

# Reading Presentation



# Reading at Herrick

Reading books: fiction & non  
fiction

Access to classroom bookshelves

School library

Reading Records

World Book Day-book related activities

Virtual Author Visits

New Books
























Book Clubs





Learning to read and write.

Grow the code grapheme mat Phase 2, 3 and 5

 s ss c se ce st sc	 t tt	 p pp	 n nn kn gn	 m mm mb	 d dd	 g gg	 c k ck cc ch	 r rr wr	 h
 b bb	 f ff ph	 l ll le al	 j g dge ge	 v vv ve	 w wh	 x	 y	 z zz s se ze	 qu
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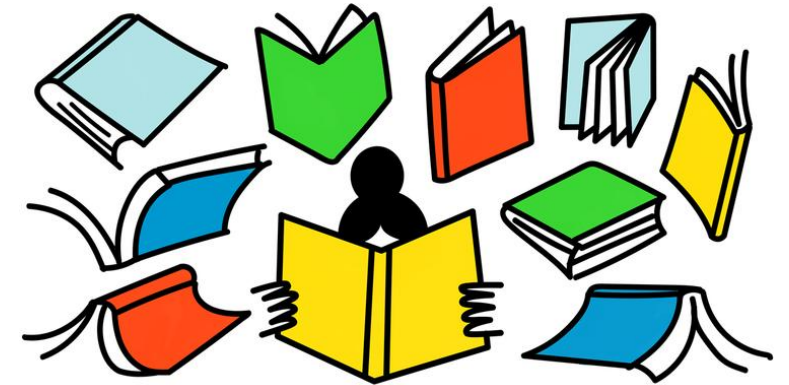
Grow the code grapheme mat Phase 2, 3 and 5

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\*depending on regional accent

# Reading Sessions

- Retell what they have read (summarising)
- Talk about the characters
- Relate to their own experiences
- Predict what will happen in the book
- Discuss language and unknown words
- Ask and answer questions



**Background knowledge** Relate to what you know, connect to another text, personal experience or book or film

*"Is this like when.....?"*

*"This reminds me of that book/time/film...."*

*"I remember a time I did....."*

**Predict**

*I predict*

*I think .....because*

*I suppose .....because*

*I will learn .....because*

**Clarify**

*Try sounding it out (if word)*

*Try breaking it down*

*Try reading ahead to see if you work it out*

*Think of another word that might fit*

*Try re-reading the paragraph*

**Question**

*Ask questions as you read*

*Ask questions that have answers in the text: Who? What? Where?*

*Why? How?*

*Asked question that can be inferred*

**Summarise**

*Use your own idea words, summarise main points from the text in order*

*This text is about*

*This part is about*

*First, Next, Finally*

# Read like a writer and write like a reader.

The children study many different types of texts in a term. They will read non chronological reports, newspaper reports, adverts, instruction texts, articles, leaflets and diaries



# Create a reading environment at home.

Keep reading time relaxed, comfortable and pleasurable.

Ideally the television needs to be turned off.



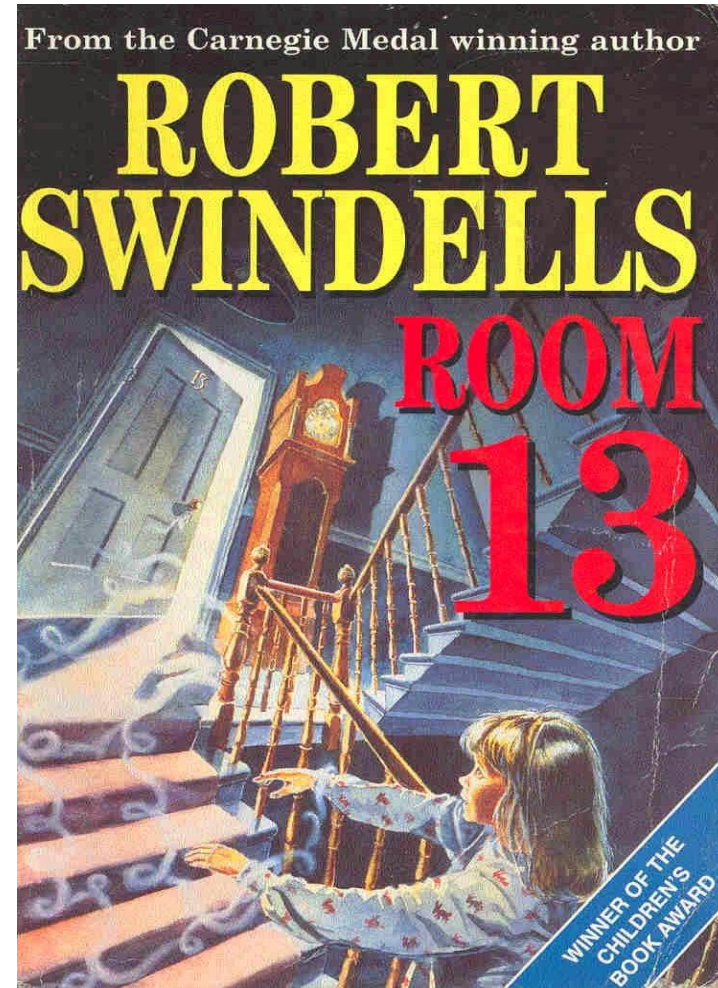


- Set aside a regular time for reading in your family. As little as 10 minutes of free reading a day can help improve your child's skills and habits.



