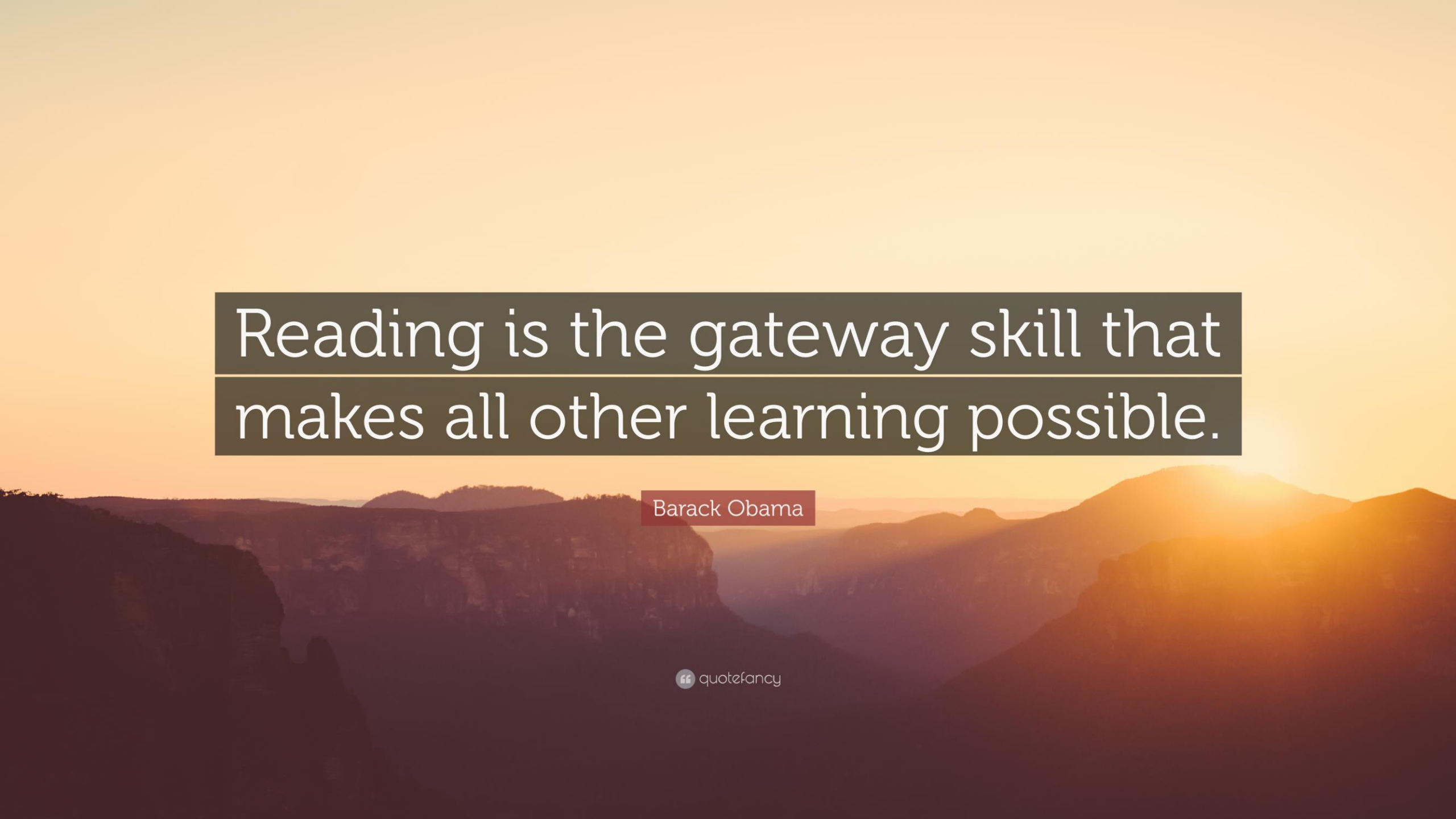


The background of the slide is a dark, blurred photograph showing several pairs of hands holding open books. The focus is on the books and the act of reading, with the text overlaid in white for high contrast.

