Year 5 and 6 reading workshop

9:00 – 9:45

Wednesday 6th November 2024

Aims of the session

- The new curriculum expectations
- How we teach reading here at Albrighton
- How to support your child with reading at home
- Activities to enthuse children in reading
- How to ask appropriate questions to develop child understanding in the text

What does the National Curriculum Say?

Pupils should be taught to:

- Maintain positive attitudes to reading and understanding of what they read by:
- Continuing to read and discuss an increasingly wide range of fiction, poetry, play, non-fiction and reference books or text books
- Reading books that are structured in different ways and reading for a range of purposes
- Increasing their familiarity with a wide range of books, including myths, legends, and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions
- Recommending books that they have read to their peers, giving reasons for their choices
- Identifying and discussing themes and conventions in and across a wide range of writing
- Making comparisons within and across books
- Learning a wider range of poetry by heart
- Preparing poems and plays to read aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Understand what they read by:

- Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- Asking questions to improve their understanding
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying these inferences with evidence
- Predicting what might happen from details stated and implied
- Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- Identifying how language, structure and presentation contribute to meaning

- Discuss and evaluate how authors use language, including figurative language and considering the impact on the reader
- Distinguish between statements of fact and opinion
- Retrieve, record and present information from non-fiction
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining focus on the topic and using notes where necessary
- Provide reasoned justifications for their views

Creating a love of reading in children is potentially one of the most powerful ways of improving academic standards in school.

There can be few better ways to improve pupils chances in school, or beyond in the wider world than to enable them to become truly independent readers.

In 2013, The National Literacy Trust conducted a survey which included 11,000 children.
Children who read daily outside school were 5x more likely to perform above the expected level for their age in reading.

Reading at Albrighton

- Phonics
- 1:1 reading opportunities
- Independent reading
- VIPERS – comprehension
- Lessons dedicated to reading
- Use of reading areas
- New Library Area with themed sections
- Daily story time

Reading requires two skills

Phonics and Word Recognition

- The ability to recognise words presented in and out of context.
- The ability to blend letter sounds (phonemes) together to read words.

Understanding

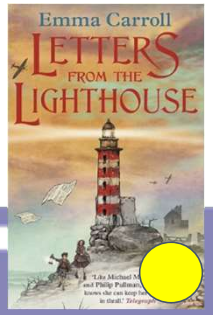
- The ability to understand the meaning of the words and sentences in a text.
- The ability to understand the ideas, information and themes in a text.
- If a child understands what they hear, they will understand the same information when they read.

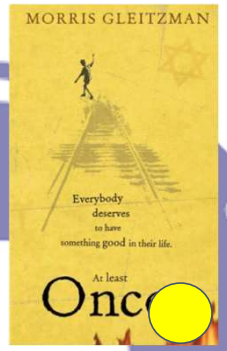
Albrighton Primary School and Nursery Reading Journey

YEAR 5 AND 6





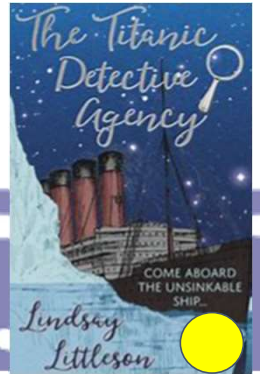


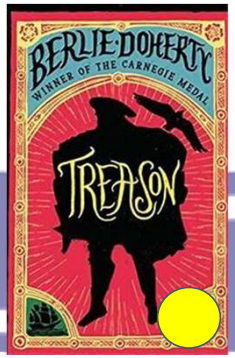












- Archaic language
- Non-linear time sequence
- Narratively Complex
- Figurative/Symbolic Text: Complex plot
- Resistant Texts
- Celebrates Diversity

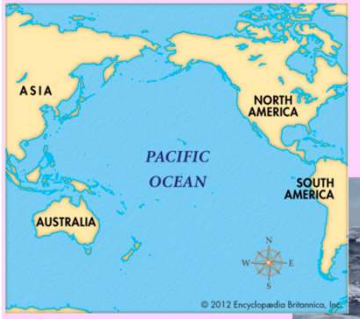
Reading lessons

When Michael's dad is made redundant from the brickworks, the family travel south of England to Fareham, near Southampton, and embark upon a voyage around the world.



Fareham Marina, U.K.

When Michael gets lost at sea in a storm, he washes up on a fictitious island in the Pacific Ocean.



Listen to the sounds of a storm in the Pacific Ocean.



Storm in Pacific Ocean

They voyage to many places around the world!



Michael, mum, dad and Stella Artois travel on a forty-two foot yacht around the world which they had to firstly learn how to sail.



Let's watch a video of a tour of a similar yacht!

Tuesday 17th September 2024

L.O. I am learning to explore the author of our text.

Reading



I know how to gather information from audio and written texts.

SKILLS

I can identify other texts written by my author.

I can explain the inspiration behind Kensuke's Kingdom.

I can make comparisons between the themes in Morpurgo's books.

Learning Conversation			Support			
☺·	😐·	☹·	INDEP	CT	TA	PEER

Michael Morpurgo

When and where was he born?

5th of October 1943 in St Albans, Hertfordshire.



Other texts

- Friend or Foe
- War Horse
- The Butterfly lion
- Private Peaceful and . . .
- An elephand in the Garden.

Inspiration for Kensuke's Kingdom

Why does Michael Morpurgo focus on similar themes?

He focuses on Similer themes because then all the books link together.

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L.O. I am learning to find the meaning of words in context.

Reading



I know that 'words in context' means finding the word in a whole sentence/paragraph to help me identify the meaning.

SKILLS

I can skim and scan a text to find given vocabulary.

I can read the whole sentence/paragraph that the word is in.

I can find the definition for the word from reading the context.

Learning Conversation			Support			
☺·	😐·	☹·	INDEP	CT	TA	PEER

supertanker	Something found in the sea.
	A kind and open leader.
mariner	Something or someone whose presence puts you at a disadvantage.
	A shallow channel between hills or waves.
liability	A heavily armored fighting vehicle.
	Greek writings.
trough	Something or someone whose presence puts you at an advantage.
	A container to keep animal food in.
gritty	A very large ship.
	The deck of a ship.
tyrant	A long and adventurous journey.
	Containing or covered with grit.
galley	A person who navigates a ship.
	The kitchen in a ship.

Tuesday and Wednesday 1st/2nd October 2024						Reading
L.O. I am learning to infer information from the text.						
	I know that retrieval is finding key details in the text. I know that inference is a conclusion based on evidence and reasoning. I know that an impression is an idea, feeling or opinion.					
SKILLS	I can retrieve information from a text.					
	I can make inferences from the information that I have retrieved.					
Learning Conversation			Support			
☺	😐	☹	INDEP	CT	TA	PEER
Big question tomorrow - What impressions do you get of the island?						



The Island is noisy because in the text it says that the birs cackled and screeched. Another immpresion I had was that the Island was Isolated because the text says there was no sense of human life.

Tuesday 8th October 2024						Reading
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SKILLS	I can retrieve information from a text.					
	I can make inferences from the information that I have retrieved.					
Learning Conversation			Support			
☺	😐	☹	INDEP	CT	TA	PEER
Big question - What impressions do you get of Kensuke in chapter 5?						

Resourceful because he's survived on the island for a long time.

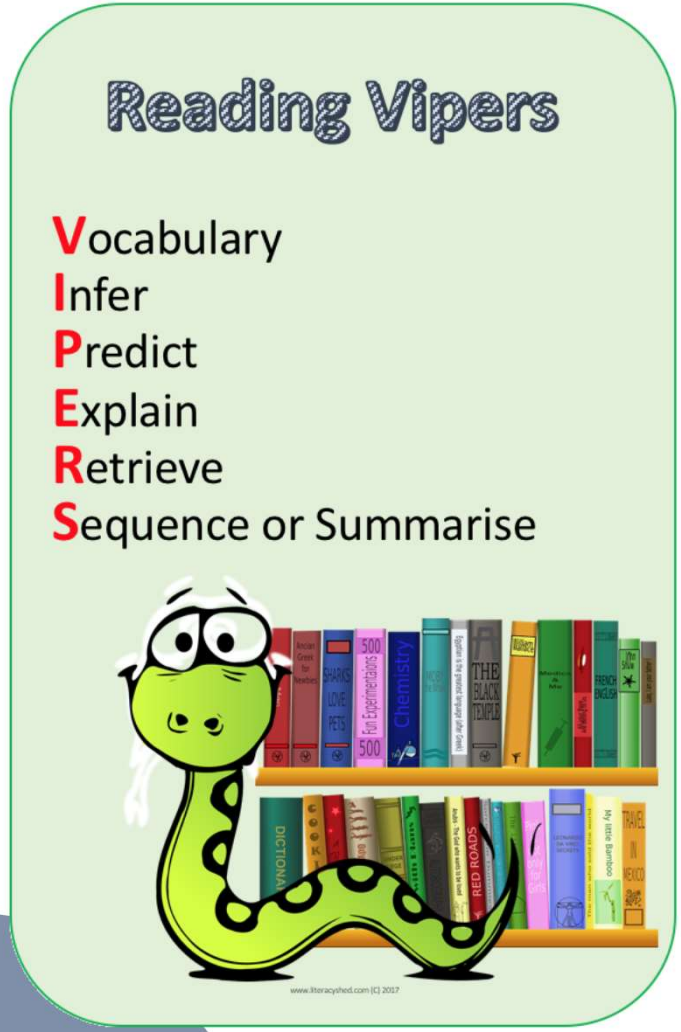
Old because the text says he's the oldest man Michael has seen.

Multi-lingual because in the text he speaks 2-3 languages.



Kind in his own way because in the text he gives Michael food.

I'm sure because the text says he's out of his head



Understanding (Comprehension)

- Finding information on the page.
- Being able to skim the text
- Being able to find information that is *not* on the page. (Looking for clues)
- Thinking about situations and predicting what might happen.
- Putting yourself in a character's shoes and understanding what is going on from their viewpoint.
- Book talk to make your child think.
- Knowing the difference between retrieval, inference, summary, predictions, language choices.

Vocabulary

- Why has the author chosen to use the word *x*?
- Find a synonym for the word *x*
- Define the word *x*
- Use the word *x* in your own sentence
- Find an example of a simile in the text.

Inference

- Find and quote the text to show how the character is feeling at this moment.
- How do you know the character was feeling reluctant to go to school?
- Why has *x* done *x*?
- Susie was stubborn. True or false?

Predict

- What do you think will happen next?
- How do you think *x* will feel about *x*?
- Do you think there will be any consequences for *x*?
- If the author was to write a sequel, what would it be about?

Explain

- How do the author's emotions change throughout the text?
- Why was x surprised by x?
- Why has the author written x in italics?

Retrieve

- Find and copy *x*
- In which country does the story take place?
- What is *x*'s uncle called?
- What did *x* reply to *x*?

Sequence

- Order the following events 1 – 5.
- Did x go to the cinema first or to dinner?
- What is the first step in making a chocolate cake?

Summarise

- Summarise the story in 3 sentences.
- List the places the author visited.
- What were the signs the author reached the beach?

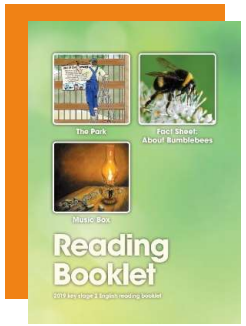
Reading With Your Child

Some questions to ask your child whilst reading together:

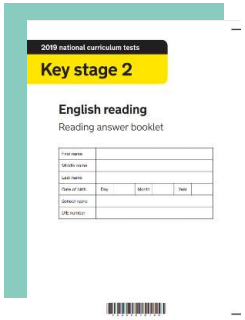
1. Look at the front cover. What could the book be about?
2. Who is the author?
3. What is an illustrator? What do they do?
4. What does that word mean? Read the words around it to help you figure it out (context).
5. How can you read an unfamiliar word? Can you sound talk and then blend?
6. Who are the main characters?
7. What do you think will happen next?
8. How do you think that character feels? Why? How would you feel in that situation?
9. Can you predict how the book will end?
10. Who is your favourite character? Why?
11. Is there a hidden message in the story? What is it?
12. Can you retell the story in your own words?
13. Do you like how the story ended? Can you think of another way the book could have ended?

Year 6 SATs

Each year in May, year 6 children in England take part in a SATs reading paper.
This paper is designed to test children's reading and comprehension skills across all areas of the curriculum. The test consists of two parts:



a reading booklet (typically containing three texts which increase in difficulty throughout the booklet)



an answer booklet
(containing a variety of questions about each of the texts, each relating to one of the eight content domains)

Children have one hour to complete as many questions as they can.
Children are expected to read the text themselves and no help can be given.

Questions 1–12 are about *A Noise in the Night* (pages 4–5)

1 Look at the first paragraph.

How can you tell Priya was feeling nervous?

Write **two** ways.

1. _____

2. _____

2 marks

6 Look at the last paragraph on page 4.

How can you tell that the moonlight was very bright?

_____

_____

1 mark

7 Look at the top of page 5.

*Then **it** hit her.*

What is ***it***?

_____

12 Using information from the text, tick one box in each row to show whether each statement is **true** or **false**.

	True	False
At the beginning of the story, Priya knew what had woken her up.		
The binoculars belonged to Priya.		
Both Priya and Abby agreed that they had to do something.		
The rustlers stopped in Priya and Abby's campsite.		

2 ma

26 What positive messages does Harriet want readers to understand about bats?

Give **two** positive messages, using evidence from the text to support your answer.

An example has been done for you.

Positive message	Evidence
Bats shouldn't be judged by their appearance.	She says even though they might look scary they aren't really.
_____ _____	_____ _____ _____
_____ _____	_____ _____ _____

3 marks

38 Look at the paragraph beginning: *Innis sat up…* to the end of the text.

Innis meets the boy. What do you learn about the boy's personality?

Give **two** things, using evidence from the text to support your answer.

Personality	Evidence
_____	_____ _____ _____
_____	_____ _____ _____

_____
3 marks

Streaky and Squeaky



Madagascar is an island country in the Indian Ocean, off the coast of East Africa. It is well known for its range of weird and wonderful wildlife.

Imagine treading through the rainforest in Madagascar and noticing hurried movements in the plants below you. You creep forward to investigate. Suddenly, you see a group of animals unlike anything that you have seen before. Ten of them are sniffing along the ground with long, pointy snouts that look almost like bird beaks. The creatures are quite small – maybe the size of a pet hamster. Their bodies are round and covered with spines like a hedgehog. They are brightly coloured like a bumblebee with yellow streaks running down their backs and legs. On their heads, each of the animals has a crown of bright yellow spikes.

They are not hedgehogs, birds or bumblebees, even if they look like a confused hodgepodge of these animals. You have encountered a family of lowland streaked tenrecs. They are one of many species of tenrecs living in Madagascar.

Are all tenrecs the same?

Lowland streaked tenrecs look unlike any of the other types of tenrec except for their cousins who live in highland rainforests. Highland streaked tenrecs are as spectacularly weird as their lowland cousins, but they have white stripes running down their sides instead of yellow ones.

Both highland and lowland streaked tenrecs are very social animals and are the only kinds of tenrec that live in family groups.

What do tenrecs eat?

Tenrecs forage in the rainforest for soft-bodied invertebrates such as worms and beetle larvae. They sometimes stamp on the ground with their forepaws, to create vibrations, which may increase earthworm activity. They have very fragile jawbones and can only eat soft food. If they tried to eat anything harder, it could damage or even break their jaws.



How do streaked tenrecs communicate?

Sometimes streaked tenrec families get separated in the rainforest and need to communicate with each other. They make high-pitched sounds when they need to find each other. This process is called stridulation.

What is stridulation?

Unlike other types of tenrecs, a streaked tenrec has special spines on its back that it can rub together to produce high-pitched squeaks and chirps. Crickets and other insects commonly use stridulation to communicate.

Humans cannot hear the noises made when streaked tenrecs stridulate because they are made at sound frequencies that are too high for human hearing. Scientists need a specialist microphone to pick up and record the sounds.

What issues are streaked tenrecs facing?

Streaked tenrecs are unique to the rainforest in Madagascar and cannot be found anywhere else in the world. In recent years much of this landscape has been destroyed. As a result of deforestation, where humans cut down the rainforest for wood, tenrecs are in decline. Streaked tenrecs play an important role in their habitat as they hunt smaller creatures and are prey for larger animals like birds and snakes. Without tenrecs, the whole food-chain could be disrupted, causing serious problems for wildlife in Madagascar.

How are people helping streaked tenrecs?

While there have been efforts to help tenrecs by keeping some in zoos, this is not necessarily the best solution due to their short lifespan and the need to keep them in groups or pairs.

Zoos are working to build a population of these animals by breeding them in captivity, so that people around the world can learn about the marvellous streakiness and squeakiness of the streaked tenrecs.

How can adults support children in their reading at home?

- Expectation: **ideally** 20 minutes per day. But 3x per week otherwise.
- Try to build this into your daily routine.
- Have a quiet, comfortable space your child (and you) can read in.
- Read with your child and read in front of your child.
- We want your support in encouraging independent reading and in engaging in your child's reading. Hearing texts read aloud is important.
- Create a love of reading – let them choose different texts, whether its fiction or non fiction!



How can adults support children in their reading at home?

- **Before Reading**
  - If it is the first time your child has read the book, look at the cover and title with them to predict what they think the book might be about.
  - Make links to other books read with similar themes, the same characters and/or similar authors/illustrators.
  - Give them time to flick through the book and read the blurb.



Reading for Pleasure

Reading should be fun – that way they will want to read to you. Here are some tips:

- **Book Talk!**
- Funny voices / become illustrators
- Visit library
- Be an active listener – sit and listen, asking questions showing interest
- Create new stories together
- Make space for it to become a special time
- Share more advanced books with your child - read to your child:

This is an opportunity for them to hear stories and language at a higher level than they can read alone. Research shows the hearing texts read aloud is a significant source of vocabulary acquisition. Use audio books/ Amazon Audible.

- Keep positive!

Growth Mindset

- All readers make mistakes. This is how we learn. Encourage a growth mindset in your child by praising them for recognising their mistakes and trying to fix them.
- 'This is what you said ….. Can you spot anything wrong with that?' 'Does that make sense?'



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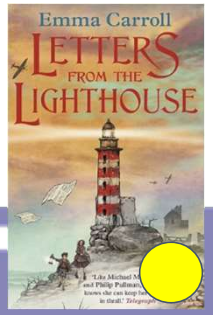
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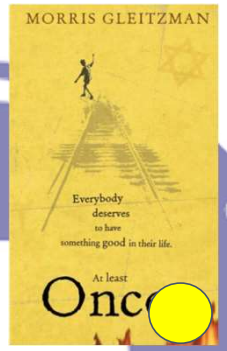
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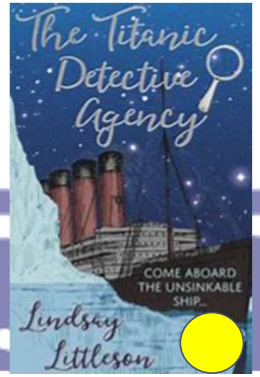


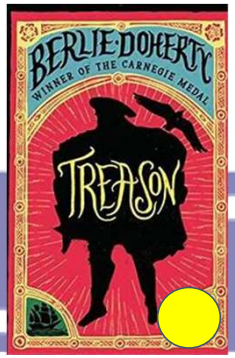












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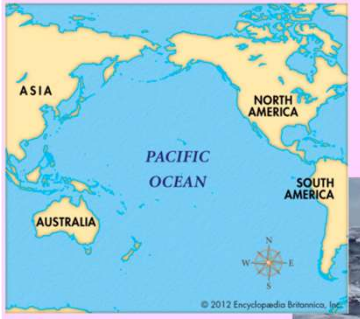
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Learning Conversation			Support			
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Michael Morpurgo

When and where was he born?

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☺·	😐·	☹·	INDEP	CT	TA	PEER

supertanker	Something found in the sea.
	A kind and open leader.
mariner	Something or someone whose presence puts you at a disadvantage.
	A shallow channel between hills or waves.
liability	A heavily armored fighting vehicle.
	Greek writings.
trough	Something or someone whose presence puts you at an advantage.
	A container to keep animal food in.
gritty	A very large ship.
	The deck of a ship.
tyrant	A long and adventurous journey.
	Containing or covered with grit.
galley	A person who navigates a ship.
	The kitchen in a ship.

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☺	😐	☹	INDEP	CT	TA	PEER
Big question - What impressions do you get of Kensuke in chapter 5?						

Resourceful because he's survived on the island for a long time.

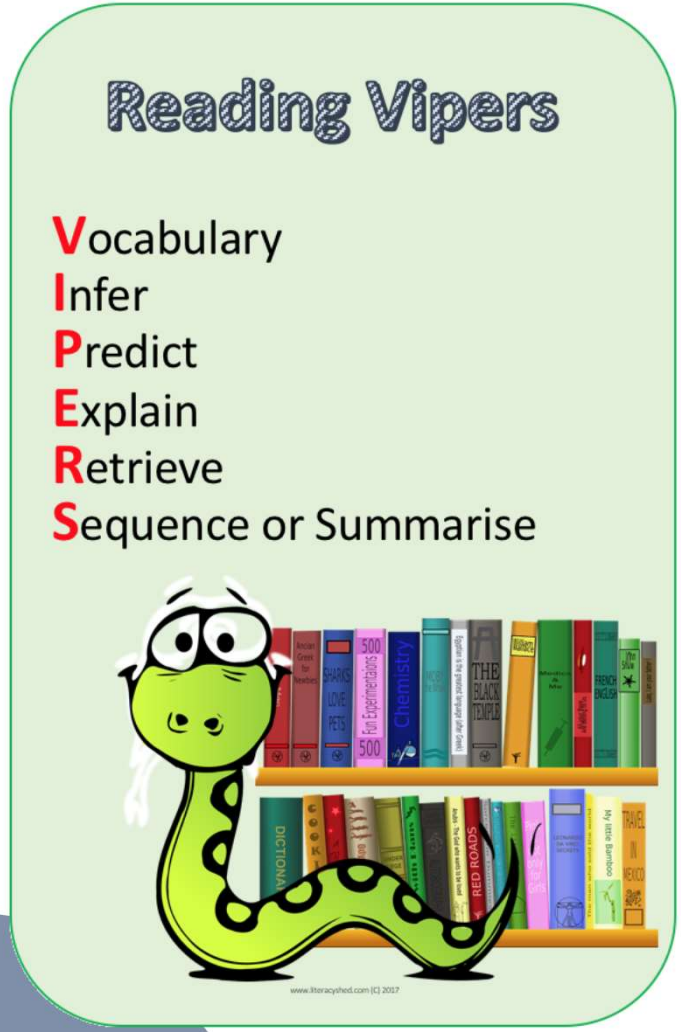
Old because the text says he's the oldest man Michael has seen.

Multi-lingual because in the text he speaks 2-3 languages.



Kind in his own way because in the text he gives Michael food.

I'm sure because the text says he's out of his head



Understanding (Comprehension)

- Finding information on the page.
- Being able to skim the text
- Being able to find information that is *not* on the page. (Looking for clues)
- Thinking about situations and predicting what might happen.
- Putting yourself in a character's shoes and understanding what is going on from their viewpoint.
- Book talk to make your child think.
- Knowing the difference between retrieval, inference, summary, predictions, language choices.

Vocabulary

- Why has the author chosen to use the word *x*?
- Find a synonym for the word *x*
- Define the word *x*
- Use the word *x* in your own sentence
- Find an example of a simile in the text.

Inference

- Find and quote the text to show how the character is feeling at this moment.
- How do you know the character was feeling reluctant to go to school?
- Why has *x* done *x*?
- Susie was stubborn. True or false?

Predict

- What do you think will happen next?
- How do you think *x* will feel about *x*?
- Do you think there will be any consequences for *x*?
- If the author was to write a sequel, what would it be about?

Explain

- How do the author's emotions change throughout the text?
- Why was x surprised by x?
- Why has the author written x in italics?

Retrieve

- Find and copy *x*
- In which country does the story take place?
- What is *x*'s uncle called?
- What did *x* reply to *x*?

Sequence

- Order the following events 1 – 5.
- Did x go to the cinema first or to dinner?
- What is the first step in making a chocolate cake?

Summarise

- Summarise the story in 3 sentences.
- List the places the author visited.
- What were the signs the author reached the beach?

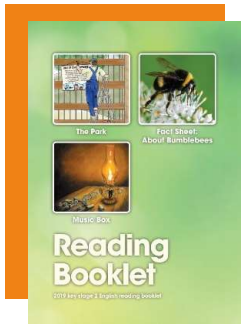
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Some questions to ask your child whilst reading together:

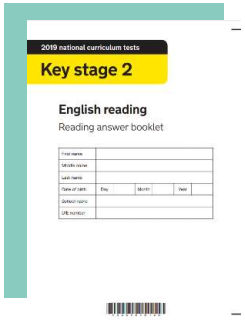
1. Look at the front cover. What could the book be about?
2. Who is the author?
3. What is an illustrator? What do they do?
4. What does that word mean? Read the words around it to help you figure it out (context).
5. How can you read an unfamiliar word? Can you sound talk and then blend?
6. Who are the main characters?
7. What do you think will happen next?
8. How do you think that character feels? Why? How would you feel in that situation?
9. Can you predict how the book will end?
10. Who is your favourite character? Why?
11. Is there a hidden message in the story? What is it?
12. Can you retell the story in your own words?
13. Do you like how the story ended? Can you think of another way the book could have ended?

Year 6 SATs

Each year in May, year 6 children in England take part in a SATs reading paper.
This paper is designed to test children's reading and comprehension skills across all areas of the curriculum. The test consists of two parts:



a reading booklet (typically containing three texts which increase in difficulty throughout the booklet)



an answer booklet
(containing a variety of questions about each of the texts, each relating to one of the eight content domains)

Children have one hour to complete as many questions as they can.
Children are expected to read the text themselves and no help can be given.

Questions 1–12 are about *A Noise in the Night* (pages 4–5)

1 Look at the first paragraph.

How can you tell Priya was feeling nervous?

Write **two** ways.

1. _____

2. _____

2 marks

6 Look at the last paragraph on page 4.

How can you tell that the moonlight was very bright?

_____

_____

1 mark

7 Look at the top of page 5.

*Then **it** hit her.*

What is ***it***?

_____

12 Using information from the text, tick one box in each row to show whether each statement is **true** or **false**.

	True	False
At the beginning of the story, Priya knew what had woken her up.		
The binoculars belonged to Priya.		
Both Priya and Abby agreed that they had to do something.		
The rustlers stopped in Priya and Abby's campsite.		

2 ma

26 What positive messages does Harriet want readers to understand about bats?

Give **two** positive messages, using evidence from the text to support your answer.

An example has been done for you.

Positive message	Evidence
Bats shouldn't be judged by their appearance.	She says even though they might look scary they aren't really.
_____ _____	_____ _____ _____
_____ _____	_____ _____ _____

3 marks

38 Look at the paragraph beginning: *Innis sat up…* to the end of the text.

Innis meets the boy. What do you learn about the boy's personality?

Give **two** things, using evidence from the text to support your answer.

Personality	Evidence
_____	_____ _____ _____
_____	_____ _____ _____

_____
3 marks

Streaky and Squeaky



Madagascar is an island country in the Indian Ocean, off the coast of East Africa. It is well known for its range of weird and wonderful wildlife.

Imagine treading through the rainforest in Madagascar and noticing hurried movements in the plants below you. You creep forward to investigate. Suddenly, you see a group of animals unlike anything that you have seen before. Ten of them are sniffing along the ground with long, pointy snouts that look almost like bird beaks. The creatures are quite small – maybe the size of a pet hamster. Their bodies are round and covered with spines like a hedgehog. They are brightly coloured like a bumblebee with yellow streaks running down their backs and legs. On their heads, each of the animals has a crown of bright yellow spikes.

They are not hedgehogs, birds or bumblebees, even if they look like a confused hodgepodge of these animals. You have encountered a family of lowland streaked tenrecs. They are one of many species of tenrecs living in Madagascar.

Are all tenrecs the same?

Lowland streaked tenrecs look unlike any of the other types of tenrec except for their cousins who live in highland rainforests. Highland streaked tenrecs are as spectacularly weird as their lowland cousins, but they have white stripes running down their sides instead of yellow ones.

Both highland and lowland streaked tenrecs are very social animals and are the only kinds of tenrec that live in family groups.

What do tenrecs eat?

Tenrecs forage in the rainforest for soft-bodied invertebrates such as worms and beetle larvae. They sometimes stamp on the ground with their forepaws, to create vibrations, which may increase earthworm activity. They have very fragile jawbones and can only eat soft food. If they tried to eat anything harder, it could damage or even break their jaws.



How do streaked tenrecs communicate?

Sometimes streaked tenrec families get separated in the rainforest and need to communicate with each other. They make high-pitched sounds when they need to find each other. This process is called stridulation.

What is stridulation?

Unlike other types of tenrecs, a streaked tenrec has special spines on its back that it can rub together to produce high-pitched squeaks and chirps. Crickets and other insects commonly use stridulation to communicate.

Humans cannot hear the noises made when streaked tenrecs stridulate because they are made at sound frequencies that are too high for human hearing. Scientists need a specialist microphone to pick up and record the sounds.

What issues are streaked tenrecs facing?

Streaked tenrecs are unique to the rainforest in Madagascar and cannot be found anywhere else in the world. In recent years much of this landscape has been destroyed. As a result of deforestation, where humans cut down the rainforest for wood, tenrecs are in decline. Streaked tenrecs play an important role in their habitat as they hunt smaller creatures and are prey for larger animals like birds and snakes. Without tenrecs, the whole food-chain could be disrupted, causing serious problems for wildlife in Madagascar.

How are people helping streaked tenrecs?

While there have been efforts to help tenrecs by keeping some in zoos, this is not necessarily the best solution due to their short lifespan and the need to keep them in groups or pairs.

Zoos are working to build a population of these animals by breeding them in captivity, so that people around the world can learn about the marvellous streakiness and squeakiness of the streaked tenrecs.

How can adults support children in their reading at home?

- Expectation: **ideally** 20 minutes per day. But 3x per week otherwise.
- Try to build this into your daily routine.
- Have a quiet, comfortable space your child (and you) can read in.
- Read with your child and read in front of your child.
- We want your support in encouraging independent reading and in engaging in your child's reading. Hearing texts read aloud is important.
- Create a love of reading – let them choose different texts, whether its fiction or non fiction!



How can adults support children in their reading at home?

- **Before Reading**
  - If it is the first time your child has read the book, look at the cover and title with them to predict what they think the book might be about.
  - Make links to other books read with similar themes, the same characters and/or similar authors/illustrators.
  - Give them time to flick through the book and read the blurb.



Reading for Pleasure

Reading should be fun – that way they will want to read to you. Here are some tips:

- **Book Talk!**
- Funny voices / become illustrators
- Visit library
- Be an active listener – sit and listen, asking questions showing interest
- Create new stories together
- Make space for it to become a special time
- Share more advanced books with your child - read to your child:

This is an opportunity for them to hear stories and language at a higher level than they can read alone. Research shows the hearing texts read aloud is a significant source of vocabulary acquisition. Use audio books/ Amazon Audible.

- Keep positive!

Growth Mindset

- All readers make mistakes. This is how we learn. Encourage a growth mindset in your child by praising them for recognising their mistakes and trying to fix them.
- 'This is what you said ….. Can you spot anything wrong with that?' 'Does that make sense?'



Year 5 and 6 reading workshop

9:00 – 9:45

Wednesday 6th November 2024

Aims of the session

- The new curriculum expectations
- How we teach reading here at Albrighton
- How to support your child with reading at home
- Activities to enthuse children in reading
- How to ask appropriate questions to develop child understanding in the text

What does the National Curriculum Say?

Pupils should be taught to:

- Maintain positive attitudes to reading and understanding of what they read by:
- Continuing to read and discuss an increasingly wide range of fiction, poetry, play, non-fiction and reference books or text books
- Reading books that are structured in different ways and reading for a range of purposes
- Increasing their familiarity with a wide range of books, including myths, legends, and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions
- Recommending books that they have read to their peers, giving reasons for their choices
- Identifying and discussing themes and conventions in and across a wide range of writing
- Making comparisons within and across books
- Learning a wider range of poetry by heart
- Preparing poems and plays to read aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Understand what they read by:

- Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- Asking questions to improve their understanding
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying these inferences with evidence
- Predicting what might happen from details stated and implied
- Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- Identifying how language, structure and presentation contribute to meaning

- Discuss and evaluate how authors use language, including figurative language and considering the impact on the reader
- Distinguish between statements of fact and opinion
- Retrieve, record and present information from non-fiction
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining focus on the topic and using notes where necessary
- Provide reasoned justifications for their views

Creating a love of reading in children is potentially one of the most powerful ways of improving academic standards in school.

There can be few better ways to improve pupils chances in school, or beyond in the wider world than to enable them to become truly independent readers.

In 2013, The National Literacy Trust conducted a survey which included 11,000 children.
Children who read daily outside school were 5x more likely to perform above the expected level for their age in reading.

Reading at Albrighton

- Phonics
- 1:1 reading opportunities
- Independent reading
- VIPERS – comprehension
- Lessons dedicated to reading
- Use of reading areas
- New Library Area with themed sections
- Daily story time

Reading requires two skills

Phonics and Word Recognition

- The ability to recognise words presented in and out of context.
- The ability to blend letter sounds (phonemes) together to read words.

Understanding

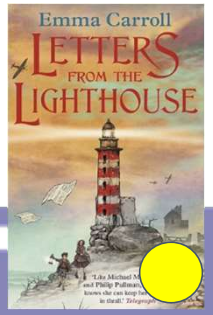
- The ability to understand the meaning of the words and sentences in a text.
- The ability to understand the ideas, information and themes in a text.
- If a child understands what they hear, they will understand the same information when they read.

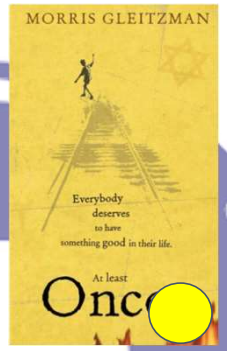
Albrighton Primary School and Nursery Reading Journey

YEAR 5 AND 6





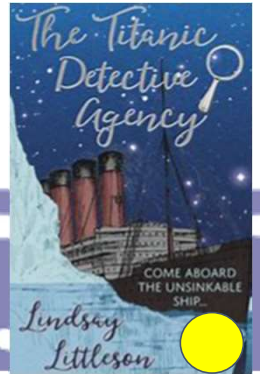


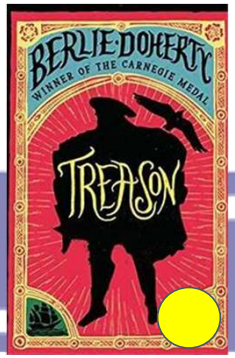












- Archaic language
- Non-linear time sequence
- Narratively Complex
- Figurative/Symbolic Text: Complex plot
- Resistant Texts
- Celebrates Diversity

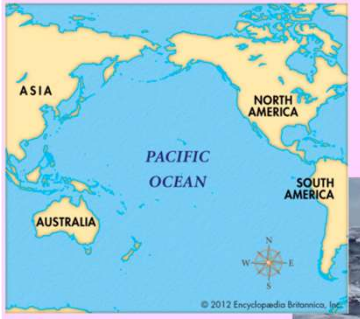
Reading lessons

When Michael's dad is made redundant from the brickworks, the family travel south of England to Fareham, near Southampton, and embark upon a voyage around the world.



Fareham Marina, U.K.

When Michael gets lost at sea in a storm, he washes up on a fictitious island in the Pacific Ocean.



Listen to the sounds of a storm in the Pacific Ocean.



Storm in Pacific Ocean

They voyage to many places around the world!



Michael, mum, dad and Stella Artois travel on a forty-two foot yacht around the world which they had to firstly learn how to sail.