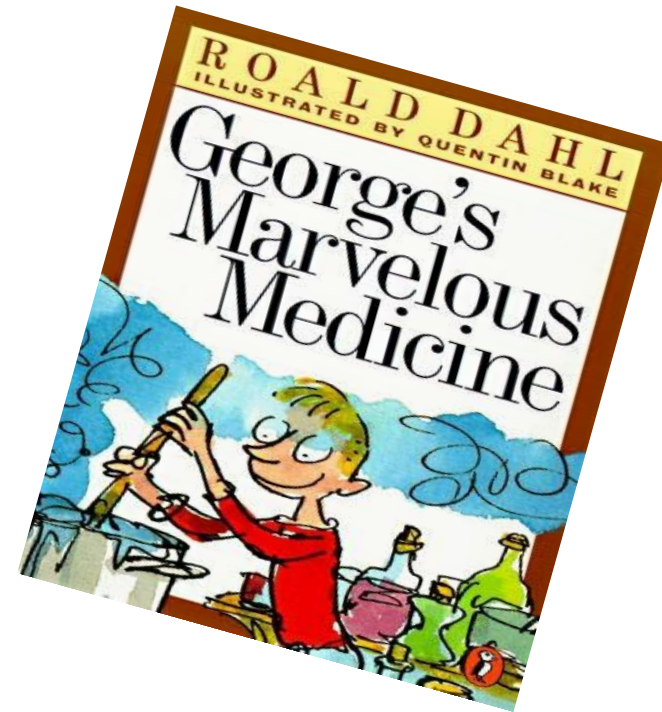
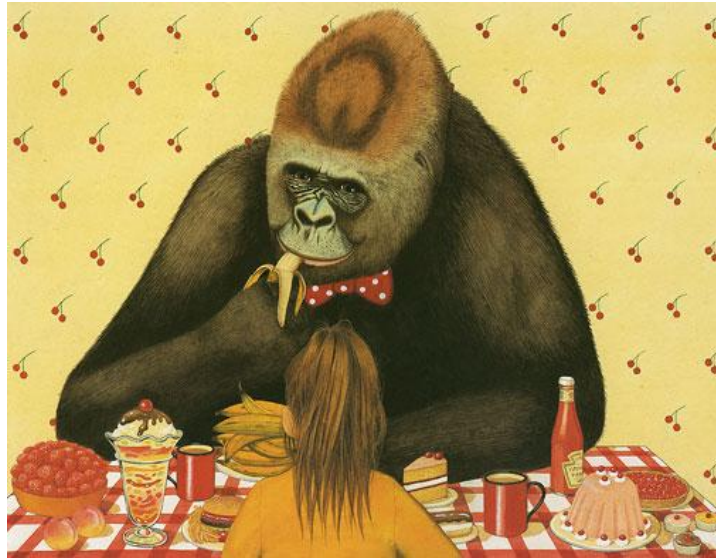
# Book Cover

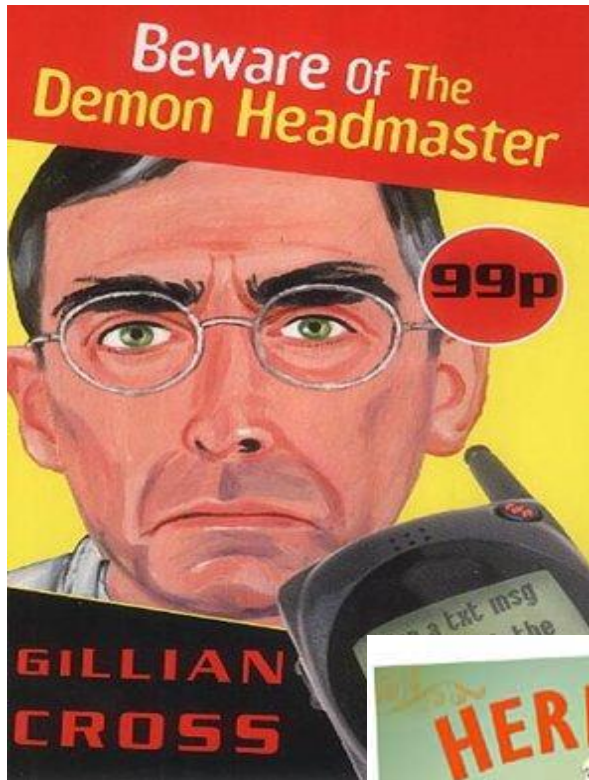
- Talk about the cover and read the title before you start reading a new book.
- This encourages interest and excitement. Ask your child if they think they may have read a similar book.



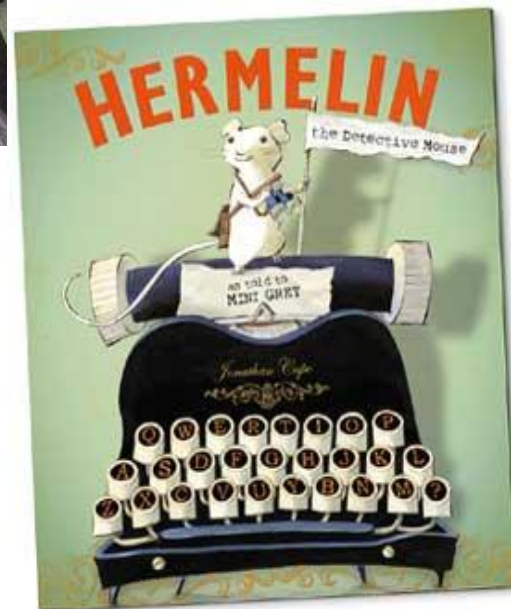
# Picture Books

- Look through the book, noticing interesting pictures and words, then read the opening together.



