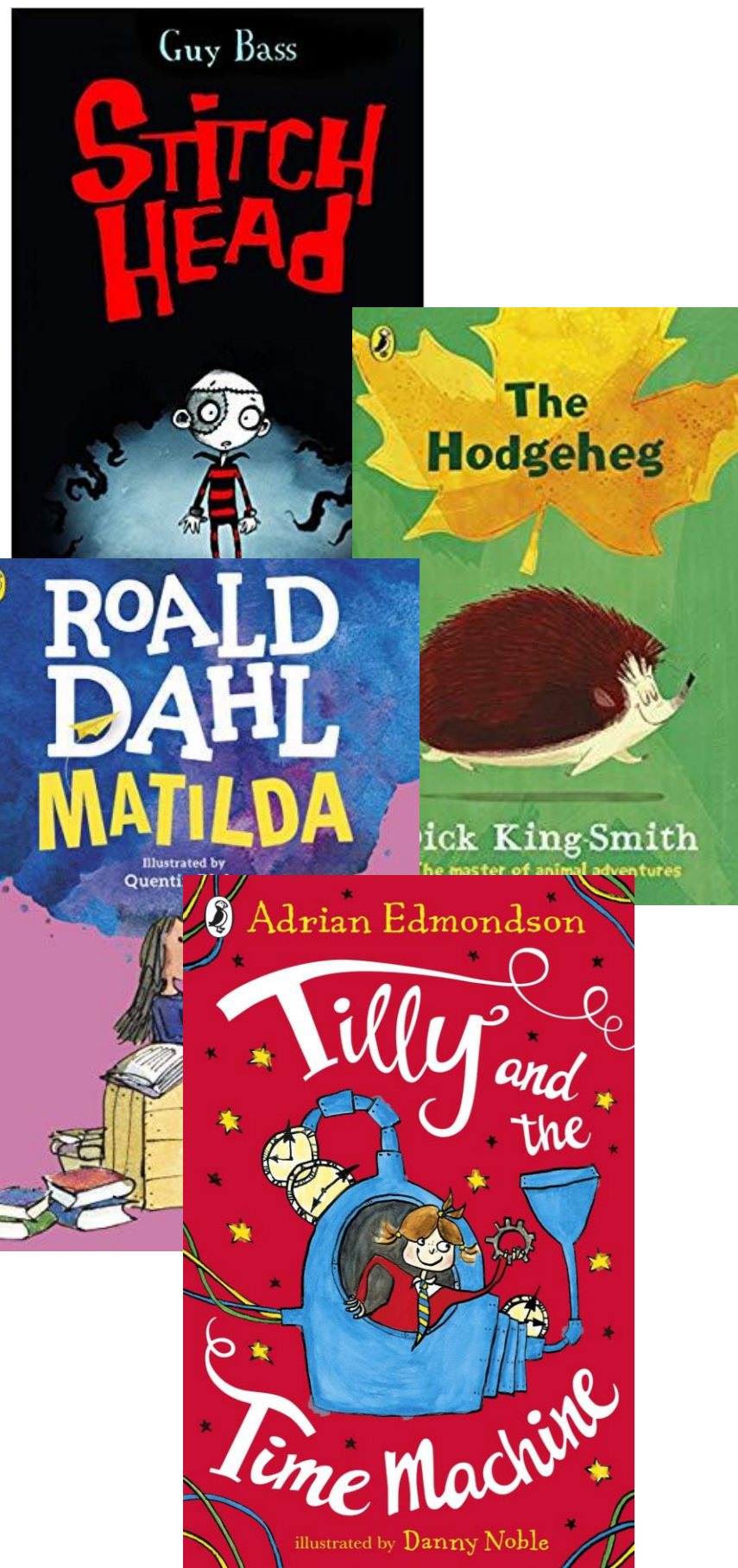
- Can you number these events 1-5 in the order that they happened?
- What happened after?
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapter headings come in the story?





CLASS STORY TIME

Year 2



Year 3



Year 4



Year 5



Year 6



This is so children get exposed to texts that they wouldn't normally be able to access

PUPIL CENTRED, POSITIVE AND PROFESSIONAL

CORE TEXTS



	Autumn	Spring	Summer
Year 2	The Boy who Grew Dragons	The Journey Home Who Swallowed Stanley? POETRY: There's a Rantang in my Bedroom	Vlad and the Great Fire of London Toby and the Great Fire of London Who was Samuel Pepys?
Year 3	Diary of a Roman Soldier Arthur and the Golden Rope	The Journey	Escape to Pompeii The Ground Beneath our Feet
Year 4	The Prince, The Cook and The Cunning King	The miraculous journey of Edward Tulane Fizzleburt Stump- The boy who ran away to the circus	Traditional Indian tales (Osborne) Tales from India (JEB Gren) Tales from India (Bali Raj)
Year 5	Who Let The Gods Out?	Cosmic Hidden Figures	Flotsam The lion, the witch and the wardrobe
Year 6	Goodnight Mr Tom War Horse	The Explorer	Ruby in The Smoke



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READING AT HOME



Children should be reading at home every day with an adult.

If children are on books with a colour band this would be their reading books. They need to be able to read every word in a book for fluency. The children have been given a book appropriate to their reading level. If a child doesn't know a particular sound or group of words, then they would not get a book with these sounds in.

If children are a free reader, they do not have to read a book with a colour band. They could choose a different text type to read – newspapers, magazines, leaflets etc.

The expectation is that reading records should be written in when a child has read. Whether this is the child when they have read independently or, when an adult has read with their child.



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WHAT TO DO IF YOUR CHILD IS STUCK?



- Use phonics first. What sound does the word begin with? Can you say the sounds in the word? Blend them together.
- Read to the end of the sentence. What would make sense?
- What is the text about – what might fit here?
- Does it sound right?
- Look at the picture. Does it help?



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HOW TO HELP YOUR CHILD AT HOME



When reading with your child at home you can help them by asking questions about the book.

Questions based on the reading skills will help with their fluency and comprehension of the text they are reading.

Vocabulary
Inference
Prediction
Explanation
Retrieval
Summarise / Sequence



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HEARING YOUR CHILD READ AT HOME



Listening to your child read daily is really important. However, we understand time to complete this can be difficult.

As part of your home learning. Please listen to your child read a minimum of **3 times** a week.

Please record this in your **reading record** so teachers can see that your child has read this week!

ANY QUESTIONS?



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