What is a good reader?

Good readers will…

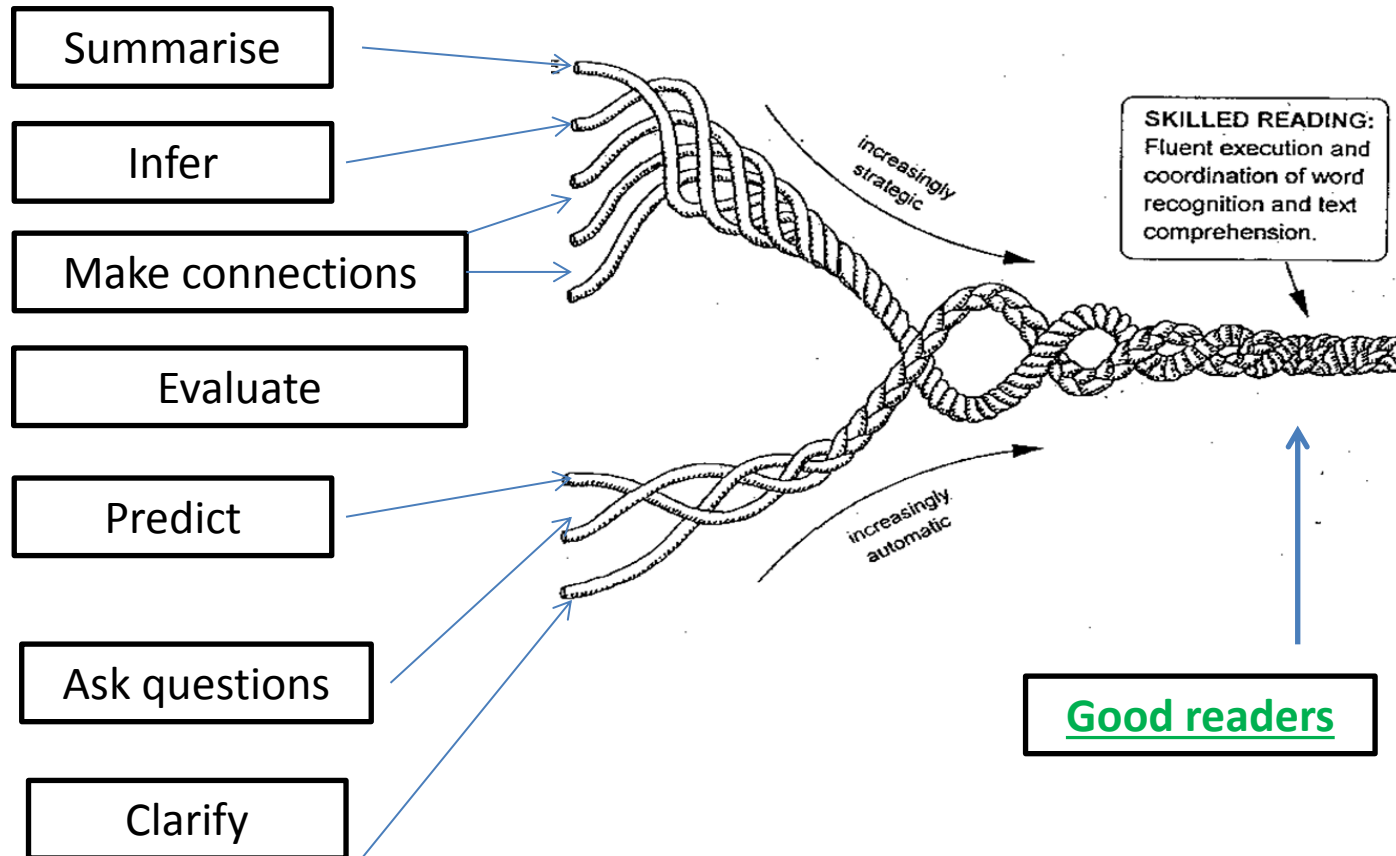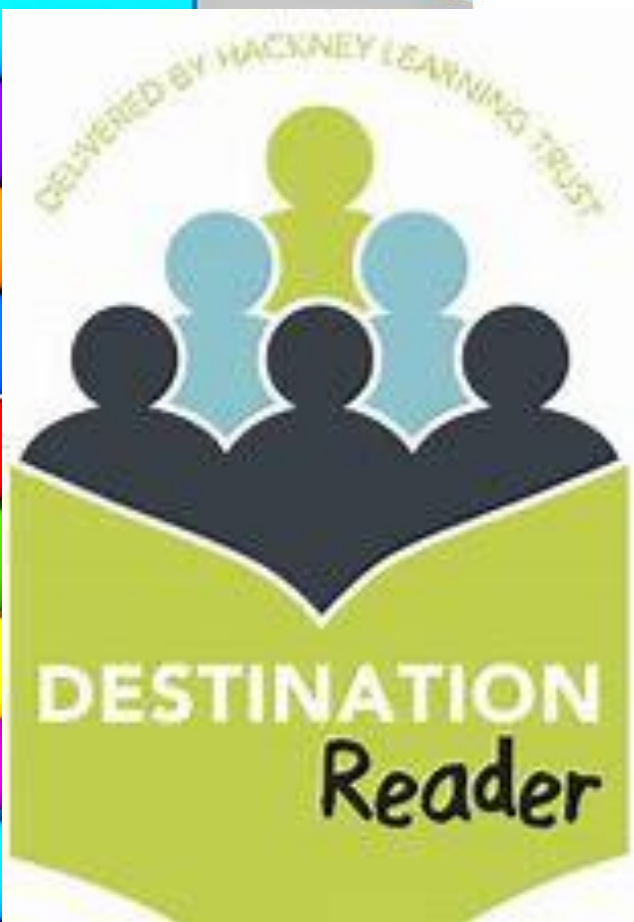|	
Summarise	Briefly describe what has been read
Infer	Use clues to work something out
Make connections	Link what has been read to other books/real life
Evaluate	Comment on what they liked/disliked
Predict	Use what we know to say what we think will happen next
Ask questions	Use these to deepen understanding
Clarify	Check to make detail clear