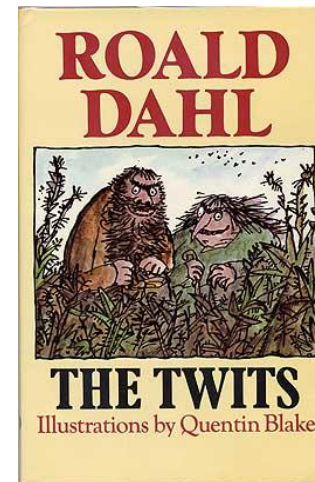
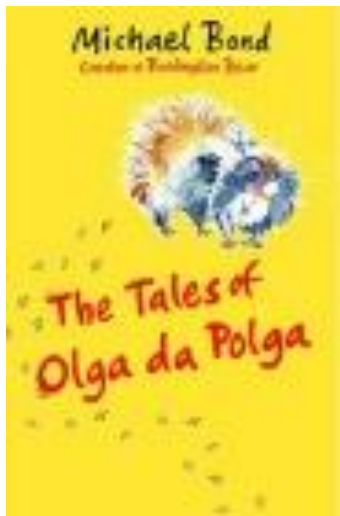


Don't correct too quickly. If your child makes an error suggest having another go, searching the pictures for a clue, sounding out the first letter or reading on before you 'tell' the problem word



# Punctuation Game

**Check that your child pauses  
between sentences.**



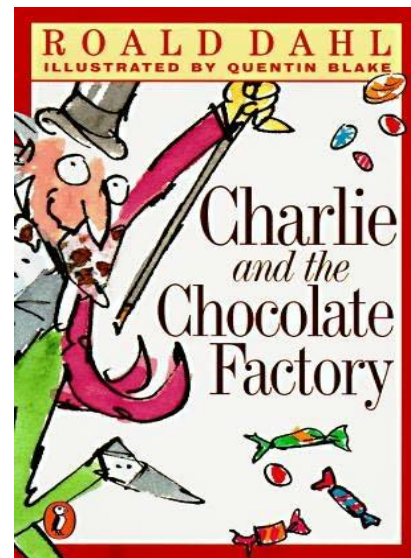
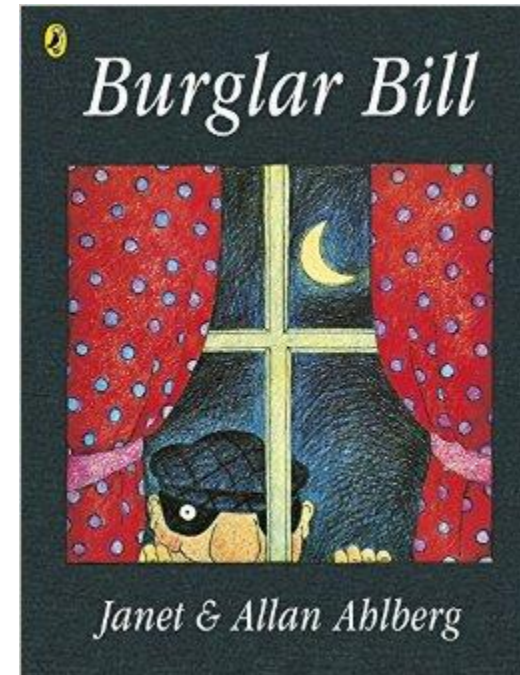
# Expression

- Reading aloud  
“Oh No,” she cried.  
“What happened?”

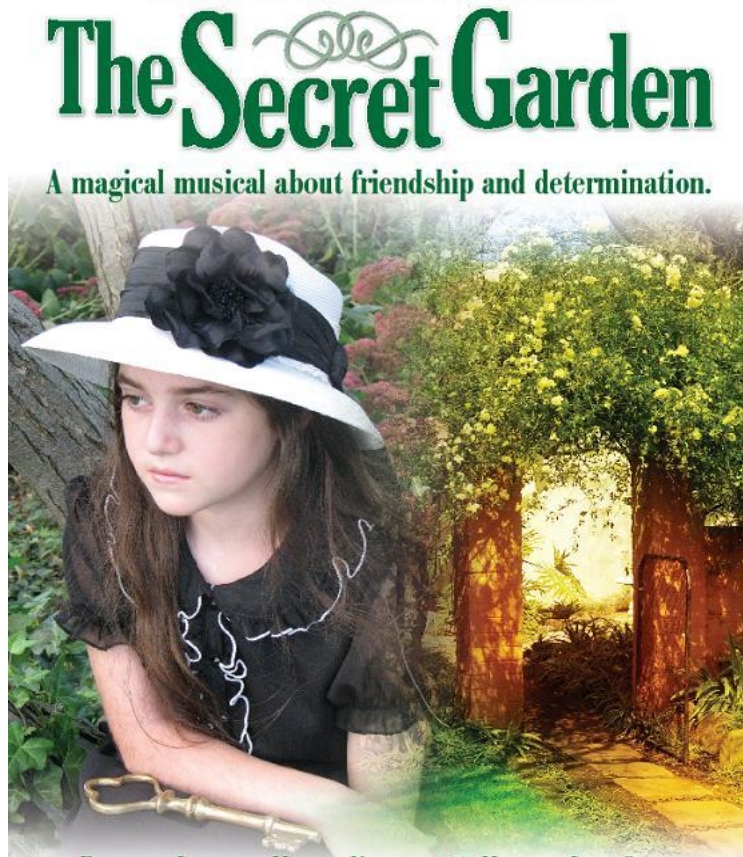


# Can your child summarise?

- The book is about....
- In this chapter.....
- The first half of the book...



