

# Reading Comprehension at Crossdale (KS2)



# Purpose of today

- Give parents and carers context on expectations in reading
- Show parents and carers how we teach reading comprehension using VIPERS at Crossdale
- Give parents and carers at Crossdale some tips on how they can help



# Context

- Reading allows children to access a huge proportion of the curriculum and can be hugely enjoyable for children. We focus in great detail on children's reading development at Crossdale!
- National Expectations:
  - In Y1 children participate in a 'phonics screen'.
  - In Y2 children take a national SAT in reading
  - In Y6 children take a national SAT in reading

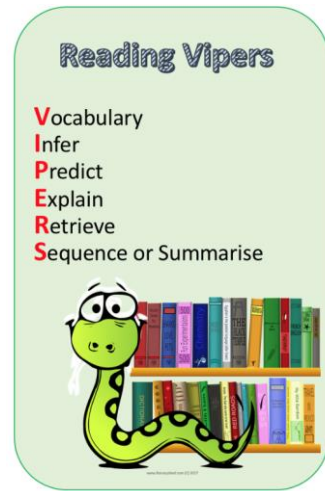


## After Y2....

We continue to develop fluency and reading stamina – **both very important!**

We increasing work to develop the Higher Order skills in this table.

We teach these 'domains' using VIPERS, a child friendly way to explain different reading skills and competencies.



## KS2 (Y3-6) Reading Content domain reference

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



# Reading Vipers

**V**ocabulary

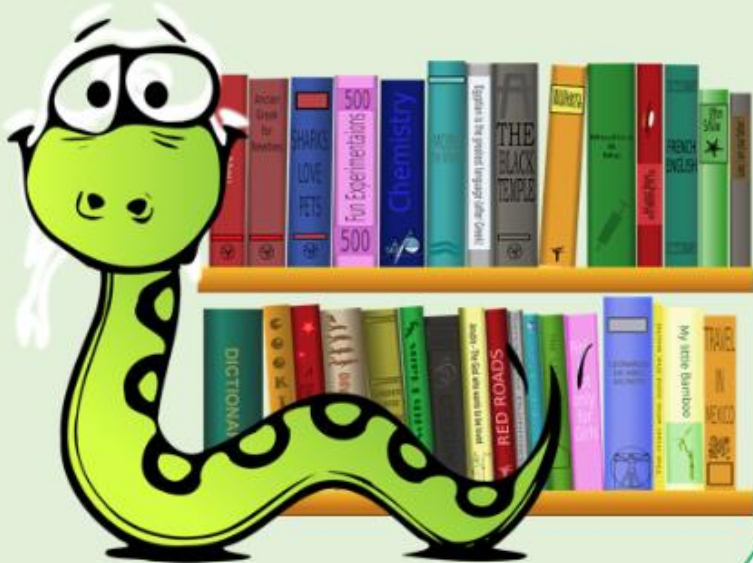
**I**nfer

**P**redict

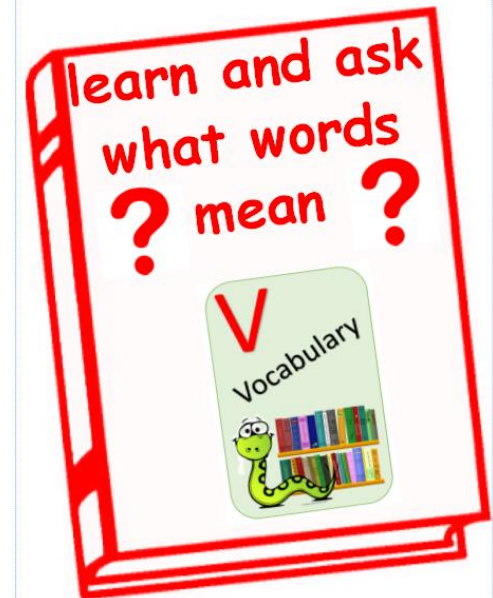
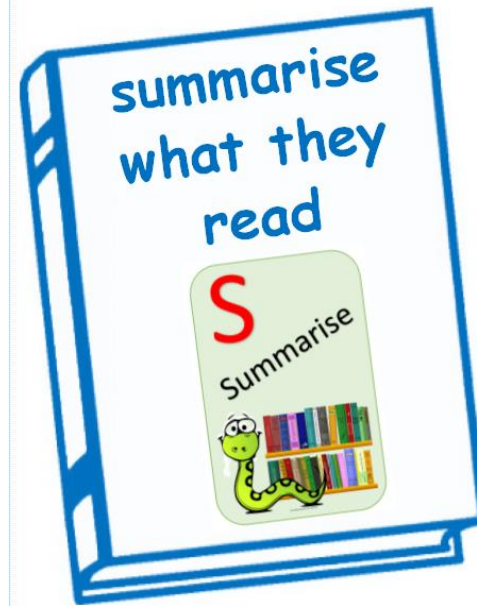
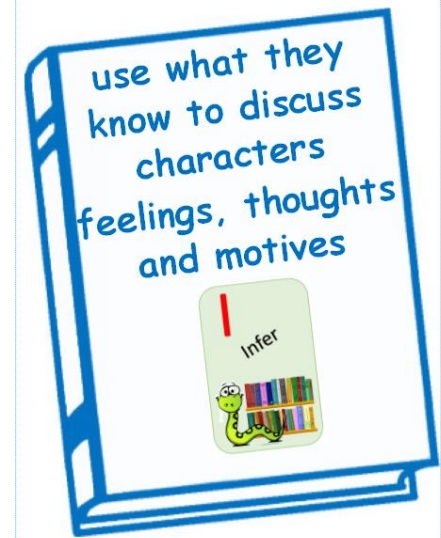
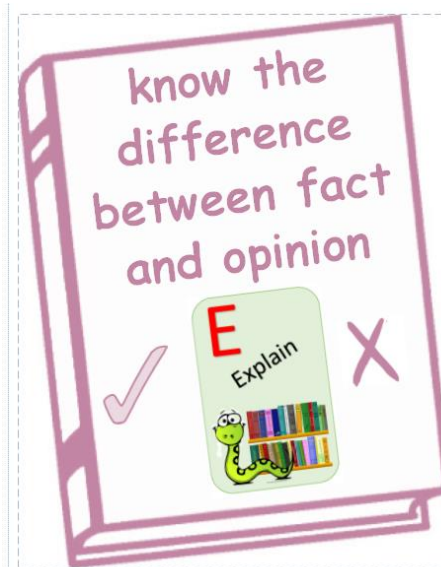
**E**xplain