Let's watch a video of a tour of a similar yacht!

Tuesday 17th September 2024

L.O. I am learning to explore the author of our text.

Reading



I know how to gather information from audio and written texts.

SKILLS

I can identify other texts written by my author.

I can explain the inspiration behind Kensuke's Kingdom.

I can make comparisons between the themes in Morpurgo's books.

Learning Conversation			Support			
☺·	😐·	☹·	INDEP	CT	TA	PEER

Michael Morpurgo

When and where was he born?

5th of October 1943 in St Albans, Hertfordshire.



Other texts

- Friend or Foe
- War Horse
- The Butterfly lion
- Private Peaceful and . . .
- An elephand in the Garden.

Inspiration for Kensuke's Kingdom

Why does Michael Morpurgo focus on similar themes?

He focuses on Similer themes because then all the books link together.

Monday 23rd September 2024

L.O. I am learning to find the meaning of words in context.

Reading



I know that 'words in context' means finding the word in a whole sentence/paragraph to help me identify the meaning.

SKILLS

I can skim and scan a text to find given vocabulary.

I can read the whole sentence/paragraph that the word is in.

I can find the definition for the word from reading the context.

Learning Conversation			Support			
☺·	😐·	☹·	INDEP	CT	TA	PEER

supertanker	Something found in the sea.
	A kind and open leader.
mariner	Something or someone whose presence puts you at a disadvantage.
	A shallow channel between hills or waves.
liability	A heavily armored fighting vehicle.
	Greek writings.
trough	Something or someone whose presence puts you at an advantage.
	A container to keep animal food in.
gritty	A very large ship.
	The deck of a ship.
tyrant	A long and adventurous journey.
	Containing or covered with grit.
galley	A person who navigates a ship.
	The kitchen in a ship.

Tuesday and Wednesday 1st/2nd October 2024						Reading
L.O. I am learning to infer information from the text.						
	I know that retrieval is finding key details in the text. I know that inference is a conclusion based on evidence and reasoning. I know that an impression is an idea, feeling or opinion.					
SKILLS	I can retrieve information from a text.					
	I can make inferences from the information that I have retrieved.					
Learning Conversation			Support			
☺	😐	☹	INDEP	CT	TA	PEER
Big question tomorrow - What impressions do you get of the island?						



The Island is noisy because in the text it says that the birs cackled and screeched. Another immpresion I had was that the Island was Isolated because the text says there was no sense of human life.

Tuesday 8th October 2024						Reading
L.O. I am learning to infer information from the text.						
	I know that retrieval is finding key details in the text. I know that inference is a conclusion based on evidence and reasoning. I know that an impression is an idea, feeling or opinion.					
SKILLS	I can retrieve information from a text.					
	I can make inferences from the information that I have retrieved.					
Learning Conversation			Support			
☺	😐	☹	INDEP	CT	TA	PEER
Big question - What impressions do you get of Kensuke in chapter 5?						

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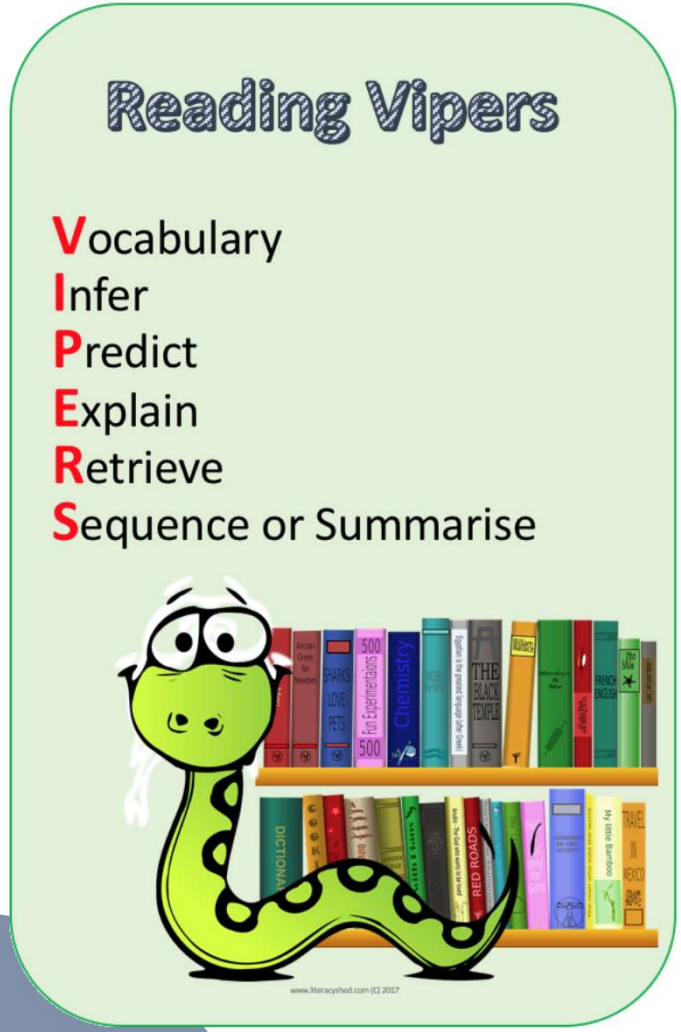
Old because the text says he's the oldest man Michael has seen.

Multi-lingual because in the text he speaks 2-3 languages.



Kind in his own way because in the text he gives Michael food.

I'm sure because the text says he's out of his head



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Inference

- Find and quote the text to show how the character is feeling at this moment.
- How do you know the character was feeling reluctant to go to school?
- Why has *x* done *x*?
- Susie was stubborn. True or false?

Predict

- What do you think will happen next?
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- Do you think there will be any consequences for *x*?
- If the author was to write a sequel, what would it be about?

Explain

- How do the author's emotions change throughout the text?
- Why was x surprised by x?
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Retrieve

- Find and copy *x*
- In which country does the story take place?
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- What did *x* reply to *x*?

Sequence

- Order the following events 1 – 5.
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Summarise

- Summarise the story in 3 sentences.
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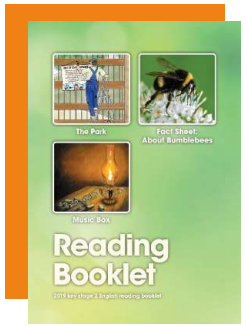
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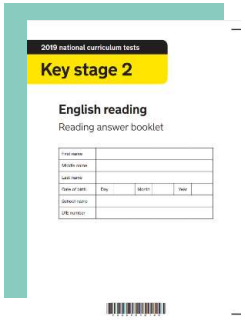
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Write **two** ways.

1. _____

2. _____

2 marks

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How can you tell that the moonlight was very bright?

_____

_____

1 mark

7 Look at the top of page 5.

*Then **it** hit her.*

What is ***it***?

_____

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	True	False
At the beginning of the story, Priya knew what had woken her up.		
The binoculars belonged to Priya.		
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The rustlers stopped in Priya and Abby's campsite.		

2 ma

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Give **two** positive messages, using evidence from the text to support your answer.

An example has been done for you.

Positive message	Evidence
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Innis meets the boy. What do you learn about the boy's personality?

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Personality	Evidence
_____	_____ _____ _____
_____	_____ _____ _____

_____
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Streaky and Squeaky



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Imagine treading through the rainforest in Madagascar and noticing hurried movements in the plants below you. You creep forward to investigate. Suddenly, you see a group of animals unlike anything that you have seen before. Ten of them are sniffing along the ground with long, pointy snouts that look almost like bird beaks. The creatures are quite small – maybe the size of a pet hamster. Their bodies are round and covered with spines like a hedgehog. They are brightly coloured like a bumblebee with yellow streaks running down their backs and legs. On their heads, each of the animals has a crown of bright yellow spikes.

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Zoos are working to build a population of these animals by breeding them in captivity, so that people around the world can learn about the marvellous streakiness and squeakiness of the streaked tenrecs.

How can adults support children in their reading at home?

- Expectation: **ideally** 20 minutes per day. But 3x per week otherwise.
- Try to build this into your daily routine.
- Have a quiet, comfortable space your child (and you) can read in.
- Read with your child and read in front of your child.
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- Create a love of reading – let them choose different texts, whether its fiction or non fiction!



How can adults support children in their reading at home?

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  - Make links to other books read with similar themes, the same characters and/or similar authors/illustrators.
  - Give them time to flick through the book and read the blurb.



Reading for Pleasure

Reading should be fun – that way they will want to read to you. Here are some tips:

- **Book Talk!**
- Funny voices / become illustrators
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- All readers make mistakes. This is how we learn. Encourage a growth mindset in your child by praising them for recognising their mistakes and trying to fix them.
- 'This is what you said ….. Can you spot anything wrong with that?' 'Does that make sense?'



Year 5 and 6 reading workshop

9:00 – 9:45

Wednesday 6th November 2024

Aims of the session

- The new curriculum expectations
- How we teach reading here at Albrighton
- How to support your child with reading at home
- Activities to enthuse children in reading
- How to ask appropriate questions to develop child understanding in the text

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- Increasing their familiarity with a wide range of books, including myths, legends, and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions
- Recommending books that they have read to their peers, giving reasons for their choices
- Identifying and discussing themes and conventions in and across a wide range of writing
- Making comparisons within and across books
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Understand what they read by:

- Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- Asking questions to improve their understanding
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying these inferences with evidence
- Predicting what might happen from details stated and implied
- Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- Identifying how language, structure and presentation contribute to meaning

- Discuss and evaluate how authors use language, including figurative language and considering the impact on the reader
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There can be few better ways to improve pupils chances in school, or beyond in the wider world than to enable them to become truly independent readers.

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Children who read daily outside school were 5x more likely to perform above the expected level for their age in reading.

Reading at Albrighton

- Phonics
- 1:1 reading opportunities
- Independent reading
- VIPERS – comprehension
- Lessons dedicated to reading
- Use of reading areas
- New Library Area with themed sections
- Daily story time

Reading requires two skills

Phonics and Word Recognition

- The ability to recognise words presented in and out of context.
- The ability to blend letter sounds (phonemes) together to read words.

Understanding

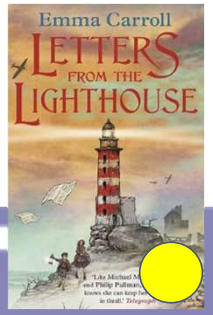
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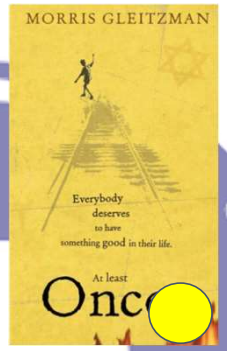
Albrighton Primary School and Nursery Reading Journey

YEAR 5 AND 6





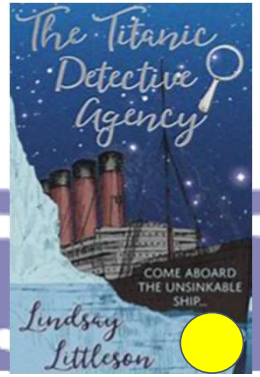


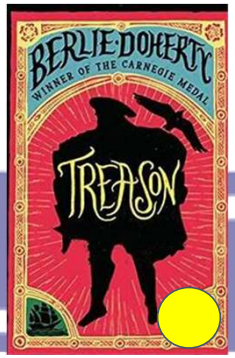












- Archaic language
- Non-linear time sequence
- Narratively Complex
- Figurative/Symbolic Text: Complex plot
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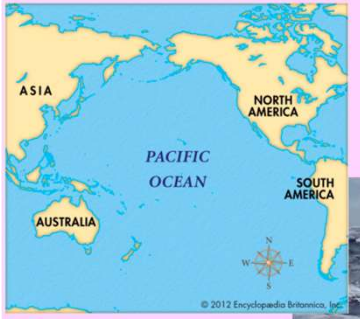
Reading lessons

When Michael's dad is made redundant from the brickworks, the family travel south of England to Fareham, near Southampton, and embark upon a voyage around the world.



Fareham Marina, U.K.

When Michael gets lost at sea in a storm, he washes up on a fictitious island in the Pacific Ocean.



Listen to the sounds of a storm in the Pacific Ocean.



Storm in Pacific Ocean

They voyage to many places around the world!



Michael, mum, dad and Stella Artois travel on a forty-two foot yacht around the world which they had to firstly learn how to sail.



Let's watch a video of a tour of a similar yacht!

Tuesday 17th September 2024

L.O. I am learning to explore the author of our text.

Reading



I know how to gather information from audio and written texts.

SKILLS

I can identify other texts written by my author.

I can explain the inspiration behind Kensuke's Kingdom.

I can make comparisons between the themes in Morpurgo's books.

Learning Conversation			Support			
☺·	😐·	☹·	INDEP	CT	TA	PEER

Michael Morpurgo

When and where was he born?

5th of October 1943 in St Albans, Hertfordshire.



Other texts

- Friend or Foe
- War Horse
- The Butterfly lion
- Private Peaceful and . . .
- An elephand in the Garden.

Inspiration for Kensuke's Kingdom

Why does Michael Morpurgo focus on similar themes?

He focuses on Similer themes because then all the books link together.

Monday 23rd September 2024

L.O. I am learning to find the meaning of words in context.

Reading



I know that 'words in context' means finding the word in a whole sentence/paragraph to help me identify the meaning.

SKILLS

I can skim and scan a text to find given vocabulary.

I can read the whole sentence/paragraph that the word is in.

I can find the definition for the word from reading the context.

Learning Conversation			Support			
☺·	😐·	☹·	INDEP	CT	TA	PEER

supertanker	Something found in the sea.
	A kind and open leader.
mariner	Something or someone whose presence puts you at a disadvantage.
	A shallow channel between hills or waves.
liability	A heavily armored fighting vehicle.
	Greek writings.
trough	Something or someone whose presence puts you at an advantage.
	A container to keep animal food in.
gritty	A very large ship.
	The deck of a ship.
tyrant	A long and adventurous journey.
	Containing or covered with grit.
galley	A person who navigates a ship.
	The kitchen in a ship.

Tuesday and Wednesday 1st/2nd October 2024						Reading
L.O. I am learning to infer information from the text.						
	I know that retrieval is finding key details in the text. I know that inference is a conclusion based on evidence and reasoning. I know that an impression is an idea, feeling or opinion.					
SKILLS	I can retrieve information from a text.					
	I can make inferences from the information that I have retrieved.					
Learning Conversation			Support			
☺	😐	☹	INDEP	CT	TA	PEER
Big question tomorrow - What impressions do you get of the island?						



The Island is noisy because in the text it says that the birs cackled and screeched. Another immpresion I had was that the Island was Isolated because the text says there was no sense of human life.

Tuesday 8th October 2024						Reading
L.O. I am learning to infer information from the text.						
	I know that retrieval is finding key details in the text. I know that inference is a conclusion based on evidence and reasoning. I know that an impression is an idea, feeling or opinion.					
SKILLS	I can retrieve information from a text.					
	I can make inferences from the information that I have retrieved.					
Learning Conversation			Support			
☺	😐	☹	INDEP	CT	TA	PEER
Big question - What impressions do you get of Kensuke in chapter 5?						

Resourceful because he's survived on the island for a long time.

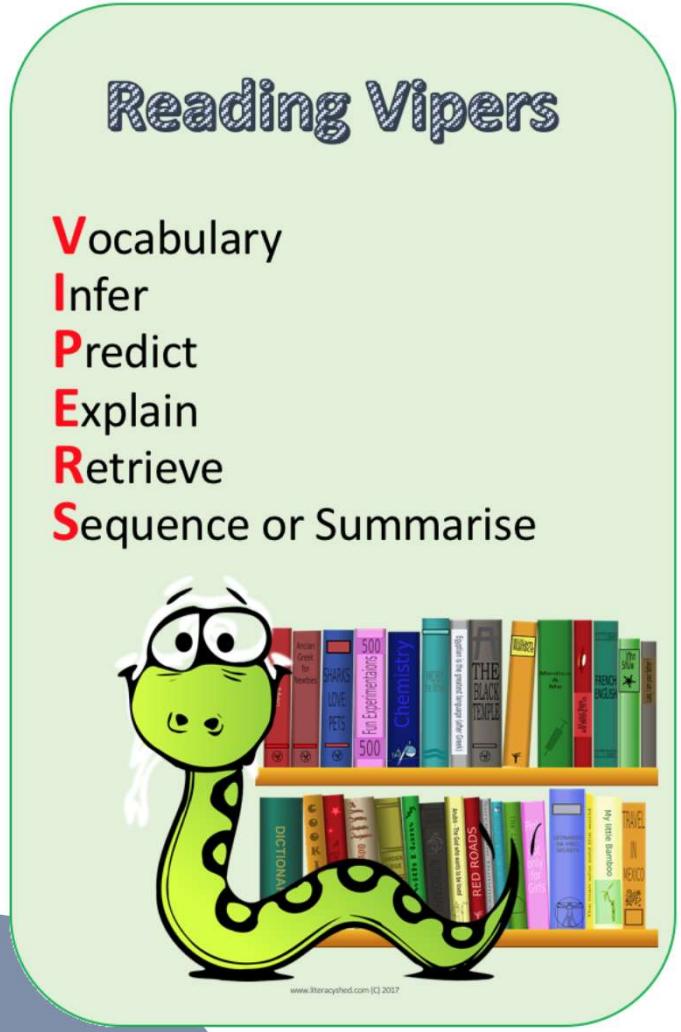
Old because the text says he's the oldest man Michael has seen.

Multi-lingual because in the text he speaks 2-3 languages.



Kind in his own way because in the text he gives Michael food.

I'm sure because the text says he's out of his head



Understanding (Comprehension)

- Finding information on the page.
- Being able to skim the text
- Being able to find information that is *not* on the page. (Looking for clues)
- Thinking about situations and predicting what might happen.
- Putting yourself in a character's shoes and understanding what is going on from their viewpoint.
- Book talk to make your child think.
- Knowing the difference between retrieval, inference, summary, predictions, language choices.

Vocabulary

- Why has the author chosen to use the word *x*?
- Find a synonym for the word *x*
- Define the word *x*
- Use the word *x* in your own sentence
- Find an example of a simile in the text.

Inference

- Find and quote the text to show how the character is feeling at this moment.
- How do you know the character was feeling reluctant to go to school?
- Why has *x* done *x*?
- Susie was stubborn. True or false?

Predict

- What do you think will happen next?
- How do you think *x* will feel about *x*?
- Do you think there will be any consequences for *x*?
- If the author was to write a sequel, what would it be about?

Explain

- How do the author's emotions change throughout the text?
- Why was x surprised by x?
- Why has the author written x in italics?

Retrieve

- Find and copy *x*
- In which country does the story take place?
- What is *x*'s uncle called?
- What did *x* reply to *x*?

Sequence

- Order the following events 1 – 5.
- Did x go to the cinema first or to dinner?
- What is the first step in making a chocolate cake?

Summarise

- Summarise the story in 3 sentences.
- List the places the author visited.
- What were the signs the author reached the beach?

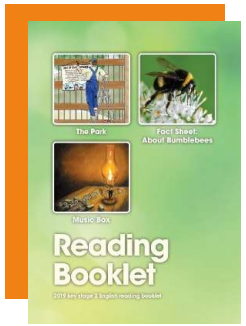
Reading With Your Child

Some questions to ask your child whilst reading together:

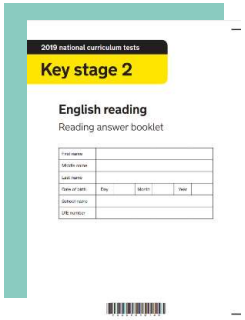
1. Look at the front cover. What could the book be about?
2. Who is the author?
3. What is an illustrator? What do they do?
4. What does that word mean? Read the words around it to help you figure it out (context).
5. How can you read an unfamiliar word? Can you sound talk and then blend?
6. Who are the main characters?
7. What do you think will happen next?
8. How do you think that character feels? Why? How would you feel in that situation?
9. Can you predict how the book will end?
10. Who is your favourite character? Why?
11. Is there a hidden message in the story? What is it?
12. Can you retell the story in your own words?
13. Do you like how the story ended? Can you think of another way the book could have ended?

Year 6 SATs

Each year in May, year 6 children in England take part in a SATs reading paper.
This paper is designed to test children's reading and comprehension skills across all areas of the curriculum. The test consists of two parts:



a reading booklet (typically containing three texts which increase in difficulty throughout the booklet)



an answer booklet
(containing a variety of questions about each of the texts, each relating to one of the eight content domains)

Children have one hour to complete as many questions as they can.
Children are expected to read the text themselves and no help can be given.

Questions 1–12 are about *A Noise in the Night* (pages 4–5)

1 Look at the first paragraph.

How can you tell Priya was feeling nervous?

Write **two** ways.

1. _____

2. _____

2 marks

6 Look at the last paragraph on page 4.

How can you tell that the moonlight was very bright?

_____

_____

1 mark

7 Look at the top of page 5.

*Then **it** hit her.*

What is ***it***?

_____

12 Using information from the text, tick one box in each row to show whether each statement is **true** or **false**.

	True	False
At the beginning of the story, Priya knew what had woken her up.		
The binoculars belonged to Priya.		
Both Priya and Abby agreed that they had to do something.		
The rustlers stopped in Priya and Abby's campsite.		

2 ma

26 What positive messages does Harriet want readers to understand about bats?

Give **two** positive messages, using evidence from the text to support your answer.

An example has been done for you.

Positive message	Evidence
Bats shouldn't be judged by their appearance.	She says even though they might look scary they aren't really.
_____ _____	_____ _____ _____
_____ _____	_____ _____ _____

3 marks

38 Look at the paragraph beginning: *Innis sat up…* to the end of the text.

Innis meets the boy. What do you learn about the boy's personality?

Give **two** things, using evidence from the text to support your answer.

Personality	Evidence
_____	_____ _____ _____
_____	_____ _____ _____

_____
3 marks

Streaky and Squeaky



Madagascar is an island country in the Indian Ocean, off the coast of East Africa. It is well known for its range of weird and wonderful wildlife.

Imagine treading through the rainforest in Madagascar and noticing hurried movements in the plants below you. You creep forward to investigate. Suddenly, you see a group of animals unlike anything that you have seen before. Ten of them are sniffing along the ground with long, pointy snouts that look almost like bird beaks. The creatures are quite small – maybe the size of a pet hamster. Their bodies are round and covered with spines like a hedgehog. They are brightly coloured like a bumblebee with yellow streaks running down their backs and legs. On their heads, each of the animals has a crown of bright yellow spikes.

They are not hedgehogs, birds or bumblebees, even if they look like a confused hodgepodge of these animals. You have encountered a family of lowland streaked tenrecs. They are one of many species of tenrecs living in Madagascar.

Are all tenrecs the same?

Lowland streaked tenrecs look unlike any of the other types of tenrec except for their cousins who live in highland rainforests. Highland streaked tenrecs are as spectacularly weird as their lowland cousins, but they have white stripes running down their sides instead of yellow ones.

Both highland and lowland streaked tenrecs are very social animals and are the only kinds of tenrec that live in family groups.

What do tenrecs eat?

Tenrecs forage in the rainforest for soft-bodied invertebrates such as worms and beetle larvae. They sometimes stamp on the ground with their forepaws, to create vibrations, which may increase earthworm activity. They have very fragile jawbones and can only eat soft food. If they tried to eat anything harder, it could damage or even break their jaws.



How do streaked tenrecs communicate?

Sometimes streaked tenrec families get separated in the rainforest and need to communicate with each other. They make high-pitched sounds when they need to find each other. This process is called stridulation.

What is stridulation?

Unlike other types of tenrecs, a streaked tenrec has special spines on its back that it can rub together to produce high-pitched squeaks and chirps. Crickets and other insects commonly use stridulation to communicate.

Humans cannot hear the noises made when streaked tenrecs stridulate because they are made at sound frequencies that are too high for human hearing. Scientists need a specialist microphone to pick up and record the sounds.

What issues are streaked tenrecs facing?

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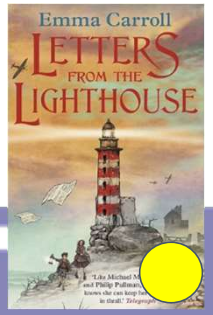
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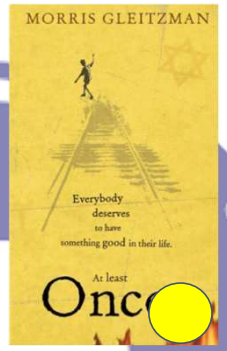
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YEAR 5 AND 6





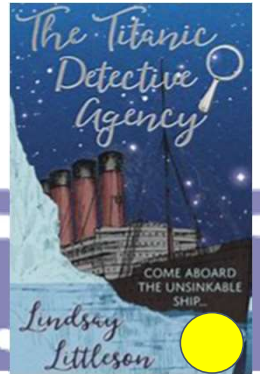


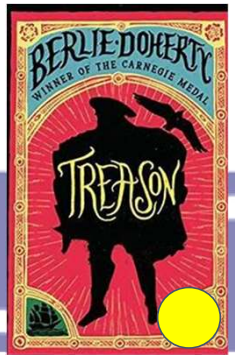












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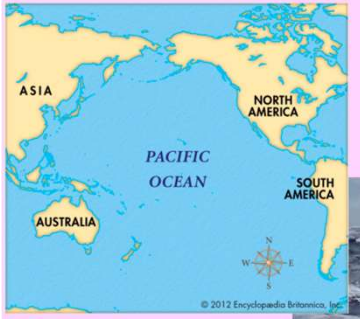
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- The Butterfly lion
- Private Peaceful and . . .
- An elephand in the Garden.

Inspiration for Kensuke's Kingdom

Why does Michael Morpurgo focus on similar themes?

He focuses on Similer themes because then all the books link together.

Monday 23rd September 2024

L.O. I am learning to find the meaning of words in context.

Reading



I know that 'words in context' means finding the word in a whole sentence/paragraph to help me identify the meaning.

SKILLS

I can skim and scan a text to find given vocabulary.

I can read the whole sentence/paragraph that the word is in.

I can find the definition for the word from reading the context.

Learning Conversation			Support			
☺·	😐·	☹·	INDEP	CT	TA	PEER

supertanker	Something found in the sea.
	A kind and open leader.
mariner	Something or someone whose presence puts you at a disadvantage.
	A shallow channel between hills or waves.
liability	A heavily armored fighting vehicle.
	Greek writings.
trough	Something or someone whose presence puts you at an advantage.
	A container to keep animal food in.
gritty	A very large ship.
	The deck of a ship.
tyrant	A long and adventurous journey.
	Containing or covered with grit.
galley	A person who navigates a ship.
	The kitchen in a ship.

Tuesday and Wednesday 1st/2nd October 2024						Reading
L.O. I am learning to infer information from the text.						
	I know that retrieval is finding key details in the text. I know that inference is a conclusion based on evidence and reasoning. I know that an impression is an idea, feeling or opinion.					
SKILLS	I can retrieve information from a text.					
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Learning Conversation			Support			
☺	😐	☹	INDEP	CT	TA	PEER
Big question tomorrow - What impressions do you get of the island?						



The Island is noisy because in the text it says that the birs cackled and screeched. Another immpresion I had was that the Island was Isolated because the text says there was no sense of human life.

Tuesday 8th October 2024						Reading
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Learning Conversation			Support			
☺	😐	☹	INDEP	CT	TA	PEER
Big question - What impressions do you get of Kensuke in chapter 5?						

Resourceful because he's survived on the island for a long time.

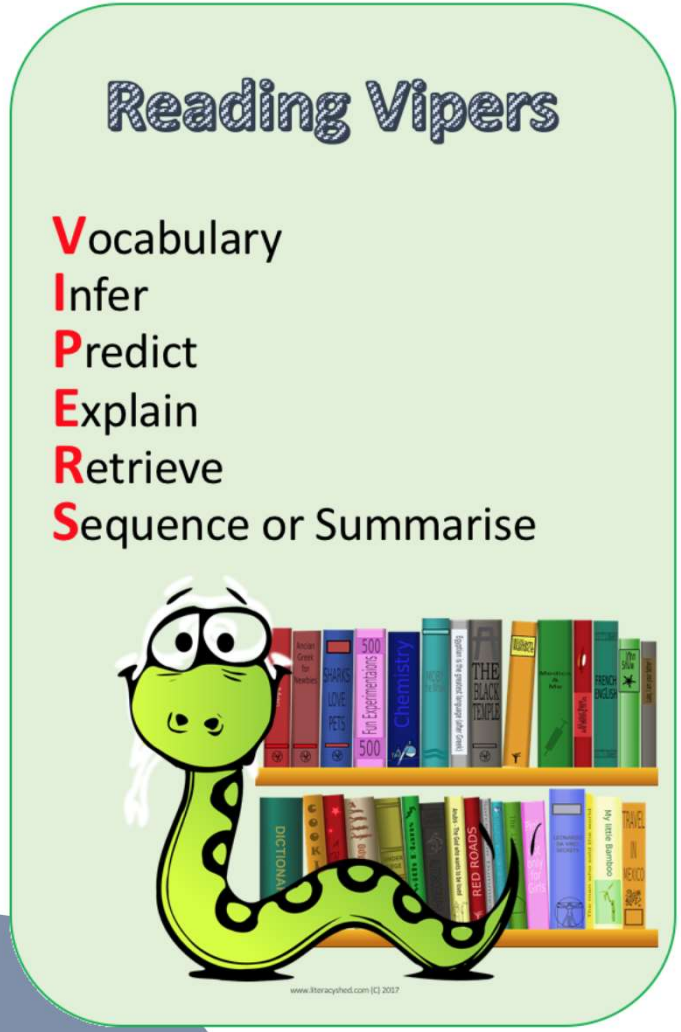
Old because the text says he's the oldest man Michael has seen.

Multi-lingual because in the text he speaks 2-3 languages.



Kind in his own way because in the text he gives Michael food.

I'm sure because the text says he's out of his head



Understanding (Comprehension)

- Finding information on the page.
- Being able to skim the text
- Being able to find information that is *not* on the page. (Looking for clues)
- Thinking about situations and predicting what might happen.
- Putting yourself in a character's shoes and understanding what is going on from their viewpoint.
- Book talk to make your child think.
- Knowing the difference between retrieval, inference, summary, predictions, language choices.

Vocabulary

- Why has the author chosen to use the word *x*?
- Find a synonym for the word *x*
- Define the word *x*
- Use the word *x* in your own sentence
- Find an example of a simile in the text.

Inference

- Find and quote the text to show how the character is feeling at this moment.
- How do you know the character was feeling reluctant to go to school?
- Why has *x* done *x*?
- Susie was stubborn. True or false?

Predict

- What do you think will happen next?
- How do you think *x* will feel about *x*?
- Do you think there will be any consequences for *x*?
- If the author was to write a sequel, what would it be about?

Explain

- How do the author's emotions change throughout the text?
- Why was x surprised by x?
- Why has the author written x in italics?

Retrieve

- Find and copy *x*
- In which country does the story take place?
- What is *x*'s uncle called?
- What did *x* reply to *x*?

Sequence

- Order the following events 1 – 5.
- Did x go to the cinema first or to dinner?
- What is the first step in making a chocolate cake?

Summarise

- Summarise the story in 3 sentences.
- List the places the author visited.
- What were the signs the author reached the beach?

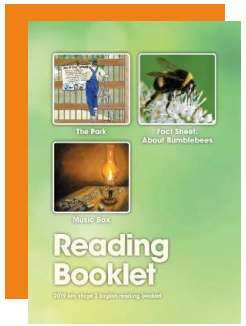
Reading With Your Child

Some questions to ask your child whilst reading together:

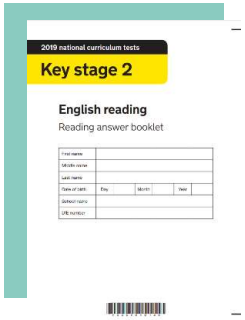
1. Look at the front cover. What could the book be about?
2. Who is the author?
3. What is an illustrator? What do they do?
4. What does that word mean? Read the words around it to help you figure it out (context).
5. How can you read an unfamiliar word? Can you sound talk and then blend?
6. Who are the main characters?
7. What do you think will happen next?
8. How do you think that character feels? Why? How would you feel in that situation?
9. Can you predict how the book will end?
10. Who is your favourite character? Why?
11. Is there a hidden message in the story? What is it?
12. Can you retell the story in your own words?
13. Do you like how the story ended? Can you think of another way the book could have ended?

Year 6 SATs

Each year in May, year 6 children in England take part in a SATs reading paper.
This paper is designed to test children's reading and comprehension skills across all areas of the curriculum. The test consists of two parts:



a reading booklet (typically containing three texts which increase in difficulty throughout the booklet)



an answer booklet
(containing a variety of questions about each of the texts, each relating to one of the eight content domains)

Children have one hour to complete as many questions as they can.
Children are expected to read the text themselves and no help can be given.

Questions 1–12 are about *A Noise in the Night* (pages 4–5)

1 Look at the first paragraph.

How can you tell Priya was feeling nervous?

Write **two** ways.

1. _____

2. _____

2 marks

6 Look at the last paragraph on page 4.

How can you tell that the moonlight was very bright?

_____

_____

1 mark

7 Look at the top of page 5.

*Then **it** hit her.*

What is ***it***?

_____

12 Using information from the text, tick one box in each row to show whether each statement is **true** or **false**.

	True	False
At the beginning of the story, Priya knew what had woken her up.		
The binoculars belonged to Priya.		
Both Priya and Abby agreed that they had to do something.		
The rustlers stopped in Priya and Abby's campsite.		

2 ma

26 What positive messages does Harriet want readers to understand about bats?

Give **two** positive messages, using evidence from the text to support your answer.

An example has been done for you.

Positive message	Evidence
Bats shouldn't be judged by their appearance.	She says even though they might look scary they aren't really.
_____ _____	_____ _____ _____
_____ _____	_____ _____ _____

3 marks

38 Look at the paragraph beginning: *Innis sat up…* to the end of the text.

Innis meets the boy. What do you learn about the boy's personality?

Give **two** things, using evidence from the text to support your answer.

Personality	Evidence
_____	_____ _____ _____
_____	_____ _____ _____

_____
3 marks

Streaky and Squeaky



Madagascar is an island country in the Indian Ocean, off the coast of East Africa. It is well known for its range of weird and wonderful wildlife.

Imagine treading through the rainforest in Madagascar and noticing hurried movements in the plants below you. You creep forward to investigate. Suddenly, you see a group of animals unlike anything that you have seen before. Ten of them are sniffing along the ground with long, pointy snouts that look almost like bird beaks. The creatures are quite small – maybe the size of a pet hamster. Their bodies are round and covered with spines like a hedgehog. They are brightly coloured like a bumblebee with yellow streaks running down their backs and legs. On their heads, each of the animals has a crown of bright yellow spikes.

They are not hedgehogs, birds or bumblebees, even if they look like a confused hodgepodge of these animals. You have encountered a family of lowland streaked tenrecs. They are one of many species of tenrecs living in Madagascar.

Are all tenrecs the same?

Lowland streaked tenrecs look unlike any of the other types of tenrec except for their cousins who live in highland rainforests. Highland streaked tenrecs are as spectacularly weird as their lowland cousins, but they have white stripes running down their sides instead of yellow ones.

Both highland and lowland streaked tenrecs are very social animals and are the only kinds of tenrec that live in family groups.

What do tenrecs eat?

Tenrecs forage in the rainforest for soft-bodied invertebrates such as worms and beetle larvae. They sometimes stamp on the ground with their forepaws, to create vibrations, which may increase earthworm activity. They have very fragile jawbones and can only eat soft food. If they tried to eat anything harder, it could damage or even break their jaws.



How do streaked tenrecs communicate?

Sometimes streaked tenrec families get separated in the rainforest and need to communicate with each other. They make high-pitched sounds when they need to find each other. This process is called stridulation.

What is stridulation?

Unlike other types of tenrecs, a streaked tenrec has special spines on its back that it can rub together to produce high-pitched squeaks and chirps. Crickets and other insects commonly use stridulation to communicate.