Dictionaries- keep one near when reading.

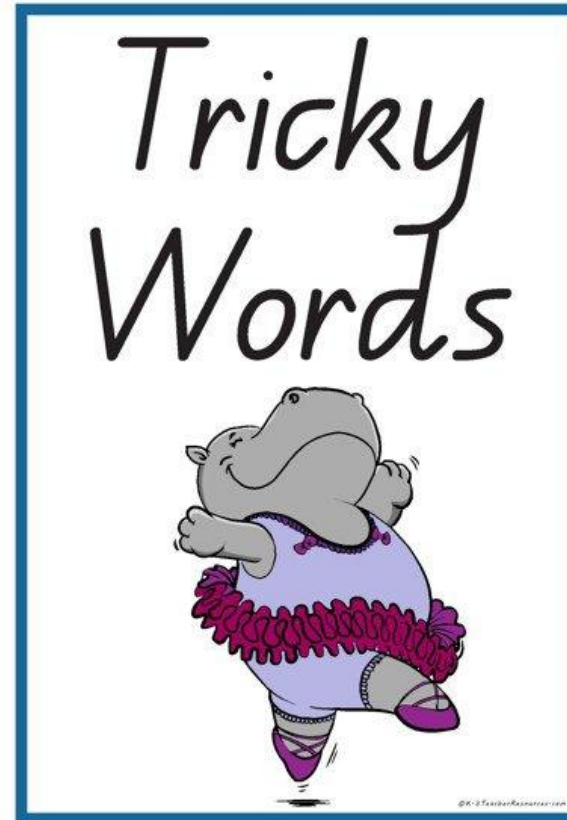


- Learn new words
- Write a sentence for a new word
- Encourage children to use the words in speech

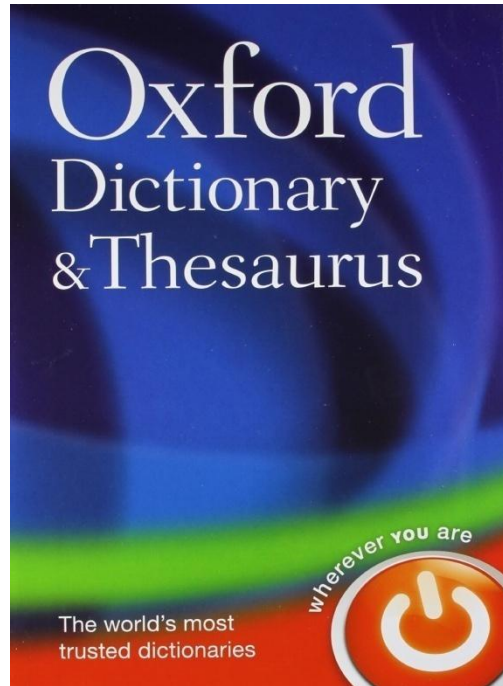


# New Words

- Make a note of new or difficult words and look up in dictionary.
- Write them on a slip of paper and put it on the refrigerator so you'll remember to try to use them again.
- Praise your child if you hear him/her using them in speech.
- Can they use the word in a sentence?