What is a good reader?

Good readers will...

| Summarise |
| Infer |
| Make connections |
| Evaluate |
| Predict |
| Ask questions |
| Clarify |

increasingly strategic

increasingly automatic

SKILLED READING:
Fluent execution and coordination of word recognition and text comprehension.

Good readers

So what are we doing in school?

- Using learning behaviours to support children in conversation.

- Using reading strategies to support comprehension.

Supporting and listening to one another

Discuss and explain ideas

Take responsibility for learning

Destination reader bookmark

Destination Reader

Predicting
- I wonder if
- I predict
- I think that
- I bet that   because
- I imagine
- I think ⚹ will happen
- I think I will learn
- I think it will be set out
- The next part will be about

Inferring
- The word ⚹ tells me
- The part ⚹ tells me
- This makes me think that
- I think this **character**   because
- I think the **setting is**
- I think the **mood is**
- I think the writer's viewpoint is
- I think this character's viewpoint is

Asking questions
- Who
- What
- When
- Where
- **I wonder**
- **Why**
- **How**
- **What if**
- **Why do you think**
- **How do you think**
- **How do we know**

Evaluating
Language
- The word/phrase ⚹ works well because
- I like the way the author uses ⚹ it makes me think about
- I think it would have read better if
- It's very clever the way the author uses ⚹ because
- The sentence ⚹ has high impact because

Organisation
- The text is organised well because
- The presentation helps the reader because
- The structure could be improved by

Clarifying ⛔ STOP
- I think that means
- I didn't understand
- What does ⚹ mean?
- I need to reread this part because
- ⚹ is a tricky word so I
- I didn't understand ⚹ so I
- Let's reread because it didn't make sense.

Making connections
Text to self:
- I know about this because I
- I've been to / seen
- I saw a programme about this
- I can identify with this character because

Text to text:
- I think this book is a ⚹ (genre) book because
- This reminds me of ⚹ because
- This is similar to ⚹ because
- This character is similar to ⚹ because

Text to world:
- This links to
- This is because

Summarising
- The key idea is
- The most important ideas are ⚹ and I know that because
- This part is about
- The headline would be
- In 10 words
- The main theme is

Learning Behaviours
- ✧ Support and actively listen to others
- ✧ Discuss and explain our ideas
- ✧ Take responsibility for your own and your group's learning.

