

Reading Comprehension Workshop



ST AUGUSTINE'S CATHOLIC PRIMARY SCHOOL
Key Stage 1

Year 2 National Curriculum Aims

- **Children should be able to...**
- **Reading - word reading**
- Pupils should be taught to:
- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- reread these books to build up their fluency and confidence in word reading

Year 2 National Curriculum Aims

- Pupils should be taught to:
- develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
 - discussing the sequence of events in books and how items of information are related
 - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
 - being introduced to non-fiction books that are structured in different ways
 - recognising simple recurring literary language in stories and poetry
 - discussing and clarifying the meanings of words, linking new meanings to known vocabulary
 - discussing their favourite words and phrases
 - continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher
 - checking that the text makes sense to them as they read, and correcting inaccurate reading
 - making inferences on the basis of what is being said and done
 - answering and asking questions
 - predicting what might happen on the basis of what has been read so far
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

National Curriculum Reading Expectations

Key Stage One

- Speaking and listening, reading and writing are integrated.
- To begin to read independently and with enthusiasm and take interest and pleasure from reading.
- Pupils will be taught to read with fluency, accuracy, understanding and enjoyment.
- Pupils will be taught phonemic awareness and phonic knowledge to decode and encode words.
- They will be taught to use grammatical understanding and their knowledge of the content and context of texts.
- They will be taught to read for information, such as learning about different organisational features and characteristics of different text types.
- Children must have a rich reading diet (at least three different publishers) to ensure exposure to a range of vocabulary
- They will be taught to develop their understanding of fiction, poetry and drama, such as identifying characters, settings and events in fiction.
- Focus on words and sentences and how they fit into whole texts.
- Children work out the meaning of straightforward texts and say why they like them or do not like them.

Defining the Terms

Key Stage One

- **Word reading:** reading the words on the page fluently
- **Vocabulary:** we can find the answer directly in the text
- **Retrieving:** getting literal information straight from the text
- **Inferring:** the ability to go beyond the information given in the text based on the reader's personal experience, knowledge or opinion
- **Predicting:** what the children think will happen , how a character might react to something that is said or done (uses the language of probability)
- **Summarising:** identify the main points/themes in a text

Running throughout all these skills is also the importance of children making connections, checking for sense, questioning and visualising what they are reading.

Questions you might ask

Vocabulary Questions with Victor

- Can you find a noun/adjective/verb that tells/shows you that...?
- Why do you think that the author used the word... to describe...?
- Which other word on this page means the same as...?
- Find an adjective in the text which describes...



Retrieval Questions with Rex

- Who is/are the main character(s)?
- When/where is this story set? How do you know?
- Which is your favourite/worst/funniest/scariest part of the story? Why?
- Tell me three facts you have learned from the text.
- Find the part where...



Sequencing Questions with Suki

- What happens in the story's opening?
- How/where does the story start?
- What happened at the end of the...?
- What is the dilemma in this story? How is it resolved?
- Can you retell the story to me in 20 words or less?



Inference Questions with Iggy

- What do you think... means? Why do you think that?
- Why do you think...?
- How do you think...?
- When do you think...?
- Where do you think...?
- How has the author made us think that...?



Prediction Questions with Pip

- Where do you think... will go next?
- What do you think... will say/do next?
- What do you think this book will be about? Why?
- How do you think that this will end? What makes you say that?
- Who do you think has done it?
- What might... say about that?



SATS Reading Papers

- Paper 1

This paper consists of a combined reading prompt and answer booklet. The paper includes a list of useful words and some practice questions for teachers to use the introduce the contexts and question types to the children. The test takes about 30 minutes to complete, but it is not strictly timed.

On Monday, we had a very good day. We went to the fair in the park. I won a huge, pink teddy.

On Wednesday, we went to the circus in a big tent. It was so lovely! We saw acrobats swinging high above our heads.

On Friday, JJ said, "Let's do something for Mum. She has been working all week."

"Can we do a picture in the garden?" I asked.



1 Draw **three** lines to show what Jasmine and JJ did on each day.

Monday	did something for Mum
Wednesday	went to the fair
Friday	went to the circus

1 mark

2 What did Jasmine and JJ see at the circus?

1 mark

Paper 1

1 Who lived at the seaside?

Tick **one**.