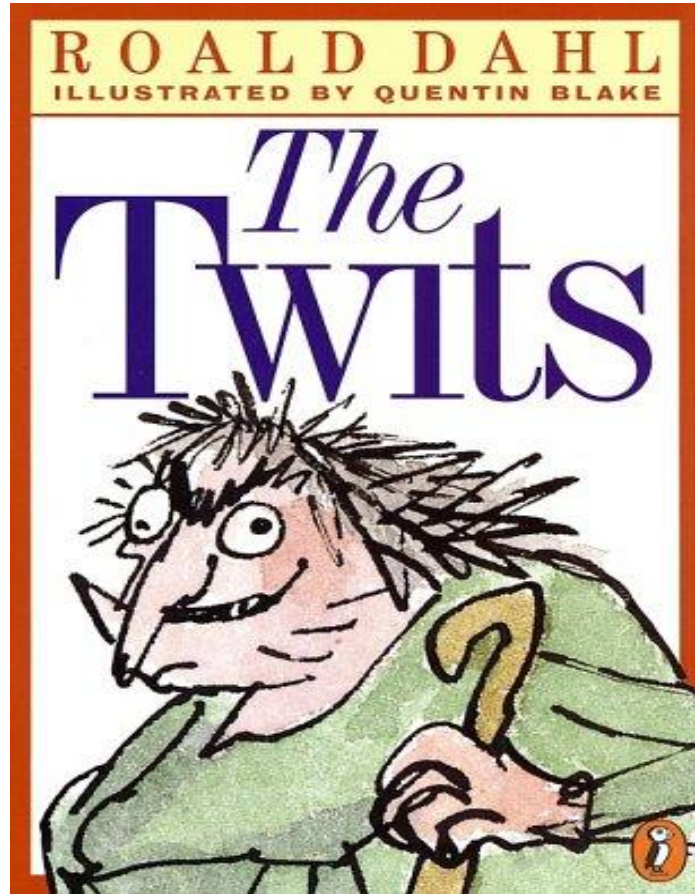


# Dictionary work



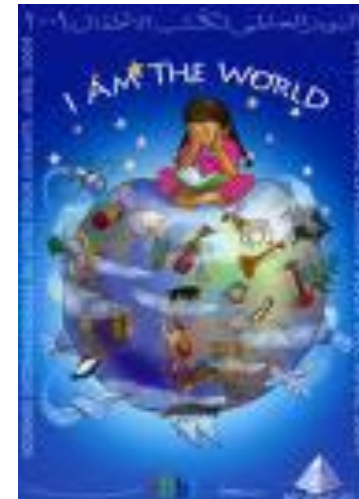
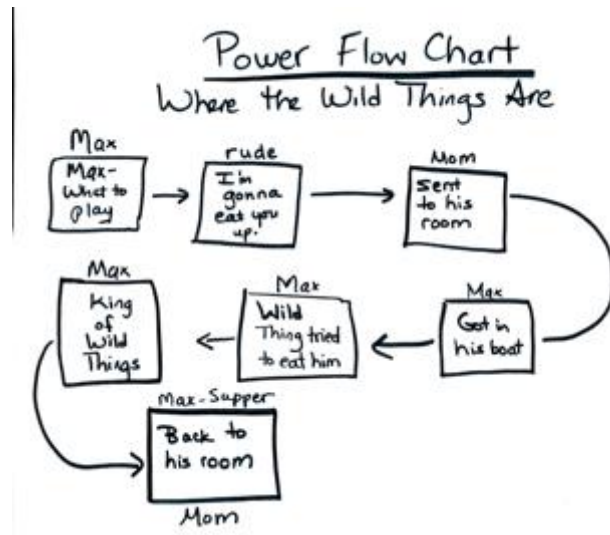
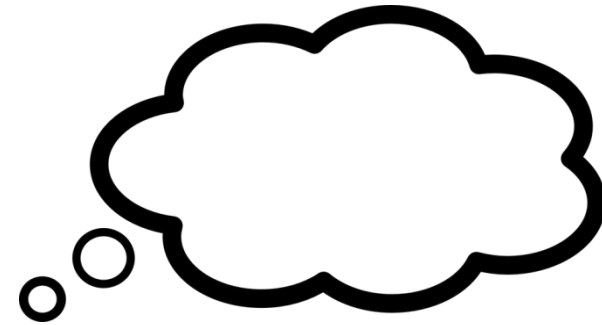
- Have access to dictionary
- Look at image online
- Make a picture dictionary
- Study words in sentence and ask if children can be replaced with another word
- Youtube -pronunciation

# Learning to pronounce words



- Listen to stories online/CDs/ audio books. This helps improve pronunciation.

- As your child progresses, talk about authors, characters and plots.
- Make a flow chart
- Thought bubble
- Prediction
- Draw what you read!



# Visualise Draw what you read.

- In order to draw, you need to understand what you have read!



Name Ruby Toofid Toyarday 4

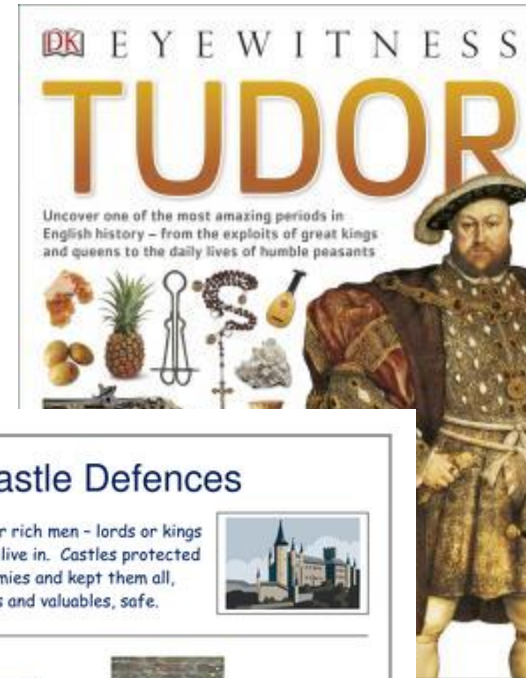
# Book Review

- Were you surprised by the ending?
- How did you think it would end/should have ended?
- What is the main event of the story?

<p><b>Book Review</b></p> <p>Book review by: _____</p> <p>Title: _____</p> <p>Author: _____</p> <p>Non fiction <input type="checkbox"/> Fiction <input type="checkbox"/></p>	<p>Would you/would you not recommend the book? Why?</p> <p>Would recommend <input type="checkbox"/></p> <p>Would not recommend <input type="checkbox"/></p> <p>Why? _____</p> <p>Rating: ☆☆☆☆☆</p>															
<p>What is the book about?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><b>Book Illustration</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>															
<p>Who would this book be suitable for? Age/interests</p> <p><b>Age:</b> 4 5 6 7 8 9 10 11 12</p> <p><b>Interest:</b></p> <table><tr><td>Sport</td><td>Animals</td><td>History</td><td>Stories</td><td>Countries</td></tr><tr><td>Poetry</td><td>Cooking</td><td>Funny</td><td>Sad</td><td>For Boys</td></tr><tr><td>For Girls</td><td>Toys</td><td>Activities</td><td>Pictures</td><td>Other</td></tr></table>	Sport	Animals	History	Stories	Countries	Poetry	Cooking	Funny	Sad	For Boys	For Girls	Toys	Activities	Pictures	Other	
Sport	Animals	History	Stories	Countries												
Poetry	Cooking	Funny	Sad	For Boys												
For Girls	Toys	Activities	Pictures	Other												


# Non Fiction Books

- What is the purpose of the pictures?
- How does the layout help the reader?
- Why have these words been made to stand out?
- Why are these words smaller but still in bold print?
- Why are some words in the glossary printed in italics *like this*?