The reading strategies are the same as what they are tested on at the end of year 6

Predicting

Children should use what they have read and what they know to make predictions on what may happen next.
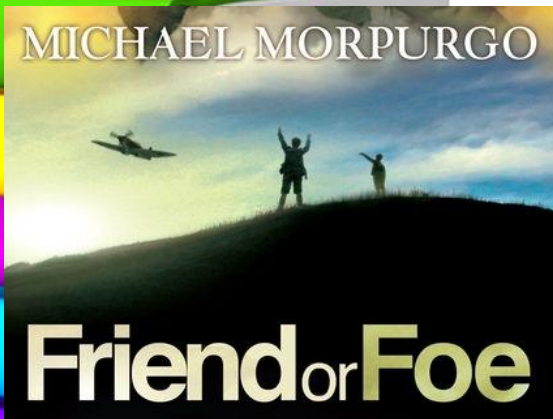
Example: "I think the theme of this book is going to be about friendship BECAUSE of the title of the book is Friend or Foe .

MICHAEL MORPURGO

Friend or Foe

MICHAEL MORPURGO

Friend or **Foe**

Predicting

Example *of how the reading stems can be used.*
The adult and child take turns to predict what will happen next in the text using the stems provided.
I wonder if
I predict
I think that
I bet that
I imagine
The next part will be about

Your turn

Meeting TA

'Yes,' said Tom bluntly, on opening the front door. 'What d'you want?'

A harassed middle-aged woman in a green coat and felt hat stood on his step. He glanced at the arm-band on her sleeve. She gave him an awkward smile. 'I'm the billeting officer for this area,' she began.

'Oh yes, and what's that got to do wi'me?'

She flushed slightly.....She paused and took a deep breath. 'Mr. Oakley, with the declaration of war imminent...' Tom waved his hand. 'I knows all that. Git to the point. 'What d'you want? He noticed a small boy at her side.

BECAUSE

Clarifying

Checking what something may mean when they do not understand. Children could clarify using pictures in the book, reading over it again, a dictionary, a buddy, an adult, another book or the internet.

Example: "I'm not sure what tripod means but I know that the word triangle means 3 sided so I think it has something to do with something that has 3 sides"

Clarifying

Example *of how the reading stems can be used:*
The parent and child take turns to clarify what they have just read using the stems provided.
I think that means
I didn't understand
What does * means?
I need to reread this part because
*is a tricky word so I
I didn't understand * so I
Let's reread because it didn't make sense
** Represents a word/phrase from the text being discussed.

Ancient Egypt

Egypt was home to one of the most advanced civilizations of the ancient world, lasting from around 3100 BCE to 30 BCE, when it was conquered by the Romans. Protected from invaders by deserts, and fed by fertile farmland on the banks of the Nile, the Egyptian civilization survived for thousands of years with few major changes. The Ancient Egyptians left behind many clues about their way of life, from giant temples and pyramids to statues, paintings, mummies, and picture writing called hieroglyphics.

Asking questions

Children should ask questions about what they have read to deepen their understanding.

Example: "Why does the poet repeat the same line at the beginning and the end of the poem?"

Asking questions

Example *of how the reading stems can be used:*
The parent and child take turns to ask thinking questions about what will happen next in the text or has just happened using the stems provided.
Who
What
When
Where
I wonder
Why
How
What if
Why do you think
How do you think
How do we know

The Disappearance by Mary Arrigan

It didn't help that the wind was howling that November evening, and that storm clouds were sweeping across the evening sky like the shadows of galloping giants. TA

And it certainly didn't help that mum and I were leaving the familiar, flowery wallpaper and washing-crowded balcony of our rented apartment to come and live in a nowhere place behind trees and tall grass. TP

'I think we've made a terrible mistake,' said Mum, wiping the condensation with her sleeve and leaving little bits of hairy wool smeared on the windscreen. TP

'Too late now' I grunted. 'Anyway the neighbours gave us all those going-away presents so we can't go back. TP

Example of how the reading stems can be used:
The parent and child take turns to ask thinking questions about what will happen next in the text or has just happened using the stems provided.
Who
What
When
Where
I wonder
Why
How
What if
Why do you think
How do you think
How do we know

Making connections

Children should make connections with the text and themselves or the text and another text they have read.

Example: "This reminds me of when I saw a film about space and the characters were floating in zero gravity as well."

Making Connections

of how the reading stems can be used:
At key points during the text, the adult and the child take turns to make connections about what they have just read using the reading stems to respond.
Text to self:
• I know about this because I
• I've been to / seen
• I saw a programme about this
• I can identify with this character because
Text to text:
• I think this book is a * (*genre*) book because
• This reminds me of * because
• This is similar to * because
• This character is similar to * because
Text to world:
• This links to

At key points during the text, the adult and the child take turns to make connections about what they have just read using the reading stems to respond.
Text to self:
•   I know about this because I
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•   This character is similar to * because
Text to world:
•   This links to

Rob stood nervously at the platform. He waited. TA

He had been planning this for a long time and his legs began to tremble.

