

Reading Comprehension Workshop



ST AUGUSTINE'S CATHOLIC PRIMARY SCHOOL
Key Stage 2

Year 6 National Curriculum Aims

Children should be able to...

Reading - word reading

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes as listed in [English appendix 1](#), both to read aloud and to understand the meaning of new words that they meet.

Year 5 and 6 National Curriculum Aims

- **Pupils should be taught to:**
- Check that the book makes sense to them, discuss their understanding and explore the meaning of words in context.
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
- Distinguish between statements of fact and opinion.
- Retrieve, record and present information from non-fiction.
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.
- Provide reasoned justifications for their views.

Key Stage 2 Recommended Reading

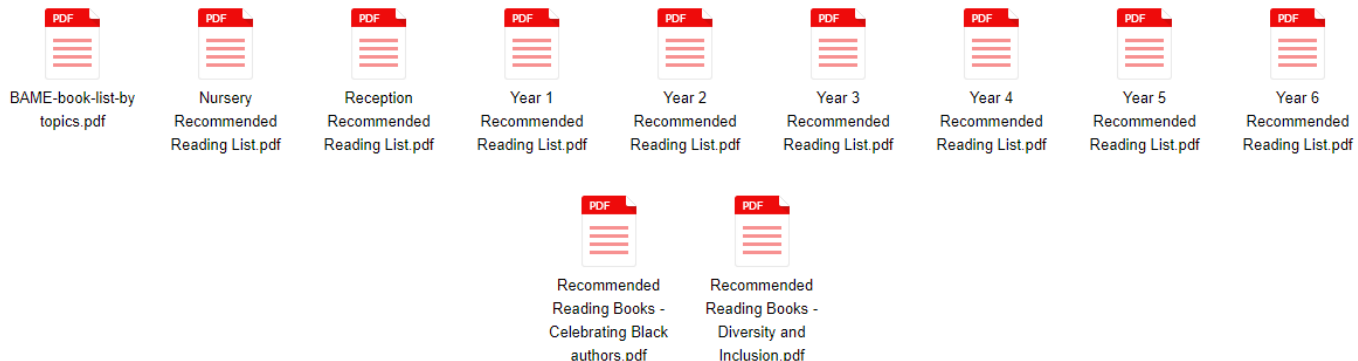
Our school website has a recommended reading list for all Year Groups under the Curriculum tab.

[St Augustine's Catholic Primary School - Reading Schemes](http://staugustines.herts.sch.uk)
staugustines.herts.sch.uk

Reading Schemes at St. Augustine's

In Key Stage 1 the reading schemes that are used include Big Cat Collins, Bug Club and Oxford Reading Tree.

See below for recommended reading books for each year group and well as lists for culture, inclusion and diversity.



Defining the Terms

Key Stage Two

- **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.

SATS Reading Papers

Giants

How would you like it –
Supposing that you were a snail,
And your eyes grew out on threads,
Gentle, and small, and frail –
If an enormous creature,
Reaching almost up to the distant skies,
Leaned down, and with his great finger touched
Your eyes
Just for the fun
Of seeing you snatch them suddenly in
And cower, quivering back
Into your pitiful shell, so brittle and thin?
Would you think it was fun then?
Would you think it was fun?

And how would you like it,
Supposing you were a frog,
An emerald scrap with a pale, trembling throat
In a cool and shadowed bog,
If a tremendous monster,
Tall, tall, so that his head seemed lost in the mist,
Leaned over, and clutched you up in his great fist
Just for the joy
Of watching you jump, scramble, tumble, fall,
In graceless, shivering dread,
Back into the trampled reeds that were grown so tall?
Would you think it a joy then?
Would you think it a joy?

Lydia Pender

Here is the poem from the
sample Reading paper.

Read through the poem
with your partner.

Why do you think the
author chose the title
'Giants' for this poem?

Lots of the questions test your comprehension and understanding of what is happening in the poem.

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(a) What does the 'giant' do to frighten the snail?

————— If an enormous creature,
Reaching almost up to the distant skies,
Leaned down, and with his great finger touched
Your eyes

(b) What does the 'giant' do to frighten the frog?

————— Tall, tall, so that his head seemed lost in the mist,
Leaned over, and clutched you up in his great fist
Just for the joy