YEARS 3, 4, 5 & 6

MR PURVIS

KS2 READING WORKSHOP

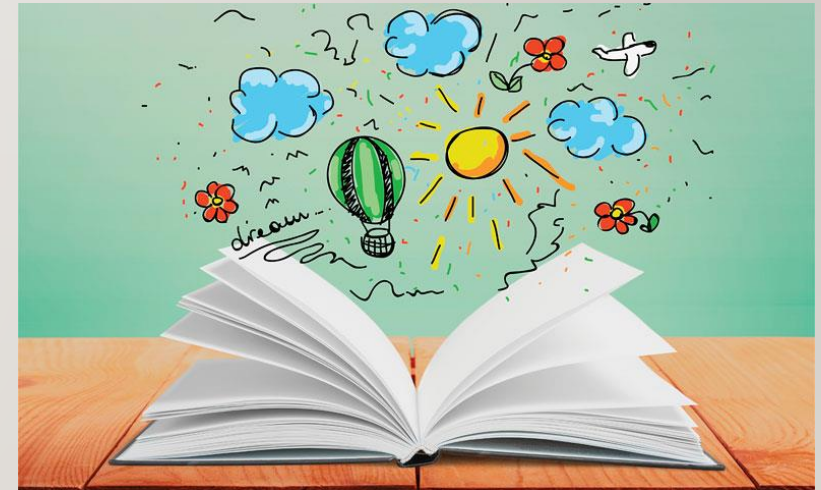


Reading is the gateway skill that
makes all other learning possible.

Barack Obama

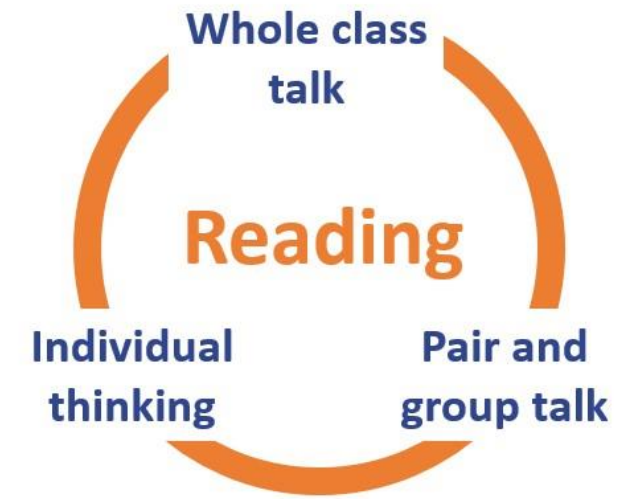
READING IN KS2

- Children from Year 3 up to Year 6 continue to have reading at the centre of all their learning. Now that they can decode accurately and fluently, they build on from these strong foundation skills.
- Children read independently, as a class and in all of their other foundation subjects (such as Geography, History, RE and Science).
- Children have the opportunity for individual quiet reading every day, reading as a whole class, and being heard read by an adult in school every day should they require the additional support.



WHOLE CLASS READING

- Whole Class Reading is the lesson in which children in KS2 study specific texts and extracts from high quality books to learn and refine their skills in reading and comprehension.
- Children use the 'VIPERS' framework to help break down the individual skills required to read and comprehend a text fully.
- These skills are taught individually and build up over time throughout Key Stage 2, until children can read and comprehend fully and independently.



Reading Vipers

Vocabulary
Infer
Predict
Explain
Retrieve
Sequence or Summarise



READING ASSESSMENT



- Children are assessed in their reading continually throughout the year.
- We use standardised assessments each half term to gauge where your child is in their reading ability.
- Children who require additional support in their reading will access interventions for further 1-1 adult support to help them keep up with their year group expectations.

END OF KS2 ASSESSMENTS - SATS

This text is about a young girl called Penelope who describes an unusual experience in her home. The story takes place in the early 20th century before electric lights were common in most households.

A Traveller in Time

Ours was a steep, crooked stair, with a handrail on one side, very narrow, with rooms leading off it so suddenly that it was easy to fall headlong as one stepped from a doorway. We had wallpaper with leaves on it, like a green wood in spring, and I used to sit on the stairs, pretending I was in a forest with birds singing around me. I was sitting there one evening, with my feet tucked under me, in a blue dusk, waiting for the lamplighter to come whistling down the street to bring a gleam to the stairway. There was a street lamp near, and this shone over the door and saved us from using our own gas-lamp.

I was suddenly aware how quiet it was. I might have been the only person in the world. Even the clock stopped ticking, and the mice ceased rustling in the wainscot. I turned my head and saw a lady coming downstairs from the upper floor. She was dressed in a black dress which swept round her like a cloud, and at her neck was a narrow white frill which shone like ivory. Her eyes were very bright and blue as violets. I sprang to my feet and smiled up at her, into the beautiful grave face she bent towards me. She gave an answering smile, and her deep-set eyes seemed to pierce me, and I caught my breath as I stood aside to let her pass. I never heard a footstep; she was there before I was aware.

She went by as I leaned against the wall, and I pressed myself against the paper to leave room for her full floating skirts which took all the stairway. I never felt them touch me, and this gave me a curious sensation. Soundlessly she swayed down the stairway, and I stood watching her, smelling the sweet, faint odour of her dress, seeing the pallor of the hands which held her ruffled skirts, yet hearing nothing at all.