Humans cannot hear the noises made when streaked tenrecs stridulate because they are made at sound frequencies that are too high for human hearing. Scientists need a specialist microphone to pick up and record the sounds.

What issues are streaked tenrecs facing?

Streaked tenrecs are unique to the rainforest in Madagascar and cannot be found anywhere else in the world. In recent years much of this landscape has been destroyed. As a result of deforestation, where humans cut down the rainforest for wood, tenrecs are in decline. Streaked tenrecs play an important role in their habitat as they hunt smaller creatures and are prey for larger animals like birds and snakes. Without tenrecs, the whole food-chain could be disrupted, causing serious problems for wildlife in Madagascar.

How are people helping streaked tenrecs?

While there have been efforts to help tenrecs by keeping some in zoos, this is not necessarily the best solution due to their short lifespan and the need to keep them in groups or pairs.

Zoos are working to build a population of these animals by breeding them in captivity, so that people around the world can learn about the marvellous streakiness and squeakiness of the streaked tenrecs.

How can adults support children in their reading at home?

- Expectation: **ideally** 20 minutes per day. But 3x per week otherwise.
- Try to build this into your daily routine.
- Have a quiet, comfortable space your child (and you) can read in.
- Read with your child and read in front of your child.
- We want your support in encouraging independent reading and in engaging in your child's reading. Hearing texts read aloud is important.
- Create a love of reading – let them choose different texts, whether its fiction or non fiction!



How can adults support children in their reading at home?

- **Before Reading**
  - If it is the first time your child has read the book, look at the cover and title with them to predict what they think the book might be about.
  - Make links to other books read with similar themes, the same characters and/or similar authors/illustrators.
  - Give them time to flick through the book and read the blurb.



Reading for Pleasure

Reading should be fun – that way they will want to read to you. Here are some tips:

- **Book Talk!**
- Funny voices / become illustrators
- Visit library
- Be an active listener – sit and listen, asking questions showing interest
- Create new stories together
- Make space for it to become a special time
- Share more advanced books with your child - read to your child:

This is an opportunity for them to hear stories and language at a higher level than they can read alone. Research shows the hearing texts read aloud is a significant source of vocabulary acquisition. Use audio books/ Amazon Audible.

- Keep positive!

Growth Mindset

- All readers make mistakes. This is how we learn. Encourage a growth mindset in your child by praising them for recognising their mistakes and trying to fix them.
- 'This is what you said ….. Can you spot anything wrong with that?' 'Does that make sense?'



Year 5 and 6 reading workshop

9:00 – 9:45

Wednesday 6th November 2024

Aims of the session

- The new curriculum expectations
- How we teach reading here at Albrighton
- How to support your child with reading at home
- Activities to enthuse children in reading
- How to ask appropriate questions to develop child understanding in the text

What does the National Curriculum Say?

Pupils should be taught to:

- Maintain positive attitudes to reading and understanding of what they read by:
- Continuing to read and discuss an increasingly wide range of fiction, poetry, play, non-fiction and reference books or text books
- Reading books that are structured in different ways and reading for a range of purposes
- Increasing their familiarity with a wide range of books, including myths, legends, and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions
- Recommending books that they have read to their peers, giving reasons for their choices
- Identifying and discussing themes and conventions in and across a wide range of writing
- Making comparisons within and across books
- Learning a wider range of poetry by heart
- Preparing poems and plays to read aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Understand what they read by:

- Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- Asking questions to improve their understanding
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying these inferences with evidence
- Predicting what might happen from details stated and implied
- Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- Identifying how language, structure and presentation contribute to meaning

- Discuss and evaluate how authors use language, including figurative language and considering the impact on the reader
- Distinguish between statements of fact and opinion
- Retrieve, record and present information from non-fiction
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining focus on the topic and using notes where necessary
- Provide reasoned justifications for their views

Creating a love of reading in children is potentially one of the most powerful ways of improving academic standards in school.

There can be few better ways to improve pupils chances in school, or beyond in the wider world than to enable them to become truly independent readers.

In 2013, The National Literacy Trust conducted a survey which included 11,000 children.
Children who read daily outside school were 5x more likely to perform above the expected level for their age in reading.

Reading at Albrighton

- Phonics
- 1:1 reading opportunities
- Independent reading
- VIPERS – comprehension
- Lessons dedicated to reading
- Use of reading areas
- New Library Area with themed sections
- Daily story time

Reading requires two skills

Phonics and Word Recognition

- The ability to recognise words presented in and out of context.
- The ability to blend letter sounds (phonemes) together to read words.

Understanding

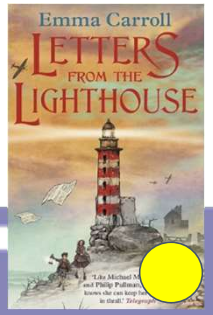
- The ability to understand the meaning of the words and sentences in a text.
- The ability to understand the ideas, information and themes in a text.
- If a child understands what they hear, they will understand the same information when they read.

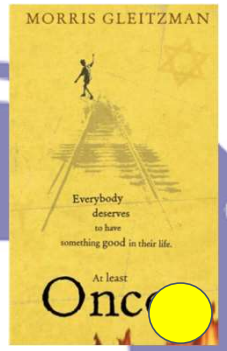
Albrighton Primary School and Nursery Reading Journey

YEAR 5 AND 6





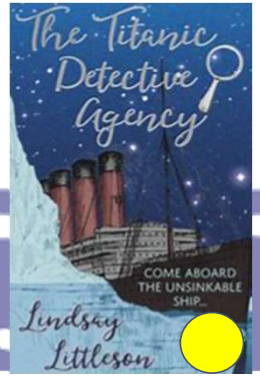


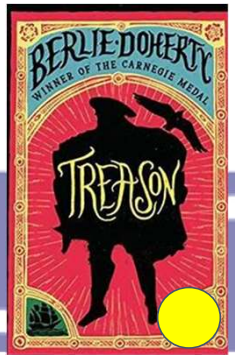












- Archaic language
- Non-linear time sequence
- Narratively Complex
- Figurative/Symbolic Text: Complex plot
- Resistant Texts
- Celebrates Diversity

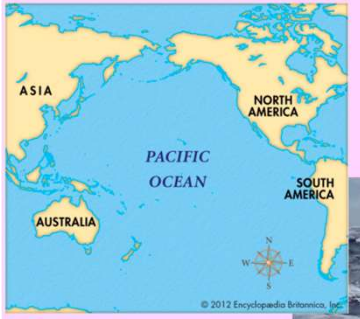
Reading lessons

When Michael's dad is made redundant from the brickworks, the family travel south of England to Fareham, near Southampton, and embark upon a voyage around the world.



Fareham Marina, U.K.

When Michael gets lost at sea in a storm, he washes up on a fictitious island in the Pacific Ocean.



Listen to the sounds of a storm in the Pacific Ocean.



Storm in Pacific Ocean

They voyage to many places around the world!



Michael, mum, dad and Stella Artois travel on a forty-two foot yacht around the world which they had to firstly learn how to sail.



Let's watch a video of a tour of a similar yacht!

Tuesday 17th September 2024

L.O. I am learning to explore the author of our text.

Reading



I know how to gather information from audio and written texts.

SKILLS

I can identify other texts written by my author.

I can explain the inspiration behind Kensuke's Kingdom.

I can make comparisons between the themes in Morpurgo's books.

Learning Conversation			Support			
☺·	😐·	☹·	INDEP	CT	TA	PEER

Michael Morpurgo

When and where was he born?

5th of October 1943 in St Albans, Hertfordshire.



Other texts

- Friend or Foe
- War Horse
- The Butterfly lion
- Private Peaceful and . . .
- An elephand in the Garden.

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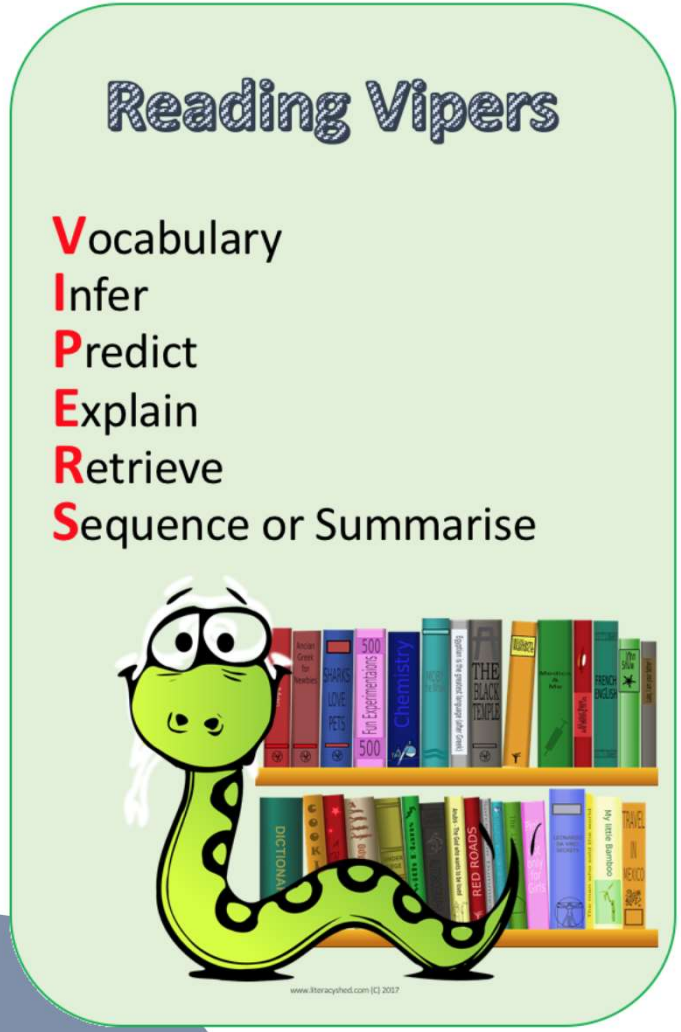
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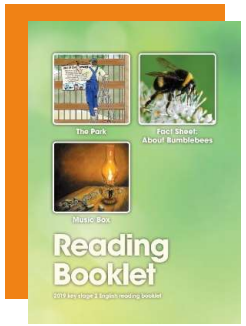
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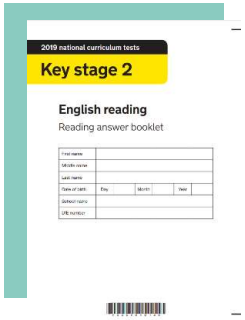
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1. _____

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2 marks

6 Look at the last paragraph on page 4.

How can you tell that the moonlight was very bright?

_____

_____

1 mark

7 Look at the top of page 5.

*Then **it** hit her.*

What is ***it***?

_____

12 Using information from the text, tick one box in each row to show whether each statement is **true** or **false**.

	True	False
At the beginning of the story, Priya knew what had woken her up.		
The binoculars belonged to Priya.		
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2 ma

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Positive message	Evidence
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Innis meets the boy. What do you learn about the boy's personality?

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Personality	Evidence
_____	_____ _____ _____
_____	_____ _____ _____

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Streaky and Squeaky



Madagascar is an island country in the Indian Ocean, off the coast of East Africa. It is well known for its range of weird and wonderful wildlife.

Imagine treading through the rainforest in Madagascar and noticing hurried movements in the plants below you. You creep forward to investigate. Suddenly, you see a group of animals unlike anything that you have seen before. Ten of them are sniffing along the ground with long, pointy snouts that look almost like bird beaks. The creatures are quite small – maybe the size of a pet hamster. Their bodies are round and covered with spines like a hedgehog. They are brightly coloured like a bumblebee with yellow streaks running down their backs and legs. On their heads, each of the animals has a crown of bright yellow spikes.

They are not hedgehogs, birds or bumblebees, even if they look like a confused hodgepodge of these animals. You have encountered a family of lowland streaked tenrecs. They are one of many species of tenrecs living in Madagascar.

Are all tenrecs the same?

Lowland streaked tenrecs look unlike any of the other types of tenrec except for their cousins who live in highland rainforests. Highland streaked tenrecs are as spectacularly weird as their lowland cousins, but they have white stripes running down their sides instead of yellow ones.

Both highland and lowland streaked tenrecs are very social animals and are the only kinds of tenrec that live in family groups.

What do tenrecs eat?

Tenrecs forage in the rainforest for soft-bodied invertebrates such as worms and beetle larvae. They sometimes stamp on the ground with their forepaws, to create vibrations, which may increase earthworm activity. They have very fragile jawbones and can only eat soft food. If they tried to eat anything harder, it could damage or even break their jaws.



How do streaked tenrecs communicate?

Sometimes streaked tenrec families get separated in the rainforest and need to communicate with each other. They make high-pitched sounds when they need to find each other. This process is called stridulation.

What is stridulation?

Unlike other types of tenrecs, a streaked tenrec has special spines on its back that it can rub together to produce high-pitched squeaks and chirps. Crickets and other insects commonly use stridulation to communicate.

Humans cannot hear the noises made when streaked tenrecs stridulate because they are made at sound frequencies that are too high for human hearing. Scientists need a specialist microphone to pick up and record the sounds.

What issues are streaked tenrecs facing?

Streaked tenrecs are unique to the rainforest in Madagascar and cannot be found anywhere else in the world. In recent years much of this landscape has been destroyed. As a result of deforestation, where humans cut down the rainforest for wood, tenrecs are in decline. Streaked tenrecs play an important role in their habitat as they hunt smaller creatures and are prey for larger animals like birds and snakes. Without tenrecs, the whole food-chain could be disrupted, causing serious problems for wildlife in Madagascar.

How are people helping streaked tenrecs?

While there have been efforts to help tenrecs by keeping some in zoos, this is not necessarily the best solution due to their short lifespan and the need to keep them in groups or pairs.

Zoos are working to build a population of these animals by breeding them in captivity, so that people around the world can learn about the marvellous streakiness and squeakiness of the streaked tenrecs.

How can adults support children in their reading at home?

- Expectation: **ideally** 20 minutes per day. But 3x per week otherwise.
- Try to build this into your daily routine.
- Have a quiet, comfortable space your child (and you) can read in.
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- We want your support in encouraging independent reading and in engaging in your child's reading. Hearing texts read aloud is important.
- Create a love of reading – let them choose different texts, whether its fiction or non fiction!



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- **Before Reading**
  - If it is the first time your child has read the book, look at the cover and title with them to predict what they think the book might be about.
  - Make links to other books read with similar themes, the same characters and/or similar authors/illustrators.
  - Give them time to flick through the book and read the blurb.



Reading for Pleasure

Reading should be fun – that way they will want to read to you. Here are some tips:

- **Book Talk!**
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- Visit library
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This is an opportunity for them to hear stories and language at a higher level than they can read alone. Research shows the hearing texts read aloud is a significant source of vocabulary acquisition. Use audio books/ Amazon Audible.

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Growth Mindset

- All readers make mistakes. This is how we learn. Encourage a growth mindset in your child by praising them for recognising their mistakes and trying to fix them.
- 'This is what you said ….. Can you spot anything wrong with that?' 'Does that make sense?'



Year 5 and 6 reading workshop

9:00 – 9:45

Wednesday 6th November 2024

Aims of the session

- The new curriculum expectations
- How we teach reading here at Albrighton
- How to support your child with reading at home
- Activities to enthuse children in reading
- How to ask appropriate questions to develop child understanding in the text

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- Increasing their familiarity with a wide range of books, including myths, legends, and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions
- Recommending books that they have read to their peers, giving reasons for their choices
- Identifying and discussing themes and conventions in and across a wide range of writing
- Making comparisons within and across books
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Understand what they read by:

- Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- Asking questions to improve their understanding
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying these inferences with evidence
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- Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
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- Discuss and evaluate how authors use language, including figurative language and considering the impact on the reader
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There can be few better ways to improve pupils chances in school, or beyond in the wider world than to enable them to become truly independent readers.

In 2013, The National Literacy Trust conducted a survey which included 11,000 children.
Children who read daily outside school were 5x more likely to perform above the expected level for their age in reading.

Reading at Albrighton

- Phonics
- 1:1 reading opportunities
- Independent reading
- VIPERS – comprehension
- Lessons dedicated to reading
- Use of reading areas
- New Library Area with themed sections
- Daily story time

Reading requires two skills

Phonics and Word Recognition

- The ability to recognise words presented in and out of context.
- The ability to blend letter sounds (phonemes) together to read words.

Understanding

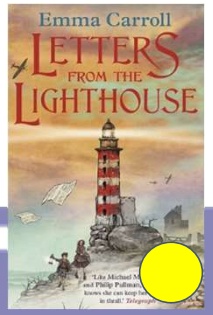
- The ability to understand the meaning of the words and sentences in a text.
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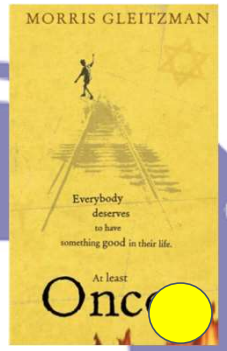
Albrighton Primary School and Nursery Reading Journey

YEAR 5 AND 6





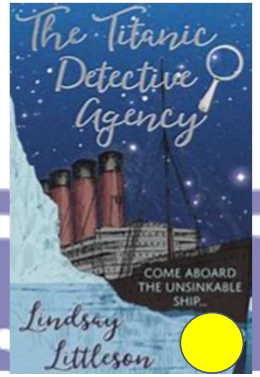


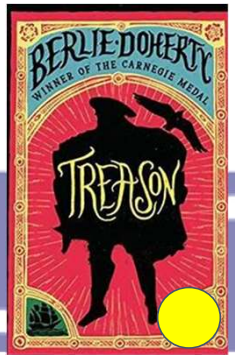












- Archaic language
- Non-linear time sequence
- Narratively Complex
- Figurative/Symbolic Text: Complex plot
- Resistant Texts
- Celebrates Diversity

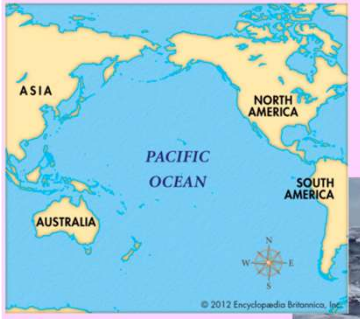
Reading lessons

When Michael's dad is made redundant from the brickworks, the family travel south of England to Fareham, near Southampton, and embark upon a voyage around the world.



Fareham Marina, U.K.

When Michael gets lost at sea in a storm, he washes up on a fictitious island in the Pacific Ocean.



Listen to the sounds of a storm in the Pacific Ocean.



Storm in Pacific Ocean

They voyage to many places around the world!



Michael, mum, dad and Stella Artois travel on a forty-two foot yacht around the world which they had to firstly learn how to sail.



Let's watch a video of a tour of a similar yacht!

Tuesday 17th September 2024

L.O. I am learning to explore the author of our text.

Reading



I know how to gather information from audio and written texts.

SKILLS

I can identify other texts written by my author.

I can explain the inspiration behind Kensuke's Kingdom.

I can make comparisons between the themes in Morpurgo's books.

Learning Conversation			Support			
☺·	😐·	☹·	INDEP	CT	TA	PEER

Michael Morpurgo

When and where was he born?

5th of October 1943 in St Albans, Hertfordshire.



Other texts

- Friend or Foe
- War Horse
- The Butterfly lion
- Private Peaceful and . . .
- An elephand in the Garden.

Inspiration for Kensuke's Kingdom

Why does Michael Morpurgo focus on similar themes?

He focuses on Similer themes because then all the books link together.

Monday 23rd September 2024

L.O. I am learning to find the meaning of words in context.

Reading



I know that 'words in context' means finding the word in a whole sentence/paragraph to help me identify the meaning.

SKILLS

I can skim and scan a text to find given vocabulary.

I can read the whole sentence/paragraph that the word is in.

I can find the definition for the word from reading the context.

Learning Conversation			Support			
☺·	😐·	☹·	INDEP	CT	TA	PEER

supertanker	Something found in the sea.
	A kind and open leader.
mariner	Something or someone whose presence puts you at a disadvantage.
	A shallow channel between hills or waves.
liability	A heavily armored fighting vehicle.
	Greek writings.
trough	Something or someone whose presence puts you at an advantage.
	A container to keep animal food in.
gritty	A very large ship.
	The deck of a ship.
tyrant	A long and adventurous journey.
	Containing or covered with grit.
galley	A person who navigates a ship.
	The kitchen in a ship.

Tuesday and Wednesday 1st/2nd October 2024						Reading
L.O. I am learning to infer information from the text.						
	I know that retrieval is finding key details in the text. I know that inference is a conclusion based on evidence and reasoning. I know that an impression is an idea, feeling or opinion.					
SKILLS	I can retrieve information from a text.					
	I can make inferences from the information that I have retrieved.					
Learning Conversation			Support			
☺	😐	☹	INDEP	CT	TA	PEER
Big question tomorrow - What impressions do you get of the island?						



The Island is noisy because in the text it says that the birs cackled and screeched. Another immpresion I had was that the Island was Isolated because the text says there was no sense of human life.

Tuesday 8th October 2024						Reading
L.O. I am learning to infer information from the text.						
	I know that retrieval is finding key details in the text. I know that inference is a conclusion based on evidence and reasoning. I know that an impression is an idea, feeling or opinion.					
SKILLS	I can retrieve information from a text.					
	I can make inferences from the information that I have retrieved.					
Learning Conversation			Support			
☺	😐	☹	INDEP	CT	TA	PEER
Big question - What impressions do you get of Kensuke in chapter 5?						

Resourceful because he's survived on the island for a long time.

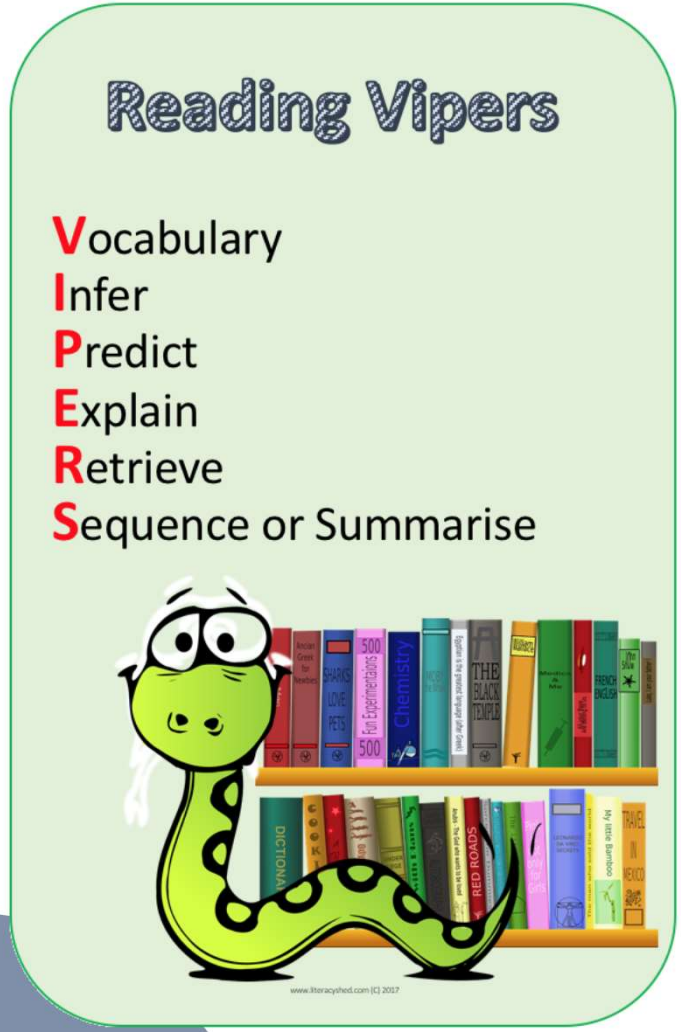
Old because the text says he's the oldest man Michael has seen.

Multi-lingual because in the text he speaks 2-3 languages.



Kind in his own way because in the text he gives Michael food.

I'm sure because the text says he's out of his head



Understanding (Comprehension)

- Finding information on the page.
- Being able to skim the text
- Being able to find information that is *not* on the page. (Looking for clues)
- Thinking about situations and predicting what might happen.
- Putting yourself in a character's shoes and understanding what is going on from their viewpoint.
- Book talk to make your child think.
- Knowing the difference between retrieval, inference, summary, predictions, language choices.

Vocabulary

- Why has the author chosen to use the word *x*?
- Find a synonym for the word *x*
- Define the word *x*
- Use the word *x* in your own sentence
- Find an example of a simile in the text.

Inference

- Find and quote the text to show how the character is feeling at this moment.
- How do you know the character was feeling reluctant to go to school?
- Why has *x* done *x*?
- Susie was stubborn. True or false?

Predict

- What do you think will happen next?
- How do you think *x* will feel about *x*?
- Do you think there will be any consequences for *x*?
- If the author was to write a sequel, what would it be about?

Explain

- How do the author's emotions change throughout the text?
- Why was x surprised by x?
- Why has the author written x in italics?

Retrieve

- Find and copy *x*
- In which country does the story take place?
- What is *x*'s uncle called?
- What did *x* reply to *x*?

Sequence

- Order the following events 1 – 5.
- Did x go to the cinema first or to dinner?
- What is the first step in making a chocolate cake?

Summarise

- Summarise the story in 3 sentences.
- List the places the author visited.
- What were the signs the author reached the beach?

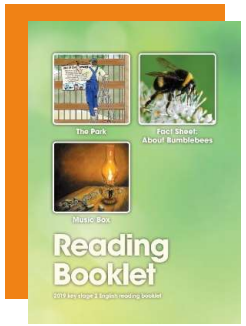
Reading With Your Child

Some questions to ask your child whilst reading together:

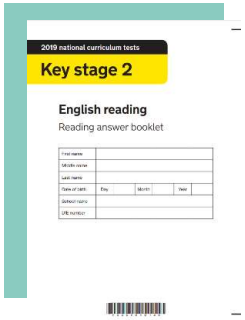
1. Look at the front cover. What could the book be about?
2. Who is the author?
3. What is an illustrator? What do they do?
4. What does that word mean? Read the words around it to help you figure it out (context).
5. How can you read an unfamiliar word? Can you sound talk and then blend?
6. Who are the main characters?
7. What do you think will happen next?
8. How do you think that character feels? Why? How would you feel in that situation?
9. Can you predict how the book will end?
10. Who is your favourite character? Why?
11. Is there a hidden message in the story? What is it?
12. Can you retell the story in your own words?
13. Do you like how the story ended? Can you think of another way the book could have ended?

Year 6 SATs

Each year in May, year 6 children in England take part in a SATs reading paper.
This paper is designed to test children's reading and comprehension skills across all areas of the curriculum. The test consists of two parts:



a reading booklet (typically containing three texts which increase in difficulty throughout the booklet)



an answer booklet
(containing a variety of questions about each of the texts, each relating to one of the eight content domains)

Children have one hour to complete as many questions as they can.
Children are expected to read the text themselves and no help can be given.

Questions 1–12 are about *A Noise in the Night* (pages 4–5)

1 Look at the first paragraph.

How can you tell Priya was feeling nervous?

Write **two** ways.

1. _____

2. _____

2 marks

6 Look at the last paragraph on page 4.

How can you tell that the moonlight was very bright?

_____

_____

1 mark

7 Look at the top of page 5.

*Then **it** hit her.*

What is ***it***?

_____

12 Using information from the text, tick one box in each row to show whether each statement is **true** or **false**.

	True	False
At the beginning of the story, Priya knew what had woken her up.		
The binoculars belonged to Priya.		
Both Priya and Abby agreed that they had to do something.		
The rustlers stopped in Priya and Abby's campsite.		

2 ma

26 What positive messages does Harriet want readers to understand about bats?

Give **two** positive messages, using evidence from the text to support your answer.

An example has been done for you.

Positive message	Evidence
Bats shouldn't be judged by their appearance.	She says even though they might look scary they aren't really.
_____ _____	_____ _____ _____
_____ _____	_____ _____ _____

3 marks

38 Look at the paragraph beginning: *Innis sat up…* to the end of the text.

Innis meets the boy. What do you learn about the boy's personality?

Give **two** things, using evidence from the text to support your answer.

Personality	Evidence
_____	_____ _____ _____
_____	_____ _____ _____

_____
3 marks

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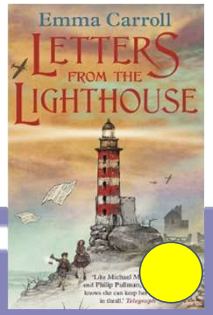
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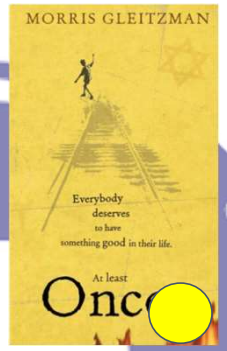
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YEAR 5 AND 6





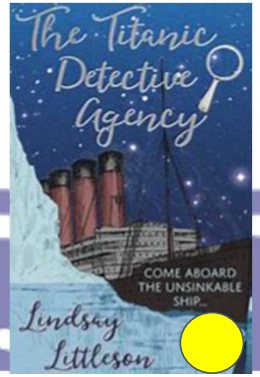


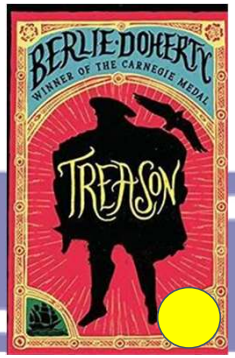












- Archaic language
- Non-linear time sequence
- Narratively Complex
- Figurative/Symbolic Text: Complex plot
- Resistant Texts
- Celebrates Diversity

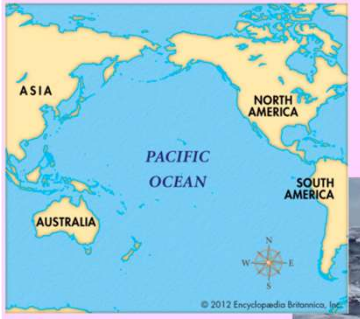
Reading lessons

When Michael's dad is made redundant from the brickworks, the family travel south of England to Fareham, near Southampton, and embark upon a voyage around the world.



Fareham Marina, U.K.

When Michael gets lost at sea in a storm, he washes up on a fictitious island in the Pacific Ocean.



Listen to the sounds of a storm in the Pacific Ocean.



Storm in Pacific Ocean

They voyage to many places around the world!



Michael, mum, dad and Stella Artois travel on a forty-two foot yacht around the world which they had to firstly learn how to sail.



Let's watch a video of a tour of a similar yacht!

Tuesday 17th September 2024

L.O. I am learning to explore the author of our text.

Reading



I know how to gather information from audio and written texts.

SKILLS

I can identify other texts written by my author.

I can explain the inspiration behind Kensuke's Kingdom.

I can make comparisons between the themes in Morpurgo's books.

Learning Conversation			Support			
☺·	😐·	☹·	INDEP	CT	TA	PEER

Michael Morpurgo

When and where was he born?

5th of October 1943 in St Albans, Hertfordshire.



Other texts

- Friend or Foe
- War Horse
- The Butterfly lion
- Private Peaceful and . . .
- An elephand in the Garden.

Inspiration for Kensuke's Kingdom

Why does Michael Morpurgo focus on similar themes?

He focuses on Similer themes because then all the books link together.

Monday 23rd September 2024

L.O. I am learning to find the meaning of words in context.

Reading



I know that 'words in context' means finding the word in a whole sentence/paragraph to help me identify the meaning.

SKILLS

I can skim and scan a text to find given vocabulary.

I can read the whole sentence/paragraph that the word is in.

I can find the definition for the word from reading the context.

Learning Conversation			Support			
☺·	😐·	☹·	INDEP	CT	TA	PEER

supertanker	Something found in the sea.
	A kind and open leader.
mariner	Something or someone whose presence puts you at a disadvantage.
	A shallow channel between hills or waves.
liability	A heavily armored fighting vehicle.
	Greek writings.
trough	Something or someone whose presence puts you at an advantage.
	A container to keep animal food in.
gritty	A very large ship.
	The deck of a ship.
tyrant	A long and adventurous journey.
	Containing or covered with grit.
galley	A person who navigates a ship.
	The kitchen in a ship.

Tuesday and Wednesday 1st/2nd October 2024						Reading
L.O. I am learning to infer information from the text.						
	I know that retrieval is finding key details in the text. I know that inference is a conclusion based on evidence and reasoning. I know that an impression is an idea, feeling or opinion.					
SKILLS	I can retrieve information from a text.					
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Learning Conversation			Support			
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Big question tomorrow - What impressions do you get of the island?						



The Island is noisy because in the text it says that the birs cackled and screeched. Another immpresion I had was that the Island was Isolated because the text says there was no sense of human life.

Tuesday 8th October 2024						Reading
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Learning Conversation			Support			
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Big question - What impressions do you get of Kensuke in chapter 5?						

Resourceful because he's survived on the island for a long time.

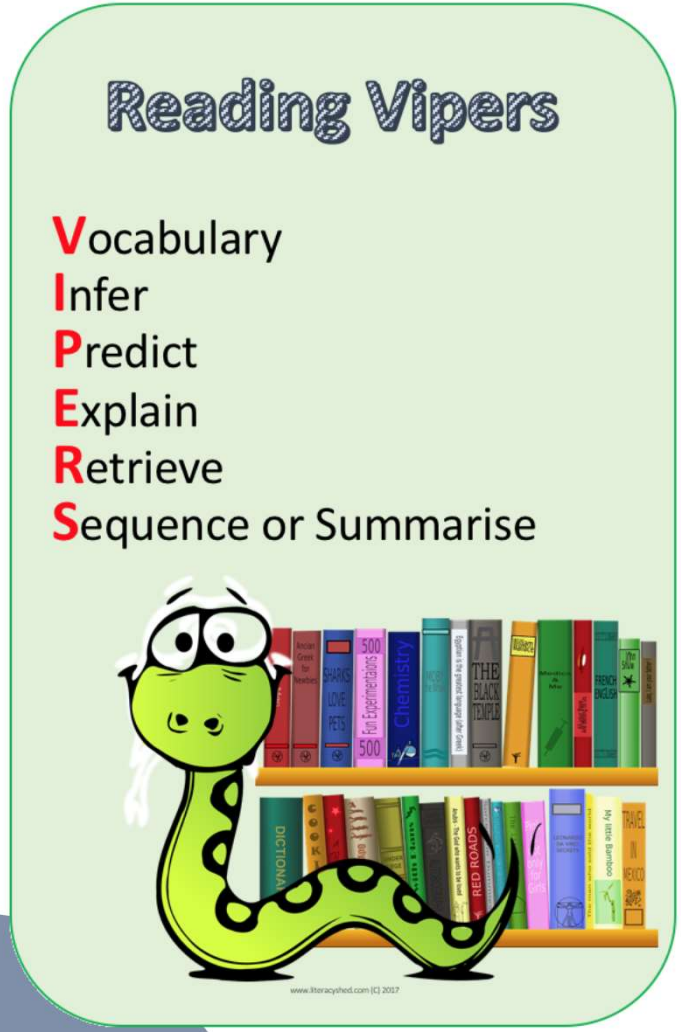
Old because the text says he's the oldest man Michael has seen.

Multi-lingual because in the text he speaks 2-3 languages.



Kind in his own way because in the text he gives Michael food.

I'm sure because the text says he's out of his head



Understanding (Comprehension)

- Finding information on the page.
- Being able to skim the text
- Being able to find information that is *not* on the page. (Looking for clues)
- Thinking about situations and predicting what might happen.
- Putting yourself in a character's shoes and understanding what is going on from their viewpoint.
- Book talk to make your child think.
- Knowing the difference between retrieval, inference, summary, predictions, language choices.

Vocabulary

- Why has the author chosen to use the word *x*?
- Find a synonym for the word *x*
- Define the word *x*
- Use the word *x* in your own sentence
- Find an example of a simile in the text.