The train lines squeaked like a mouse. And then he saw a shadow – a dark, huge shadow which was moving towards him. TA

A puff of smoke covered the platform and the engine screamed into the station. A man in a felt, grey hat descended from the train and slammed the door behind him. TA

Inferring

Children should use clues from the book to find out something the author hasn't told us.

Example: "I think that the character is embarrassed of his friends as he can not look at them."

Inference

Example *of how the reading stems can be used:*
The parent and child take turns to infer what will happen next in the text using the stems provided.
• The word * tells me
• The part * tells me
• This makes me think that
• I think this character   because
• I think the setting is
• I think the mood is
• I think the writer's viewpoint is
• I think this character's viewpoint is

Tilly Mint and the Leaf Lords

I don't know if you've ever met Tilly Mint.

She lives in one of those houses just up the hill from the park. (TA)

She's about as old as you, I should think.

When Tilly's mum goes out to work, Mrs Hardcastle from up the street pops in to look after her. (TP)

You must have seen her. She has curly, white hair and pink cheeks. She has shiny, blue, remember sort of eyes, and fidgety, talky sort of hands, and she's very old. She once told Tilly that she was the oldest woman in the world. (TP)

Summarising

Children should be able to give a brief description of what they have read.

Example: "This is a book about friendship and whether someone is your friend or your enemy."

Summarising

At Key points during the text, the adult and the child take turns to summarise what they have just read using the reading stems to respond.
The key idea is....
The most important ideas are * and I know that because ....
This part is about ...
The headline would be...
In 10 words...
The main theme is...

How the Kangaroo got her pouch

Mother Kangaroo was finding her baby, young Joey, a real handful. Whenever her back was turned, he would go hopping away to explore. She was afraid that one day she would lose him.

One morning, when Joey and his mother were feeding in the plains, a weak and very old wombat came crawling towards them. 'I am sick and blind,' he said. 'I am hungry and thirsty. And I haven't a friend in the world. '

Mother Kangaroo felt sorry for him. 'I'll be your friend,' she said. 'Hang on to my tail and I'll take you to where there is water. ' So off they went.

Evaluating

Children should comment on what they liked and disliked about the book.

Example: "I like the ending to the story because it was not what I was expecting as I thought the character wasn't going to die."
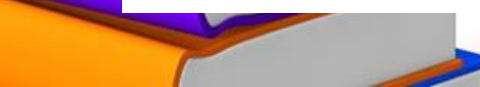
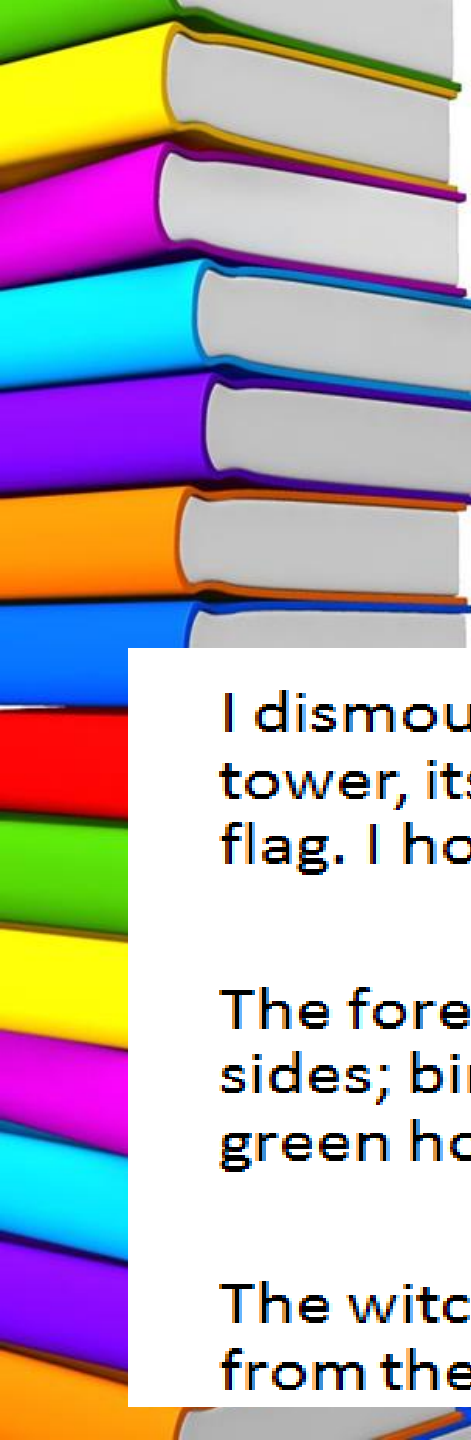# Evaluating