**R**etrieve

**S**equence or Summarise



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24 *Good Readers' Books* in total spread from R-Y6

# Y6 Expectations

- [Example 1](#) (An actual SAT reading booklet)
- [Example 2](#) (An actual SAT reading booklet)
- 1 hour to read 3 texts and answer 33 questions!



# How hard is it at Y6?

| <u>Text from 2016 Y6 SAT</u>       | <b>Flesch-Kincaid Level</b> |
|------------------------------------|-----------------------------|
| The Lost Queen (first paragraph)   | 13-15 years                 |
| Wild Ride (first paragraph)        | 13-15 years                 |
| Wild Ride (bewildered paragraph)   | 18-22 years                 |
| Way of the Dodo (first paragraph)  | 13-15 years                 |
| Way of the Dodo (second paragraph) | 13-15 years                 |

The first text counts for 32% of the marks, the second test 44% of the marks and the third, most difficult part, for 24% of the marks, so unless you have a reading age of around 15-16, the maximum score you will be able to get is 76%.

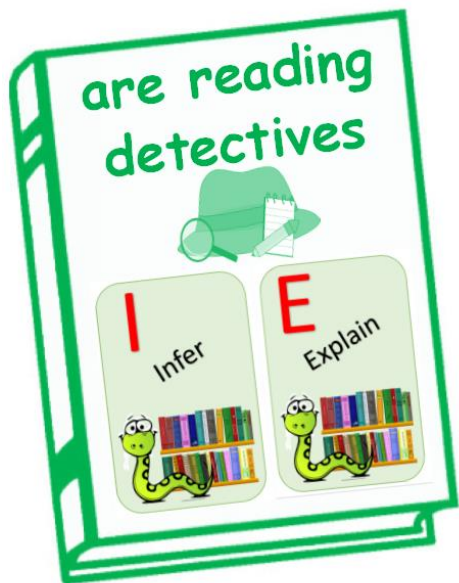
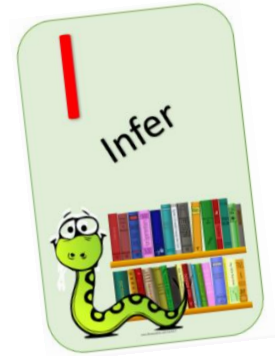




# Inference and Deduction

- Inference

Ones where the text does not actually tell us, but we can work out the answer by considering the hints and clues in the text in the light of our own knowledge and experience. Reader must draw conclusions from the hints and clues we are given (but not completely make things up, or jump to conclusions not supported by the text). There could be more than 1 'right' answer here.



- Deduction

Ones where the text does not actually tell us, but we can work out the answer directly from information the text gives us.