Inference

- Find and quote the text to show how the character is feeling at this moment.
- How do you know the character was feeling reluctant to go to school?
- Why has *x* done *x*?
- Susie was stubborn. True or false?

Predict

- What do you think will happen next?
- How do you think *x* will feel about *x*?
- Do you think there will be any consequences for *x*?
- If the author was to write a sequel, what would it be about?

Explain

- How do the author's emotions change throughout the text?
- Why was x surprised by x?
- Why has the author written x in italics?

Retrieve

- Find and copy *x*
- In which country does the story take place?
- What is *x*'s uncle called?
- What did *x* reply to *x*?

Sequence

- Order the following events 1 – 5.
- Did x go to the cinema first or to dinner?
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- Summarise the story in 3 sentences.
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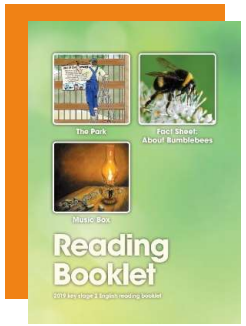
Reading With Your Child

Some questions to ask your child whilst reading together:

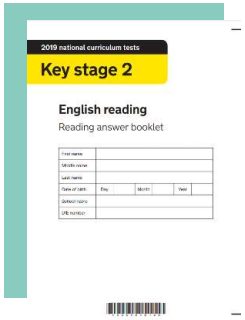
1. Look at the front cover. What could the book be about?
2. Who is the author?
3. What is an illustrator? What do they do?
4. What does that word mean? Read the words around it to help you figure it out (context).
5. How can you read an unfamiliar word? Can you sound talk and then blend?
6. Who are the main characters?
7. What do you think will happen next?
8. How do you think that character feels? Why? How would you feel in that situation?
9. Can you predict how the book will end?
10. Who is your favourite character? Why?
11. Is there a hidden message in the story? What is it?
12. Can you retell the story in your own words?
13. Do you like how the story ended? Can you think of another way the book could have ended?

Year 6 SATs

Each year in May, year 6 children in England take part in a SATs reading paper.
This paper is designed to test children's reading and comprehension skills across all areas of the curriculum. The test consists of two parts:



a reading booklet (typically containing three texts which increase in difficulty throughout the booklet)



an answer booklet
(containing a variety of questions about each of the texts, each relating to one of the eight content domains)

Children have one hour to complete as many questions as they can.
Children are expected to read the text themselves and no help can be given.

Questions 1–12 are about *A Noise in the Night* (pages 4–5)

1 Look at the first paragraph.

How can you tell Priya was feeling nervous?

Write **two** ways.

1. _____

2. _____

2 marks

6 Look at the last paragraph on page 4.

How can you tell that the moonlight was very bright?

_____

_____

1 mark

7 Look at the top of page 5.

*Then **it** hit her.*

What is ***it***?

_____

12 Using information from the text, tick one box in each row to show whether each statement is **true** or **false**.

	True	False
At the beginning of the story, Priya knew what had woken her up.		
The binoculars belonged to Priya.		
Both Priya and Abby agreed that they had to do something.		
The rustlers stopped in Priya and Abby's campsite.		

2 ma

26 What positive messages does Harriet want readers to understand about bats?

Give **two** positive messages, using evidence from the text to support your answer.

An example has been done for you.

Positive message	Evidence
Bats shouldn't be judged by their appearance.	She says even though they might look scary they aren't really.
_____ _____	_____ _____ _____
_____ _____	_____ _____ _____

3 marks

38 Look at the paragraph beginning: *Innis sat up…* to the end of the text.

Innis meets the boy. What do you learn about the boy's personality?

Give **two** things, using evidence from the text to support your answer.

Personality	Evidence
_____	_____ _____ _____
_____	_____ _____ _____

_____
3 marks

Streaky and Squeaky



Madagascar is an island country in the Indian Ocean, off the coast of East Africa. It is well known for its range of weird and wonderful wildlife.

Imagine treading through the rainforest in Madagascar and noticing hurried movements in the plants below you. You creep forward to investigate. Suddenly, you see a group of animals unlike anything that you have seen before. Ten of them are sniffing along the ground with long, pointy snouts that look almost like bird beaks. The creatures are quite small – maybe the size of a pet hamster. Their bodies are round and covered with spines like a hedgehog. They are brightly coloured like a bumblebee with yellow streaks running down their backs and legs. On their heads, each of the animals has a crown of bright yellow spikes.

They are not hedgehogs, birds or bumblebees, even if they look like a confused hodgepodge of these animals. You have encountered a family of lowland streaked tenrecs. They are one of many species of tenrecs living in Madagascar.

Are all tenrecs the same?

Lowland streaked tenrecs look unlike any of the other types of tenrec except for their cousins who live in highland rainforests. Highland streaked tenrecs are as spectacularly weird as their lowland cousins, but they have white stripes running down their sides instead of yellow ones.

Both highland and lowland streaked tenrecs are very social animals and are the only kinds of tenrec that live in family groups.

What do tenrecs eat?

Tenrecs forage in the rainforest for soft-bodied invertebrates such as worms and beetle larvae. They sometimes stamp on the ground with their forepaws, to create vibrations, which may increase earthworm activity. They have very fragile jawbones and can only eat soft food. If they tried to eat anything harder, it could damage or even break their jaws.



How do streaked tenrecs communicate?

Sometimes streaked tenrec families get separated in the rainforest and need to communicate with each other. They make high-pitched sounds when they need to find each other. This process is called stridulation.

What is stridulation?

Unlike other types of tenrecs, a streaked tenrec has special spines on its back that it can rub together to produce high-pitched squeaks and chirps. Crickets and other insects commonly use stridulation to communicate.

Humans cannot hear the noises made when streaked tenrecs stridulate because they are made at sound frequencies that are too high for human hearing. Scientists need a specialist microphone to pick up and record the sounds.

What issues are streaked tenrecs facing?

Streaked tenrecs are unique to the rainforest in Madagascar and cannot be found anywhere else in the world. In recent years much of this landscape has been destroyed. As a result of deforestation, where humans cut down the rainforest for wood, tenrecs are in decline. Streaked tenrecs play an important role in their habitat as they hunt smaller creatures and are prey for larger animals like birds and snakes. Without tenrecs, the whole food-chain could be disrupted, causing serious problems for wildlife in Madagascar.

How are people helping streaked tenrecs?

While there have been efforts to help tenrecs by keeping some in zoos, this is not necessarily the best solution due to their short lifespan and the need to keep them in groups or pairs.

Zoos are working to build a population of these animals by breeding them in captivity, so that people around the world can learn about the marvellous streakiness and squeakiness of the streaked tenrecs.

How can adults support children in their reading at home?

- Expectation: **ideally** 20 minutes per day. But 3x per week otherwise.
- Try to build this into your daily routine.
- Have a quiet, comfortable space your child (and you) can read in.
- Read with your child and read in front of your child.
- We want your support in encouraging independent reading and in engaging in your child's reading. Hearing texts read aloud is important.
- Create a love of reading – let them choose different texts, whether its fiction or non fiction!



How can adults support children in their reading at home?

- **Before Reading**
  - If it is the first time your child has read the book, look at the cover and title with them to predict what they think the book might be about.
  - Make links to other books read with similar themes, the same characters and/or similar authors/illustrators.
  - Give them time to flick through the book and read the blurb.



Reading for Pleasure

Reading should be fun – that way they will want to read to you. Here are some tips:

- **Book Talk!**
- Funny voices / become illustrators
- Visit library
- Be an active listener – sit and listen, asking questions showing interest
- Create new stories together
- Make space for it to become a special time
- Share more advanced books with your child - read to your child:

This is an opportunity for them to hear stories and language at a higher level than they can read alone. Research shows the hearing texts read aloud is a significant source of vocabulary acquisition. Use audio books/ Amazon Audible.

- Keep positive!

Growth Mindset

- All readers make mistakes. This is how we learn. Encourage a growth mindset in your child by praising them for recognising their mistakes and trying to fix them.
- 'This is what you said ….. Can you spot anything wrong with that?' 'Does that make sense?'



Year 5 and 6 reading workshop

9:00 – 9:45

Wednesday 6th November 2024

Aims of the session

- The new curriculum expectations
- How we teach reading here at Albrighton
- How to support your child with reading at home
- Activities to enthuse children in reading
- How to ask appropriate questions to develop child understanding in the text

What does the National Curriculum Say?

Pupils should be taught to:

- Maintain positive attitudes to reading and understanding of what they read by:
- Continuing to read and discuss an increasingly wide range of fiction, poetry, play, non-fiction and reference books or text books
- Reading books that are structured in different ways and reading for a range of purposes
- Increasing their familiarity with a wide range of books, including myths, legends, and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions
- Recommending books that they have read to their peers, giving reasons for their choices
- Identifying and discussing themes and conventions in and across a wide range of writing
- Making comparisons within and across books
- Learning a wider range of poetry by heart
- Preparing poems and plays to read aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Understand what they read by:

- Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- Asking questions to improve their understanding
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying these inferences with evidence
- Predicting what might happen from details stated and implied
- Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- Identifying how language, structure and presentation contribute to meaning

- Discuss and evaluate how authors use language, including figurative language and considering the impact on the reader
- Distinguish between statements of fact and opinion
- Retrieve, record and present information from non-fiction
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining focus on the topic and using notes where necessary
- Provide reasoned justifications for their views

Creating a love of reading in children is potentially one of the most powerful ways of improving academic standards in school.

There can be few better ways to improve pupils chances in school, or beyond in the wider world than to enable them to become truly independent readers.

In 2013, The National Literacy Trust conducted a survey which included 11,000 children.
Children who read daily outside school were 5x more likely to perform above the expected level for their age in reading.

Reading at Albrighton

- Phonics
- 1:1 reading opportunities
- Independent reading
- VIPERS – comprehension
- Lessons dedicated to reading
- Use of reading areas
- New Library Area with themed sections
- Daily story time

Reading requires two skills

Phonics and Word Recognition

- The ability to recognise words presented in and out of context.
- The ability to blend letter sounds (phonemes) together to read words.

Understanding

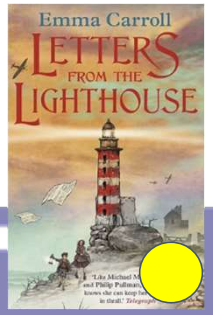
- The ability to understand the meaning of the words and sentences in a text.
- The ability to understand the ideas, information and themes in a text.
- If a child understands what they hear, they will understand the same information when they read.

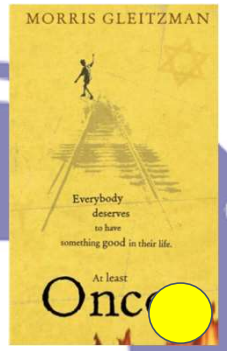
Albrighton Primary School and Nursery Reading Journey

YEAR 5 AND 6





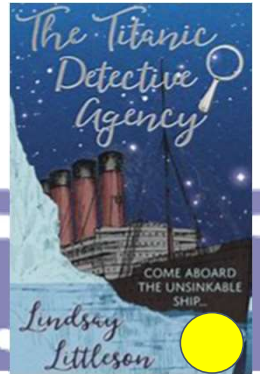


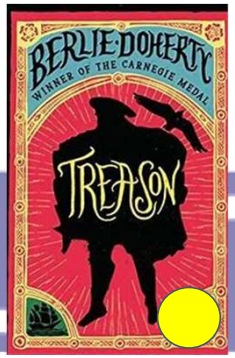












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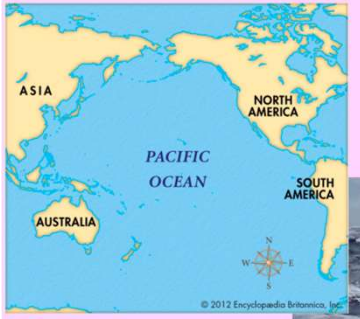
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Learning Conversation			Support			
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Michael Morpurgo

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supertanker	Something found in the sea.
	A kind and open leader.
mariner	Something or someone whose presence puts you at a disadvantage.
	A shallow channel between hills or waves.
liability	A heavily armored fighting vehicle.
	Greek writings.
trough	Something or someone whose presence puts you at an advantage.
	A container to keep animal food in.
gritty	A very large ship.
	The deck of a ship.
tyrant	A long and adventurous journey.
	Containing or covered with grit.
galley	A person who navigates a ship.
	The kitchen in a ship.

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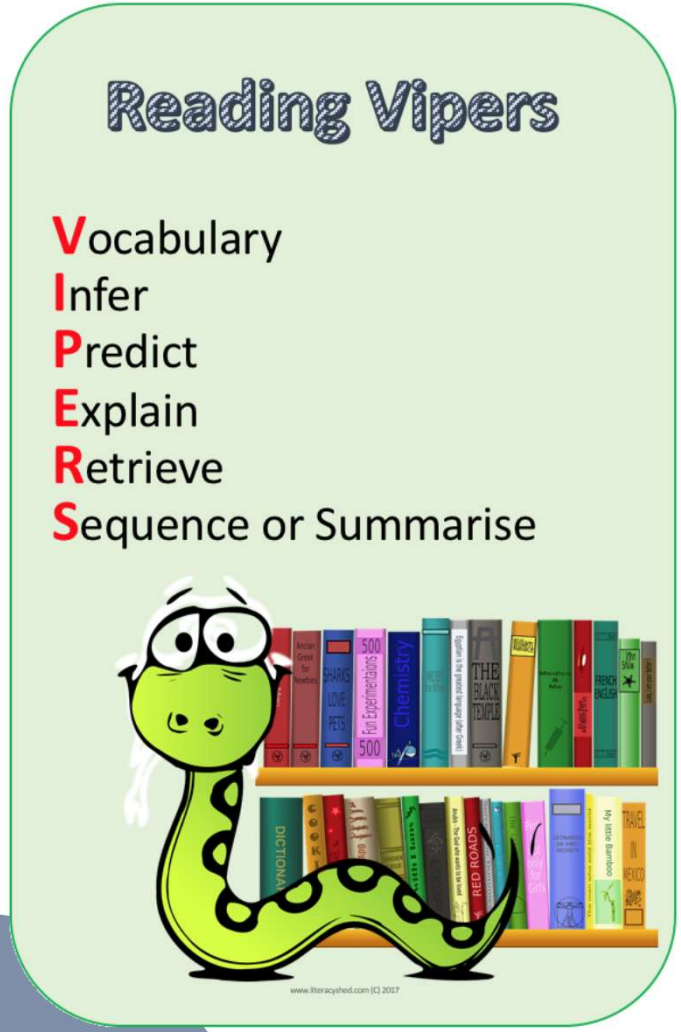
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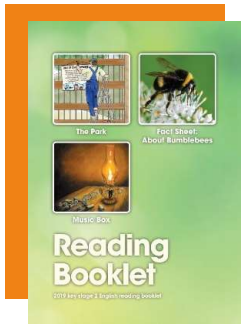
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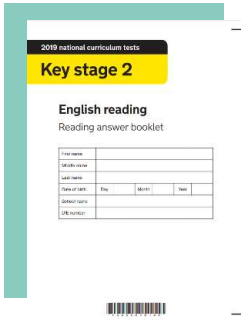
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5. How can you read an unfamiliar word? Can you sound talk and then blend?
6. Who are the main characters?
7. What do you think will happen next?
8. How do you think that character feels? Why? How would you feel in that situation?
9. Can you predict how the book will end?
10. Who is your favourite character? Why?
11. Is there a hidden message in the story? What is it?
12. Can you retell the story in your own words?
13. Do you like how the story ended? Can you think of another way the book could have ended?

Year 6 SATs

Each year in May, year 6 children in England take part in a SATs reading paper.
This paper is designed to test children's reading and comprehension skills across all areas of the curriculum. The test consists of two parts:



a reading booklet (typically containing three texts which increase in difficulty throughout the booklet)



an answer booklet
(containing a variety of questions about each of the texts, each relating to one of the eight content domains)

Children have one hour to complete as many questions as they can.
Children are expected to read the text themselves and no help can be given.

Questions 1–12 are about *A Noise in the Night* (pages 4–5)

1 Look at the first paragraph.

How can you tell Priya was feeling nervous?

Write **two** ways.

1. _____

2. _____

2 marks

6 Look at the last paragraph on page 4.

How can you tell that the moonlight was very bright?

_____

_____

1 mark

7 Look at the top of page 5.

*Then **it** hit her.*

What is ***it***?

_____

12 Using information from the text, tick one box in each row to show whether each statement is **true** or **false**.

	True	False
At the beginning of the story, Priya knew what had woken her up.		
The binoculars belonged to Priya.		
Both Priya and Abby agreed that they had to do something.		
The rustlers stopped in Priya and Abby's campsite.		

2 ma

26 What positive messages does Harriet want readers to understand about bats?

Give **two** positive messages, using evidence from the text to support your answer.

An example has been done for you.

Positive message	Evidence
Bats shouldn't be judged by their appearance.	She says even though they might look scary they aren't really.
_____ _____	_____ _____ _____
_____ _____	_____ _____ _____

3 marks

38 Look at the paragraph beginning: *Innis sat up…* to the end of the text.

Innis meets the boy. What do you learn about the boy's personality?

Give **two** things, using evidence from the text to support your answer.

Personality	Evidence
_____	_____ _____ _____
_____	_____ _____ _____

_____
3 marks

Streaky and Squeaky



Madagascar is an island country in the Indian Ocean, off the coast of East Africa. It is well known for its range of weird and wonderful wildlife.

Imagine treading through the rainforest in Madagascar and noticing hurried movements in the plants below you. You creep forward to investigate. Suddenly, you see a group of animals unlike anything that you have seen before. Ten of them are sniffing along the ground with long, pointy snouts that look almost like bird beaks. The creatures are quite small – maybe the size of a pet hamster. Their bodies are round and covered with spines like a hedgehog. They are brightly coloured like a bumblebee with yellow streaks running down their backs and legs. On their heads, each of the animals has a crown of bright yellow spikes.

They are not hedgehogs, birds or bumblebees, even if they look like a confused hodgepodge of these animals. You have encountered a family of lowland streaked tenrecs. They are one of many species of tenrecs living in Madagascar.

Are all tenrecs the same?

Lowland streaked tenrecs look unlike any of the other types of tenrec except for their cousins who live in highland rainforests. Highland streaked tenrecs are as spectacularly weird as their lowland cousins, but they have white stripes running down their sides instead of yellow ones.

Both highland and lowland streaked tenrecs are very social animals and are the only kinds of tenrec that live in family groups.

What do tenrecs eat?

Tenrecs forage in the rainforest for soft-bodied invertebrates such as worms and beetle larvae. They sometimes stamp on the ground with their forepaws, to create vibrations, which may increase earthworm activity. They have very fragile jawbones and can only eat soft food. If they tried to eat anything harder, it could damage or even break their jaws.



How do streaked tenrecs communicate?

Sometimes streaked tenrec families get separated in the rainforest and need to communicate with each other. They make high-pitched sounds when they need to find each other. This process is called stridulation.

What is stridulation?

Unlike other types of tenrecs, a streaked tenrec has special spines on its back that it can rub together to produce high-pitched squeaks and chirps. Crickets and other insects commonly use stridulation to communicate.

Humans cannot hear the noises made when streaked tenrecs stridulate because they are made at sound frequencies that are too high for human hearing. Scientists need a specialist microphone to pick up and record the sounds.

What issues are streaked tenrecs facing?

Streaked tenrecs are unique to the rainforest in Madagascar and cannot be found anywhere else in the world. In recent years much of this landscape has been destroyed. As a result of deforestation, where humans cut down the rainforest for wood, tenrecs are in decline. Streaked tenrecs play an important role in their habitat as they hunt smaller creatures and are prey for larger animals like birds and snakes. Without tenrecs, the whole food-chain could be disrupted, causing serious problems for wildlife in Madagascar.

How are people helping streaked tenrecs?

While there have been efforts to help tenrecs by keeping some in zoos, this is not necessarily the best solution due to their short lifespan and the need to keep them in groups or pairs.

Zoos are working to build a population of these animals by breeding them in captivity, so that people around the world can learn about the marvellous streakiness and squeakiness of the streaked tenrecs.

How can adults support children in their reading at home?

- Expectation: **ideally** 20 minutes per day. But 3x per week otherwise.
- Try to build this into your daily routine.
- Have a quiet, comfortable space your child (and you) can read in.
- Read with your child and read in front of your child.
- We want your support in encouraging independent reading and in engaging in your child's reading. Hearing texts read aloud is important.
- Create a love of reading – let them choose different texts, whether its fiction or non fiction!



How can adults support children in their reading at home?

- **Before Reading**
  - If it is the first time your child has read the book, look at the cover and title with them to predict what they think the book might be about.
  - Make links to other books read with similar themes, the same characters and/or similar authors/illustrators.
  - Give them time to flick through the book and read the blurb.



Reading for Pleasure

Reading should be fun – that way they will want to read to you. Here are some tips:

- **Book Talk!**
- Funny voices / become illustrators
- Visit library
- Be an active listener – sit and listen, asking questions showing interest
- Create new stories together
- Make space for it to become a special time
- Share more advanced books with your child - read to your child:

This is an opportunity for them to hear stories and language at a higher level than they can read alone. Research shows the hearing texts read aloud is a significant source of vocabulary acquisition. Use audio books/ Amazon Audible.

- Keep positive!

Growth Mindset

- All readers make mistakes. This is how we learn. Encourage a growth mindset in your child by praising them for recognising their mistakes and trying to fix them.
- 'This is what you said ….. Can you spot anything wrong with that?' 'Does that make sense?'



Year 5 and 6 reading workshop

9:00 – 9:45

Wednesday 6th November 2024

Aims of the session

- The new curriculum expectations
- How we teach reading here at Albrighton
- How to support your child with reading at home
- Activities to enthuse children in reading
- How to ask appropriate questions to develop child understanding in the text

What does the National Curriculum Say?

Pupils should be taught to:

- Maintain positive attitudes to reading and understanding of what they read by:
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- Reading books that are structured in different ways and reading for a range of purposes
- Increasing their familiarity with a wide range of books, including myths, legends, and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions
- Recommending books that they have read to their peers, giving reasons for their choices
- Identifying and discussing themes and conventions in and across a wide range of writing
- Making comparisons within and across books
- Learning a wider range of poetry by heart
- Preparing poems and plays to read aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Understand what they read by:

- Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- Asking questions to improve their understanding
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying these inferences with evidence
- Predicting what might happen from details stated and implied
- Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- Identifying how language, structure and presentation contribute to meaning

- Discuss and evaluate how authors use language, including figurative language and considering the impact on the reader
- Distinguish between statements of fact and opinion
- Retrieve, record and present information from non-fiction
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining focus on the topic and using notes where necessary
- Provide reasoned justifications for their views

Creating a love of reading in children is potentially one of the most powerful ways of improving academic standards in school.

There can be few better ways to improve pupils chances in school, or beyond in the wider world than to enable them to become truly independent readers.

In 2013, The National Literacy Trust conducted a survey which included 11,000 children.
Children who read daily outside school were 5x more likely to perform above the expected level for their age in reading.

Reading at Albrighton

- Phonics
- 1:1 reading opportunities
- Independent reading
- VIPERS – comprehension
- Lessons dedicated to reading
- Use of reading areas
- New Library Area with themed sections
- Daily story time

Reading requires two skills

Phonics and Word Recognition

- The ability to recognise words presented in and out of context.
- The ability to blend letter sounds (phonemes) together to read words.

Understanding

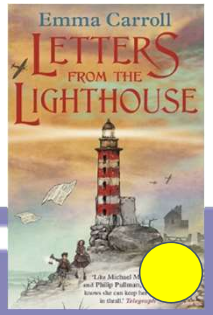
- The ability to understand the meaning of the words and sentences in a text.
- The ability to understand the ideas, information and themes in a text.
- If a child understands what they hear, they will understand the same information when they read.

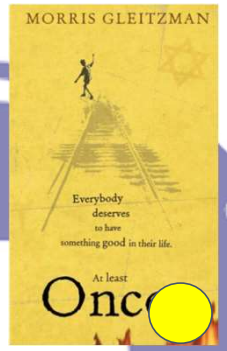
Albrighton Primary School and Nursery Reading Journey

YEAR 5 AND 6





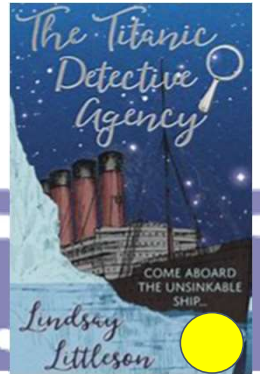


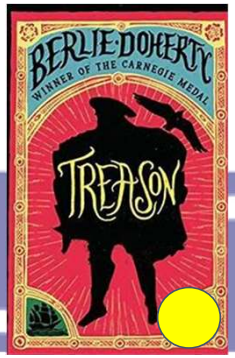












- Archaic language
- Non-linear time sequence
- Narratively Complex
- Figurative/Symbolic Text: Complex plot
- Resistant Texts
- Celebrates Diversity

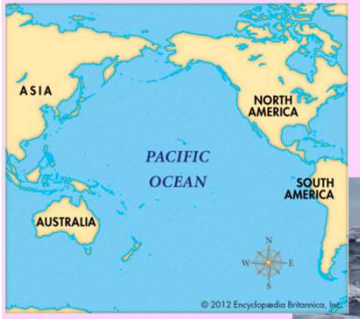
Reading lessons

When Michael's dad is made redundant from the brickworks, the family travel south of England to Fareham, near Southampton, and embark upon a voyage around the world.



Fareham Marina, U.K.

When Michael gets lost at sea in a storm, he washes up on a fictitious island in the Pacific Ocean.



Listen to the sounds of a storm in the Pacific Ocean.



Storm in Pacific Ocean

They voyage to many places around the world!



Michael, mum, dad and Stella Artois travel on a forty-two foot yacht around the world which they had to firstly learn how to sail.



Let's watch a video of a tour of a similar yacht!

Tuesday 17th September 2024

L.O. I am learning to explore the author of our text.

Reading



I know how to gather information from audio and written texts.

SKILLS

I can identify other texts written by my author.

I can explain the inspiration behind Kensuke's Kingdom.

I can make comparisons between the themes in Morpurgo's books.

Learning Conversation			Support			
☺·	😐·	☹·	INDEP	CT	TA	PEER

Michael Morpurgo

When and where was he born?

5th of October 1943 in St Albans, Hertfordshire.



Other texts

- Friend or Foe
- War Horse
- The Butterfly lion
- Private Peaceful and . . .
- An elephand in the Garden.

Inspiration for Kensuke's Kingdom

Why does Michael Morpurgo focus on similar themes?

He focuses on Similer themes because then all the books link together.

Monday 23rd September 2024

L.O. I am learning to find the meaning of words in context.

Reading



I know that 'words in context' means finding the word in a whole sentence/paragraph to help me identify the meaning.

SKILLS

I can skim and scan a text to find given vocabulary.

I can read the whole sentence/paragraph that the word is in.

I can find the definition for the word from reading the context.

Learning Conversation			Support			
☺·	😐·	☹·	INDEP	CT	TA	PEER

supertanker	Something found in the sea.
	A kind and open leader.
mariner	Something or someone whose presence puts you at a disadvantage.
	A shallow channel between hills or waves.
liability	A heavily armored fighting vehicle.
	Greek writings.
trough	Something or someone whose presence puts you at an advantage.
	A container to keep animal food in.
gritty	A very large ship.
	The deck of a ship.
tyrant	A long and adventurous journey.
	Containing or covered with grit.
galley	A person who navigates a ship.
	The kitchen in a ship.

Tuesday and Wednesday 1st/2nd October 2024						Reading
L.O. I am learning to infer information from the text.						
	I know that retrieval is finding key details in the text. I know that inference is a conclusion based on evidence and reasoning. I know that an impression is an idea, feeling or opinion.					
SKILLS	I can retrieve information from a text.					
	I can make inferences from the information that I have retrieved.					
Learning Conversation			Support			
☺	😐	☹	INDEP	CT	TA	PEER
Big question tomorrow - What impressions do you get of the island?						



The Island is noisy because in the text it says that the birs cackled and screeched. Another immpresion I had was that the Island was Isolated because the text says there was no sense of human life.

Tuesday 8th October 2024						Reading
L.O. I am learning to infer information from the text.						
	I know that retrieval is finding key details in the text. I know that inference is a conclusion based on evidence and reasoning. I know that an impression is an idea, feeling or opinion.					
SKILLS	I can retrieve information from a text.					
	I can make inferences from the information that I have retrieved.					
Learning Conversation			Support			
☺	😐	☹	INDEP	CT	TA	PEER
Big question - What impressions do you get of Kensuke in chapter 5?						

Resourceful because he's survived on the island for a long time.

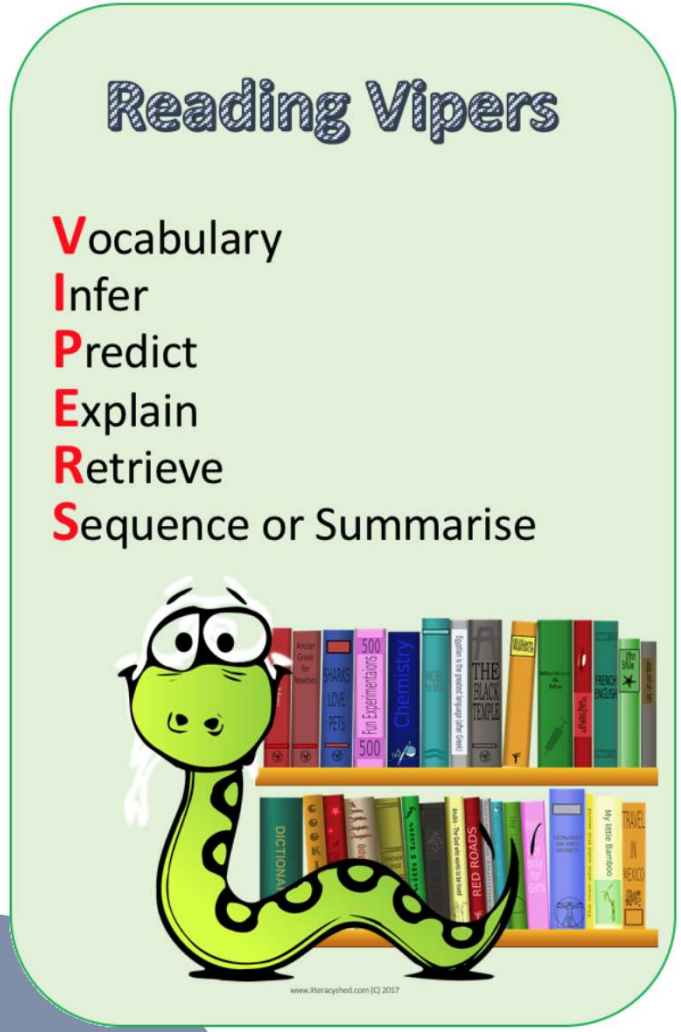
Old because the text says he's the oldest man Michael has seen.

Multi-lingual because in the text he speaks 2-3 languages.



Kind in his own way because in the text he gives Michael food.

I'm sure because the text says he's out of his head



Understanding (Comprehension)

- Finding information on the page.
- Being able to skim the text
- Being able to find information that is *not* on the page. (Looking for clues)
- Thinking about situations and predicting what might happen.
- Putting yourself in a character's shoes and understanding what is going on from their viewpoint.
- Book talk to make your child think.
- Knowing the difference between retrieval, inference, summary, predictions, language choices.

Vocabulary

- Why has the author chosen to use the word *x*?
- Find a synonym for the word *x*
- Define the word *x*
- Use the word *x* in your own sentence
- Find an example of a simile in the text.

Inference

- Find and quote the text to show how the character is feeling at this moment.
- How do you know the character was feeling reluctant to go to school?
- Why has *x* done *x*?
- Susie was stubborn. True or false?

Predict

- What do you think will happen next?
- How do you think *x* will feel about *x*?
- Do you think there will be any consequences for *x*?
- If the author was to write a sequel, what would it be about?

Explain

- How do the author's emotions change throughout the text?
- Why was x surprised by x?
- Why has the author written x in italics?

Retrieve

- Find and copy *x*
- In which country does the story take place?
- What is *x*'s uncle called?
- What did *x* reply to *x*?

Sequence

- Order the following events 1 – 5.
- Did x go to the cinema first or to dinner?
- What is the first step in making a chocolate cake?

Summarise

- Summarise the story in 3 sentences.
- List the places the author visited.
- What were the signs the author reached the beach?

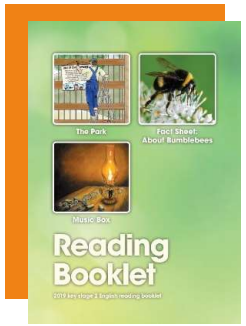
Reading With Your Child

Some questions to ask your child whilst reading together:

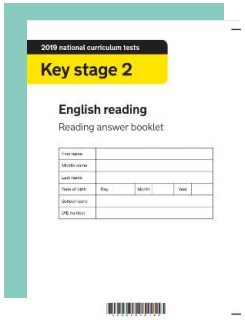
1. Look at the front cover. What could the book be about?
2. Who is the author?
3. What is an illustrator? What do they do?
4. What does that word mean? Read the words around it to help you figure it out (context).
5. How can you read an unfamiliar word? Can you sound talk and then blend?
6. Who are the main characters?
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1 Look at the first paragraph.

How can you tell Priya was feeling nervous?

Write **two** ways.

1. _____

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2 marks

6 Look at the last paragraph on page 4.

How can you tell that the moonlight was very bright?

_____

_____

1 mark

7 Look at the top of page 5.

*Then **it** hit her.*

What is ***it***?

_____

12 Using information from the text, tick one box in each row to show whether each statement is **true** or **false**.

	True	False
At the beginning of the story, Priya knew what had woken her up.		
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2 ma

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- Provide reasoned justifications for their views

Creating a love of reading in children is potentially one of the most powerful ways of improving academic standards in school.

There can be few better ways to improve pupils chances in school, or beyond in the wider world than to enable them to become truly independent readers.

In 2013, The National Literacy Trust conducted a survey which included 11,000 children.
Children who read daily outside school were 5x more likely to perform above the expected level for their age in reading.

Reading at Albrighton

- Phonics
- 1:1 reading opportunities
- Independent reading
- VIPERS – comprehension
- Lessons dedicated to reading
- Use of reading areas
- New Library Area with themed sections
- Daily story time

Reading requires two skills

Phonics and Word Recognition

- The ability to recognise words presented in and out of context.
- The ability to blend letter sounds (phonemes) together to read words.

Understanding

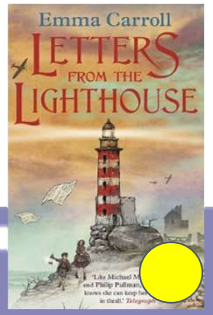
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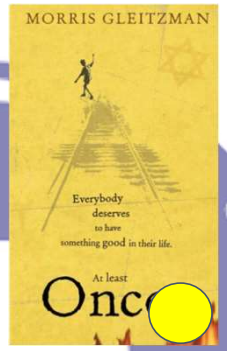
Albrighton Primary School and Nursery Reading Journey

YEAR 5 AND 6





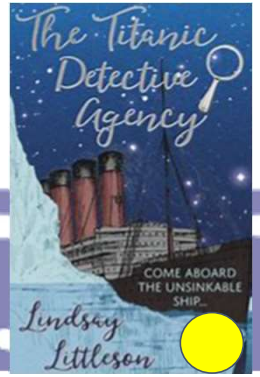


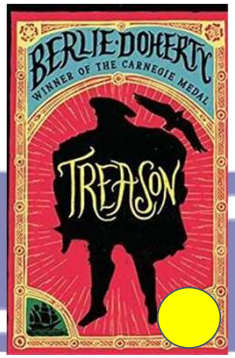












- Archaic language
- Non-linear time sequence
- Narratively Complex
- Figurative/Symbolic Text: Complex plot
- Resistant Texts
- Celebrates Diversity

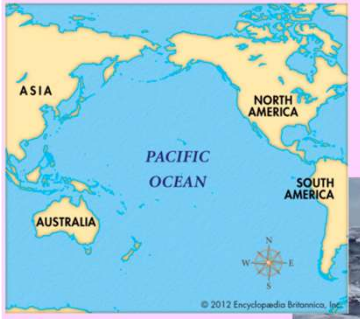
Reading lessons

When Michael's dad is made redundant from the brickworks, the family travel south of England to Fareham, near Southampton, and embark upon a voyage around the world.



