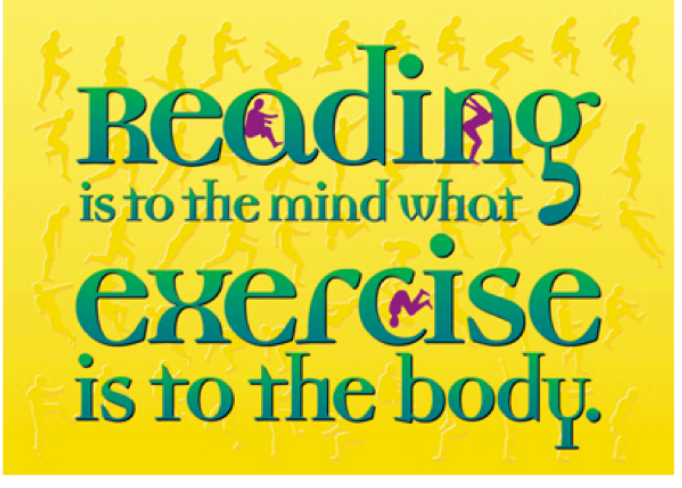
November 13, 2014

Extending Reading for Key Stage 2
Years 3 - 6

Tom Ferguson



Adding value…

Previous UK curriculum levels;
5A
5B
5C
4A
4B – The 'norm' at the end of Y6
4C
3A – The 'norm' at the end of Y5
3B
3C – The 'norm' at the end of Y4
2A
2B – The 'norm' at the end of Y3
2C

Expected UK pupil progress per year:
2 Sub-levels

At Nord Anglia we aim to exceed expected progress. Our HPL [High Performance Learning] philosophy allows all children to achieve highly and to regularly exceed their own targets.

It is very easy to worry about National Curriculum levels and over-emphasise their importance. It is perfectly ordinary for a child to be above or below the norm, for reasons such as their educational background, exposure to English or time spent in a particular curriculum. Most important is measuring each child as an individual and charting their individual progress.

What you may already know . . .

- Read with your child
- Encourage your child to read every night
- Provide a comfortable, quiet space for reading
- Provide a variety of reading materials that will interest your child
- Incentives are ok!
- You don't have to read the book yourself to be able to help your child!

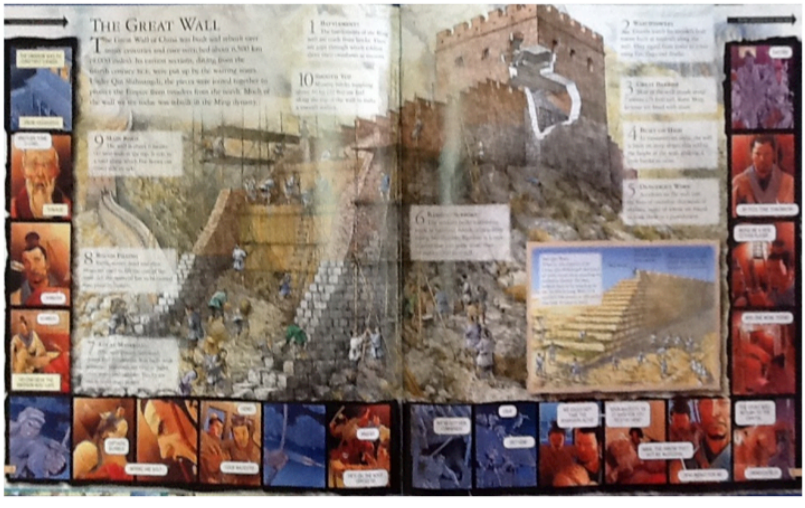
BUT HOW?

By questioning!