I leaned over the rail to watch her, and suddenly she was gone. The clock ticked loudly, the sounds of the street came to my ears, the lamplighter's whistle, clear and round, fluted through the air, and the bright gleam of the gas danced upon the patterned wall. I ran downstairs and pushed open the door into the sitting room, expecting to see her there. The room was empty, and I went thoughtfully down to the basement where my mother was cooking, and I asked about the lady.



"There is no one, child," she exclaimed. "You've imagined her. It is easy to think you see someone in the dusk with flickering street lights falling on the walls. It was the shadow of somebody in the street perhaps."

I was positive I had seen the lady and I described her.

Mother was very quiet, as if she were thinking what to say next. Then she changed the conversation, asking me if I would like to make treacle toffee that night.

This text is an interview with Vladik Miagkostouпов, a juggler and acrobat with a famous travelling circus.

My Circus Life

Interview by Kari Kamin



Some people might be good at their jobs, but performer Vladik Miagkostouпов was actually born to do his! Raised by two Moscow Circus performers, young Vladik was tutored early on by his juggler father. By age nine, he'd perfected enough of his natural acrobatic and juggling skills to work full time with the circus.

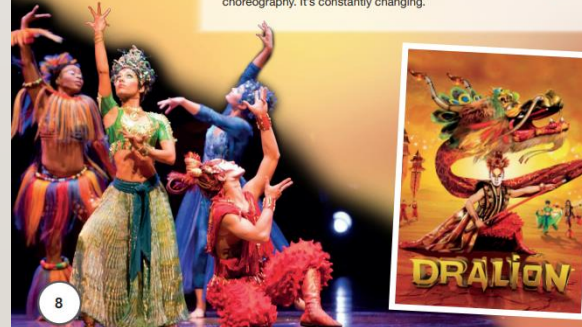
Combining a seamless mix of acrobatics, dance and juggling, the star has performed with a range of companies in Paris and Monte Carlo. Several years ago, Vladik—who is now 28, married and a dad—began as a character in Dralion, an epic performance piece.

What will most appeal to kids about this show?

For children, the clowns! The show itself, I'm sure the kids will love because there are a lot of acrobatics. There's a lot of movement. It's very colourful. It's an uplifting show. You leave feeling happy. There's always something going on onstage.

You've performed this character for many years, since 2006. How often does your routine in Dralion change?

I'm always changing it. This routine I've actually been doing for 14 years. Every time I look at it, I'm putting in a new trick or changing the choreography. It's constantly changing.



8

Do those changes happen naturally, or are you looking for ways to change it?

Sometimes those changes happen naturally, yeah. Sometimes I say to myself, "Wait a minute! I'm doing this differently." I don't know how it even happens. Some things, of course, I modify deliberately; I add a trick in or something. It's easy to do it in practice. I have many, many tricks in training. But when you're on stage, it's different because you really have to have it perfect. Especially because you get used to doing the same things for that long. So when you start to put in something new, you automatically feel your body doing something wrong. [Laughs]

How does your daughter react to your act?

Actually, she likes it! After she was ten months old, she started walking. You know when they start walking, they just run away. Surprisingly when you watch a show with her, as soon as we sit down, she's sitting there, watching the show. I don't know; maybe she'll be a performer also.

Did you react similarly when your father performed?

Yeah, yeah! All the shows they were doing, the kids were running around backstage. For me, I really liked watching.

Are there any particular lessons your father taught you that you still use today?

Everything he taught me! [Laughs] He taught me everything. One main thing: if you want to juggle, try and take dance classes. Do some other stuff, especially dance and acting. It helps you be a better performer. As a performer, you should be able to move well onstage and present yourself. It's very important. I was lucky because my parents started taking me to dance classes when I was four years old. That's a big part of it. My act is more performance juggling. I do movement and acrobatics, so it's not just static juggling. It makes it more interesting.



9

13 What **two** skills did Vladik show a natural talent for as a child?

1. _____

2. _____

17 Look at page 9.

Vladik is always changing his *Dralion* performance.

Give **two** ways that these changes to his performance happen.

1. _____

2. _____

21 Look at Vladik's answer to the question: ***Are there any particular lessons your father taught you that you still use today?***

How do you know that Vladik's father was a big influence on him?

Give **two** ways.

1. _____

2. _____

15 Underline **one** word in the quotation below that suggests that Vladik's performances are carefully rehearsed.

Combining a seamless mix of acrobatics, dance and juggling, the star has performed with a range of companies...

19 Look at Vladik's answer to the question beginning: ***How does your daughter react...***

When Vladik says *they*, who is he referring to?