Fareham Marina, U.K.

When Michael gets lost at sea in a storm, he washes up on a fictitious island in the Pacific Ocean.



Listen to the sounds of a storm in the Pacific Ocean.



Storm in Pacific Ocean

They voyage to many places around the world!



Michael, mum, dad and Stella Artois travel on a forty-two foot yacht around the world which they had to firstly learn how to sail.



Let's watch a video of a tour of a similar yacht!

Tuesday 17th September 2024

L.O. I am learning to explore the author of our text.

Reading



I know how to gather information from audio and written texts.

SKILLS

I can identify other texts written by my author.

I can explain the inspiration behind Kensuke's Kingdom.

I can make comparisons between the themes in Morpurgo's books.

Learning Conversation			Support			
☺·	😐·	☹·	INDEP	CT	TA	PEER

Michael Morpurgo

When and where was he born?

5th of October 1943 in St Albans, Hertfordshire.



Other texts

- Friend or Foe
- War Horse
- The Butterfly lion
- Private Peaceful and . . .
- An elephand in the Garden.

Inspiration for Kensuke's Kingdom

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Monday 23rd September 2024

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I know that 'words in context' means finding the word in a whole sentence/paragraph to help me identify the meaning.

SKILLS

I can skim and scan a text to find given vocabulary.

I can read the whole sentence/paragraph that the word is in.

I can find the definition for the word from reading the context.

Learning Conversation			Support			
☺·	😐·	☹·	INDEP	CT	TA	PEER

supertanker	Something found in the sea.
	A kind and open leader.
mariner	Something or someone whose presence puts you at a disadvantage.
	A shallow channel between hills or waves.
liability	A heavily armored fighting vehicle.
	Greek writings.
trough	Something or someone whose presence puts you at an advantage.
	A container to keep animal food in.
gritty	A very large ship.
	The deck of a ship.
tyrant	A long and adventurous journey.
	Containing or covered with grit.
galley	A person who navigates a ship.
	The kitchen in a ship.

Tuesday and Wednesday 1st/2nd October 2024						Reading
L.O. I am learning to infer information from the text.						
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SKILLS	I can retrieve information from a text.					
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Learning Conversation			Support			
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Big question tomorrow - What impressions do you get of the island?						



The Island is noisy because in the text it says that the birs cackled and screeched. Another immpresion I had was that the Island was Isolated because the text says there was no sense of human life.

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Learning Conversation			Support			
☺	😐	☹	INDEP	CT	TA	PEER
Big question - What impressions do you get of Kensuke in chapter 5?						

Resourceful because he's survived on the island for a long time.

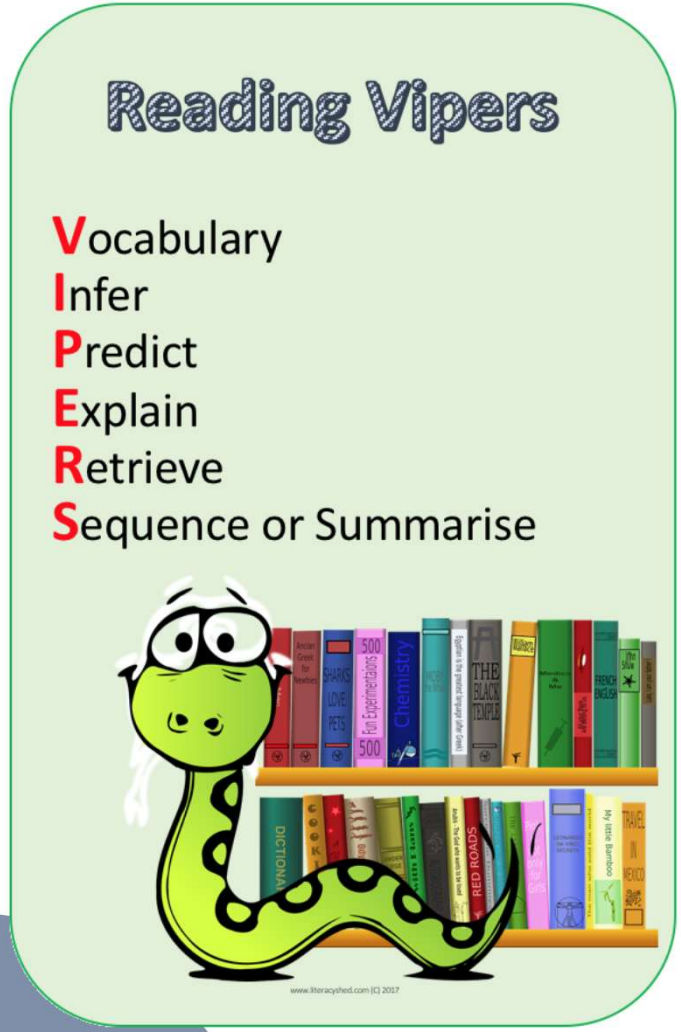
Old because the text says he's the oldest man Michael has seen.

Multi-lingual because in the text he speaks 2-3 languages.



Kind in his own way because in the text he gives Michael food.

I'm sure because the text says he's out of his head



Understanding (Comprehension)

- Finding information on the page.
- Being able to skim the text
- Being able to find information that is *not* on the page. (Looking for clues)
- Thinking about situations and predicting what might happen.
- Putting yourself in a character's shoes and understanding what is going on from their viewpoint.
- Book talk to make your child think.
- Knowing the difference between retrieval, inference, summary, predictions, language choices.

Vocabulary

- Why has the author chosen to use the word *x*?
- Find a synonym for the word *x*
- Define the word *x*
- Use the word *x* in your own sentence
- Find an example of a simile in the text.

Inference

- Find and quote the text to show how the character is feeling at this moment.
- How do you know the character was feeling reluctant to go to school?
- Why has *x* done *x*?
- Susie was stubborn. True or false?

Predict

- What do you think will happen next?
- How do you think *x* will feel about *x*?
- Do you think there will be any consequences for *x*?
- If the author was to write a sequel, what would it be about?

Explain

- How do the author's emotions change throughout the text?
- Why was x surprised by x?
- Why has the author written x in italics?

Retrieve

- Find and copy *x*
- In which country does the story take place?
- What is *x*'s uncle called?
- What did *x* reply to *x*?

Sequence

- Order the following events 1 – 5.
- Did x go to the cinema first or to dinner?
- What is the first step in making a chocolate cake?

Summarise

- Summarise the story in 3 sentences.
- List the places the author visited.
- What were the signs the author reached the beach?

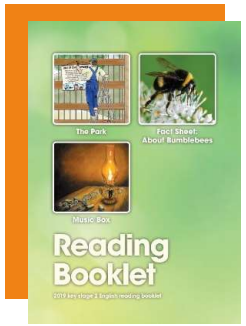
Reading With Your Child

Some questions to ask your child whilst reading together:

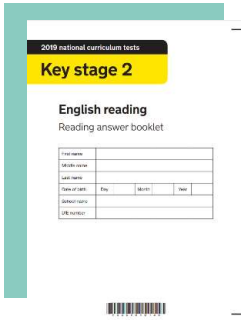
1. Look at the front cover. What could the book be about?
2. Who is the author?
3. What is an illustrator? What do they do?
4. What does that word mean? Read the words around it to help you figure it out (context).
5. How can you read an unfamiliar word? Can you sound talk and then blend?
6. Who are the main characters?
7. What do you think will happen next?
8. How do you think that character feels? Why? How would you feel in that situation?
9. Can you predict how the book will end?
10. Who is your favourite character? Why?
11. Is there a hidden message in the story? What is it?
12. Can you retell the story in your own words?
13. Do you like how the story ended? Can you think of another way the book could have ended?

Year 6 SATs

Each year in May, year 6 children in England take part in a SATs reading paper.
This paper is designed to test children's reading and comprehension skills across all areas of the curriculum. The test consists of two parts:



a reading booklet (typically containing three texts which increase in difficulty throughout the booklet)



an answer booklet
(containing a variety of questions about each of the texts, each relating to one of the eight content domains)

Children have one hour to complete as many questions as they can.
Children are expected to read the text themselves and no help can be given.

Questions 1–12 are about *A Noise in the Night* (pages 4–5)

1 Look at the first paragraph.

How can you tell Priya was feeling nervous?

Write **two** ways.

1. _____

2. _____

2 marks

6 Look at the last paragraph on page 4.

How can you tell that the moonlight was very bright?

_____

_____

1 mark

7 Look at the top of page 5.

*Then **it** hit her.*

What is ***it***?

_____

12 Using information from the text, tick one box in each row to show whether each statement is **true** or **false**.

	True	False
At the beginning of the story, Priya knew what had woken her up.		
The binoculars belonged to Priya.		
Both Priya and Abby agreed that they had to do something.		
The rustlers stopped in Priya and Abby's campsite.		

2 ma

26 What positive messages does Harriet want readers to understand about bats?

Give **two** positive messages, using evidence from the text to support your answer.

An example has been done for you.

Positive message	Evidence
Bats shouldn't be judged by their appearance.	She says even though they might look scary they aren't really.
_____ _____	_____ _____ _____
_____ _____	_____ _____ _____

3 marks

38 Look at the paragraph beginning: *Innis sat up…* to the end of the text.

Innis meets the boy. What do you learn about the boy's personality?

Give **two** things, using evidence from the text to support your answer.

Personality	Evidence
_____	_____ _____ _____
_____	_____ _____ _____

_____
3 marks

Streaky and Squeaky



Madagascar is an island country in the Indian Ocean, off the coast of East Africa. It is well known for its range of weird and wonderful wildlife.

Imagine treading through the rainforest in Madagascar and noticing hurried movements in the plants below you. You creep forward to investigate. Suddenly, you see a group of animals unlike anything that you have seen before. Ten of them are sniffing along the ground with long, pointy snouts that look almost like bird beaks. The creatures are quite small – maybe the size of a pet hamster. Their bodies are round and covered with spines like a hedgehog. They are brightly coloured like a bumblebee with yellow streaks running down their backs and legs. On their heads, each of the animals has a crown of bright yellow spikes.

They are not hedgehogs, birds or bumblebees, even if they look like a confused hodgepodge of these animals. You have encountered a family of lowland streaked tenrecs. They are one of many species of tenrecs living in Madagascar.

Are all tenrecs the same?

Lowland streaked tenrecs look unlike any of the other types of tenrec except for their cousins who live in highland rainforests. Highland streaked tenrecs are as spectacularly weird as their lowland cousins, but they have white stripes running down their sides instead of yellow ones.

Both highland and lowland streaked tenrecs are very social animals and are the only kinds of tenrec that live in family groups.

What do tenrecs eat?

Tenrecs forage in the rainforest for soft-bodied invertebrates such as worms and beetle larvae. They sometimes stamp on the ground with their forepaws, to create vibrations, which may increase earthworm activity. They have very fragile jawbones and can only eat soft food. If they tried to eat anything harder, it could damage or even break their jaws.



How do streaked tenrecs communicate?

Sometimes streaked tenrec families get separated in the rainforest and need to communicate with each other. They make high-pitched sounds when they need to find each other. This process is called stridulation.

What is stridulation?

Unlike other types of tenrecs, a streaked tenrec has special spines on its back that it can rub together to produce high-pitched squeaks and chirps. Crickets and other insects commonly use stridulation to communicate.

Humans cannot hear the noises made when streaked tenrecs stridulate because they are made at sound frequencies that are too high for human hearing. Scientists need a specialist microphone to pick up and record the sounds.

What issues are streaked tenrecs facing?

Streaked tenrecs are unique to the rainforest in Madagascar and cannot be found anywhere else in the world. In recent years much of this landscape has been destroyed. As a result of deforestation, where humans cut down the rainforest for wood, tenrecs are in decline. Streaked tenrecs play an important role in their habitat as they hunt smaller creatures and are prey for larger animals like birds and snakes. Without tenrecs, the whole food-chain could be disrupted, causing serious problems for wildlife in Madagascar.

How are people helping streaked tenrecs?

While there have been efforts to help tenrecs by keeping some in zoos, this is not necessarily the best solution due to their short lifespan and the need to keep them in groups or pairs.

Zoos are working to build a population of these animals by breeding them in captivity, so that people around the world can learn about the marvellous streakiness and squeakiness of the streaked tenrecs.

How can adults support children in their reading at home?

- Expectation: **ideally** 20 minutes per day. But 3x per week otherwise.
- Try to build this into your daily routine.
- Have a quiet, comfortable space your child (and you) can read in.
- Read with your child and read in front of your child.
- We want your support in encouraging independent reading and in engaging in your child's reading. Hearing texts read aloud is important.
- Create a love of reading – let them choose different texts, whether its fiction or non fiction!



How can adults support children in their reading at home?

- **Before Reading**
  - If it is the first time your child has read the book, look at the cover and title with them to predict what they think the book might be about.
  - Make links to other books read with similar themes, the same characters and/or similar authors/illustrators.
  - Give them time to flick through the book and read the blurb.



Reading for Pleasure

Reading should be fun – that way they will want to read to you. Here are some tips:

- **Book Talk!**
- Funny voices / become illustrators
- Visit library
- Be an active listener – sit and listen, asking questions showing interest
- Create new stories together
- Make space for it to become a special time
- Share more advanced books with your child - read to your child:

This is an opportunity for them to hear stories and language at a higher level than they can read alone. Research shows the hearing texts read aloud is a significant source of vocabulary acquisition. Use audio books/ Amazon Audible.

- Keep positive!

Growth Mindset

- All readers make mistakes. This is how we learn. Encourage a growth mindset in your child by praising them for recognising their mistakes and trying to fix them.
- 'This is what you said ….. Can you spot anything wrong with that?' 'Does that make sense?'



Year 5 and 6 reading workshop

9:00 – 9:45

Wednesday 6th November 2024

Aims of the session

- The new curriculum expectations
- How we teach reading here at Albrighton
- How to support your child with reading at home
- Activities to enthuse children in reading
- How to ask appropriate questions to develop child understanding in the text

What does the National Curriculum Say?

Pupils should be taught to:

- Maintain positive attitudes to reading and understanding of what they read by:
- Continuing to read and discuss an increasingly wide range of fiction, poetry, play, non-fiction and reference books or text books
- Reading books that are structured in different ways and reading for a range of purposes
- Increasing their familiarity with a wide range of books, including myths, legends, and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions
- Recommending books that they have read to their peers, giving reasons for their choices
- Identifying and discussing themes and conventions in and across a wide range of writing
- Making comparisons within and across books
- Learning a wider range of poetry by heart
- Preparing poems and plays to read aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Understand what they read by:

- Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- Asking questions to improve their understanding
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying these inferences with evidence
- Predicting what might happen from details stated and implied
- Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- Identifying how language, structure and presentation contribute to meaning

- Discuss and evaluate how authors use language, including figurative language and considering the impact on the reader
- Distinguish between statements of fact and opinion
- Retrieve, record and present information from non-fiction
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
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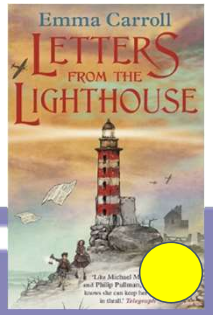
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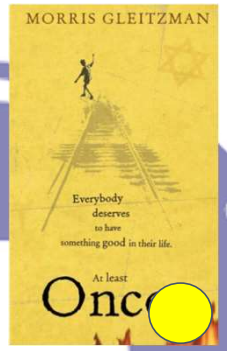
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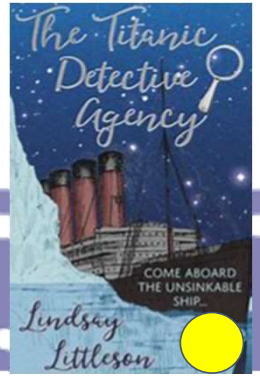


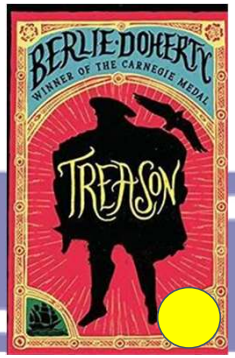












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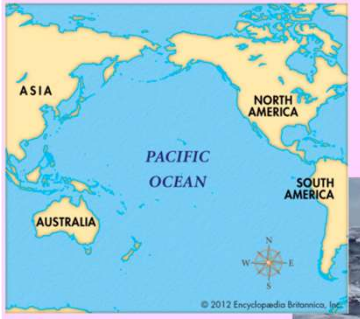
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Learning Conversation			Support			
☺·	😐·	☹·	INDEP	CT	TA	PEER

Michael Morpurgo

When and where was he born?

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☺·	😐·	☹·	INDEP	CT	TA	PEER

supertanker	Something found in the sea.
	A kind and open leader.
mariner	Something or someone whose presence puts you at a disadvantage.
	A shallow channel between hills or waves.
liability	A heavily armored fighting vehicle.
	Greek writings.
trough	Something or someone whose presence puts you at an advantage.
	A container to keep animal food in.
gritty	A very large ship.
	The deck of a ship.
tyrant	A long and adventurous journey.
	Containing or covered with grit.
galley	A person who navigates a ship.
	The kitchen in a ship.

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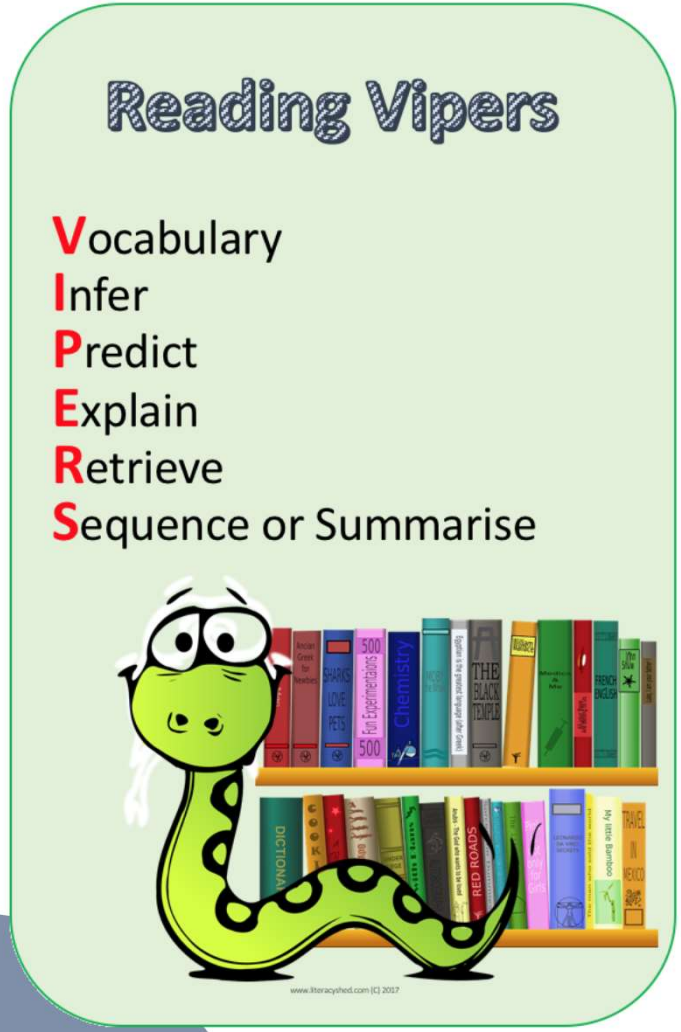
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- Find and quote the text to show how the character is feeling at this moment.
- How do you know the character was feeling reluctant to go to school?
- Why has *x* done *x*?
- Susie was stubborn. True or false?

Predict

- What do you think will happen next?
- How do you think *x* will feel about *x*?
- Do you think there will be any consequences for *x*?
- If the author was to write a sequel, what would it be about?

Explain

- How do the author's emotions change throughout the text?
- Why was x surprised by x?
- Why has the author written x in italics?

Retrieve

- Find and copy *x*
- In which country does the story take place?
- What is *x*'s uncle called?
- What did *x* reply to *x*?

Sequence

- Order the following events 1 – 5.
- Did x go to the cinema first or to dinner?
- What is the first step in making a chocolate cake?

Summarise

- Summarise the story in 3 sentences.
- List the places the author visited.
- What were the signs the author reached the beach?

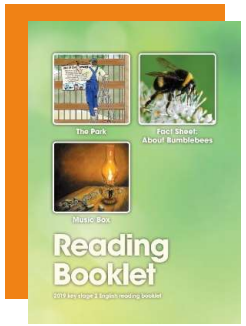
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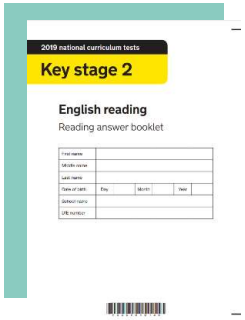
1. Look at the front cover. What could the book be about?
2. Who is the author?
3. What is an illustrator? What do they do?
4. What does that word mean? Read the words around it to help you figure it out (context).
5. How can you read an unfamiliar word? Can you sound talk and then blend?
6. Who are the main characters?
7. What do you think will happen next?
8. How do you think that character feels? Why? How would you feel in that situation?
9. Can you predict how the book will end?
10. Who is your favourite character? Why?
11. Is there a hidden message in the story? What is it?
12. Can you retell the story in your own words?
13. Do you like how the story ended? Can you think of another way the book could have ended?

Year 6 SATs

Each year in May, year 6 children in England take part in a SATs reading paper.
This paper is designed to test children's reading and comprehension skills across all areas of the curriculum. The test consists of two parts:



a reading booklet (typically containing three texts which increase in difficulty throughout the booklet)



an answer booklet
(containing a variety of questions about each of the texts, each relating to one of the eight content domains)

Children have one hour to complete as many questions as they can.
Children are expected to read the text themselves and no help can be given.

Questions 1–12 are about *A Noise in the Night* (pages 4–5)

1 Look at the first paragraph.

How can you tell Priya was feeling nervous?

Write **two** ways.

1. _____

2. _____

2 marks

6 Look at the last paragraph on page 4.

How can you tell that the moonlight was very bright?

_____

_____

1 mark

7 Look at the top of page 5.

*Then **it** hit her.*

What is ***it***?

_____

12 Using information from the text, tick one box in each row to show whether each statement is **true** or **false**.

	True	False
At the beginning of the story, Priya knew what had woken her up.		
The binoculars belonged to Priya.		
Both Priya and Abby agreed that they had to do something.		
The rustlers stopped in Priya and Abby's campsite.		

2 ma

26 What positive messages does Harriet want readers to understand about bats?

Give **two** positive messages, using evidence from the text to support your answer.

An example has been done for you.

Positive message	Evidence
Bats shouldn't be judged by their appearance.	She says even though they might look scary they aren't really.
_____ _____	_____ _____ _____
_____ _____	_____ _____ _____

3 marks

38 Look at the paragraph beginning: *Innis sat up…* to the end of the text.

Innis meets the boy. What do you learn about the boy's personality?

Give **two** things, using evidence from the text to support your answer.

Personality	Evidence
_____	_____ _____ _____
_____	_____ _____ _____

_____
3 marks

Streaky and Squeaky



Madagascar is an island country in the Indian Ocean, off the coast of East Africa. It is well known for its range of weird and wonderful wildlife.

Imagine treading through the rainforest in Madagascar and noticing hurried movements in the plants below you. You creep forward to investigate. Suddenly, you see a group of animals unlike anything that you have seen before. Ten of them are sniffing along the ground with long, pointy snouts that look almost like bird beaks. The creatures are quite small – maybe the size of a pet hamster. Their bodies are round and covered with spines like a hedgehog. They are brightly coloured like a bumblebee with yellow streaks running down their backs and legs. On their heads, each of the animals has a crown of bright yellow spikes.

They are not hedgehogs, birds or bumblebees, even if they look like a confused hodgepodge of these animals. You have encountered a family of lowland streaked tenrecs. They are one of many species of tenrecs living in Madagascar.

Are all tenrecs the same?

Lowland streaked tenrecs look unlike any of the other types of tenrec except for their cousins who live in highland rainforests. Highland streaked tenrecs are as spectacularly weird as their lowland cousins, but they have white stripes running down their sides instead of yellow ones.

Both highland and lowland streaked tenrecs are very social animals and are the only kinds of tenrec that live in family groups.

What do tenrecs eat?

Tenrecs forage in the rainforest for soft-bodied invertebrates such as worms and beetle larvae. They sometimes stamp on the ground with their forepaws, to create vibrations, which may increase earthworm activity. They have very fragile jawbones and can only eat soft food. If they tried to eat anything harder, it could damage or even break their jaws.



How do streaked tenrecs communicate?

Sometimes streaked tenrec families get separated in the rainforest and need to communicate with each other. They make high-pitched sounds when they need to find each other. This process is called stridulation.

What is stridulation?

Unlike other types of tenrecs, a streaked tenrec has special spines on its back that it can rub together to produce high-pitched squeaks and chirps. Crickets and other insects commonly use stridulation to communicate.

Humans cannot hear the noises made when streaked tenrecs stridulate because they are made at sound frequencies that are too high for human hearing. Scientists need a specialist microphone to pick up and record the sounds.

What issues are streaked tenrecs facing?

Streaked tenrecs are unique to the rainforest in Madagascar and cannot be found anywhere else in the world. In recent years much of this landscape has been destroyed. As a result of deforestation, where humans cut down the rainforest for wood, tenrecs are in decline. Streaked tenrecs play an important role in their habitat as they hunt smaller creatures and are prey for larger animals like birds and snakes. Without tenrecs, the whole food-chain could be disrupted, causing serious problems for wildlife in Madagascar.

How are people helping streaked tenrecs?

While there have been efforts to help tenrecs by keeping some in zoos, this is not necessarily the best solution due to their short lifespan and the need to keep them in groups or pairs.

Zoos are working to build a population of these animals by breeding them in captivity, so that people around the world can learn about the marvellous streakiness and squeakiness of the streaked tenrecs.

How can adults support children in their reading at home?

- Expectation: **ideally** 20 minutes per day. But 3x per week otherwise.
- Try to build this into your daily routine.
- Have a quiet, comfortable space your child (and you) can read in.
- Read with your child and read in front of your child.
- We want your support in encouraging independent reading and in engaging in your child's reading. Hearing texts read aloud is important.
- Create a love of reading – let them choose different texts, whether its fiction or non fiction!



How can adults support children in their reading at home?

- **Before Reading**
  - If it is the first time your child has read the book, look at the cover and title with them to predict what they think the book might be about.
  - Make links to other books read with similar themes, the same characters and/or similar authors/illustrators.
  - Give them time to flick through the book and read the blurb.



Reading for Pleasure

Reading should be fun – that way they will want to read to you. Here are some tips:

- **Book Talk!**
- Funny voices / become illustrators
- Visit library
- Be an active listener – sit and listen, asking questions showing interest
- Create new stories together
- Make space for it to become a special time
- Share more advanced books with your child - read to your child:

This is an opportunity for them to hear stories and language at a higher level than they can read alone. Research shows the hearing texts read aloud is a significant source of vocabulary acquisition. Use audio books/ Amazon Audible.

- Keep positive!

Growth Mindset

- All readers make mistakes. This is how we learn. Encourage a growth mindset in your child by praising them for recognising their mistakes and trying to fix them.
- 'This is what you said ….. Can you spot anything wrong with that?' 'Does that make sense?'



Year 5 and 6 reading workshop

9:00 – 9:45

Wednesday 6th November 2024

Aims of the session

- The new curriculum expectations
- How we teach reading here at Albrighton
- How to support your child with reading at home
- Activities to enthuse children in reading
- How to ask appropriate questions to develop child understanding in the text

What does the National Curriculum Say?

Pupils should be taught to:

- Maintain positive attitudes to reading and understanding of what they read by:
- Continuing to read and discuss an increasingly wide range of fiction, poetry, play, non-fiction and reference books or text books
- Reading books that are structured in different ways and reading for a range of purposes
- Increasing their familiarity with a wide range of books, including myths, legends, and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions
- Recommending books that they have read to their peers, giving reasons for their choices
- Identifying and discussing themes and conventions in and across a wide range of writing
- Making comparisons within and across books
- Learning a wider range of poetry by heart
- Preparing poems and plays to read aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Understand what they read by:

- Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- Asking questions to improve their understanding
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying these inferences with evidence
- Predicting what might happen from details stated and implied
- Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- Identifying how language, structure and presentation contribute to meaning

- Discuss and evaluate how authors use language, including figurative language and considering the impact on the reader
- Distinguish between statements of fact and opinion
- Retrieve, record and present information from non-fiction
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining focus on the topic and using notes where necessary
- Provide reasoned justifications for their views

Creating a love of reading in children is potentially one of the most powerful ways of improving academic standards in school.

There can be few better ways to improve pupils chances in school, or beyond in the wider world than to enable them to become truly independent readers.

In 2013, The National Literacy Trust conducted a survey which included 11,000 children.
Children who read daily outside school were 5x more likely to perform above the expected level for their age in reading.

Reading at Albrighton

- Phonics
- 1:1 reading opportunities
- Independent reading
- VIPERS – comprehension
- Lessons dedicated to reading
- Use of reading areas
- New Library Area with themed sections
- Daily story time

Reading requires two skills

Phonics and Word Recognition

- The ability to recognise words presented in and out of context.
- The ability to blend letter sounds (phonemes) together to read words.

Understanding

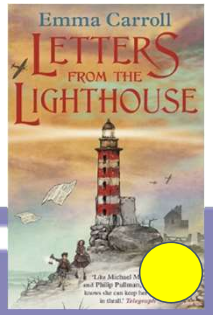
- The ability to understand the meaning of the words and sentences in a text.
- The ability to understand the ideas, information and themes in a text.
- If a child understands what they hear, they will understand the same information when they read.

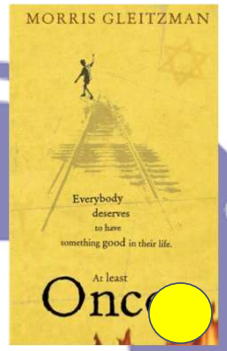
Albrighton Primary School and Nursery Reading Journey

YEAR 5 AND 6





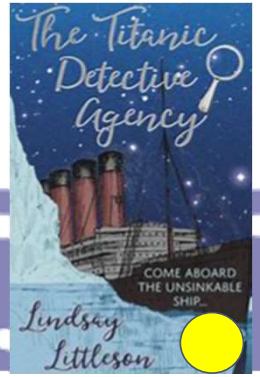


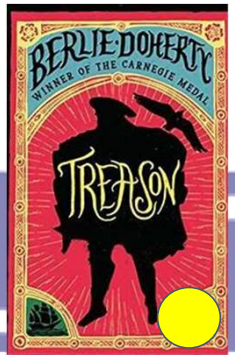












- Archaic language
- Non-linear time sequence
- Narratively Complex
- Figurative/Symbolic Text: Complex plot
- Resistant Texts
- Celebrates Diversity

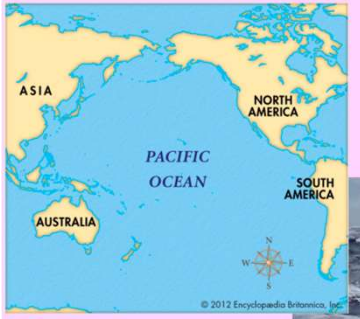
Reading lessons

When Michael's dad is made redundant from the brickworks, the family travel south of England to Fareham, near Southampton, and embark upon a voyage around the world.



Fareham Marina, U.K.

When Michael gets lost at sea in a storm, he washes up on a fictitious island in the Pacific Ocean.



Listen to the sounds of a storm in the Pacific Ocean.



Storm in Pacific Ocean

They voyage to many places around the world!



Michael, mum, dad and Stella Artois travel on a forty-two foot yacht around the world which they had to firstly learn how to sail.



Let's watch a video of a tour of a similar yacht!

Tuesday 17th September 2024

L.O. I am learning to explore the author of our text.

Reading



I know how to gather information from audio and written texts.

SKILLS

I can identify other texts written by my author.

I can explain the inspiration behind Kensuke's Kingdom.

I can make comparisons between the themes in Morpurgo's books.

Learning Conversation			Support			
☺·	😐·	☹·	INDEP	CT	TA	PEER

Michael Morpurgo

When and where was he born?

5th of October 1943 in St Albans, Hertfordshire.



Other texts

- Friend or Foe
- War Horse
- The Butterfly lion
- Private Peaceful and . . .
- An elephand in the Garden.

Inspiration for Kensuke's Kingdom

Why does Michael Morpurgo focus on similar themes?

He focuses on Similer themes because then all the books link together.

Monday 23rd September 2024

L.O. I am learning to find the meaning of words in context.

Reading



I know that 'words in context' means finding the word in a whole sentence/paragraph to help me identify the meaning.

SKILLS

I can skim and scan a text to find given vocabulary.

I can read the whole sentence/paragraph that the word is in.

I can find the definition for the word from reading the context.

Learning Conversation			Support			
☺·	😐·	☹·	INDEP	CT	TA	PEER

supertanker	Something found in the sea.
	A kind and open leader.
mariner	Something or someone whose presence puts you at a disadvantage.
	A shallow channel between hills or waves.
liability	A heavily armored fighting vehicle.
	Greek writings.
trough	Something or someone whose presence puts you at an advantage.
	A container to keep animal food in.
gritty	A very large ship.
	The deck of a ship.
tyrant	A long and adventurous journey.
	Containing or covered with grit.
galley	A person who navigates a ship.
	The kitchen in a ship.

Tuesday and Wednesday 1st/2nd October 2024						Reading
L.O. I am learning to infer information from the text.						
	I know that retrieval is finding key details in the text. I know that inference is a conclusion based on evidence and reasoning. I know that an impression is an idea, feeling or opinion.					
SKILLS	I can retrieve information from a text.					
	I can make inferences from the information that I have retrieved.					
Learning Conversation			Support			
☺	😐	☹	INDEP	CT	TA	PEER
Big question tomorrow - What impressions do you get of the island?						



The Island is noisy because in the text it says that the birs cackled and screeched. Another immpresion I had was that the Island was Isolated because the text says there was no sense of human life.

Tuesday 8th October 2024						Reading
L.O. I am learning to infer information from the text.						
	I know that retrieval is finding key details in the text. I know that inference is a conclusion based on evidence and reasoning. I know that an impression is an idea, feeling or opinion.					
SKILLS	I can retrieve information from a text.					
	I can make inferences from the information that I have retrieved.					
Learning Conversation			Support			
☺	😐	☹	INDEP	CT	TA	PEER
Big question - What impressions do you get of Kensuke in chapter 5?						

Resourceful because he's survived on the island for a long time.