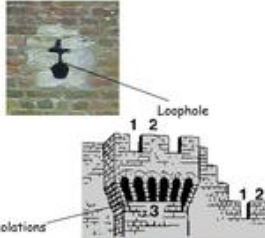
### Castle Defences

Castles were built for rich men - lords or kings - and their family to live in. Castles protected them against enemies and kept them all, including horses and valuables, safe.



#### Were castles built for attack?

Holes in the walls, loopholes, allowed archers to be protected, whilst attacking. Machicolations were parts of the castle that jutted out. They had holes on the floor to drop stones or pour boiling oil on enemies. In the 1300s keyhole-shaped holes appeared in the sides of castles. This was after the invention of guns!



#### What weapons were used to attack castles?

**Traction trebuchet** - This was operated by a team of men. They pulled down on one end of a beam, causing the other end to fly up. This flung a large stone towards the castle.

**Catapult** - Twisted ropes were used to bend a large beam. When the ropes were released, the beam flew upwards, sending heavy rocks towards the castle.

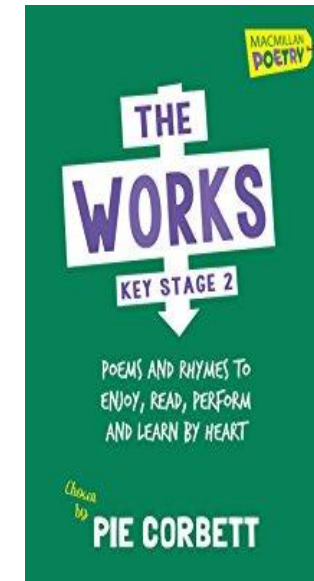
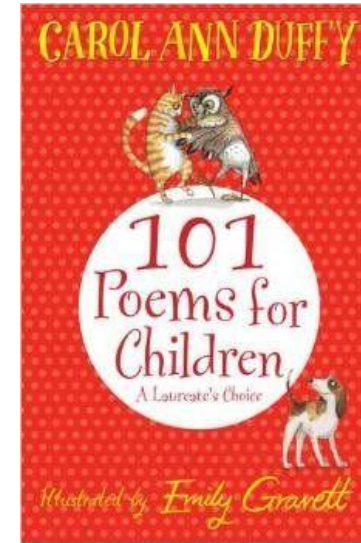
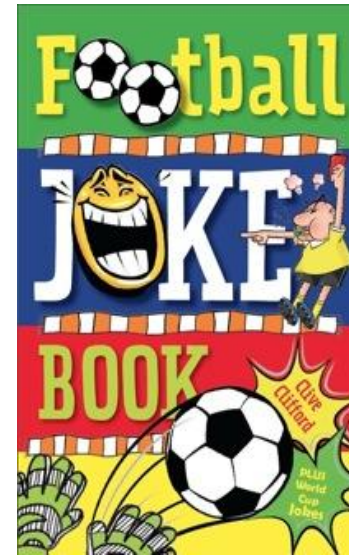
#### What was a moat?

A moat was a wide, deep ditch full of water surrounding the castle. It was dug to keep out enemies, as people could only enter over the drawbridge and through the portcullis. Moats also stopped enemies from tunnelling under the castle as any tunnels would fill with water.

**DID YOU KNOW?**  
Some castles were built on the sides of cliffs. This was so that the lord could protect his land from enemies coming from across the sea.

# Quick Reads

- Joke Books
- Riddles
- Poetry
- Comics





# Quiz Questions

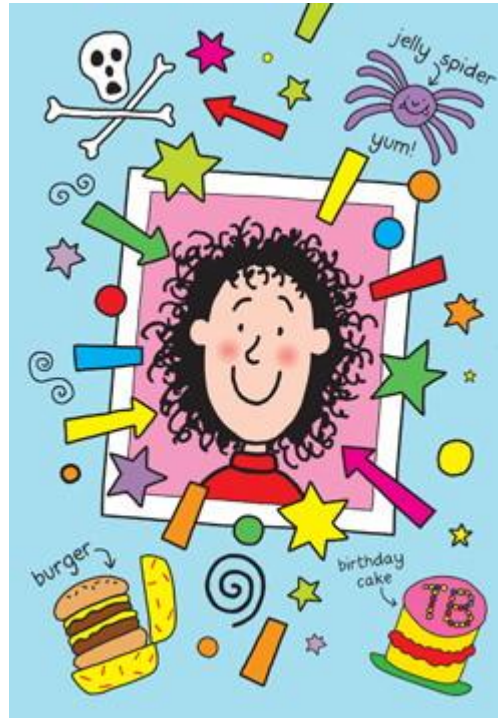
- Children can write quiz questions for books they have read.
- Asking questions instead of raising questions



**Don't try to persuade your child to finish a book he or she doesn't like. Recommend putting the book aside and trying another.**



- Join your local library together and use it regularly. Watch out for storytelling events, summer reads and reviews of new titles.



Encourage older children to read to their younger brothers and sisters. Older children enjoy showing off their skills to an admiring audience.