Use the text! 😊

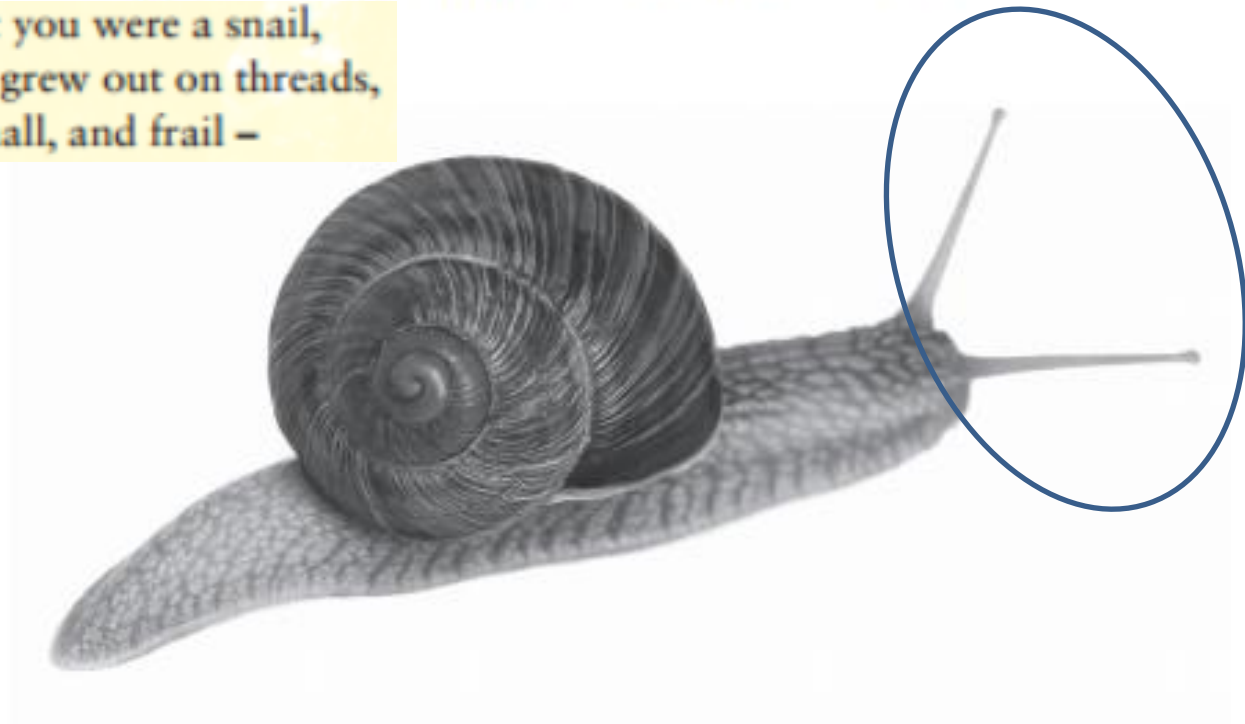
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Gentle, and small, and frail Find these words in the poem

Which part of the snail do these words describe?

Circle the part of the snail in the picture below.

Supposing that you were a snail,
And your eyes grew out on threads,
Gentle, and small, and frail –



This is the next question about the poem *Giants*. These are interesting questions because they are asking how vocabulary choices make the reader (that's YOU!!) feel about the subject.

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Gentle, and small, and frail

How do these words make the reader feel about the snail?

Award 1 mark for answers that refer to concern / empathy, e.g.

- *sorry for it*
- *sympathy*
- *worried about it*
- *you'd want to protect it.*

Remember... in poetry vocabulary has been chosen carefully to make the reader feel some sort of emotion.

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How does the snail behave when it is afraid?

Give **two** ways.

1. _____
2. _____

*Of seeing you snatch them suddenly in
And cower, quivering back*

With Poetry questions, you will always be faced with a question which asks you about vocabulary choices and work meaning.

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Into your pitiful shell, so brittle and thin

In this line, the word *brittle* is closest in meaning to...

Tick **one**.

shiny.

soft.

delicate.

rough.

If you don't know what the word means- don't worry! Read the line the word is from...

And put it into context. If it is pitiful and thin, we can make a guess about the meaning of the word 'brittle'

Get your synonym head on!

Another vocabulary question!

Pick apart the question...

It says 'two things' and there are two words in the question

One thing about emerald and one about scrap.

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Explain two things that the words *emerald scrap* suggest about the frog.

Acceptable points for **emerald**:

1. green
2. high value
3. sparkling / shiny

Acceptable points for **scrap**:

4. insignificance or smallness
5. fragility
6. worthless / disposable / rubbish

How to help at home

- Children should read with an adult every night.
- Reading is not just sitting and listening to your child read. It is actually stopping throughout the text, making predictions, asking for explanation of vocabulary they may have read but not known the meaning of and answering comprehension questions to see if they have fully understood the text they have read.
- Read aloud to your child, so they can experience texts that are beyond their own reading ability.
- Ask plenty of questions to assess and develop their understanding.

How to create the best reading environment at home

- A quiet and peaceful area where your child can ‘escape’ into the world of a book.
- A positive and open discussion about books, children’s preferences and reasons for their likes and dislikes.
- A respect for books and the knowledge they contain.
- An excitement about books – what they may be about, what they will learn and what can they do with the knowledge they have gained from a book.
- A positive approach to questioning a child about a text they have read to check their understanding.
- Plenty of opportunities to promote a love of reading.

Any questions?