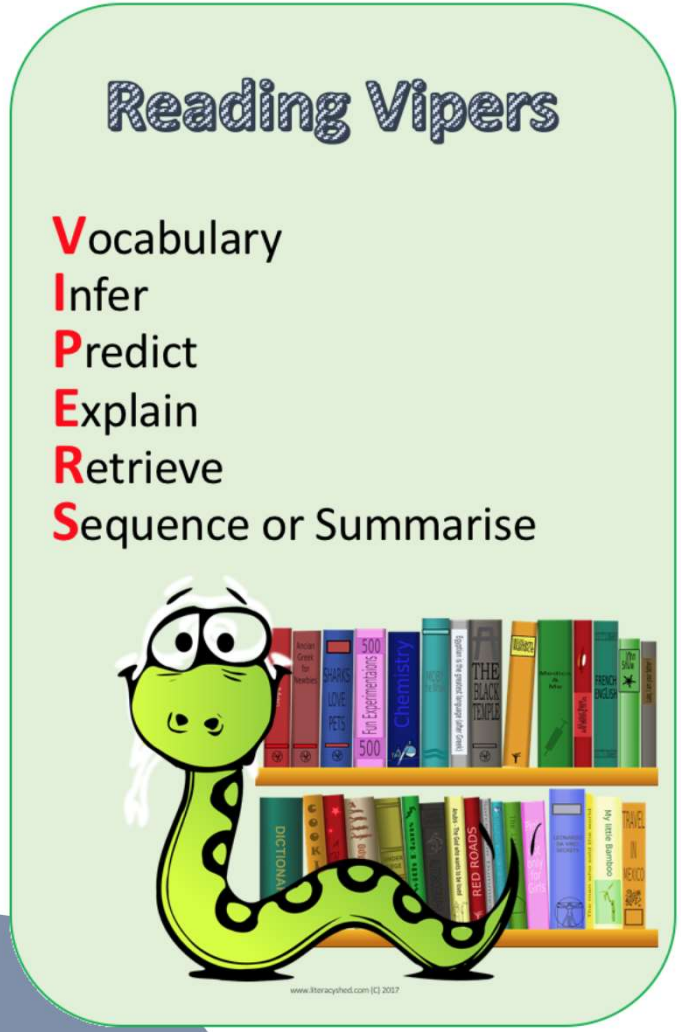
Old because the text says he's the oldest man Michael has seen.

Multi-lingual because in the text he speaks 2-3 languages.



Kind in his own way because in the text he gives Michael food.

I'm sure because the text says he's out of his head



Understanding (Comprehension)

- Finding information on the page.
- Being able to skim the text
- Being able to find information that is *not* on the page. (Looking for clues)
- Thinking about situations and predicting what might happen.
- Putting yourself in a character's shoes and understanding what is going on from their viewpoint.
- Book talk to make your child think.
- Knowing the difference between retrieval, inference, summary, predictions, language choices.

Vocabulary

- Why has the author chosen to use the word *x*?
- Find a synonym for the word *x*
- Define the word *x*
- Use the word *x* in your own sentence
- Find an example of a simile in the text.

Inference

- Find and quote the text to show how the character is feeling at this moment.
- How do you know the character was feeling reluctant to go to school?
- Why has *x* done *x*?
- Susie was stubborn. True or false?

Predict

- What do you think will happen next?
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- Do you think there will be any consequences for *x*?
- If the author was to write a sequel, what would it be about?

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- Why was x surprised by x?
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- Find and copy *x*
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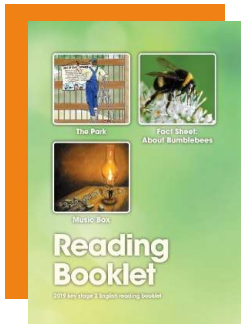
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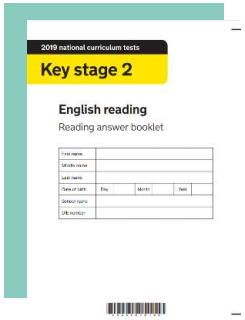
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_____

_____

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What is ***it***?

_____

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	True	False
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2 ma

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- Make space for it to become a special time
- Share more advanced books with your child - read to your child:

This is an opportunity for them to hear stories and language at a higher level than they can read alone. Research shows the hearing texts read aloud is a significant source of vocabulary acquisition. Use audio books/ Amazon Audible.

- Keep positive!

Growth Mindset

- All readers make mistakes. This is how we learn. Encourage a growth mindset in your child by praising them for recognising their mistakes and trying to fix them.
- 'This is what you said ….. Can you spot anything wrong with that?' 'Does that make sense?'



Year 5 and 6 reading workshop

9:00 – 9:45

Wednesday 6th November 2024

Aims of the session

- The new curriculum expectations
- How we teach reading here at Albrighton
- How to support your child with reading at home
- Activities to enthuse children in reading
- How to ask appropriate questions to develop child understanding in the text

What does the National Curriculum Say?

Pupils should be taught to:

- Maintain positive attitudes to reading and understanding of what they read by:
- Continuing to read and discuss an increasingly wide range of fiction, poetry, play, non-fiction and reference books or text books
- Reading books that are structured in different ways and reading for a range of purposes
- Increasing their familiarity with a wide range of books, including myths, legends, and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions
- Recommending books that they have read to their peers, giving reasons for their choices
- Identifying and discussing themes and conventions in and across a wide range of writing
- Making comparisons within and across books
- Learning a wider range of poetry by heart
- Preparing poems and plays to read aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Understand what they read by:

- Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- Asking questions to improve their understanding
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying these inferences with evidence
- Predicting what might happen from details stated and implied
- Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- Identifying how language, structure and presentation contribute to meaning

- Discuss and evaluate how authors use language, including figurative language and considering the impact on the reader
- Distinguish between statements of fact and opinion
- Retrieve, record and present information from non-fiction
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining focus on the topic and using notes where necessary
- Provide reasoned justifications for their views

Creating a love of reading in children is potentially one of the most powerful ways of improving academic standards in school.

There can be few better ways to improve pupils chances in school, or beyond in the wider world than to enable them to become truly independent readers.

In 2013, The National Literacy Trust conducted a survey which included 11,000 children.
Children who read daily outside school were 5x more likely to perform above the expected level for their age in reading.

Reading at Albrighton

- Phonics
- 1:1 reading opportunities
- Independent reading
- VIPERS – comprehension
- Lessons dedicated to reading
- Use of reading areas
- New Library Area with themed sections
- Daily story time

Reading requires two skills

Phonics and Word Recognition

- The ability to recognise words presented in and out of context.
- The ability to blend letter sounds (phonemes) together to read words.

Understanding

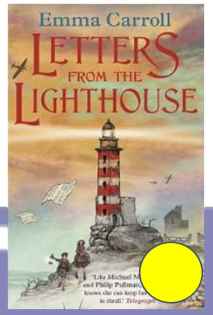
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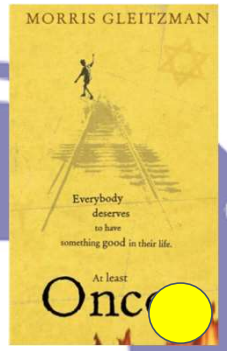
Albrighton Primary School and Nursery Reading Journey

YEAR 5 AND 6





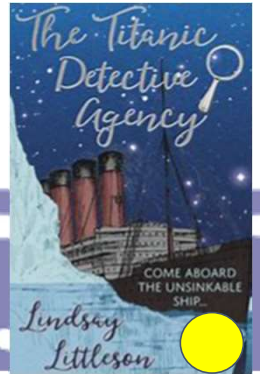


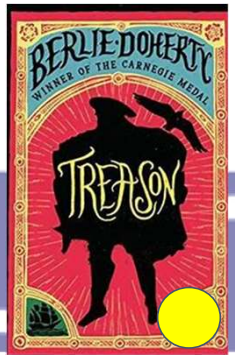












- Archaic language
- Non-linear time sequence
- Narratively Complex
- Figurative/Symbolic Text: Complex plot
- Resistant Texts
- Celebrates Diversity

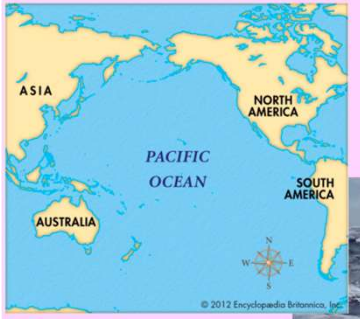
Reading lessons

When Michael's dad is made redundant from the brickworks, the family travel south of England to Fareham, near Southampton, and embark upon a voyage around the world.



Fareham Marina, U.K.

When Michael gets lost at sea in a storm, he washes up on a fictitious island in the Pacific Ocean.



Listen to the sounds of a storm in the Pacific Ocean.



Storm in Pacific Ocean

They voyage to many places around the world!



Michael, mum, dad and Stella Artois travel on a forty-two foot yacht around the world which they had to firstly learn how to sail.



Let's watch a video of a tour of a similar yacht!

Tuesday 17th September 2024

L.O. I am learning to explore the author of our text.

Reading



I know how to gather information from audio and written texts.

SKILLS

I can identify other texts written by my author.

I can explain the inspiration behind Kensuke's Kingdom.

I can make comparisons between the themes in Morpurgo's books.

Learning Conversation			Support			
☺·	😐·	☹·	INDEP	CT	TA	PEER

Michael Morpurgo

When and where was he born?

5th of October 1943 in St Albans, Hertfordshire.



Other texts

- Friend or Foe
- War Horse
- The Butterfly lion
- Private Peaceful and . . .
- An elephand in the Garden.

Inspiration for Kensuke's Kingdom

Why does Michael Morpurgo focus on similar themes?

He focuses on Similer themes because then all the books link together.

Monday 23rd September 2024

L.O. I am learning to find the meaning of words in context.

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I know that 'words in context' means finding the word in a whole sentence/paragraph to help me identify the meaning.

SKILLS

I can skim and scan a text to find given vocabulary.

I can read the whole sentence/paragraph that the word is in.

I can find the definition for the word from reading the context.

Learning Conversation			Support			
☺·	😐·	☹·	INDEP	CT	TA	PEER

supertanker	Something found in the sea.
	A kind and open leader.
mariner	Something or someone whose presence puts you at a disadvantage.
	A shallow channel between hills or waves.
liability	A heavily armored fighting vehicle.
	Greek writings.
trough	Something or someone whose presence puts you at an advantage.
	A container to keep animal food in.
gritty	A very large ship.
	The deck of a ship.
tyrant	A long and adventurous journey.
	Containing or covered with grit.
galley	A person who navigates a ship.
	The kitchen in a ship.

Tuesday and Wednesday 1st/2nd October 2024						Reading
L.O. I am learning to infer information from the text.						
	I know that retrieval is finding key details in the text. I know that inference is a conclusion based on evidence and reasoning. I know that an impression is an idea, feeling or opinion.					
SKILLS	I can retrieve information from a text.					
	I can make inferences from the information that I have retrieved.					
Learning Conversation			Support			
☺	😐	☹	INDEP	CT	TA	PEER
Big question tomorrow - What impressions do you get of the island?						



The Island is noisy because in the text it says that the birs cackled and screeched. Another immpresion I had was that the Island was Isolated because the text says there was no sense of human life.

Tuesday 8th October 2024						Reading
L.O. I am learning to infer information from the text.						
	I know that retrieval is finding key details in the text. I know that inference is a conclusion based on evidence and reasoning. I know that an impression is an idea, feeling or opinion.					
SKILLS	I can retrieve information from a text.					
	I can make inferences from the information that I have retrieved.					
Learning Conversation			Support			
☺	😐	☹	INDEP	CT	TA	PEER
Big question - What impressions do you get of Kensuke in chapter 5?						

Resourceful because he's survived on the island for a long time.

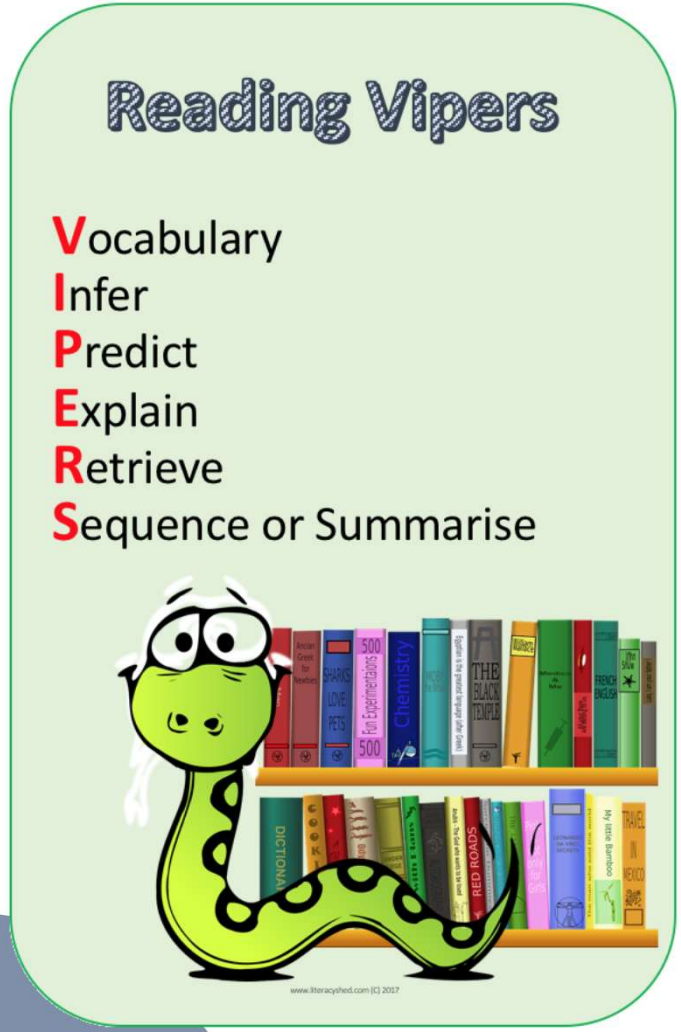
Old because the text says he's the oldest man Michael has seen.

Multi-lingual because in the text he speaks 2-3 languages.



Kind in his own way because in the text he gives Michael food.

I'm sure because the text says he's out of his head



Understanding (Comprehension)

- Finding information on the page.
- Being able to skim the text
- Being able to find information that is *not* on the page. (Looking for clues)
- Thinking about situations and predicting what might happen.
- Putting yourself in a character's shoes and understanding what is going on from their viewpoint.
- Book talk to make your child think.
- Knowing the difference between retrieval, inference, summary, predictions, language choices.

Vocabulary

- Why has the author chosen to use the word *x*?
- Find a synonym for the word *x*
- Define the word *x*
- Use the word *x* in your own sentence
- Find an example of a simile in the text.

Inference

- Find and quote the text to show how the character is feeling at this moment.
- How do you know the character was feeling reluctant to go to school?
- Why has *x* done *x*?
- Susie was stubborn. True or false?

Predict

- What do you think will happen next?
- How do you think *x* will feel about *x*?
- Do you think there will be any consequences for *x*?
- If the author was to write a sequel, what would it be about?

Explain

- How do the author's emotions change throughout the text?
- Why was x surprised by x?
- Why has the author written x in italics?

Retrieve

- Find and copy *x*
- In which country does the story take place?
- What is *x*'s uncle called?
- What did *x* reply to *x*?

Sequence

- Order the following events 1 – 5.
- Did x go to the cinema first or to dinner?
- What is the first step in making a chocolate cake?

Summarise

- Summarise the story in 3 sentences.
- List the places the author visited.
- What were the signs the author reached the beach?

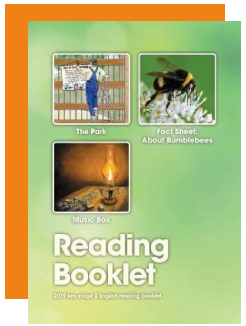
Reading With Your Child

Some questions to ask your child whilst reading together:

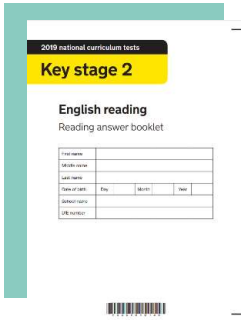
1. Look at the front cover. What could the book be about?
2. Who is the author?
3. What is an illustrator? What do they do?
4. What does that word mean? Read the words around it to help you figure it out (context).
5. How can you read an unfamiliar word? Can you sound talk and then blend?
6. Who are the main characters?
7. What do you think will happen next?
8. How do you think that character feels? Why? How would you feel in that situation?
9. Can you predict how the book will end?
10. Who is your favourite character? Why?
11. Is there a hidden message in the story? What is it?
12. Can you retell the story in your own words?
13. Do you like how the story ended? Can you think of another way the book could have ended?

Year 6 SATs

Each year in May, year 6 children in England take part in a SATs reading paper.
This paper is designed to test children's reading and comprehension skills across all areas of the curriculum. The test consists of two parts:



a reading booklet (typically containing three texts which increase in difficulty throughout the booklet)



an answer booklet
(containing a variety of questions about each of the texts, each relating to one of the eight content domains)

Children have one hour to complete as many questions as they can.
Children are expected to read the text themselves and no help can be given.

Questions 1–12 are about *A Noise in the Night* (pages 4–5)

1 Look at the first paragraph.

How can you tell Priya was feeling nervous?

Write **two** ways.

1. _____

2. _____

2 marks

6 Look at the last paragraph on page 4.

How can you tell that the moonlight was very bright?

_____

_____

1 mark

7 Look at the top of page 5.

*Then **it** hit her.*

What is ***it***?

_____

12 Using information from the text, tick one box in each row to show whether each statement is **true** or **false**.

	True	False
At the beginning of the story, Priya knew what had woken her up.		
The binoculars belonged to Priya.		
Both Priya and Abby agreed that they had to do something.		
The rustlers stopped in Priya and Abby's campsite.		

2 ma

26 What positive messages does Harriet want readers to understand about bats?

Give **two** positive messages, using evidence from the text to support your answer.

An example has been done for you.

Positive message	Evidence
Bats shouldn't be judged by their appearance.	She says even though they might look scary they aren't really.
_____ _____	_____ _____ _____
_____ _____	_____ _____ _____

3 marks

38 Look at the paragraph beginning: *Innis sat up…* to the end of the text.

Innis meets the boy. What do you learn about the boy's personality?

Give **two** things, using evidence from the text to support your answer.

Personality	Evidence
_____	_____ _____ _____
_____	_____ _____ _____

_____
3 marks

Streaky and Squeaky



Madagascar is an island country in the Indian Ocean, off the coast of East Africa. It is well known for its range of weird and wonderful wildlife.

Imagine treading through the rainforest in Madagascar and noticing hurried movements in the plants below you. You creep forward to investigate. Suddenly, you see a group of animals unlike anything that you have seen before. Ten of them are sniffing along the ground with long, pointy snouts that look almost like bird beaks. The creatures are quite small – maybe the size of a pet hamster. Their bodies are round and covered with spines like a hedgehog. They are brightly coloured like a bumblebee with yellow streaks running down their backs and legs. On their heads, each of the animals has a crown of bright yellow spikes.

They are not hedgehogs, birds or bumblebees, even if they look like a confused hodgepodge of these animals. You have encountered a family of lowland streaked tenrecs. They are one of many species of tenrecs living in Madagascar.

Are all tenrecs the same?

Lowland streaked tenrecs look unlike any of the other types of tenrec except for their cousins who live in highland rainforests. Highland streaked tenrecs are as spectacularly weird as their lowland cousins, but they have white stripes running down their sides instead of yellow ones.

Both highland and lowland streaked tenrecs are very social animals and are the only kinds of tenrec that live in family groups.

What do tenrecs eat?

Tenrecs forage in the rainforest for soft-bodied invertebrates such as worms and beetle larvae. They sometimes stamp on the ground with their forepaws, to create vibrations, which may increase earthworm activity. They have very fragile jawbones and can only eat soft food. If they tried to eat anything harder, it could damage or even break their jaws.



How do streaked tenrecs communicate?

Sometimes streaked tenrec families get separated in the rainforest and need to communicate with each other. They make high-pitched sounds when they need to find each other. This process is called stridulation.

What is stridulation?

Unlike other types of tenrecs, a streaked tenrec has special spines on its back that it can rub together to produce high-pitched squeaks and chirps. Crickets and other insects commonly use stridulation to communicate.

Humans cannot hear the noises made when streaked tenrecs stridulate because they are made at sound frequencies that are too high for human hearing. Scientists need a specialist microphone to pick up and record the sounds.

What issues are streaked tenrecs facing?

Streaked tenrecs are unique to the rainforest in Madagascar and cannot be found anywhere else in the world. In recent years much of this landscape has been destroyed. As a result of deforestation, where humans cut down the rainforest for wood, tenrecs are in decline. Streaked tenrecs play an important role in their habitat as they hunt smaller creatures and are prey for larger animals like birds and snakes. Without tenrecs, the whole food-chain could be disrupted, causing serious problems for wildlife in Madagascar.

How are people helping streaked tenrecs?

While there have been efforts to help tenrecs by keeping some in zoos, this is not necessarily the best solution due to their short lifespan and the need to keep them in groups or pairs.

Zoos are working to build a population of these animals by breeding them in captivity, so that people around the world can learn about the marvellous streakiness and squeakiness of the streaked tenrecs.

How can adults support children in their reading at home?

- Expectation: **ideally** 20 minutes per day. But 3x per week otherwise.
- Try to build this into your daily routine.
- Have a quiet, comfortable space your child (and you) can read in.
- Read with your child and read in front of your child.
- We want your support in encouraging independent reading and in engaging in your child's reading. Hearing texts read aloud is important.
- Create a love of reading – let them choose different texts, whether its fiction or non fiction!



How can adults support children in their reading at home?

- **Before Reading**
  - If it is the first time your child has read the book, look at the cover and title with them to predict what they think the book might be about.
  - Make links to other books read with similar themes, the same characters and/or similar authors/illustrators.
  - Give them time to flick through the book and read the blurb.



Reading for Pleasure

Reading should be fun – that way they will want to read to you. Here are some tips:

- **Book Talk!**
- Funny voices / become illustrators
- Visit library
- Be an active listener – sit and listen, asking questions showing interest
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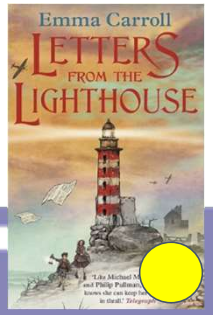
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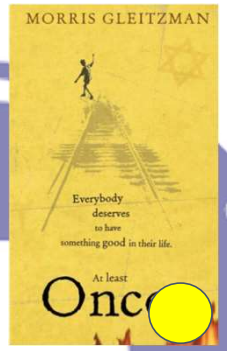
Albrighton Primary School and Nursery Reading Journey

YEAR 5 AND 6





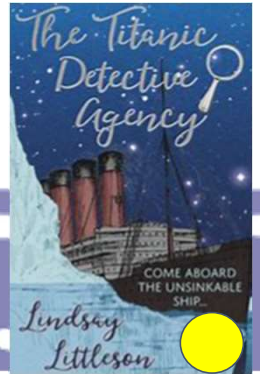


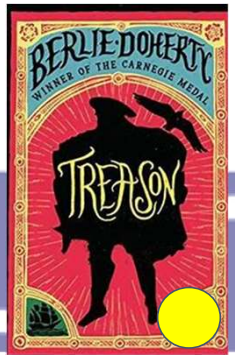












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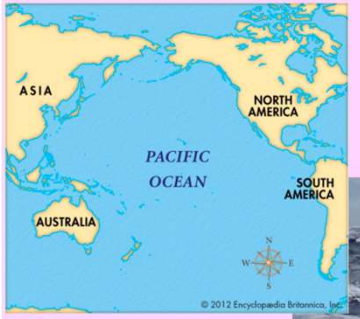
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Learning Conversation			Support			
☺·	😐·	☹·	INDEP	CT	TA	PEER

Michael Morpurgo

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Learning Conversation			Support			
☺·	😐·	☹·	INDEP	CT	TA	PEER

supertanker	Something found in the sea.
	A kind and open leader.
mariner	Something or someone whose presence puts you at a disadvantage.
	A shallow channel between hills or waves.
liability	A heavily armored fighting vehicle.
	Greek writings.
trough	Something or someone whose presence puts you at an advantage.
	A container to keep animal food in.
gritty	A very large ship.
	The deck of a ship.
tyrant	A long and adventurous journey.
	Containing or covered with grit.
galley	A person who navigates a ship.
	The kitchen in a ship.

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☺	😐	☹	INDEP	CT	TA	PEER
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The Island is noisy because in the text it says that the birs cackled and screeched. Another immpresion I had was that the Island was Isolated because the text says there was no sense of human life.

Tuesday 8th October 2024						Reading
L.O. I am learning to infer information from the text.						
	I know that retrieval is finding key details in the text. I know that inference is a conclusion based on evidence and reasoning. I know that an impression is an idea, feeling or opinion.					
SKILLS	I can retrieve information from a text.					
	I can make inferences from the information that I have retrieved.					
Learning Conversation			Support			
☺	😐	☹	INDEP	CT	TA	PEER
Big question - What impressions do you get of Kensuke in chapter 5?						

Resourceful because he's survived on the island for a long time.

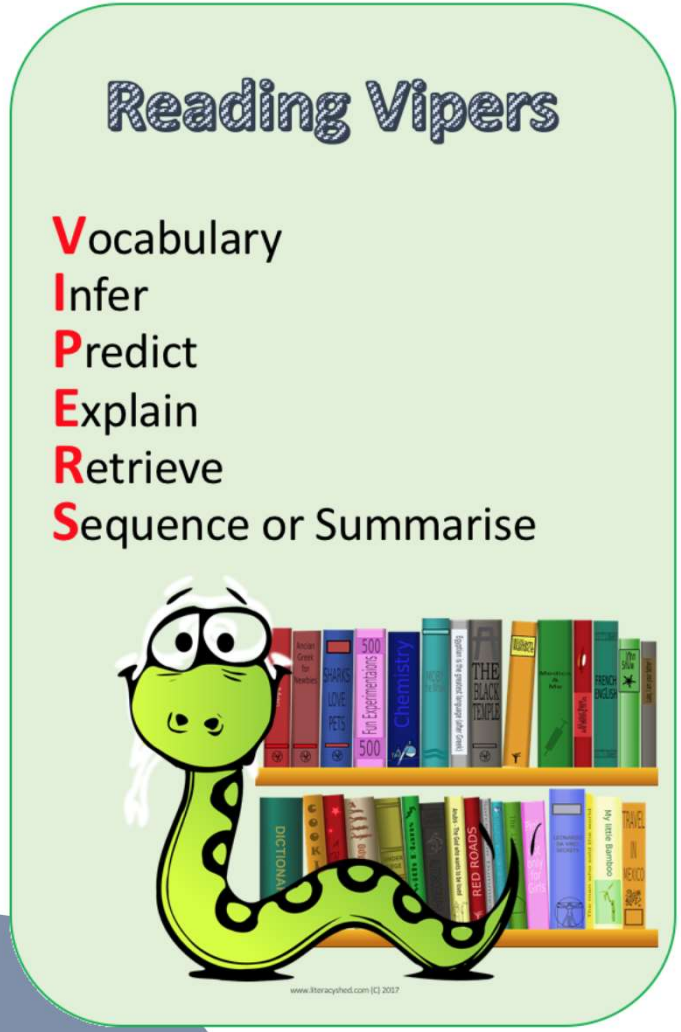
Old because the text says he's the oldest man Michael has seen.

Multi-lingual because in the text he speaks 2-3 languages.



Kind in his own way because in the text he gives Michael food.

I'm sure because the text says he's out of his head



Understanding (Comprehension)

- Finding information on the page.
- Being able to skim the text
- Being able to find information that is *not* on the page. (Looking for clues)
- Thinking about situations and predicting what might happen.
- Putting yourself in a character's shoes and understanding what is going on from their viewpoint.
- Book talk to make your child think.
- Knowing the difference between retrieval, inference, summary, predictions, language choices.

Vocabulary

- Why has the author chosen to use the word *x*?
- Find a synonym for the word *x*
- Define the word *x*
- Use the word *x* in your own sentence
- Find an example of a simile in the text.

Inference

- Find and quote the text to show how the character is feeling at this moment.
- How do you know the character was feeling reluctant to go to school?
- Why has *x* done *x*?
- Susie was stubborn. True or false?

Predict

- What do you think will happen next?
- How do you think *x* will feel about *x*?
- Do you think there will be any consequences for *x*?
- If the author was to write a sequel, what would it be about?

Explain

- How do the author's emotions change throughout the text?
- Why was x surprised by x?
- Why has the author written x in italics?

Retrieve

- Find and copy *x*
- In which country does the story take place?
- What is *x*'s uncle called?
- What did *x* reply to *x*?

Sequence

- Order the following events 1 – 5.
- Did x go to the cinema first or to dinner?
- What is the first step in making a chocolate cake?

Summarise

- Summarise the story in 3 sentences.
- List the places the author visited.
- What were the signs the author reached the beach?

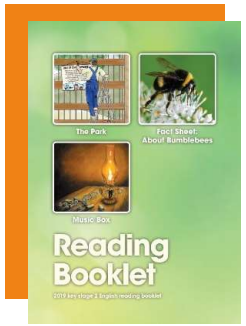
Reading With Your Child

Some questions to ask your child whilst reading together:

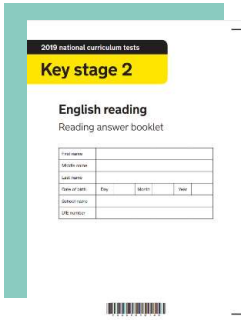
1. Look at the front cover. What could the book be about?
2. Who is the author?
3. What is an illustrator? What do they do?
4. What does that word mean? Read the words around it to help you figure it out (context).
5. How can you read an unfamiliar word? Can you sound talk and then blend?
6. Who are the main characters?
7. What do you think will happen next?
8. How do you think that character feels? Why? How would you feel in that situation?
9. Can you predict how the book will end?
10. Who is your favourite character? Why?
11. Is there a hidden message in the story? What is it?
12. Can you retell the story in your own words?
13. Do you like how the story ended? Can you think of another way the book could have ended?

Year 6 SATs

Each year in May, year 6 children in England take part in a SATs reading paper.
This paper is designed to test children's reading and comprehension skills across all areas of the curriculum. The test consists of two parts:



a reading booklet (typically containing three texts which increase in difficulty throughout the booklet)



an answer booklet
(containing a variety of questions about each of the texts, each relating to one of the eight content domains)

Children have one hour to complete as many questions as they can.
Children are expected to read the text themselves and no help can be given.

Questions 1–12 are about *A Noise in the Night* (pages 4–5)

1 Look at the first paragraph.

How can you tell Priya was feeling nervous?

Write **two** ways.

1. _____

2. _____

2 marks

6 Look at the last paragraph on page 4.

How can you tell that the moonlight was very bright?

_____

_____

1 mark

7 Look at the top of page 5.

*Then **it** hit her.*

What is ***it***?

_____

12 Using information from the text, tick one box in each row to show whether each statement is **true** or **false**.

	True	False
At the beginning of the story, Priya knew what had woken her up.		
The binoculars belonged to Priya.		
Both Priya and Abby agreed that they had to do something.		
The rustlers stopped in Priya and Abby's campsite.		

2 ma

26 What positive messages does Harriet want readers to understand about bats?

Give **two** positive messages, using evidence from the text to support your answer.

An example has been done for you.

Positive message	Evidence
Bats shouldn't be judged by their appearance.	She says even though they might look scary they aren't really.
_____ _____	_____ _____ _____
_____ _____	_____ _____ _____

3 marks

38 Look at the paragraph beginning: *Innis sat up…* to the end of the text.

Innis meets the boy. What do you learn about the boy's personality?

Give **two** things, using evidence from the text to support your answer.

Personality	Evidence
_____	_____ _____ _____
_____	_____ _____ _____

_____
3 marks

Streaky and Squeaky



Madagascar is an island country in the Indian Ocean, off the coast of East Africa. It is well known for its range of weird and wonderful wildlife.

Imagine treading through the rainforest in Madagascar and noticing hurried movements in the plants below you. You creep forward to investigate. Suddenly, you see a group of animals unlike anything that you have seen before. Ten of them are sniffing along the ground with long, pointy snouts that look almost like bird beaks. The creatures are quite small – maybe the size of a pet hamster. Their bodies are round and covered with spines like a hedgehog. They are brightly coloured like a bumblebee with yellow streaks running down their backs and legs. On their heads, each of the animals has a crown of bright yellow spikes.

They are not hedgehogs, birds or bumblebees, even if they look like a confused hodgepodge of these animals. You have encountered a family of lowland streaked tenrecs. They are one of many species of tenrecs living in Madagascar.

Are all tenrecs the same?

Lowland streaked tenrecs look unlike any of the other types of tenrec except for their cousins who live in highland rainforests. Highland streaked tenrecs are as spectacularly weird as their lowland cousins, but they have white stripes running down their sides instead of yellow ones.

Both highland and lowland streaked tenrecs are very social animals and are the only kinds of tenrec that live in family groups.

What do tenrecs eat?

Tenrecs forage in the rainforest for soft-bodied invertebrates such as worms and beetle larvae. They sometimes stamp on the ground with their forepaws, to create vibrations, which may increase earthworm activity. They have very fragile jawbones and can only eat soft food. If they tried to eat anything harder, it could damage or even break their jaws.



How do streaked tenrecs communicate?

Sometimes streaked tenrec families get separated in the rainforest and need to communicate with each other. They make high-pitched sounds when they need to find each other. This process is called stridulation.

What is stridulation?

Unlike other types of tenrecs, a streaked tenrec has special spines on its back that it can rub together to produce high-pitched squeaks and chirps. Crickets and other insects commonly use stridulation to communicate.

Humans cannot hear the noises made when streaked tenrecs stridulate because they are made at sound frequencies that are too high for human hearing. Scientists need a specialist microphone to pick up and record the sounds.

What issues are streaked tenrecs facing?

Streaked tenrecs are unique to the rainforest in Madagascar and cannot be found anywhere else in the world. In recent years much of this landscape has been destroyed. As a result of deforestation, where humans cut down the rainforest for wood, tenrecs are in decline. Streaked tenrecs play an important role in their habitat as they hunt smaller creatures and are prey for larger animals like birds and snakes. Without tenrecs, the whole food-chain could be disrupted, causing serious problems for wildlife in Madagascar.

How are people helping streaked tenrecs?

While there have been efforts to help tenrecs by keeping some in zoos, this is not necessarily the best solution due to their short lifespan and the need to keep them in groups or pairs.

Zoos are working to build a population of these animals by breeding them in captivity, so that people around the world can learn about the marvellous streakiness and squeakiness of the streaked tenrecs.

How can adults support children in their reading at home?

- Expectation: **ideally** 20 minutes per day. But 3x per week otherwise.
- Try to build this into your daily routine.
- Have a quiet, comfortable space your child (and you) can read in.
- Read with your child and read in front of your child.
- We want your support in encouraging independent reading and in engaging in your child's reading. Hearing texts read aloud is important.
- Create a love of reading – let them choose different texts, whether its fiction or non fiction!



How can adults support children in their reading at home?

- **Before Reading**
  - If it is the first time your child has read the book, look at the cover and title with them to predict what they think the book might be about.
  - Make links to other books read with similar themes, the same characters and/or similar authors/illustrators.
  - Give them time to flick through the book and read the blurb.



Reading for Pleasure

Reading should be fun – that way they will want to read to you. Here are some tips:

- **Book Talk!**
- Funny voices / become illustrators
- Visit library
- Be an active listener – sit and listen, asking questions showing interest
- Create new stories together
- Make space for it to become a special time
- Share more advanced books with your child - read to your child:

This is an opportunity for them to hear stories and language at a higher level than they can read alone. Research shows the hearing texts read aloud is a significant source of vocabulary acquisition. Use audio books/ Amazon Audible.

- Keep positive!

Growth Mindset

- All readers make mistakes. This is how we learn. Encourage a growth mindset in your child by praising them for recognising their mistakes and trying to fix them.
- 'This is what you said ….. Can you spot anything wrong with that?' 'Does that make sense?'



Year 5 and 6 reading workshop

9:00 – 9:45

Wednesday 6th November 2024

Aims of the session

- The new curriculum expectations
- How we teach reading here at Albrighton
- How to support your child with reading at home
- Activities to enthuse children in reading
- How to ask appropriate questions to develop child understanding in the text

What does the National Curriculum Say?