Dad

Duck

Lenny

Gran

2 Write **two** things Lenny took to the seaside.

1. _____

2. _____

3 Write **two** places that the family looked for Duck.

1. _____

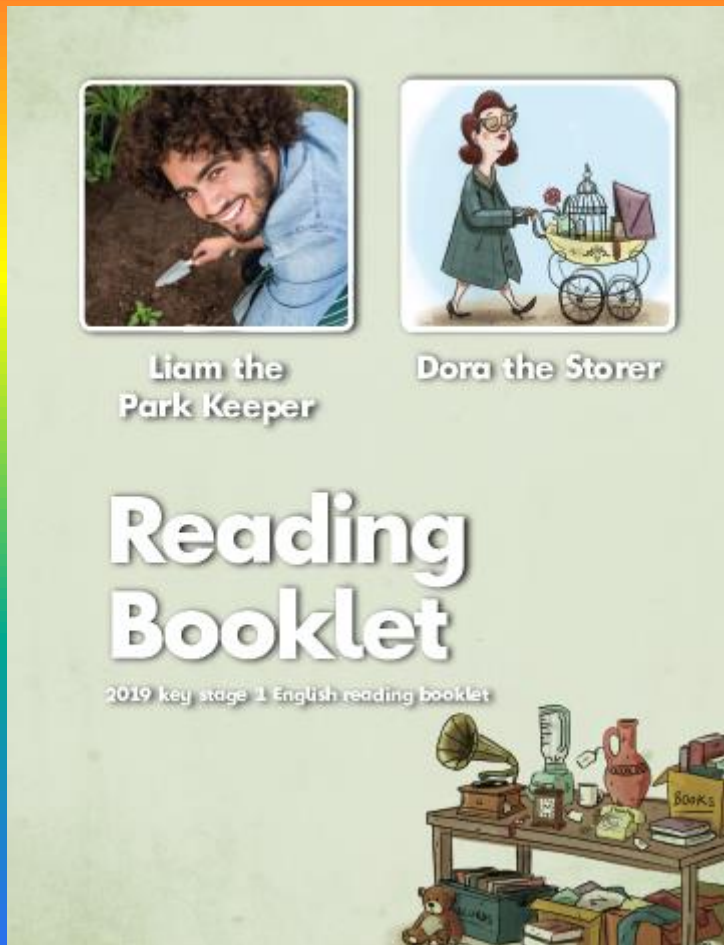
2. _____

4 Put ticks in the table to show which statements are **true** and which are **false**.

	True	False
They found Duck at the beach.		
Lenny missed Duck.		
Duck was the only toy Lenny had.		

SATS Reading Papers

Paper 2



The cover of the 'Reading Booklet' for the 2019 key stage 1 English reading test. It features two illustrations: Liam the Park Keeper, a young man with curly hair digging in the soil, and Dora the Storer, a woman with glasses pushing a shopping cart. The title 'Reading Booklet' is prominently displayed in large white letters, with the subtitle '2019 key stage 1 English reading booklet' below it. At the bottom, there is an illustration of a table with various items like a gramophone, a blender, a jug, and books.

Liam the Park Keeper

Dora the Storer

Reading Booklet

2019 key stage 1 English reading booklet

Questions 1–9 are about *Liam the Park Keeper* (pages 4–8)

(page 4)

1 Liam works...

Tick **one**.

outside all of the time.

at a desk when it is cold outside.

outside when it is sunny.

at a desk all of the time.

1 mark

(page 4)

2 Which area of the park does Liam keep particularly nice for visitors?

1 mark

This paper consists of an answer booklet and a separate reading booklet. There are no practice questions on this paper. The test takes about 40 minutes to complete, but it is not strictly timed.

Paper 2 examples

1 Look at *What are festivals?* on page 4.

What do people sometimes wear at festivals?

(page 4)

2 Look at *Harvest festivals* on page 4.

What does the text say some schools do to celebrate Harvest Festival?

(page 4)

3 Why do bakers sometimes make bread in the shape of wheat?

Tick **one**.

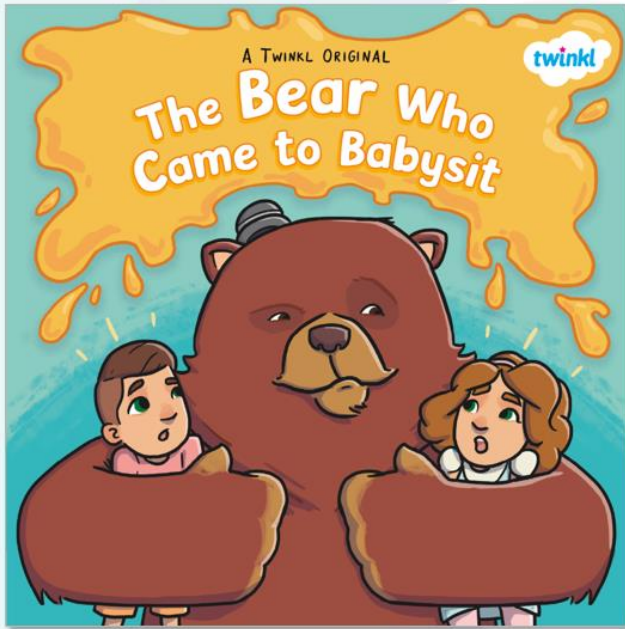
to celebrate New Year

because children in schools enjoy eating it

to celebrate a harvest

because it makes the bread taste better

Lets have a go using our whole class fluency strategy.



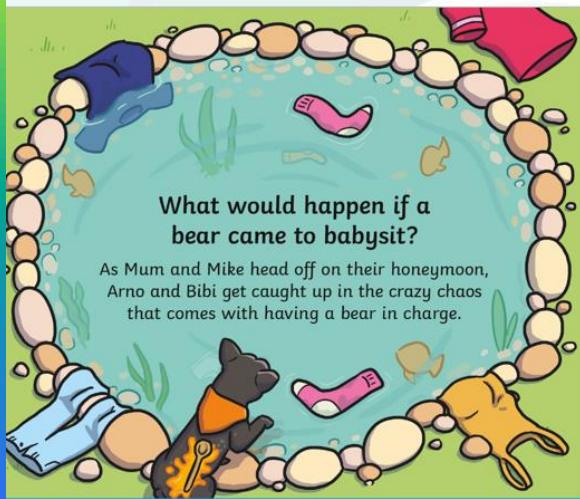
What do you think this book is going to be about?



Do you think it is fiction or non-fiction?



How do you think the two children are feeling?



What do you think 'chaos' means?



Can you predict what might happen when the bear comes to babysit?