Tick **one**.

his daughter

☐

his other children

☐

circus performers

☐

children in general

☐

ACCELERATED READER

- Accelerated Reader is the system we use in school to find your child a difficulty-appropriate and age-appropriate book to read that will ensure they continue to make progress.
- Children complete 'Star Reader Tests' that give your child a numbered range from which your child can choose books from within. For example, they may have a range of 3.2 - 4.5. They would then begin on a book levelled 3.2 and can read their way through up to books levelled 4.5.
- This range ensures children do not read books that are too difficult from them and allows the child the ability of free choice whilst being guided within a range so they can choose books that meet their interests.
- These books are the one children read to adults in school, as well as the ones they will record on their 'BoomReader' Reading Record.
- Children can complete a quick quiz in the classroom after they have finished reading the book to improve their scores.



BOOMREADER DIGITAL READING RECORD

- Boomreader is our new digital reading record where parents and children can record their reading or their AR books or books from your own home libraries.
- Parents can input when they have listened to their child read and how much they read. Parents can make comments on how well they read and what they found difficult. Teachers can take these comments into consideration when supporting your child in school.
- Children can also log their reading as themselves through the parent app and input how much they read and what their comments are.



EXAMPLE QUESTIONS THAT BUILD COMPREHENSION SKILLS:

Why did the author use the word _____ to describe _____?

How does this word/description make you feel?

Can you think of another way of saying _____?

Where/when is the story set?

Who is/are the main character(s) in the story?

Is there a good/bad character? Who is it? How can you tell?

How/where does the story start?

Who do you meet first?

What is the first/second/last step in these instructions?

What do you think _____ is saying/thinking/feeling at this point? Why?

What do you think the author meant when _____?

Why does the author use the word _____ here?

What do you think will happen next?

Where do you think _____ will go next?

What do you think _____ will say/do next?

Vocabulary Questions with Victor • What does this word/phrase/sentence tell you about the character/setting/mood? • By writing..., what effect has the author created? Do you think they intended to? • What other words/phrases could the author have used here? Why? • How has the author made you/this character feel by writing...? Why? 	Inference Questions with Iggy • What do you think.... means? Why do you think that? Could it be anything else? • I think....; do you agree? Why/why not? • Why do you think the author decided to...? • Can you explain why....? • What do these words mean and why do you think that the author chose them? 
Retrieval Questions with Rex • Find the... in this text. Is it anywhere else? • When/where is this story set? Find evidence in the text. • Find the part of the story that best describes the setting. • What do you think is happening here? Why? • Who is telling this story? 	Prediction Questions with Pip • Can you think of another story with a similar theme? How do their plots differ? • Which stories have openings like this? Do you think that this story will develop the same way? • Why did the author choose this setting? Will that influence the story? 
Summarising Questions with Sheba • What is the main point in this paragraph? Is it mentioned anywhere else? • Sum up what has happened so far in... words/seconds or less. • Which is the most important point in these paragraphs? Why? • Do any sections/paragraphs deal with the same themes? 	Compare, Contrast and Comment with Cassie • What is similar/different about two characters? Did the author intend that? • Explain why... did that. • Describe different characters' reactions to the same event. • Does this story have a moral? • Which is better and why? 
Be an Author with Arlo • What does the word... tell you about...? How? • Find two ways that the author tells you... • What do you think the author meant by...? 	• Which words do you think are most important? Why? • Which words do you like the most? Why? • How has the author made you feel happy/sad angry/frustrated?

PARENT COMPREHENSION QUESTIONS

- These questions cover the six different skills children need to develop when reading and comprehending.
- Use this to help your child think more deeply about what they have read and to check their understanding.

THE IMPORTANCE OF READING

Children who never have a story read to them, who never hear words that rhyme, who never imagine fighting with dragons or marrying a prince, have the odds overwhelmingly against them.

Maryanne Wolf



10 THINGS YOUR CHILD LEARNS WHEN YOU SHARE IN READING STORIES AND POEMS:

1. Sustain attention
2. Appreciate rhythm and rhyme
3. Build pictures in their minds from the words on the page
4. Understand humour, irony and sarcasm
5. Use new words and phrases in different contexts - and later in writing
6. Learn new vocabulary and knowledge of the world
7. Think about characters' feelings and use appropriate voices
8. Follow a plot with all its twists and turns
9. Understand suspense and predict what's about to happen next
10. Link sentences and ideas from one passage to the next

TOP TIPS FOR STORYTIMES:

1. Make it a treat
2. Make it a special quiet time
3. Show curiosity
4. Read story once without stopping
5. Chat about the story
6. Avoid testing with questions
7. Link to other stories and experiences
8. Read favourites over and over again
9. Use different voices
10. Love the book – talk about what you loved most

The more that you **read**, the more
things you will **know**. The more that
you **learn**, the more **places you'll go!**

Dr. Seuss

THANK YOU FOR COMING!