Pupils should be taught to:

- Maintain positive attitudes to reading and understanding of what they read by:
- Continuing to read and discuss an increasingly wide range of fiction, poetry, play, non-fiction and reference books or text books
- Reading books that are structured in different ways and reading for a range of purposes
- Increasing their familiarity with a wide range of books, including myths, legends, and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions
- Recommending books that they have read to their peers, giving reasons for their choices
- Identifying and discussing themes and conventions in and across a wide range of writing
- Making comparisons within and across books
- Learning a wider range of poetry by heart
- Preparing poems and plays to read aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Understand what they read by:

- Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- Asking questions to improve their understanding
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying these inferences with evidence
- Predicting what might happen from details stated and implied
- Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- Identifying how language, structure and presentation contribute to meaning

- Discuss and evaluate how authors use language, including figurative language and considering the impact on the reader
- Distinguish between statements of fact and opinion
- Retrieve, record and present information from non-fiction
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining focus on the topic and using notes where necessary
- Provide reasoned justifications for their views

Creating a love of reading in children is potentially one of the most powerful ways of improving academic standards in school.

There can be few better ways to improve pupils chances in school, or beyond in the wider world than to enable them to become truly independent readers.

In 2013, The National Literacy Trust conducted a survey which included 11,000 children.
Children who read daily outside school were 5x more likely to perform above the expected level for their age in reading.

Reading at Albrighton

- Phonics
- 1:1 reading opportunities
- Independent reading
- VIPERS – comprehension
- Lessons dedicated to reading
- Use of reading areas
- New Library Area with themed sections
- Daily story time

Reading requires two skills

Phonics and Word Recognition

- The ability to recognise words presented in and out of context.
- The ability to blend letter sounds (phonemes) together to read words.

Understanding

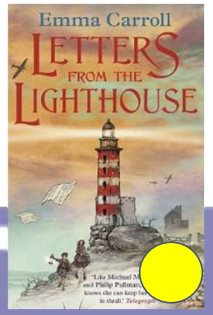
- The ability to understand the meaning of the words and sentences in a text.
- The ability to understand the ideas, information and themes in a text.
- If a child understands what they hear, they will understand the same information when they read.

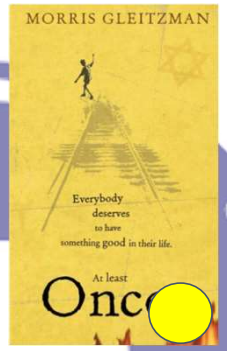
Albrighton Primary School and Nursery Reading Journey

YEAR 5 AND 6





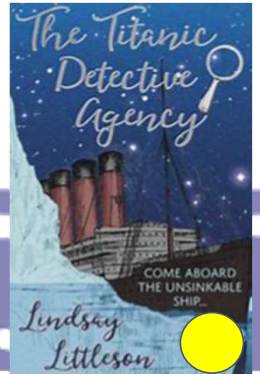


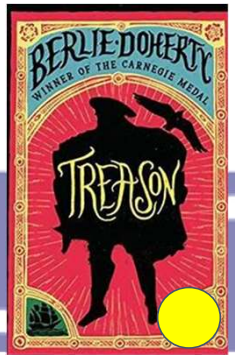












- Archaic language
- Non-linear time sequence
- Narratively Complex
- Figurative/Symbolic Text: Complex plot
- Resistant Texts
- Celebrates Diversity

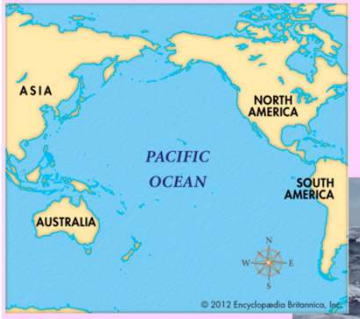
Reading lessons

When Michael's dad is made redundant from the brickworks, the family travel south of England to Fareham, near Southampton, and embark upon a voyage around the world.



Fareham Marina, U.K.

When Michael gets lost at sea in a storm, he washes up on a fictitious island in the Pacific Ocean.



Listen to the sounds of a storm in the Pacific Ocean.



Storm in Pacific Ocean

They voyage to many places around the world!



Michael, mum, dad and Stella Artois travel on a forty-two foot yacht around the world which they had to firstly learn how to sail.



Let's watch a video of a tour of a similar yacht!

Tuesday 17th September 2024

L.O. I am learning to explore the author of our text.

Reading



I know how to gather information from audio and written texts.

SKILLS

I can identify other texts written by my author.

I can explain the inspiration behind Kensuke's Kingdom.

I can make comparisons between the themes in Morpurgo's books.

Learning Conversation			Support			
☺·	😐·	☹·	INDEP	CT	TA	PEER

Michael Morpurgo

When and where was he born?

5th of October 1943 in St Albans, Hertfordshire.



Other texts

- Friend or Foe
- War Horse
- The Butterfly lion
- Private Peaceful and . . .
- An elephand in the Garden.

Inspiration for Kensuke's Kingdom

Why does Michael Morpurgo focus on similar themes?

He focuses on Similer themes because then all the books link together.

Monday 23rd September 2024

L.O. I am learning to find the meaning of words in context.

Reading



I know that 'words in context' means finding the word in a whole sentence/paragraph to help me identify the meaning.

SKILLS

I can skim and scan a text to find given vocabulary.

I can read the whole sentence/paragraph that the word is in.

I can find the definition for the word from reading the context.

Learning Conversation			Support			
☺·	😐·	☹·	INDEP	CT	TA	PEER

supertanker	Something found in the sea.
	A kind and open leader.
mariner	Something or someone whose presence puts you at a disadvantage.
	A shallow channel between hills or waves.
liability	A heavily armored fighting vehicle.
	Greek writings.
trough	Something or someone whose presence puts you at an advantage.
	A container to keep animal food in.
gritty	A very large ship.
	The deck of a ship.
tyrant	A long and adventurous journey.
	Containing or covered with grit.
galley	A person who navigates a ship.
	The kitchen in a ship.

Tuesday and Wednesday 1st/2nd October 2024						Reading
L.O. I am learning to infer information from the text.						
	I know that retrieval is finding key details in the text. I know that inference is a conclusion based on evidence and reasoning. I know that an impression is an idea, feeling or opinion.					
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Learning Conversation			Support			
☺	😐	☹	INDEP	CT	TA	PEER
Big question tomorrow - What impressions do you get of the island?						



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Tuesday 8th October 2024						Reading
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Learning Conversation			Support			
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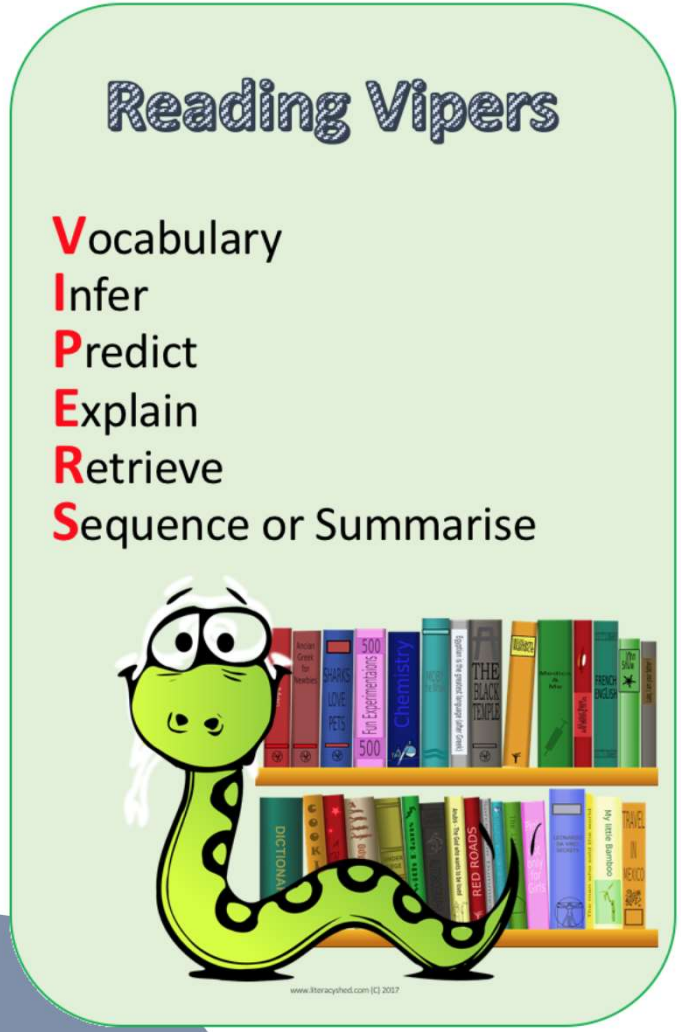
Old because the text says he's the oldest man Michael has seen.

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- Find and quote the text to show how the character is feeling at this moment.
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- Why has *x* done *x*?
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Predict

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- Find and copy *x*
- In which country does the story take place?
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- Order the following events 1 – 5.
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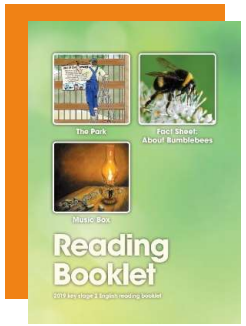
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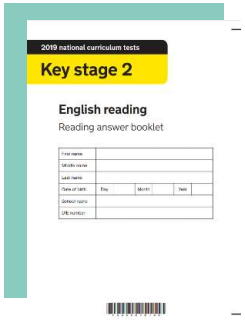
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2. _____

2 marks

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How can you tell that the moonlight was very bright?

_____

_____

1 mark

7 Look at the top of page 5.

*Then **it** hit her.*

What is ***it***?

_____

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	True	False
At the beginning of the story, Priya knew what had woken her up.		
The binoculars belonged to Priya.		
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The rustlers stopped in Priya and Abby's campsite.		

2 ma

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Give **two** positive messages, using evidence from the text to support your answer.

An example has been done for you.

Positive message	Evidence
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_____ _____	_____ _____ _____
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Innis meets the boy. What do you learn about the boy's personality?

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Personality	Evidence
_____	_____ _____ _____
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_____
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Humans cannot hear the noises made when streaked tenrecs stridulate because they are made at sound frequencies that are too high for human hearing. Scientists need a specialist microphone to pick up and record the sounds.

What issues are streaked tenrecs facing?

Streaked tenrecs are unique to the rainforest in Madagascar and cannot be found anywhere else in the world. In recent years much of this landscape has been destroyed. As a result of deforestation, where humans cut down the rainforest for wood, tenrecs are in decline. Streaked tenrecs play an important role in their habitat as they hunt smaller creatures and are prey for larger animals like birds and snakes. Without tenrecs, the whole food-chain could be disrupted, causing serious problems for wildlife in Madagascar.

How are people helping streaked tenrecs?

While there have been efforts to help tenrecs by keeping some in zoos, this is not necessarily the best solution due to their short lifespan and the need to keep them in groups or pairs.

Zoos are working to build a population of these animals by breeding them in captivity, so that people around the world can learn about the marvellous streakiness and squeakiness of the streaked tenrecs.

How can adults support children in their reading at home?

- Expectation: **ideally** 20 minutes per day. But 3x per week otherwise.
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- Have a quiet, comfortable space your child (and you) can read in.
- Read with your child and read in front of your child.
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- Create a love of reading – let them choose different texts, whether its fiction or non fiction!



How can adults support children in their reading at home?

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  - Make links to other books read with similar themes, the same characters and/or similar authors/illustrators.
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Reading should be fun – that way they will want to read to you. Here are some tips:

- **Book Talk!**
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This is an opportunity for them to hear stories and language at a higher level than they can read alone. Research shows the hearing texts read aloud is a significant source of vocabulary acquisition. Use audio books/ Amazon Audible.

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Growth Mindset

- All readers make mistakes. This is how we learn. Encourage a growth mindset in your child by praising them for recognising their mistakes and trying to fix them.
- 'This is what you said ….. Can you spot anything wrong with that?' 'Does that make sense?'



Year 5 and 6 reading workshop

9:00 – 9:45

Wednesday 6th November 2024

Aims of the session

- The new curriculum expectations
- How we teach reading here at Albrighton
- How to support your child with reading at home
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- How to ask appropriate questions to develop child understanding in the text

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- Increasing their familiarity with a wide range of books, including myths, legends, and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions
- Recommending books that they have read to their peers, giving reasons for their choices
- Identifying and discussing themes and conventions in and across a wide range of writing
- Making comparisons within and across books
- Learning a wider range of poetry by heart
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Understand what they read by:

- Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- Asking questions to improve their understanding
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying these inferences with evidence
- Predicting what might happen from details stated and implied
- Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
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- Discuss and evaluate how authors use language, including figurative language and considering the impact on the reader
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Children who read daily outside school were 5x more likely to perform above the expected level for their age in reading.

Reading at Albrighton

- Phonics
- 1:1 reading opportunities
- Independent reading
- VIPERS – comprehension
- Lessons dedicated to reading
- Use of reading areas
- New Library Area with themed sections
- Daily story time

Reading requires two skills

Phonics and Word Recognition

- The ability to recognise words presented in and out of context.
- The ability to blend letter sounds (phonemes) together to read words.

Understanding

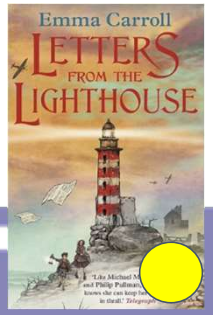
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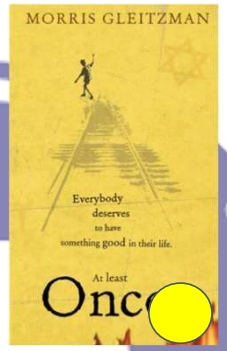
Albrighton Primary School and Nursery Reading Journey

YEAR 5 AND 6





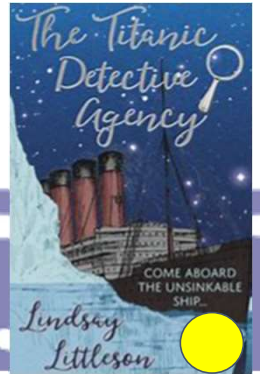


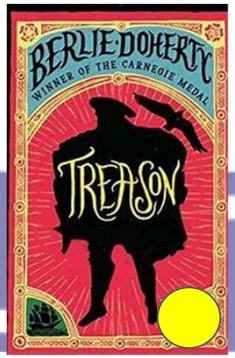












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- Non-linear time sequence
- Narratively Complex
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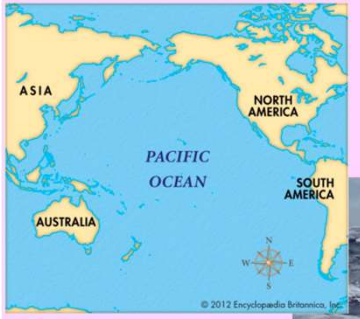
Reading lessons

When Michael's dad is made redundant from the brickworks, the family travel south of England to Fareham, near Southampton, and embark upon a voyage around the world.



Fareham Marina, U.K.

When Michael gets lost at sea in a storm, he washes up on a fictitious island in the Pacific Ocean.



Listen to the sounds of a storm in the Pacific Ocean.



Storm in Pacific Ocean

They voyage to many places around the world!



Michael, mum, dad and Stella Artois travel on a forty-two foot yacht around the world which they had to firstly learn how to sail.



Let's watch a video of a tour of a similar yacht!

Tuesday 17th September 2024

L.O. I am learning to explore the author of our text.

Reading



I know how to gather information from audio and written texts.

SKILLS

I can identify other texts written by my author.

I can explain the inspiration behind Kensuke's Kingdom.

I can make comparisons between the themes in Morpurgo's books.

Learning Conversation			Support			
☺·	😐·	☹·	INDEP	CT	TA	PEER

Michael Morpurgo

When and where was he born?

5th of October 1943 in St Albans, Hertfordshire.



Other texts

- Friend or Foe
- War Horse
- The Butterfly lion
- Private Peaceful and . . .
- An elephand in the Garden.

Inspiration for Kensuke's Kingdom

Why does Michael Morpurgo focus on similar themes?

He focuses on Similer themes because then all the books link together.

Monday 23rd September 2024

L.O. I am learning to find the meaning of words in context.

Reading



I know that 'words in context' means finding the word in a whole sentence/paragraph to help me identify the meaning.

SKILLS

I can skim and scan a text to find given vocabulary.

I can read the whole sentence/paragraph that the word is in.

I can find the definition for the word from reading the context.

Learning Conversation			Support			
☺·	😐·	☹·	INDEP	CT	TA	PEER

supertanker	Something found in the sea.
	A kind and open leader.
mariner	Something or someone whose presence puts you at a disadvantage.
	A shallow channel between hills or waves.
liability	A heavily armored fighting vehicle.
	Greek writings.
trough	Something or someone whose presence puts you at an advantage.
	A container to keep animal food in.
gritty	A very large ship.
	The deck of a ship.
tyrant	A long and adventurous journey.
	Containing or covered with grit.
galley	A person who navigates a ship.
	The kitchen in a ship.

Tuesday and Wednesday 1st/2nd October 2024						Reading
L.O. I am learning to infer information from the text.						
	I know that retrieval is finding key details in the text. I know that inference is a conclusion based on evidence and reasoning. I know that an impression is an idea, feeling or opinion.					
SKILLS	I can retrieve information from a text.					
	I can make inferences from the information that I have retrieved.					
Learning Conversation			Support			
☺	😐	☹	INDEP	CT	TA	PEER
Big question tomorrow - What impressions do you get of the island?						



The Island is noisy because in the text it says that the birs cackled and screeched. Another immpresion I had was that the Island was Isolated because the text says there was no sense of human life.

Tuesday 8th October 2024						Reading
L.O. I am learning to infer information from the text.						
	I know that retrieval is finding key details in the text. I know that inference is a conclusion based on evidence and reasoning. I know that an impression is an idea, feeling or opinion.					
SKILLS	I can retrieve information from a text.					
	I can make inferences from the information that I have retrieved.					
Learning Conversation			Support			
☺	😐	☹	INDEP	CT	TA	PEER
Big question - What impressions do you get of Kensuke in chapter 5?						

Resourceful because he's survived on the island for a long time.

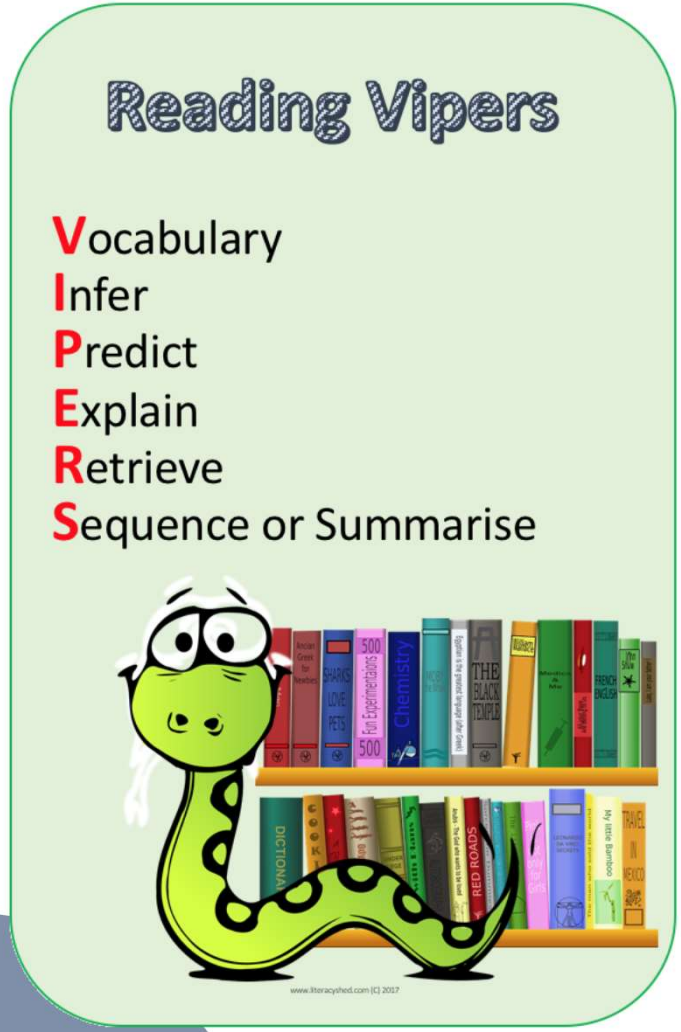
Old because the text says he's the oldest man Michael has seen.

Multi-lingual because in the text he speaks 2-3 languages.



Kind in his own way because in the text he gives Michael food.

I'm sure because the text says he's out of his head



Understanding (Comprehension)

- Finding information on the page.
- Being able to skim the text
- Being able to find information that is *not* on the page. (Looking for clues)
- Thinking about situations and predicting what might happen.
- Putting yourself in a character's shoes and understanding what is going on from their viewpoint.
- Book talk to make your child think.
- Knowing the difference between retrieval, inference, summary, predictions, language choices.

Vocabulary

- Why has the author chosen to use the word *x*?
- Find a synonym for the word *x*
- Define the word *x*
- Use the word *x* in your own sentence
- Find an example of a simile in the text.

Inference

- Find and quote the text to show how the character is feeling at this moment.
- How do you know the character was feeling reluctant to go to school?
- Why has *x* done *x*?
- Susie was stubborn. True or false?

Predict

- What do you think will happen next?
- How do you think *x* will feel about *x*?
- Do you think there will be any consequences for *x*?
- If the author was to write a sequel, what would it be about?

Explain

- How do the author's emotions change throughout the text?
- Why was x surprised by x?
- Why has the author written x in italics?

Retrieve

- Find and copy *x*
- In which country does the story take place?
- What is *x*'s uncle called?
- What did *x* reply to *x*?

Sequence

- Order the following events 1 – 5.
- Did x go to the cinema first or to dinner?
- What is the first step in making a chocolate cake?

Summarise

- Summarise the story in 3 sentences.
- List the places the author visited.
- What were the signs the author reached the beach?

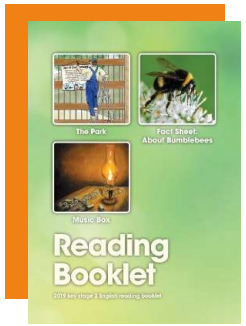
Reading With Your Child

Some questions to ask your child whilst reading together:

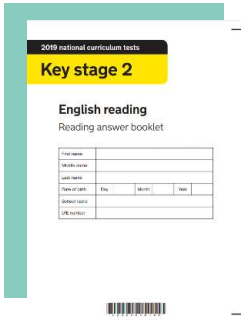
1. Look at the front cover. What could the book be about?
2. Who is the author?
3. What is an illustrator? What do they do?
4. What does that word mean? Read the words around it to help you figure it out (context).
5. How can you read an unfamiliar word? Can you sound talk and then blend?
6. Who are the main characters?
7. What do you think will happen next?
8. How do you think that character feels? Why? How would you feel in that situation?
9. Can you predict how the book will end?
10. Who is your favourite character? Why?
11. Is there a hidden message in the story? What is it?
12. Can you retell the story in your own words?
13. Do you like how the story ended? Can you think of another way the book could have ended?

Year 6 SATs

Each year in May, year 6 children in England take part in a SATs reading paper.
This paper is designed to test children's reading and comprehension skills across all areas of the curriculum. The test consists of two parts:



a reading booklet (typically containing three texts which increase in difficulty throughout the booklet)



an answer booklet
(containing a variety of questions about each of the texts, each relating to one of the eight content domains)

Children have one hour to complete as many questions as they can.
Children are expected to read the text themselves and no help can be given.

Questions 1–12 are about *A Noise in the Night* (pages 4–5)

1 Look at the first paragraph.

How can you tell Priya was feeling nervous?

Write **two** ways.

1. _____

2. _____

2 marks

6 Look at the last paragraph on page 4.

How can you tell that the moonlight was very bright?

_____

_____

1 mark

7 Look at the top of page 5.

*Then **it** hit her.*

What is ***it***?

_____

12 Using information from the text, tick one box in each row to show whether each statement is **true** or **false**.

	True	False
At the beginning of the story, Priya knew what had woken her up.		
The binoculars belonged to Priya.		
Both Priya and Abby agreed that they had to do something.		
The rustlers stopped in Priya and Abby's campsite.		

2 ma

26 What positive messages does Harriet want readers to understand about bats?

Give **two** positive messages, using evidence from the text to support your answer.

An example has been done for you.

Positive message	Evidence
Bats shouldn't be judged by their appearance.	She says even though they might look scary they aren't really.
_____ _____	_____ _____ _____
_____ _____	_____ _____ _____

3 marks

38 Look at the paragraph beginning: *Innis sat up…* to the end of the text.

Innis meets the boy. What do you learn about the boy's personality?

Give **two** things, using evidence from the text to support your answer.

Personality	Evidence
_____	_____ _____ _____
_____	_____ _____ _____

_____
3 marks

Streaky and Squeaky



Madagascar is an island country in the Indian Ocean, off the coast of East Africa. It is well known for its range of weird and wonderful wildlife.

Imagine treading through the rainforest in Madagascar and noticing hurried movements in the plants below you. You creep forward to investigate. Suddenly, you see a group of animals unlike anything that you have seen before. Ten of them are sniffing along the ground with long, pointy snouts that look almost like bird beaks. The creatures are quite small – maybe the size of a pet hamster. Their bodies are round and covered with spines like a hedgehog. They are brightly coloured like a bumblebee with yellow streaks running down their backs and legs. On their heads, each of the animals has a crown of bright yellow spikes.

They are not hedgehogs, birds or bumblebees, even if they look like a confused hodgepodge of these animals. You have encountered a family of lowland streaked tenrecs. They are one of many species of tenrecs living in Madagascar.

Are all tenrecs the same?

Lowland streaked tenrecs look unlike any of the other types of tenrec except for their cousins who live in highland rainforests. Highland streaked tenrecs are as spectacularly weird as their lowland cousins, but they have white stripes running down their sides instead of yellow ones.

Both highland and lowland streaked tenrecs are very social animals and are the only kinds of tenrec that live in family groups.

What do tenrecs eat?

Tenrecs forage in the rainforest for soft-bodied invertebrates such as worms and beetle larvae. They sometimes stamp on the ground with their forepaws, to create vibrations, which may increase earthworm activity. They have very fragile jawbones and can only eat soft food. If they tried to eat anything harder, it could damage or even break their jaws.



How do streaked tenrecs communicate?

Sometimes streaked tenrec families get separated in the rainforest and need to communicate with each other. They make high-pitched sounds when they need to find each other. This process is called stridulation.

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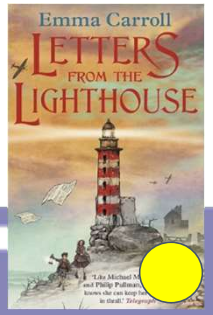
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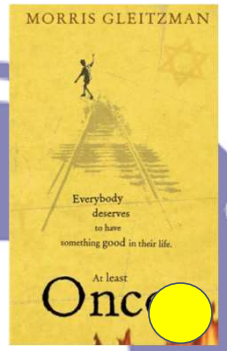
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YEAR 5 AND 6





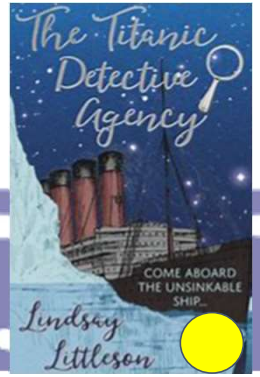


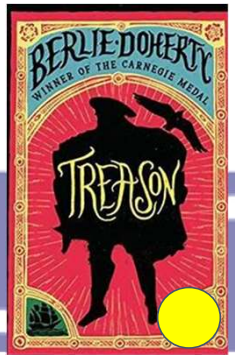












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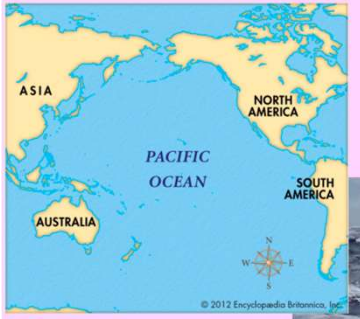
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I can explain the inspiration behind Kensuke's Kingdom.

I can make comparisons between the themes in Morpurgo's books.

Learning Conversation			Support			
☺·	😐·	☹·	INDEP	CT	TA	PEER

Michael Morpurgo

When and where was he born?

5th of October 1943 in St Albans, Hertfordshire.



Other texts

- Friend or Foe
- War Horse
- The Butterfly lion
- Private Peaceful and . . .
- An elephand in the Garden.

Inspiration for Kensuke's Kingdom

Why does Michael Morpurgo focus on similar themes?

He focuses on Similer themes because then all the books link together.

Monday 23rd September 2024

L.O. I am learning to find the meaning of words in context.

Reading



I know that 'words in context' means finding the word in a whole sentence/paragraph to help me identify the meaning.

SKILLS

I can skim and scan a text to find given vocabulary.

I can read the whole sentence/paragraph that the word is in.

I can find the definition for the word from reading the context.

Learning Conversation			Support			
☺·	😐·	☹·	INDEP	CT	TA	PEER

supertanker	Something found in the sea.
	A kind and open leader.
mariner	Something or someone whose presence puts you at a disadvantage.
	A shallow channel between hills or waves.
liability	A heavily armored fighting vehicle.
	Greek writings.
trough	Something or someone whose presence puts you at an advantage.
	A container to keep animal food in.
gritty	A very large ship.
	The deck of a ship.
tyrant	A long and adventurous journey.
	Containing or covered with grit.
galley	A person who navigates a ship.
	The kitchen in a ship.

Tuesday and Wednesday 1st/2nd October 2024						Reading
L.O. I am learning to infer information from the text.						
	I know that retrieval is finding key details in the text. I know that inference is a conclusion based on evidence and reasoning. I know that an impression is an idea, feeling or opinion.					
SKILLS	I can retrieve information from a text.					
	I can make inferences from the information that I have retrieved.					
Learning Conversation			Support			
☺	😐	☹	INDEP	CT	TA	PEER
Big question tomorrow - What impressions do you get of the island?						



The Island is noisy because in the text it says that the birs cackled and screeched. Another immpresion I had was that the Island was Isolated because the text says there was no sense of human life.

Tuesday 8th October 2024						Reading
L.O. I am learning to infer information from the text.						
	I know that retrieval is finding key details in the text. I know that inference is a conclusion based on evidence and reasoning. I know that an impression is an idea, feeling or opinion.					
SKILLS	I can retrieve information from a text.					
	I can make inferences from the information that I have retrieved.					
Learning Conversation			Support			
☺	😐	☹	INDEP	CT	TA	PEER
Big question - What impressions do you get of Kensuke in chapter 5?						

Resourceful because he's survived on the island for a long time.

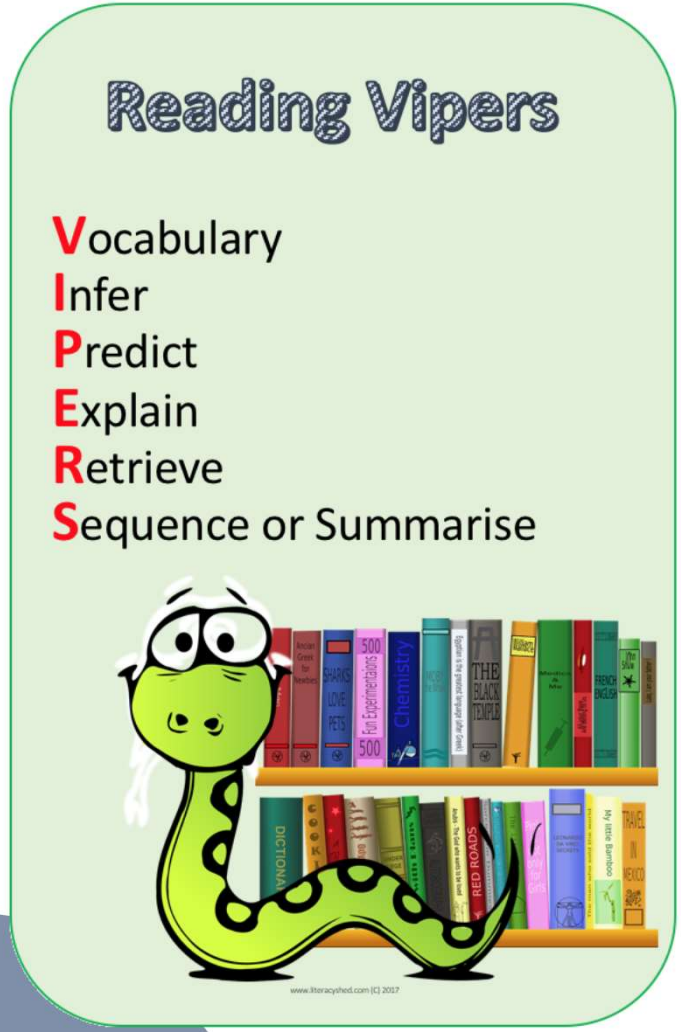
Old because the text says he's the oldest man Michael has seen.

Multi-lingual because in the text he speaks 2-3 languages.



Kind in his own way because in the text he gives Michael food.

I'm sure because the text says he's out of his head



Understanding (Comprehension)

- Finding information on the page.
- Being able to skim the text
- Being able to find information that is *not* on the page. (Looking for clues)
- Thinking about situations and predicting what might happen.
- Putting yourself in a character's shoes and understanding what is going on from their viewpoint.
- Book talk to make your child think.
- Knowing the difference between retrieval, inference, summary, predictions, language choices.

Vocabulary

- Why has the author chosen to use the word *x*?
- Find a synonym for the word *x*
- Define the word *x*
- Use the word *x* in your own sentence
- Find an example of a simile in the text.

Inference

- Find and quote the text to show how the character is feeling at this moment.
- How do you know the character was feeling reluctant to go to school?
- Why has *x* done *x*?
- Susie was stubborn. True or false?

Predict

- What do you think will happen next?
- How do you think *x* will feel about *x*?
- Do you think there will be any consequences for *x*?
- If the author was to write a sequel, what would it be about?

Explain

- How do the author's emotions change throughout the text?
- Why was x surprised by x?
- Why has the author written x in italics?

Retrieve

- Find and copy *x*
- In which country does the story take place?
- What is *x*'s uncle called?
- What did *x* reply to *x*?

Sequence

- Order the following events 1 – 5.
- Did x go to the cinema first or to dinner?
- What is the first step in making a chocolate cake?

Summarise

- Summarise the story in 3 sentences.
- List the places the author visited.
- What were the signs the author reached the beach?

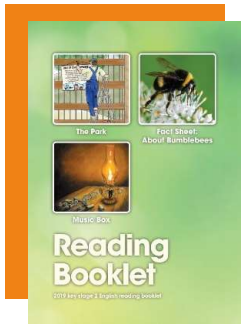
Reading With Your Child

Some questions to ask your child whilst reading together:

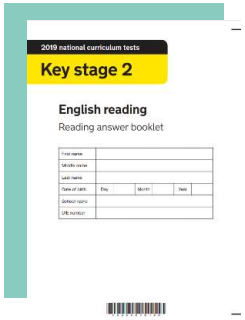
1. Look at the front cover. What could the book be about?
2. Who is the author?
3. What is an illustrator? What do they do?
4. What does that word mean? Read the words around it to help you figure it out (context).
5. How can you read an unfamiliar word? Can you sound talk and then blend?
6. Who are the main characters?
7. What do you think will happen next?
8. How do you think that character feels? Why? How would you feel in that situation?
9. Can you predict how the book will end?
10. Who is your favourite character? Why?
11. Is there a hidden message in the story? What is it?
12. Can you retell the story in your own words?
13. Do you like how the story ended? Can you think of another way the book could have ended?

Year 6 SATs

Each year in May, year 6 children in England take part in a SATs reading paper.
This paper is designed to test children's reading and comprehension skills across all areas of the curriculum. The test consists of two parts:



a reading booklet (typically containing three texts which increase in difficulty throughout the booklet)



an answer booklet
(containing a variety of questions about each of the texts, each relating to one of the eight content domains)

Children have one hour to complete as many questions as they can.
Children are expected to read the text themselves and no help can be given.

