



## Reading as a Reader:

- a) Vocabulary
- b) Word reading skills and reading behaviours
- c) Comprehension
  - Booktalk
  - focused questions and activities
  - modelling



## Shared reading..

...to develop comprehension and model independent reading strategies.

- full participation to draw less secure readers forward
- read together, co-construct comprehension and teach reading strategies explicitly;
- teach reading and re-reading with fluency and expression
- reading like a reader to get under the skin of the text inferring meanings and extending vocabulary;
- modelling the thinking and behaviours of a reader
- children return to re-read text independently later.





# Word Meaning

Which words suggest that Jack and his mother had no money?

*Once upon a time there was a poor boy called Jack who lived with his mother in a ramshackle house. They were starving and cold.*



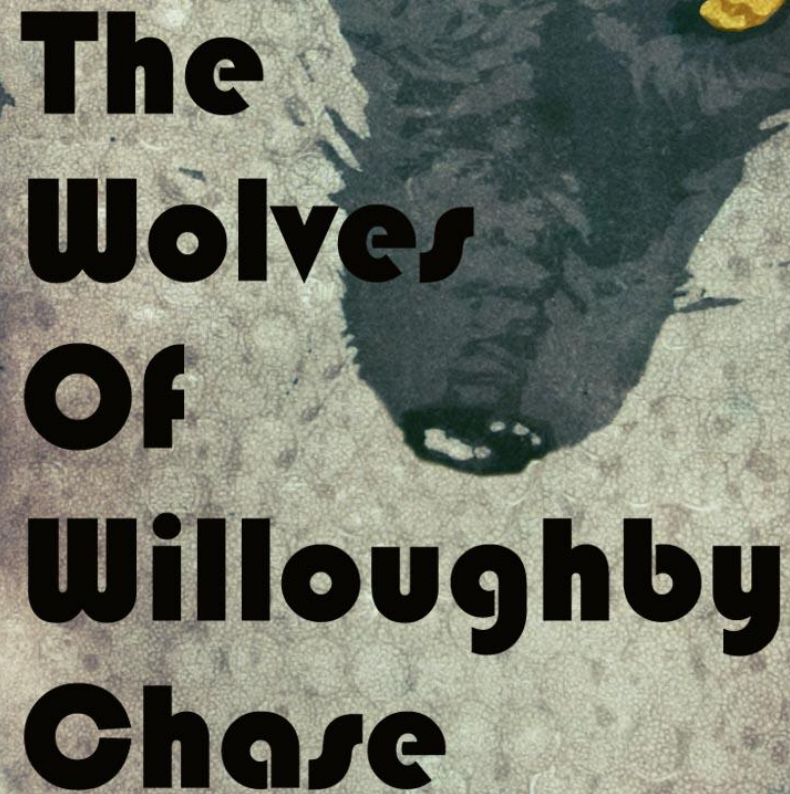
# Word Choice

Explain the effect of the writer using the sentence, ‘A vague silhouette darted!’ Comment on the writer’s choice of each word.

*Cautiously, Jo stared into the darkness between the trees where her imagination warned her that anything could exist. A vague silhouette darted!*



The  
Wolves  
Chronicles



**The  
Wolves  
Of  
Willoughby  
Chase**

**JOAN AIKEN**

Once again, wolves ran through her sleep, slinking through snow blind forests. She woke suddenly from one of these dreams to find the train had stopped with a jerk.

“Oh! What is it? Where are we?” she exclaimed before she could stop herself.

“No need to alarm yourself, Miss,” said her companion, staring out of the black square of window.

What do you think might happen next and how do you know?  
Give evidence from the text.

Such a bossy bossy dream that would not give him alone, or give him the time to play, or sleep, or think of other things.”

What does it mean?

What sort of dream could it be?



What is dad like and how do you know?

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Poppies lined the path to my father's house. It was made of stone and slate and fastened deep into the cliff. It was safe and rooted in the rock. But inside my father dreamed of air and flight.

Day and night, he sewed and stitched, and sawed and hammered, and trimmed the feathers of a thousand hopeful wings. But sometimes there was silence. My father would appear and stare at the ocean with tired, distant eyes. I would sit on his lap until he remembered me.

Then, like a great wind, he would scoop me up and run outside.... along the old cliff paths....over the rocks....onto the beach! We would fish and swim and play cricket. He would teach me the name of all the birds. We would be together....until the dream of flying returned. Such a bossy, bossy dream that would not leave him alone, or give him the time to play, or sleep, or think of other things.

**\*\*\*\*\*School KS2 Guided Reading**

Date: Class/Teacher	Text: (Fiction/Non-fiction) Reading Objective:
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Key Questions (Linked to Content Domain and Reading Objectives)	Names of children	Response notes – including follow-up work

<b>2a: Give/explain the meaning of words in context</b>	<b>2b: Retrieve and record information/identify key details from fiction and non-fiction.</b>	<b>2c: Summarise main ideas from more than one paragraph</b>	<b>2d: Make inferences from the text/explain and justify inferences with evidence from the text</b>	<b>2e: Predict what might happen from details stated and implied</b>	<b>2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole.</b>	<b>2g: Identify/explain how meaning is enhanced through choice of words and phrases.</b>	<b>2h: Make comparisons within the text</b>
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# Core comprehension skills



Responding	preferences, likes and dislikes
Connecting	to own knowledge and experience
Literal reading	what it says in the text
Questioning	wondering
Predicting	before and next
Imagining	seeing it in your head
Inferring	what it might mean
Supposing and hypothesising	what if...
Explaining	finding evidence, justifying inferences etc.
Effect on the reader	how it makes us feel
Summarising	the big picture
Evaluating	critical reading with reasons and evidence from text