4 Kinds of questioning

1. Layout – Why is such and such like this…
2. Summary – What is this paragraph/section about…
3. Technique – Why did the writer choose this word or say it that way? What is he/she trying to achieve?
4. Thinking – what HPL is trying to enhance on many levels…

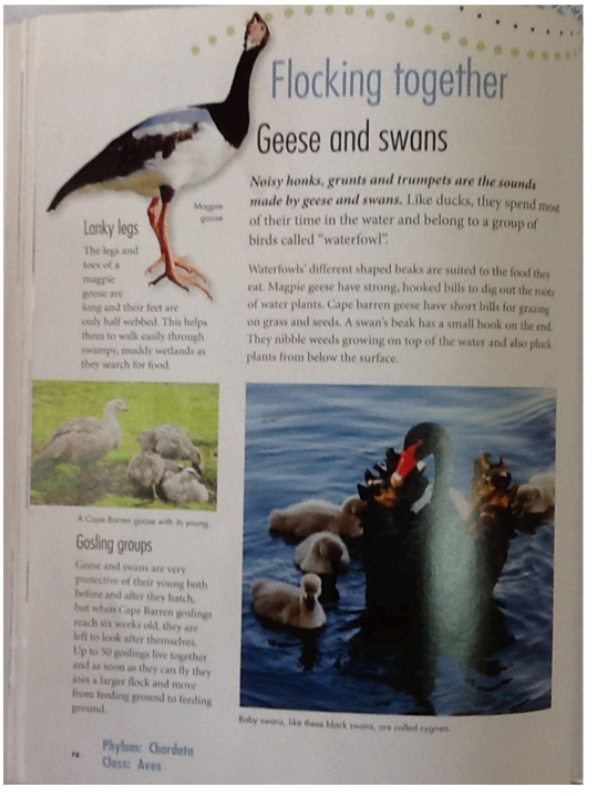
Layout – Why is such and such like this…



1. Why is 'The Great Wall' written in capital letters? To tell you what this section is about.
2. Why are there numbered boxes around the picture? To explain different parts of it.
3. Why is there a comic strip around the edge? To put the information into a story.

Layout: Your turn

- Working with one or two people sat nearby, make two or three layout questions about this page.



Flocking together

Geese and swans

Noisy honks, grunts and trumpets are the sounds made by geese and swans. Like ducks, they spend most of their time in the water and belong to a group of birds called "waterfowl".

Waterfowls' different shaped beaks are suited to the food they eat. Magpie geese have strong, hooked bills to dig out the roots of water plants. Cape barren geese have short bills for grazing on grass and seeds. A swan's beak has a small hook on the end. They nibble weeds growing on top of the water and also pluck plants from below the surface.

Magpie goose

Lanky legs

The legs and toes of a magpie goose are long and their feet are only half webbed. This helps them to walk easily through swamps, muddy wetlands as they search for food.

A Cape Barren goose with its young

Gosling groups

Geese and swans are very protective of their young both before and after they hatch, but when Cape Barren goslings reach six weeks old, they are left to look after themselves. Up to 50 goslings live together and as soon as they can fly they join a larger flock and move from feeding ground to feeding ground.

Baby swans, like these black swans, are called cygnets.

Phylum: Chordata
Class: Aves

Summary – What is this paragraph/section about…

'She stepped to one side. Behind the large iron gate which stood at the end of the graveyard were a small group of children. Many of them were filthy and very poorly clad. Only a handful had a blazer or coat. They all looked bewildered and exhausted. One tiny dark-haired girl in the front was hanging firmly on to a new teddy-bear.

from 'Goodnight Mr. Tom' by Michelle Magorian.

It describes the state of a group of children who have been relocated. It tells us how they are feeling and gives us clues about how well they are looked after.

