



Reading at Stalyhill

Years 5 and 6

Reading lessons
take place daily,
with a focus on
fluency.

Children use one reading
lesson a week to visit the
library and read for pleasure.





In a typical reading lesson, we start with a piece of text which everyone reads.

Echo reading
Choral reading
Independent reading
Timed read
Mumble reading
Volunteering to read out loud
Skimming and scanning a previously seen text

Reading lessons teach comprehension skills, which are broadly categorized:

- Vocabulary – What do the words mean? Do we know synonyms for these words? Do we understand the vocabulary in the context of the text?
- Retrieval – Can we find information from the text?
- Summarise – Do we understand the general gist of the text? Can we describe it succinctly?
- Inference – Can we work out characters' feelings, thoughts and motives from their actions? Can we justify our answers with evidence from the text?
- Predict – Can we work out what could happen next?





- Author's use of language – Can we suggest why certain language has been used? Can we describe the effect this has?
- Compare and contrast – Can we explain how different parts of the text are related? Can we compare the different sections of text? Can we compare different texts that we have read?

2a

2a – give / explain the meaning of words in context



Vocabulary

2b

2b – retrieve and record information / identify key details from fiction and non-fiction



Retrieve



Question

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Sequence

2c

2c – summarise main ideas from more than one paragraph



Summarise

2d

2d – make inferences from the text / explain and justify inferences with evidence from the text



Infer

2e

2e – predict what might happen from details stated and implied



Predict

2f

2f – identify / explain how information / narrative content is related and contributes to meaning as a whole



Explain

2g

2g – identify / explain how meaning is enhanced through choice of words and phrases



Vocabulary

2h

2h – make comparisons within the text



Compare

Example questions

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...he must have **sensed my presence**...

What does *sensed my presence* mean?

1 mark

I first saw the leopard when I was crossing the small stream at the bottom of the hill. As I began climbing, the grunting and chattering increased, as though the monkeys were trying to warn me of some hidden danger. A shower of pebbles came rattling down the steep hillside, and I looked up to see a sinewy, orange-gold leopard poised on a rock about twenty feet above me.

He was not looking toward me, but had his head thrust attentively forward. Yet he must have sensed my presence, because he slowly turned his head and looked down at me. He seemed a little puzzled at my presence there; and when, to give myself courage, I clapped my hands sharply, the leopard sprang away into the thickets, making absolutely no sound as he melted into the shadows. I had disturbed the animal in his quest for food. But a little later I heard the quickening cry of a deer as it fled through the forest. The hunt was still on.

...he must have **sensed my presence**...

What does *sensed my presence* mean?

Content domain: 2a – give or explain the meaning of words in context

Award 1 mark for reference to the leopard realising Ruskin was there, e.g.

- *became aware of him*
- *knew I was there without looking*
- *felt him there.*

Do not accept reference to the leopard hearing / smelling / seeing Ruskin, e.g.

- *noticed him from far away*
- *knew he was there by scent*
- *the leopard saw him.*

Do not accept repetition of *sensed* or *presence*, e.g.

- *he sensed he was there*
- *felt his presence.*



Example questions

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Look at the paragraph beginning: *Innis sat up...* to the end of the text.

Innis meets the boy. What do you learn about the boy's personality?

Give **two** things, using evidence from the text to support your answer.

Personality	Evidence

3 marks

Innis sat up, felt water ooze beneath his trousers and melting snow run down his back. He gave a shiver and looked around. No wolves – but a boy was walking towards him, the snow lying thick enough now to hear the crunch of his steps.

Innis struggled to his feet. He didn't recognise the boy.

He was smaller than Innis but seemed older. In appearance, the boys were the exact opposite. The stranger was squat, with short, fair hair, shaved almost to the scalp. He had dark, unfriendly eyes. Innis didn't know him.

The boy turned and took a step away, and Innis asked, 'Where are you going?'

'What's it to you?' the boy asked, without turning or stopping.

'There's a wolf out there,' Innis said.

The boy stopped and headed back toward Innis. 'Where exactly?'

Innis pointed. 'Out there somewhere.'

'You saw it?' probed the boy.

'I heard it *and* I saw it.'

The boy didn't answer, but asked instead, 'How far?'

'Not far, five minutes from here.'

The boy sighed and wiped snow from his face. He turned and strode off without another word.



Acceptable points (personality)	Likely evidence
1. he is unfriendly / rude / surly	• <i>unfriendly eyes</i> • <i>'What's it to you?'</i> • <i>strode off without another word</i> • <i>didn't bother to look at Innis whilst replying</i> • <i>he didn't look at him when he replied.</i>
2. he is independent / brave / calm	• <i>he was on his own</i> • <i>not concerned he might be walking towards the wolf</i> • <i>he didn't seem to be shocked that there was a wolf about.</i>
3. he is curious	• <i>the only questions asked were about wolves</i> • <i>'How far?'</i> • <i>'Where exactly?'</i> • <i>he stops when Innis mentions the wolf.</i>
4. he is mysterious / strange	• <i>he doesn't talk much</i> • <i>he wiped the snow off, turned and strode off</i> • <i>he appeared out of nowhere</i> • <i>he didn't tell Innis much about himself.</i>
5. he is secretive / defensive	• <i>he didn't tell Innis anything about himself</i> • <i>strode off without another word</i> • <i>'What's it to you?'</i>
6. he is determined / single-minded / self-centred	• <i>was only interested in the wolf</i> • <i>strode off without another word</i> • <i>he only paid attention to what he was interested in</i> • <i>he only interacted when he realised that Innis had useful information.</i>





Home readers

Children bring home a school reading book from our reading scheme.

In Year 5, this can be any colour of book band up to Sapphire, then we move to being a Y5 free reader, choosing a book from the library as a home reader.

In Year 6, this can be any colour up to Ruby, then children become a Y6 free reader.

A library book is also selected each week during library time.

How can you help?

Children need to read regularly. We recommend three times per week to read a targeted text.

Children still need to read out loud, even in upper school. A paragraph can sometimes be enough.

Ask questions about the text:
What does that word mean?
Why has that word been used?
What can you tell about how the character is feeling? How can you tell?
What do you think might happen next?
What are the clues?





Colour	NC level
Pink	Pre-KS
Red	Pre-KS
Yellow	Y1E
Blue	Y1E
Green	Y1E
Orange	Y1E
Turquoise	Y1S
Purple	Y2E
Gold	Y2S
White	Y2S
Lime	Y3E
Brown	Y3S/ Y4E
Grey	Y4S/ Y5E
Sapphire	Y5S/ Y6E
Ruby	Y6S