


The MORE
that you read,
the MORE things
you will know.
The MORE that you
Learn,
the MORE places you'll go.



KS2 Reading Comprehension Workshop.


27th January 2020

The Reading Curriculum at St Patrick's

- 
- ❖ Shared Reading
 - ❖ Guided Reading
 - ❖ Individual Reading
 - ❖ Home/school Reading
 - ❖ Reading across the curriculum
 - ❖ Selecting their own choice of texts
 - ❖ 1:1 Reading
 - ❖ Book based learning

Our children as readers

What do we want for our children?



To read for pleasure

To read with
understanding
(comprehension)

To be able to
choose what they
would like to
read for
themselves

To read
with
expression

To be able
to
summarise
what has
been read

To have reasons for
preferences in what
they read



Reading has two components

Word Recognition

(decoding)

The ability to recognise words presented in and out of context.

The ability to apply phonic rules - blending phonemes to decode (c-a-t)

High quality phonics work

Comprehension

The process by which word information, sentences and discourse are interpreted.

The same processes underlie comprehension of both oral and written language.

Continues to develop throughout life!

VIPERS is based on 6 key reading/comprehension skills:

Vocabulary
Infer
Predict
Explain
Retrieve
Summarise



Vocabulary

Find and explain the meaning of words in context

Example questions

- What do the words and suggest about the character, setting and mood?
- Which word tells you that....?
- Which keyword tells you about the character/setting/mood?
- Find one word in the text which means.....
- Find and highlight the word that is closest in meaning to.....
- Find a word or phrase which shows/suggests that.....



KS2 Reading Vipers

Infer

Make and justify inferences using evidence from the text.

Example questions

- Find and copy a group of words which show that...
- How do these words make the reader feel? How does this paragraph suggest this?
- How do the descriptions of show that they are
- How can you tell that.....
- What impression of do you get from these paragraphs?
- What voice might these characters use?
- What was thinking when.....
- Who is telling the story?



KS2 Reading Vipers

Predict

Predict what might happen from the details given and implied.

Example questions

- From the cover what do you think this text is going to be about?
- What is happening now? What happened before this? What will happen after?
- What does this paragraph suggest will happen next? What makes you think this?
- Do you think the choice of setting will influence how the plot develops?
- Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.



KS2 Reading Vipers

Explain

- Explain how content is related and contributes to the meaning as a whole.
- Explain how meaning is enhanced through choice of language.
- Explain the themes and patterns that develop across the text.
- Explain how information contributes to the overall experience.

Example questions

- Why is the text arranged in this way?
- What structures has the author used?
- What is the purpose of this text feature?
- Is the use of effective?
- The mood of the character changes throughout the text. Find and copy the phrases which show this.
- What is the author's point of view?
- What affect does have on the audience?
- How does the author engage the reader here?
- Which words and phrases did effectively?
- Which section was the most interesting/exciting part?
- How are these sections linked?



KS2 Reading Vipers

Retrieve

Retrieve and record information and identify key details from fiction and non-fiction.

Example questions

- How would you describe this story/text? What genre is it? How do you know?
- How did...?
- How often...?
- Who had...? Who is...? Who did...?
- What happened to...?
- What does.... do?
- How is?
- What can you learn from from this section?
- Give one example of.....
- The story is told from whose perspective?



KS2 Reading Vipers


Summarise

Summarise the main ideas from more than one paragraph

Example questions

- Can you number these events 1-5 in the order that they happened?
- What happened after?
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapter headings come in the story?





“Yo ho ho and a bottle of rum!”

I remember him as if it were yesterday, as he came plodding to the inn door, his sea-chest following behind him in a hand-barrow—a tall, strong, heavy, nut-brown man, his tarry pigtail falling over the shoulder of his soiled blue coat, his hands ragged and scarred, with black, broken nails, and the sabre cut across one cheek, a dirty, livid white. I remember him looking round the cover and whistling to himself as he did so, and then breaking out in that old sea-song that he sang so often afterwards:

"Fifteen men on the dead man's chest—

Yo-ho-ho, and a bottle of rum!"

in the high, old tottering voice that seemed to have been tuned and broken at the capstan bars. Then he rapped on the door with a bit of stick like a handspike that he carried, and when my father appeared, called roughly for a glass of rum. This, when it was brought to him, he drank slowly, like a connoisseur, lingering on the taste and still looking about him at the cliffs and up at our signboard.

Extract from *Treasure Island* by RL Stephenson



1. How do we know that the narrator is recalling something from long ago?



2. Which word in this sentence is closest in meaning to sword? “..his hands ragged and scarred, with black, broken nails, and the sabre cut across one cheek, a dirty, livid, white.”



3. Explain what affect the description of the man has on the reader.



4. With reference to the text, explain how the author uses language to make the reader think that the man is a sailor.



5. Based on what you have just read what type of man do you think this visitor will turn out to be?



6. Number the sentences below to show the order in which the happened in the story extract. (one has been done for you)

	The man sang an old sea-song.
	He looked about him at the cliffs and the inn sign board.
3	He rapped on the inn door.
	Roughly, he called for a glass of rum.
	He came plodding up to the door of the inn.