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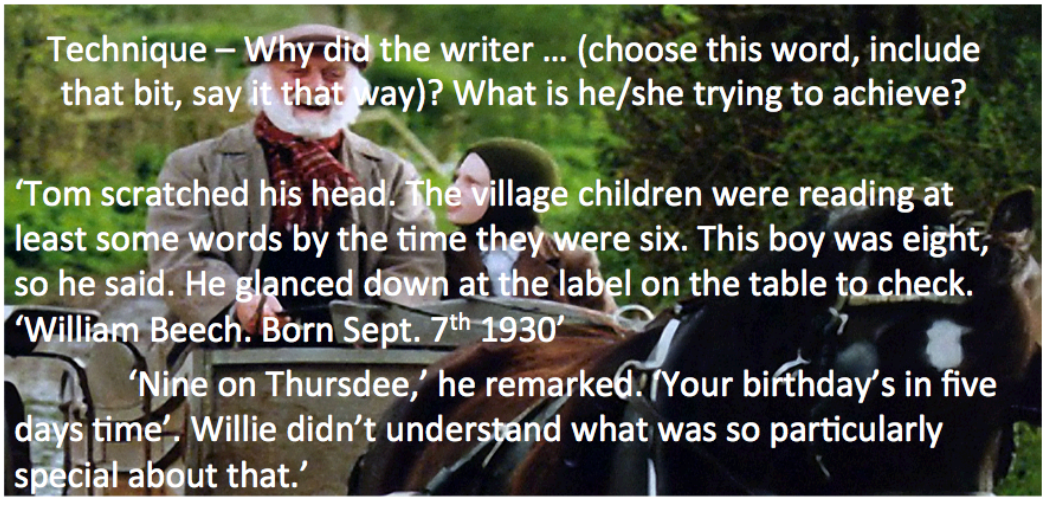
Summary – What is this paragraph/section about…
Your turn…

'Tom scratched his head. The village children were reading at least some words by the time they were six. This boy was eight, so he said. He glanced down at the label on the table to check. 'William Beech. Born Sept. 7th 1930'

'Nine on Thursdee,' he remarked. 'Your birthday's in five days time'. Willie didn't understand what was so particularly special about that.'

from 'Goodnight Mr. Tom' by Michelle Magorian.



from 'Goodnight Mr. Tom' by Michelle Magorian.

Why has the writer chosen to make Willie unaware of what is special about his birthday? (To show how Willie has been neglected)

Why did the writer get Mr. Tom to scratch his head? (To show that Tom is confused)

Why did the writer include 'so he said'? (Because Tom doubts Willie's age)

Technique – Why did the writer … (choose this word, include that bit, say it that way)? What is he/she trying to achieve? Your turn…

Tom opened the letter.

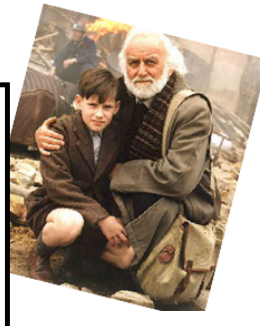
'Dear Sir or Madam,' it read, 'I asked if Willie could go and stay with God-fearing people so I hope he is. Like most boys he's full of sin but he's promised to be good…I've put the belt in for when he's bad…Tell him his Mum says he'd better be good. Mrs. Beech.

Tom folded the letter and put it in to his pocket. He found the belt at the bottom of the bag. It was a brown leather one with a steel buckle… Willie stood with his back to the fire and stared uneasily up at him.

Tom was angry.

'While you're in my house,' he said in a choked voice, 'you'll live by my rules. I ent ever hit a child and if I ever do it'll be with the skin of me hand. You got that?'

from 'Goodnight Mr. Tom' by Michelle Magorian



Thinking

3 Levels

Retrieval – Spotting details that are present. (L3)

Deduction – Figuring out what is not explicitly written. (L4)

Inference – Determining what might be to come/author attitudes to given subjects. (L5)

Don't try to 'jump' to L5!

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Retrieval:

Deduction:

Inference:

Thinking… your turn

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Tom glanced out at the window at the oak tree where Rachel and his son were buried. She used to love painting, wild flowers and pretty lace, sweet jams, freshly brewed beer. Since her death he had never wanted to touch anything that might remind him of her. Trust a strange boy to soften him up. The odd thing was that, after he had entered the paint shop, he had felt as if a heavy wave of sadness had suddenly been lifted from out of him. Memories of her didn't seem as painful as he had imagined.

from 'Goodnight Mr. Tom' by Michelle Magorian

In summary

4 Kinds of Questioning:

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A final thought…