# Read the room

- Read the rooms. Look around the house for words.
- Your child can read ingredients on the packaging while you cook!

DANS PUMP AND GO  
15238 MAIN ST  
NEWTOWN  
CAROLINA 93802

ST-TX: 11089980 (555) 708-2224  
2014-02-25 IW424534:9338300 07:09  
TERMINAL: 509338300 OPER: A

Fuel	(G)	(\$/G)	(\$)
Pump 9 Premium	40,000	1,345	53,80*
Total Owed			53,80
TOTAL PAID			
CREDIT CARD			53,80

VISA \*\*\*\*\*4597  
INV. 972821 AUTH. 545633  
Purchase  
S 0010010010 00 127

*Grocery List*

<b>Dairy:</b> <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	<b>Fruit/ Veggies:</b> <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	<b>Frozen foods:</b> <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____
<b>Canned Goods:</b> <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	<b>Bread/ Cereal:</b> <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	<b>Meat &amp; Seafood:</b> <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____
<b>other:</b> <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	<b>What's cookin'...</b> <input type="checkbox"/> <b>S</b> _____ <input type="checkbox"/> <b>m</b> _____ <input type="checkbox"/> <b>t</b> _____ <input type="checkbox"/> <b>w</b> _____ <input type="checkbox"/> <b>t</b> _____ <input type="checkbox"/> <b>f</b> _____ <input type="checkbox"/> <b>S</b> _____	

Records

# Empathy

*Give them a blank  
speech or thought bubble .*



**How could the character/s be feeling at this point in the story?**

**Probe Deeper- Why? Where is the evidence?**

**Can you think of a time when you  
felt this way?**



To gauge a child's depth of understanding, remove every tenth word and ask the child to replace the word.

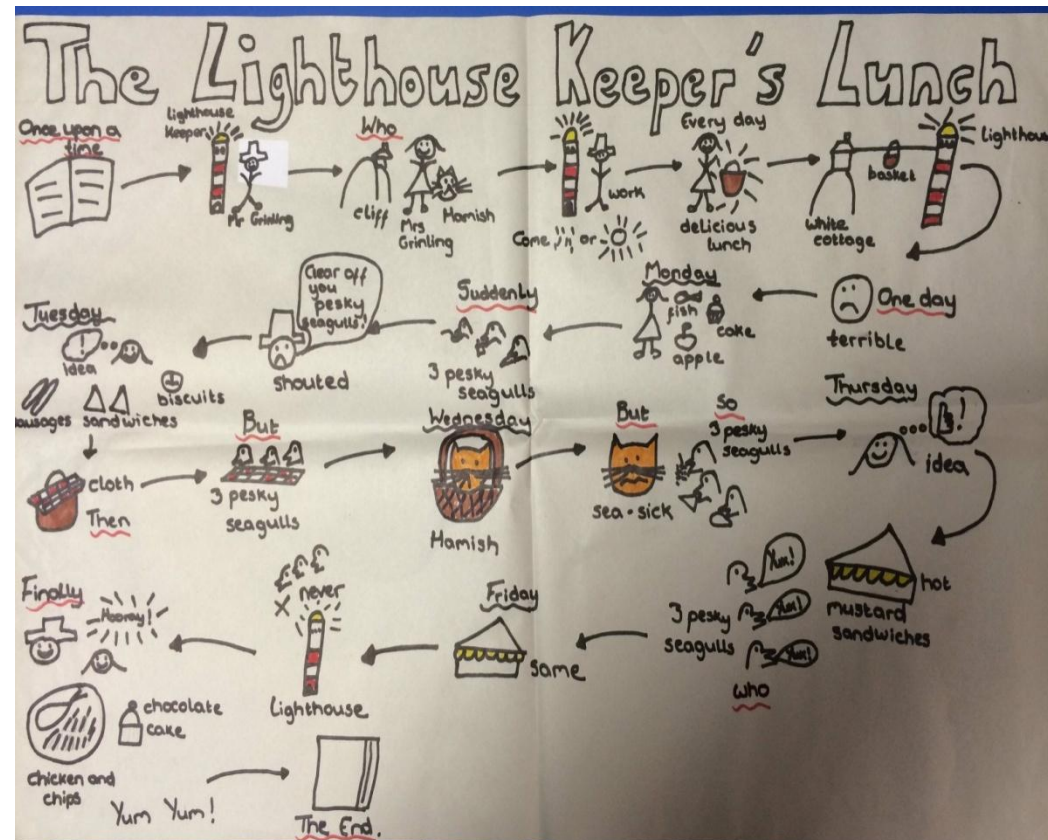
The Iron Man came to the top of the [REDACTED]

How far had he walked? Nobody knows. Where did [REDACTED]  
come from? Nobody knows. How was he made?  
Nobody [REDACTED]

Taller than a house, the Iron Man stood at [REDACTED] top  
of the cliff, on the very brink, in [REDACTED] darkness.

# Story Map

- Breakdown the text
- What is going on?
- Keep adding to it!
- Raise questions





# Retaining Information

- Who, What, When, How, Why questions.
- Children have to write literal questions for the text they have just read.



# Summarise before moving on.....

Summarise a paragraph

Summarise a chapter

Summarise a page



What have the children understood?