of how the reading stems can be used:
At key points during the text, the adult and the child take turns to evaluate what they have just read using the reading stems to respond.
Language
• The word/phrase * works well because
• I like the way the author uses * it makes me think about
• I think it would have read better if
• It's very clever the way the author uses * because
• The sentence * has high impact because
Organisation
• The text is organised well because
• The presentation helps the reader because
• The structure could be improved by

I dismounted as soon as I saw the round tower, its broken crenellations, its warning flag. I hobbled Goosestep and crept forward.

The forest was harmless, sun-dappled, on all sides; birds fought and fluttered in their green houses, and sang soaring above them.

The witch's horse was not there. I broke from the trees, readying my throat to call. TA

How can I support my child with their reading?

- Use the Destination Reader stems when your child is reading (saved on the website)- this will encourage your child to talk about the their book more.

| Learning Behaviour	Destination Reader Learning Behaviour stems		How did we do?
	Support and actively listen to others		1 2 3 4
Use supportive facial expressions – nod, smile, agree. Bring quieter people into conversation look at the speaker, listen and respond to what was said	Support	Great reading, good thinking. I like the way you ... when you read. You've really improved in... What do you think? That's a good way to think about it.	
	Active listening	Good point That's interesting I hadn't thought of that point. Can you explain?	

How can I support my child with their reading?

- Visit the library and use Bug Club

How can I support my child with their reading?

- Use Bugclub at home
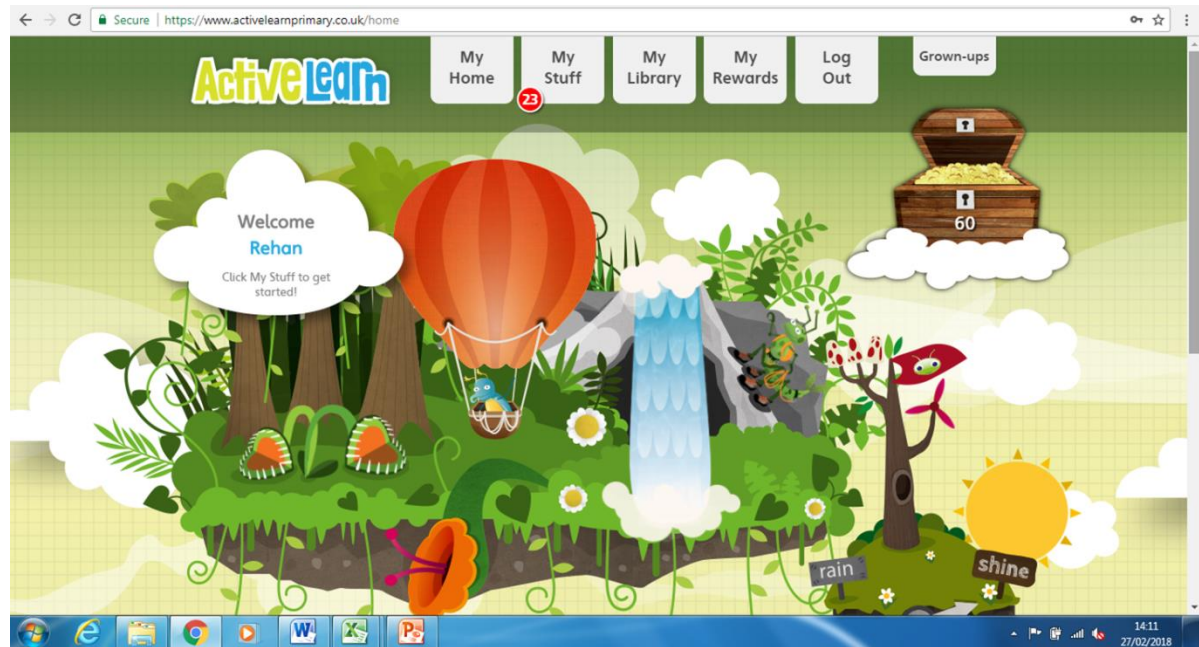
How can I support my child with their reading?

- Talk to your child often. This will support their vocabulary development.

How can I support my child with their reading?

Have fun when reading!