To answer them well we need to read the text very carefully and work things out from the information we are given (but not make things up of our own). There is probably only one 'right' answer here

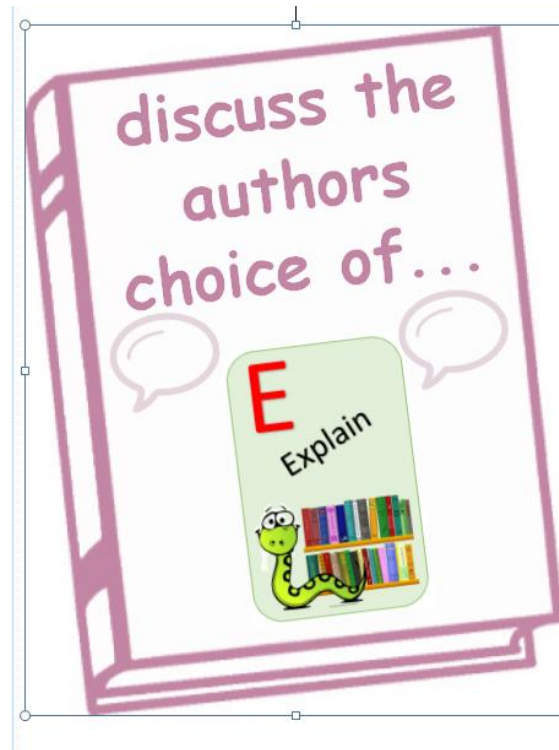




# Authorial Intent

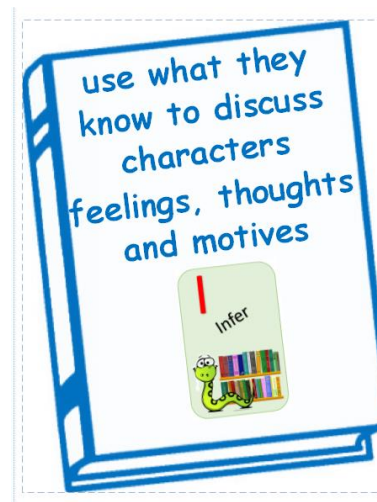
Ones that ask us what the writer has done and why.

To answer these well we need to read the text very carefully and try to put ourselves in the writer's place (i.e. 'read like a writer'). We need to think about what the writer was trying to communicate and how he/she went about doing it



As the afternoon light started to fade, the cow stopped eating grass, stood instead with its head over the gate and gazed expectantly down the lane.

1. When did this happen? (Deduction)
2. Where was the cow? (Deduction)
3. How do you think the cow might have been feeling? (inferential)
4. What do you think the cow was expecting? (inferential)
5. What devices does the writer use to give us so much information in a single sentence? (authorial intent)



- Watch the first minute, discuss what has happened? What has caused this? Why?
- Discuss the boy's character, how is he presented in the first scene, how does this change?
- Use the boy's emotions through the story to gain an understanding of his feelings and whether he comprehends what is happening.
- Look at the ending, who is to blame? Why? Is the boy acting in self defense? Can he control it?



## Appendix

| VIPERS   |   |   |   |   |
|--|---|---|---|---|
| R  | Y1  | Y2  | Y3/4  | Y5/Y6   |
| <ul style="list-style-type: none"> <li>*Talk about what they read</li> <li>*Learn and ask what words mean</li> </ul> | <ul style="list-style-type: none"> <li>*Make predictions about what might happen</li> <li>*Discuss events and titles</li> <li>*link their reading with events that have happened to them</li> </ul> | <ul style="list-style-type: none"> <li>*are reading detectives</li> <li>*Look for proof and evidence</li> <li>*Skim and scan for key words</li> <li>*Ask good questions about characters and events</li> <li>*Answer questions about what they read</li> <li>*sequence events from a story</li> <li>*discuss their favourite words and phrases</li> </ul> | <ul style="list-style-type: none"> <li>*Justify their views using because</li> <li>*Recognise themes</li> <li>*use non-fiction to find out information</li> <li>*use what they know to discuss characters feelings, thoughts and motives</li> <li>*Summarise what they read</li> <li>*listen to and build on the ideas of others</li> </ul> | <ul style="list-style-type: none"> <li>*Discuss authors choice of ...</li> <li>*Discuss different features of texts</li> <li>*Link what they read to the wider world</li> <li>*Know the difference between fact and opinion</li> <li>*Compare view points within a text</li> <li>*Challenge views about a text with evidence</li> </ul> |
| <p>These 24 VIPERS skills are developed from R-Y6 to support reading comprehension</p>                               |   |   |   |   |

| Fluency  |   |  |  |  |
|--|---|--|--|--|
| R  | Y1  | Y2   | Y3/Y4  | Y5/Y6  |
| <ul style="list-style-type: none"> <li>*Uses their phonic strategies to help them read</li> <li>*uses their 'if you're stuck' bookmark</li> <li>*Reads lots of different types of books</li> <li>*Loves reading</li> </ul> | <ul style="list-style-type: none"> <li>*Thinks, does that make sense?</li> <li>*Re-reads for speed and understanding</li> </ul> | <ul style="list-style-type: none"> <li>*Reads aloud like a story teller</li> </ul> | <ul style="list-style-type: none"> <li>*Reads aloud with intonation and fluency</li> <li>*Reads by themselves and discusses what they have read</li> </ul> | <ul style="list-style-type: none"> <li>* Has pace and stamina</li> </ul> |
| <p>These skills are developed from Y1-Y6 to support children becoming fluent and confident readers</p>   |   |  |  |  |