# Retaining Information

- **Read a short extract (non fiction)**
- **Ask children to put it face down.**
- **Ask the children to record key facts.**

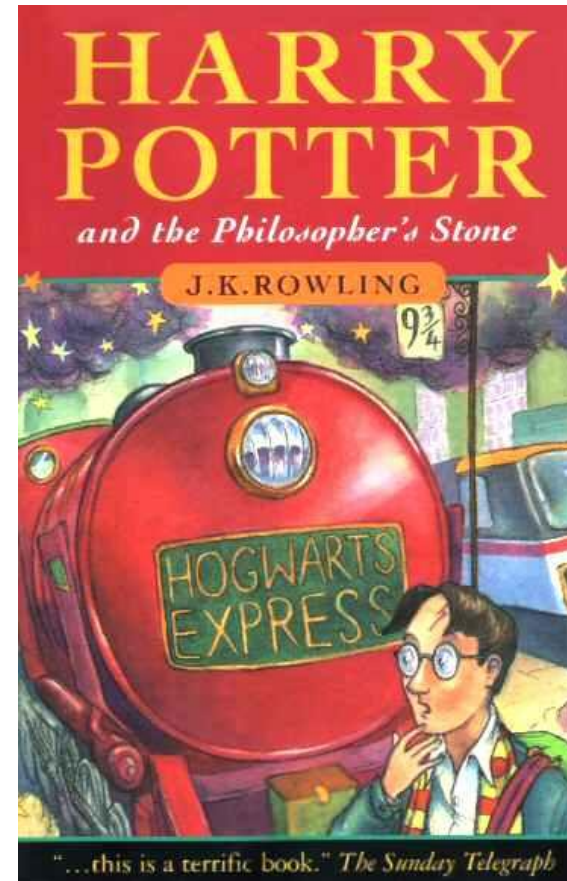
***Make them aware of how much information they are 'absorbing' as they read.***



# Skimming and scanning

Read out a word from the text and ask your child to locate it.

Ask a question and encourage your child to find the answer in the text.





# Herrick Primary School

Latest... ×

- Attitudes and Behaviours
- Curriculum
- Homework
- Reading at Home
- Remote Learning for Children
- This Term's Learning



Our School



EYFS



Curriculum



Parents/ Carers



Let's Celebrate



News, Information & Updates



Remote Learning for Children



School Workshops



Mental Health & Wellbeing



SEND



Safeguarding



Ofsted Reports & Key Information

Monday 4th November 2024

Herrick Primary School  
Lockerbie Avenue  
Leicester  
LE4 7NJ  
Telephone: 0116 2665656  
Email: [office@herrick.leicester.sch.uk](mailto:office@herrick.leicester.sch.uk)  
Headteacher: Mr U Patel

- [Nov On-Line Safety Newsletter](#)
- [Letters: PN Fines & PE Days](#)

[We are now a Little Wandle school](#)



## Herrick Primary School

Firstly, thank you for choosing Herrick Primary School for your child's schooling journey and for those who are considering our school.

[Please click here for the Headteacher's Welcome and the school's Ethos & Values.](#)

# Literal Questions

- Where does the story take place?
- When did the story take place?
- What did he/she look like?
- Where did he/she live?
- Who are the key characters in the book?
- What happened in the story?
- What kinds of people are in the story?
- What is happening at this point in the story?
- Read the part that tells me.....



# Thinking about the story...

- Can you explain why.....?
- If you were going to interview this character/author, which questions would you ask?
- What do you think the ..... is thinking? If it were you what would you be thinking?
- Which is your favourite part? Why? Which bit of the text shows this?
- Predict what you think is going to happen next. Why do you think this?





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Our  
School



EYFS



Curriculum



Parents/  
Carers



Let's  
Celebrate



News,  
Information  
& Updates



Remote  
Learning  
for  
Children



School  
Workshops



Mental  
Health &  
Wellbeing



SEND



Safeguarding



Ofsted  
Reports &  
Key  
Information

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The links below take you to YouTube videos in a new browser window.




**Starting to learn to read**

-  [Things we can do at home](#)
-  [Things we can do when we're out and about](#)
-  [Things my child's school might be doing](#)




**Making early progress as a reader**

-  [Things we can do at home](#)
-  [Things we can do when we're out and about](#)
-  [Things my child's school might be doing](#)




**Becoming a more confident reader**

-  [Things we can do at home](#)
-  [Things we can do when we're out and about](#)
-  [Things my child's school might be doing](#)



**A fluent reader**

-  [Things we can do at home](#)
-  [Things we can do when we're out and about](#)
-  [Things my child's school might be doing](#)

**Able to read, but doesn't like reading**

-  [Things we can do at home](#)
-  [Things we can do when we're out and about](#)
-  [Things my child's school might be doing](#)

**Questionnaires**

-  [Reading Questionnaire](#)
-  [Book Review Questionnaire](#)



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Latest...



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### **Year 1**

Reading and Literacy Overview  
Spelling Overview Pack

### **Year 2**

Reading and Literacy Overview  
Spelling Overview Pack

### **Year 3**

Reading and Literacy Overview  
Spelling Overview Pack

### **Year 4**

Reading and Literacy Overview  
Spelling Overview Pack

### **Year 5**

Reading and Literacy Overview  
Spelling Overview Pack

### **Year 6**

Reading and Literacy Overview  
Spelling Overview Pack

Spoken Language

*'Being Herrick'*

# Speaking, Writing and Reading are all connected!

- “It is mines.”
  - “I off the lights.”
  - “I’m going London.”
- Encourage children to speak in full sentences.
  - Model the reading. How are the words pronounced?



# Questions