Questions 1–12 are about *A Noise in the Night* (pages 4–5)

1 Look at the first paragraph.

How can you tell Priya was feeling nervous?

Write **two** ways.

1. _____

2. _____

2 marks

6 Look at the last paragraph on page 4.

How can you tell that the moonlight was very bright?

_____

_____

1 mark

7 Look at the top of page 5.

*Then **it** hit her.*

What is ***it***?

_____

12 Using information from the text, tick one box in each row to show whether each statement is **true** or **false**.

	True	False
At the beginning of the story, Priya knew what had woken her up.		
The binoculars belonged to Priya.		
Both Priya and Abby agreed that they had to do something.		
The rustlers stopped in Priya and Abby's campsite.		

2 ma

26 What positive messages does Harriet want readers to understand about bats?

Give **two** positive messages, using evidence from the text to support your answer.

An example has been done for you.

Positive message	Evidence
Bats shouldn't be judged by their appearance.	She says even though they might look scary they aren't really.
_____ _____	_____ _____ _____
_____ _____	_____ _____ _____

3 marks

38 Look at the paragraph beginning: *Innis sat up…* to the end of the text.

Innis meets the boy. What do you learn about the boy's personality?

Give **two** things, using evidence from the text to support your answer.

Personality	Evidence
_____	_____ _____ _____
_____	_____ _____ _____

_____
3 marks

Streaky and Squeaky



Madagascar is an island country in the Indian Ocean, off the coast of East Africa. It is well known for its range of weird and wonderful wildlife.

Imagine treading through the rainforest in Madagascar and noticing hurried movements in the plants below you. You creep forward to investigate. Suddenly, you see a group of animals unlike anything that you have seen before. Ten of them are sniffing along the ground with long, pointy snouts that look almost like bird beaks. The creatures are quite small – maybe the size of a pet hamster. Their bodies are round and covered with spines like a hedgehog. They are brightly coloured like a bumblebee with yellow streaks running down their backs and legs. On their heads, each of the animals has a crown of bright yellow spikes.

They are not hedgehogs, birds or bumblebees, even if they look like a confused hodgepodge of these animals. You have encountered a family of lowland streaked tenrecs. They are one of many species of tenrecs living in Madagascar.

Are all tenrecs the same?

Lowland streaked tenrecs look unlike any of the other types of tenrec except for their cousins who live in highland rainforests. Highland streaked tenrecs are as spectacularly weird as their lowland cousins, but they have white stripes running down their sides instead of yellow ones.

Both highland and lowland streaked tenrecs are very social animals and are the only kinds of tenrec that live in family groups.

What do tenrecs eat?

Tenrecs forage in the rainforest for soft-bodied invertebrates such as worms and beetle larvae. They sometimes stamp on the ground with their forepaws, to create vibrations, which may increase earthworm activity. They have very fragile jawbones and can only eat soft food. If they tried to eat anything harder, it could damage or even break their jaws.



How do streaked tenrecs communicate?

Sometimes streaked tenrec families get separated in the rainforest and need to communicate with each other. They make high-pitched sounds when they need to find each other. This process is called stridulation.

What is stridulation?

Unlike other types of tenrecs, a streaked tenrec has special spines on its back that it can rub together to produce high-pitched squeaks and chirps. Crickets and other insects commonly use stridulation to communicate.

Humans cannot hear the noises made when streaked tenrecs stridulate because they are made at sound frequencies that are too high for human hearing. Scientists need a specialist microphone to pick up and record the sounds.

What issues are streaked tenrecs facing?

Streaked tenrecs are unique to the rainforest in Madagascar and cannot be found anywhere else in the world. In recent years much of this landscape has been destroyed. As a result of deforestation, where humans cut down the rainforest for wood, tenrecs are in decline. Streaked tenrecs play an important role in their habitat as they hunt smaller creatures and are prey for larger animals like birds and snakes. Without tenrecs, the whole food-chain could be disrupted, causing serious problems for wildlife in Madagascar.

How are people helping streaked tenrecs?

While there have been efforts to help tenrecs by keeping some in zoos, this is not necessarily the best solution due to their short lifespan and the need to keep them in groups or pairs.

Zoos are working to build a population of these animals by breeding them in captivity, so that people around the world can learn about the marvellous streakiness and squeakiness of the streaked tenrecs.

How can adults support children in their reading at home?

- Expectation: **ideally** 20 minutes per day. But 3x per week otherwise.
- Try to build this into your daily routine.
- Have a quiet, comfortable space your child (and you) can read in.
- Read with your child and read in front of your child.
- We want your support in encouraging independent reading and in engaging in your child's reading. Hearing texts read aloud is important.
- Create a love of reading – let them choose different texts, whether its fiction or non fiction!



How can adults support children in their reading at home?

- **Before Reading**
  - If it is the first time your child has read the book, look at the cover and title with them to predict what they think the book might be about.
  - Make links to other books read with similar themes, the same characters and/or similar authors/illustrators.
  - Give them time to flick through the book and read the blurb.



Reading for Pleasure

Reading should be fun – that way they will want to read to you. Here are some tips:

- **Book Talk!**
- Funny voices / become illustrators
- Visit library
- Be an active listener – sit and listen, asking questions showing interest
- Create new stories together
- Make space for it to become a special time
- Share more advanced books with your child - read to your child:

This is an opportunity for them to hear stories and language at a higher level than they can read alone. Research shows the hearing texts read aloud is a significant source of vocabulary acquisition. Use audio books/ Amazon Audible.

- Keep positive!

Growth Mindset

- All readers make mistakes. This is how we learn. Encourage a growth mindset in your child by praising them for recognising their mistakes and trying to fix them.
- 'This is what you said ….. Can you spot anything wrong with that?' 'Does that make sense?'



Year 5 and 6 reading workshop

9:00 – 9:45

Wednesday 6th November 2024

Aims of the session

- The new curriculum expectations
- How we teach reading here at Albrighton
- How to support your child with reading at home
- Activities to enthuse children in reading
- How to ask appropriate questions to develop child understanding in the text

What does the National Curriculum Say?

Pupils should be taught to:

- Maintain positive attitudes to reading and understanding of what they read by:
- Continuing to read and discuss an increasingly wide range of fiction, poetry, play, non-fiction and reference books or text books
- Reading books that are structured in different ways and reading for a range of purposes
- Increasing their familiarity with a wide range of books, including myths, legends, and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions
- Recommending books that they have read to their peers, giving reasons for their choices
- Identifying and discussing themes and conventions in and across a wide range of writing
- Making comparisons within and across books
- Learning a wider range of poetry by heart
- Preparing poems and plays to read aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Understand what they read by:

- Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- Asking questions to improve their understanding
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying these inferences with evidence
- Predicting what might happen from details stated and implied
- Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- Identifying how language, structure and presentation contribute to meaning

- Discuss and evaluate how authors use language, including figurative language and considering the impact on the reader
- Distinguish between statements of fact and opinion
- Retrieve, record and present information from non-fiction
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining focus on the topic and using notes where necessary
- Provide reasoned justifications for their views

Creating a love of reading in children is potentially one of the most powerful ways of improving academic standards in school.

There can be few better ways to improve pupils chances in school, or beyond in the wider world than to enable them to become truly independent readers.

In 2013, The National Literacy Trust conducted a survey which included 11,000 children.
Children who read daily outside school were 5x more likely to perform above the expected level for their age in reading.

Reading at Albrighton

- Phonics
- 1:1 reading opportunities
- Independent reading
- VIPERS – comprehension
- Lessons dedicated to reading
- Use of reading areas
- New Library Area with themed sections
- Daily story time

Reading requires two skills

Phonics and Word Recognition

- The ability to recognise words presented in and out of context.
- The ability to blend letter sounds (phonemes) together to read words.

Understanding

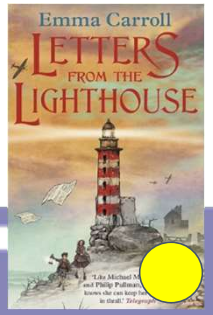
- The ability to understand the meaning of the words and sentences in a text.
- The ability to understand the ideas, information and themes in a text.
- If a child understands what they hear, they will understand the same information when they read.

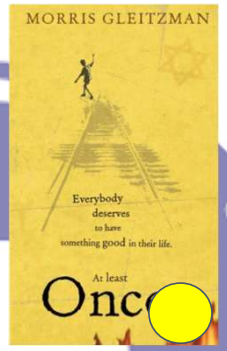
Albrighton Primary School and Nursery Reading Journey

YEAR 5 AND 6





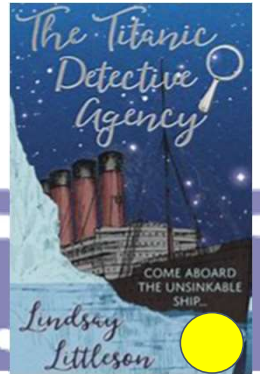


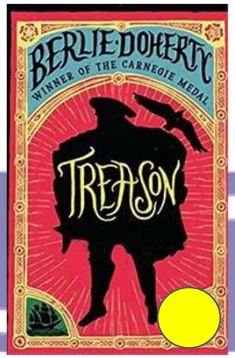












- Archaic language
- Non-linear time sequence
- Narratively Complex
- Figurative/Symbolic Text: Complex plot
- Resistant Texts
- Celebrates Diversity

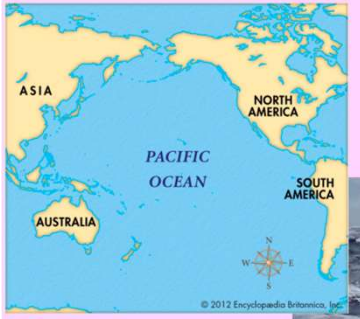
Reading lessons

When Michael's dad is made redundant from the brickworks, the family travel south of England to Fareham, near Southampton, and embark upon a voyage around the world.



Fareham Marina, U.K.

When Michael gets lost at sea in a storm, he washes up on a fictitious island in the Pacific Ocean.



Listen to the sounds of a storm in the Pacific Ocean.



Storm in Pacific Ocean

They voyage to many places around the world!



Michael, mum, dad and Stella Artois travel on a forty-two foot yacht around the world which they had to firstly learn how to sail.



Let's watch a video of a tour of a similar yacht!

Tuesday 17th September 2024

L.O. I am learning to explore the author of our text.

Reading



I know how to gather information from audio and written texts.

SKILLS

I can identify other texts written by my author.

I can explain the inspiration behind Kensuke's Kingdom.

I can make comparisons between the themes in Morpurgo's books.

Learning Conversation			Support			
☺·	😐·	☹·	INDEP	CT	TA	PEER

Michael Morpurgo

When and where was he born?

5th of October 1943 in St Albans, Hertfordshire.



Other texts

- Friend or Foe
- War Horse
- The Butterfly lion
- Private Peaceful and . . .
- An elephand in the Garden.

Inspiration for Kensuke's Kingdom

Why does Michael Morpurgo focus on similar themes?

He focuses on Similer themes because then all the books link together.

Monday 23rd September 2024

L.O. I am learning to find the meaning of words in context.

Reading



I know that 'words in context' means finding the word in a whole sentence/paragraph to help me identify the meaning.

SKILLS

I can skim and scan a text to find given vocabulary.

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Learning Conversation			Support			
☺·	😐·	☹·	INDEP	CT	TA	PEER

supertanker	Something found in the sea.
	A kind and open leader.
mariner	Something or someone whose presence puts you at a disadvantage.
	A shallow channel between hills or waves.
liability	A heavily armored fighting vehicle.
	Greek writings.
trough	Something or someone whose presence puts you at an advantage.
	A container to keep animal food in.
gritty	A very large ship.
	The deck of a ship.
tyrant	A long and adventurous journey.
	Containing or covered with grit.
galley	A person who navigates a ship.
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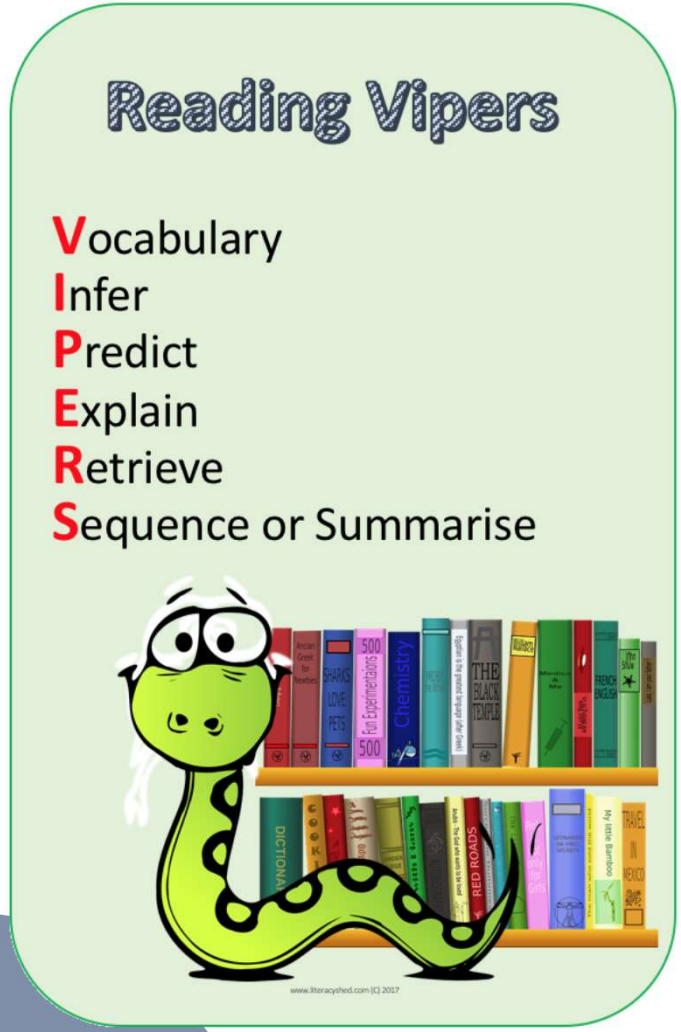
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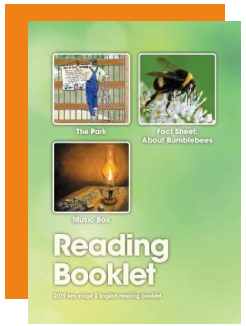
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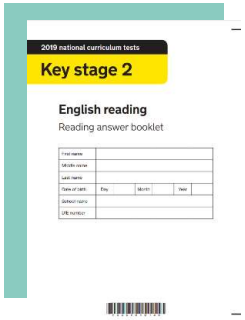
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Write **two** ways.

1. _____

2. _____

2 marks

6 Look at the last paragraph on page 4.

How can you tell that the moonlight was very bright?

_____

_____

1 mark

7 Look at the top of page 5.

*Then **it** hit her.*

What is ***it***?

_____

12 Using information from the text, tick one box in each row to show whether each statement is **true** or **false**.

	True	False
At the beginning of the story, Priya knew what had woken her up.		
The binoculars belonged to Priya.		
Both Priya and Abby agreed that they had to do something.		
The rustlers stopped in Priya and Abby's campsite.		

2 ma

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Positive message	Evidence
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_____ _____	_____ _____ _____
_____ _____	_____ _____ _____

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38 Look at the paragraph beginning: *Innis sat up…* to the end of the text.

Innis meets the boy. What do you learn about the boy's personality?

Give **two** things, using evidence from the text to support your answer.

Personality	Evidence
_____	_____ _____ _____
_____	_____ _____ _____

_____
3 marks

Streaky and Squeaky



Madagascar is an island country in the Indian Ocean, off the coast of East Africa. It is well known for its range of weird and wonderful wildlife.

Imagine treading through the rainforest in Madagascar and noticing hurried movements in the plants below you. You creep forward to investigate. Suddenly, you see a group of animals unlike anything that you have seen before. Ten of them are sniffing along the ground with long, pointy snouts that look almost like bird beaks. The creatures are quite small – maybe the size of a pet hamster. Their bodies are round and covered with spines like a hedgehog. They are brightly coloured like a bumblebee with yellow streaks running down their backs and legs. On their heads, each of the animals has a crown of bright yellow spikes.

They are not hedgehogs, birds or bumblebees, even if they look like a confused hodgepodge of these animals. You have encountered a family of lowland streaked tenrecs. They are one of many species of tenrecs living in Madagascar.

Are all tenrecs the same?

Lowland streaked tenrecs look unlike any of the other types of tenrec except for their cousins who live in highland rainforests. Highland streaked tenrecs are as spectacularly weird as their lowland cousins, but they have white stripes running down their sides instead of yellow ones.

Both highland and lowland streaked tenrecs are very social animals and are the only kinds of tenrec that live in family groups.

What do tenrecs eat?

Tenrecs forage in the rainforest for soft-bodied invertebrates such as worms and beetle larvae. They sometimes stamp on the ground with their forepaws, to create vibrations, which may increase earthworm activity. They have very fragile jawbones and can only eat soft food. If they tried to eat anything harder, it could damage or even break their jaws.



How do streaked tenrecs communicate?

Sometimes streaked tenrec families get separated in the rainforest and need to communicate with each other. They make high-pitched sounds when they need to find each other. This process is called stridulation.

What is stridulation?

Unlike other types of tenrecs, a streaked tenrec has special spines on its back that it can rub together to produce high-pitched squeaks and chirps. Crickets and other insects commonly use stridulation to communicate.

Humans cannot hear the noises made when streaked tenrecs stridulate because they are made at sound frequencies that are too high for human hearing. Scientists need a specialist microphone to pick up and record the sounds.

What issues are streaked tenrecs facing?

Streaked tenrecs are unique to the rainforest in Madagascar and cannot be found anywhere else in the world. In recent years much of this landscape has been destroyed. As a result of deforestation, where humans cut down the rainforest for wood, tenrecs are in decline. Streaked tenrecs play an important role in their habitat as they hunt smaller creatures and are prey for larger animals like birds and snakes. Without tenrecs, the whole food-chain could be disrupted, causing serious problems for wildlife in Madagascar.

How are people helping streaked tenrecs?

While there have been efforts to help tenrecs by keeping some in zoos, this is not necessarily the best solution due to their short lifespan and the need to keep them in groups or pairs.

Zoos are working to build a population of these animals by breeding them in captivity, so that people around the world can learn about the marvellous streakiness and squeakiness of the streaked tenrecs.

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- Expectation: **ideally** 20 minutes per day. But 3x per week otherwise.
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Reading should be fun – that way they will want to read to you. Here are some tips:

- **Book Talk!**
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- Visit library
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- All readers make mistakes. This is how we learn. Encourage a growth mindset in your child by praising them for recognising their mistakes and trying to fix them.
- 'This is what you said ….. Can you spot anything wrong with that?' 'Does that make sense?'



Year 5 and 6 reading workshop

9:00 – 9:45

Wednesday 6th November 2024

Aims of the session

- The new curriculum expectations
- How we teach reading here at Albrighton
- How to support your child with reading at home
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- How to ask appropriate questions to develop child understanding in the text

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- Increasing their familiarity with a wide range of books, including myths, legends, and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions
- Recommending books that they have read to their peers, giving reasons for their choices
- Identifying and discussing themes and conventions in and across a wide range of writing
- Making comparisons within and across books
- Learning a wider range of poetry by heart
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Understand what they read by:

- Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- Asking questions to improve their understanding
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying these inferences with evidence
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- Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
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- Discuss and evaluate how authors use language, including figurative language and considering the impact on the reader
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Reading at Albrighton

- Phonics
- 1:1 reading opportunities
- Independent reading
- VIPERS – comprehension
- Lessons dedicated to reading
- Use of reading areas
- New Library Area with themed sections
- Daily story time

Reading requires two skills

Phonics and Word Recognition

- The ability to recognise words presented in and out of context.
- The ability to blend letter sounds (phonemes) together to read words.

Understanding

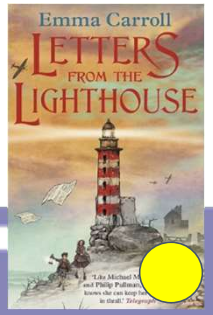
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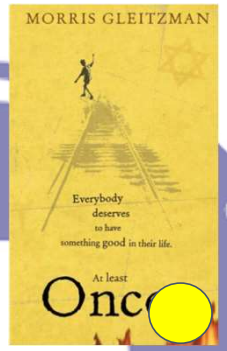
Albrighton Primary School and Nursery Reading Journey

YEAR 5 AND 6





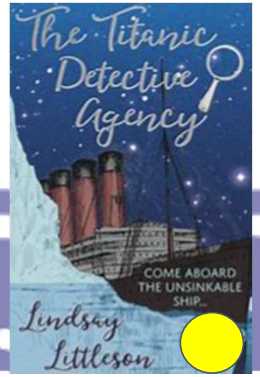


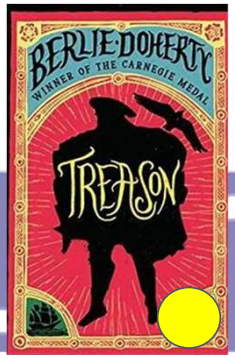












- Archaic language
- Non-linear time sequence
- Narratively Complex
- Figurative/Symbolic Text: Complex plot
- Resistant Texts
- Celebrates Diversity

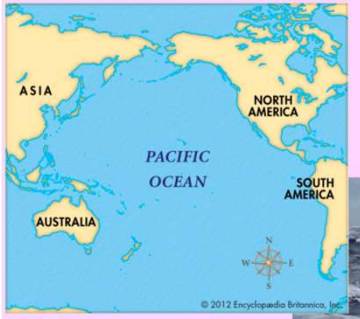
Reading lessons

When Michael's dad is made redundant from the brickworks, the family travel south of England to Fareham, near Southampton, and embark upon a voyage around the world.



Fareham Marina, U.K.

When Michael gets lost at sea in a storm, he washes up on a fictitious island in the Pacific Ocean.



Listen to the sounds of a storm in the Pacific Ocean.



Storm in Pacific Ocean

They voyage to many places around the world!



Michael, mum, dad and Stella Artois travel on a forty-two foot yacht around the world which they had to firstly learn how to sail.



Let's watch a video of a tour of a similar yacht!

Tuesday 17th September 2024

L.O. I am learning to explore the author of our text.

Reading



I know how to gather information from audio and written texts.

SKILLS

I can identify other texts written by my author.

I can explain the inspiration behind Kensuke's Kingdom.

I can make comparisons between the themes in Morpurgo's books.

Learning Conversation			Support			
☺·	😐·	☹·	INDEP	CT	TA	PEER

Michael Morpurgo

When and where was he born?

5th of October 1943 in St Albans, Hertfordshire.



Other texts

- Friend or Foe
- War Horse
- The Butterfly lion
- Private Peaceful and . . .
- An elephand in the Garden.

Inspiration for Kensuke's Kingdom

Why does Michael Morpurgo focus on similar themes?

He focuses on Similer themes because then all the books link together.

Monday 23rd September 2024

L.O. I am learning to find the meaning of words in context.

Reading



I know that 'words in context' means finding the word in a whole sentence/paragraph to help me identify the meaning.

SKILLS

I can skim and scan a text to find given vocabulary.

I can read the whole sentence/paragraph that the word is in.

I can find the definition for the word from reading the context.

Learning Conversation			Support			
☺·	😐·	☹·	INDEP	CT	TA	PEER

supertanker	Something found in the sea.
	A kind and open leader.
mariner	Something or someone whose presence puts you at a disadvantage.
	A shallow channel between hills or waves.
liability	A heavily armored fighting vehicle.
	Greek writings.
trough	Something or someone whose presence puts you at an advantage.
	A container to keep animal food in.
gritty	A very large ship.
	The deck of a ship.
tyrant	A long and adventurous journey.
	Containing or covered with grit.
galley	A person who navigates a ship.
	The kitchen in a ship.

Tuesday and Wednesday 1st/2nd October 2024						Reading
L.O. I am learning to infer information from the text.						
	I know that retrieval is finding key details in the text. I know that inference is a conclusion based on evidence and reasoning. I know that an impression is an idea, feeling or opinion.					
SKILLS	I can retrieve information from a text.					
	I can make inferences from the information that I have retrieved.					
Learning Conversation			Support			
☺	😐	☹	INDEP	CT	TA	PEER
Big question tomorrow - What impressions do you get of the island?						



The Island is noisy because in the text it says that the birs cackled and screeched. Another immpresion I had was that the Island was Isolated because the text says there was no sense of human life.

Tuesday 8th October 2024						Reading
L.O. I am learning to infer information from the text.						
	I know that retrieval is finding key details in the text. I know that inference is a conclusion based on evidence and reasoning. I know that an impression is an idea, feeling or opinion.					
SKILLS	I can retrieve information from a text.					
	I can make inferences from the information that I have retrieved.					
Learning Conversation			Support			
☺	😐	☹	INDEP	CT	TA	PEER
Big question - What impressions do you get of Kensuke in chapter 5?						

Resourceful because he's survived on the island for a long time.

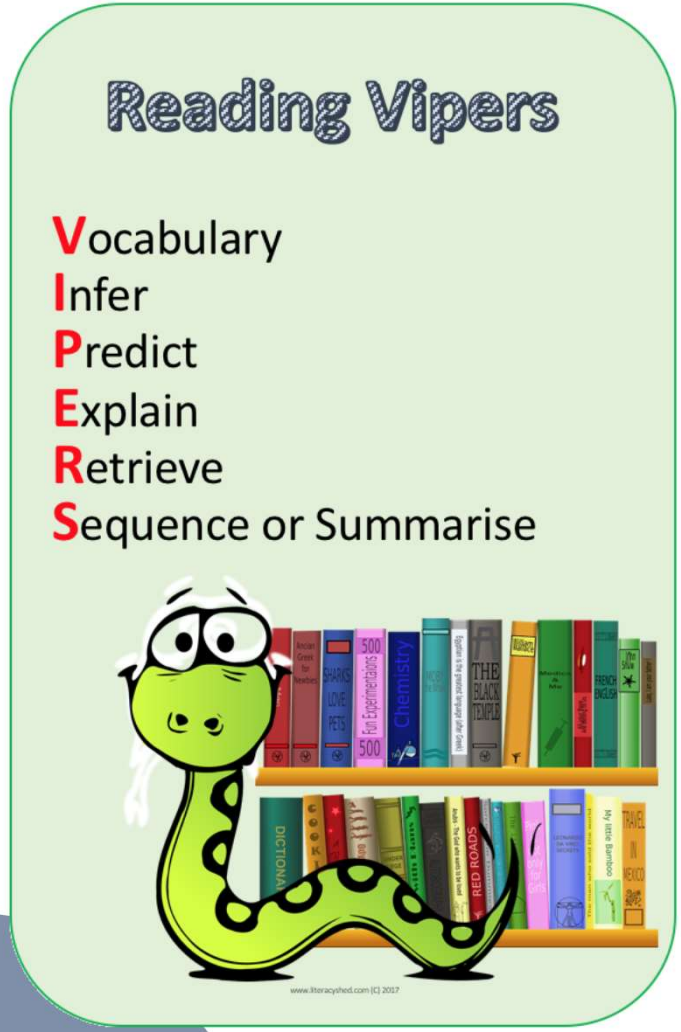
Old because the text says he's the oldest man Michael has seen.

Multi-lingual because in the text he speaks 2-3 languages.



Kind in his own way because in the text he gives Michael food.

I'm sure because the text says he's out of his head



Understanding (Comprehension)

- Finding information on the page.
- Being able to skim the text
- Being able to find information that is *not* on the page. (Looking for clues)
- Thinking about situations and predicting what might happen.
- Putting yourself in a character's shoes and understanding what is going on from their viewpoint.
- Book talk to make your child think.
- Knowing the difference between retrieval, inference, summary, predictions, language choices.

Vocabulary

- Why has the author chosen to use the word *x*?
- Find a synonym for the word *x*
- Define the word *x*
- Use the word *x* in your own sentence
- Find an example of a simile in the text.

Inference

- Find and quote the text to show how the character is feeling at this moment.
- How do you know the character was feeling reluctant to go to school?
- Why has *x* done *x*?
- Susie was stubborn. True or false?

Predict

- What do you think will happen next?
- How do you think *x* will feel about *x*?
- Do you think there will be any consequences for *x*?
- If the author was to write a sequel, what would it be about?

Explain

- How do the author's emotions change throughout the text?
- Why was x surprised by x?
- Why has the author written x in italics?

Retrieve

- Find and copy *x*
- In which country does the story take place?
- What is *x*'s uncle called?
- What did *x* reply to *x*?

Sequence

- Order the following events 1 – 5.
- Did x go to the cinema first or to dinner?
- What is the first step in making a chocolate cake?

Summarise

- Summarise the story in 3 sentences.
- List the places the author visited.
- What were the signs the author reached the beach?

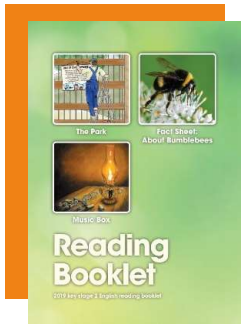
Reading With Your Child

Some questions to ask your child whilst reading together:

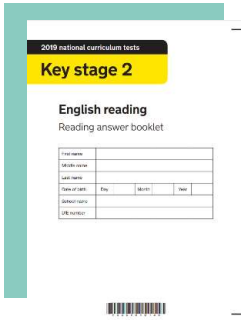
1. Look at the front cover. What could the book be about?
2. Who is the author?
3. What is an illustrator? What do they do?
4. What does that word mean? Read the words around it to help you figure it out (context).
5. How can you read an unfamiliar word? Can you sound talk and then blend?
6. Who are the main characters?
7. What do you think will happen next?
8. How do you think that character feels? Why? How would you feel in that situation?
9. Can you predict how the book will end?
10. Who is your favourite character? Why?
11. Is there a hidden message in the story? What is it?
12. Can you retell the story in your own words?
13. Do you like how the story ended? Can you think of another way the book could have ended?

Year 6 SATs

Each year in May, year 6 children in England take part in a SATs reading paper.
This paper is designed to test children's reading and comprehension skills across all areas of the curriculum. The test consists of two parts:



a reading booklet (typically containing three texts which increase in difficulty throughout the booklet)



an answer booklet
(containing a variety of questions about each of the texts, each relating to one of the eight content domains)

Children have one hour to complete as many questions as they can.
Children are expected to read the text themselves and no help can be given.

Questions 1–12 are about *A Noise in the Night* (pages 4–5)

1 Look at the first paragraph.

How can you tell Priya was feeling nervous?

Write **two** ways.

1. _____

2. _____

2 marks

6 Look at the last paragraph on page 4.

How can you tell that the moonlight was very bright?

_____

_____

1 mark

7 Look at the top of page 5.

*Then **it** hit her.*

What is ***it***?

_____

12 Using information from the text, tick one box in each row to show whether each statement is **true** or **false**.

	True	False
At the beginning of the story, Priya knew what had woken her up.		
The binoculars belonged to Priya.		
Both Priya and Abby agreed that they had to do something.		
The rustlers stopped in Priya and Abby's campsite.		

2 ma

26 What positive messages does Harriet want readers to understand about bats?

Give **two** positive messages, using evidence from the text to support your answer.

An example has been done for you.

Positive message	Evidence
Bats shouldn't be judged by their appearance.	She says even though they might look scary they aren't really.
_____ _____	_____ _____ _____
_____ _____	_____ _____ _____

3 marks

38 Look at the paragraph beginning: *Innis sat up…* to the end of the text.

Innis meets the boy. What do you learn about the boy's personality?

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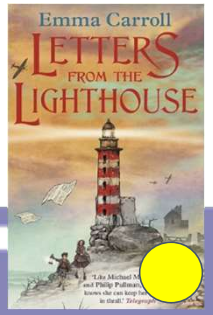
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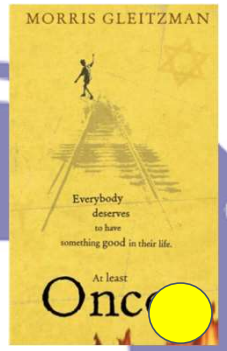
Albrighton Primary School and Nursery Reading Journey

YEAR 5 AND 6





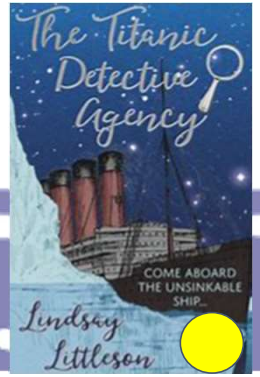


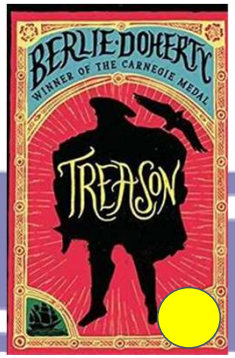












- Archaic language
- Non-linear time sequence
- Narratively Complex
- Figurative/Symbolic Text: Complex plot
- Resistant Texts
- Celebrates Diversity

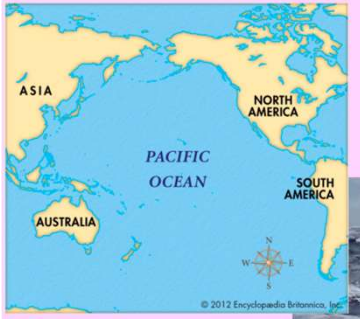
Reading lessons

When Michael's dad is made redundant from the brickworks, the family travel south of England to Fareham, near Southampton, and embark upon a voyage around the world.



Fareham Marina, U.K.

When Michael gets lost at sea in a storm, he washes up on a fictitious island in the Pacific Ocean.



Listen to the sounds of a storm in the Pacific Ocean.



Storm in Pacific Ocean

They voyage to many places around the world!



Michael, mum, dad and Stella Artois travel on a forty-two foot yacht around the world which they had to firstly learn how to sail.



Let's watch a video of a tour of a similar yacht!

Tuesday 17th September 2024

L.O. I am learning to explore the author of our text.

Reading



I know how to gather information from audio and written texts.

SKILLS

I can identify other texts written by my author.

I can explain the inspiration behind Kensuke's Kingdom.

I can make comparisons between the themes in Morpurgo's books.

Learning Conversation			Support			
☺·	😐·	☹·	INDEP	CT	TA	PEER

Michael Morpurgo

When and where was he born?

5th of October 1943 in St Albans, Hertfordshire.



Other texts

- Friend or Foe
- War Horse
- The Butterfly lion
- Private Peaceful and . . .
- An elephand in the Garden.

Inspiration for Kensuke's Kingdom

Why does Michael Morpurgo focus on similar themes?

He focuses on Similer themes because then all the books link together.

Monday 23rd September 2024

L.O. I am learning to find the meaning of words in context.

Reading



I know that 'words in context' means finding the word in a whole sentence/paragraph to help me identify the meaning.

SKILLS

I can skim and scan a text to find given vocabulary.

I can read the whole sentence/paragraph that the word is in.

I can find the definition for the word from reading the context.

Learning Conversation			Support			
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supertanker	Something found in the sea.
	A kind and open leader.
mariner	Something or someone whose presence puts you at a disadvantage.
	A shallow channel between hills or waves.
liability	A heavily armored fighting vehicle.
	Greek writings.
trough	Something or someone whose presence puts you at an advantage.
	A container to keep animal food in.
gritty	A very large ship.
	The deck of a ship.
tyrant	A long and adventurous journey.
	Containing or covered with grit.
galley	A person who navigates a ship.
	The kitchen in a ship.

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L.O. I am learning to infer information from the text.						
	I know that retrieval is finding key details in the text. I know that inference is a conclusion based on evidence and reasoning. I know that an impression is an idea, feeling or opinion.					
SKILLS	I can retrieve information from a text.					
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Big question tomorrow - What impressions do you get of the island?						



The Island is noisy because in the text it says that the birs cackled and screeched. Another immpresion I had was that the Island was Isolated because the text says there was no sense of human life.

Tuesday 8th October 2024						Reading
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Learning Conversation			Support			
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Big question - What impressions do you get of Kensuke in chapter 5?						

Resourceful because he's survived on the island for a long time.

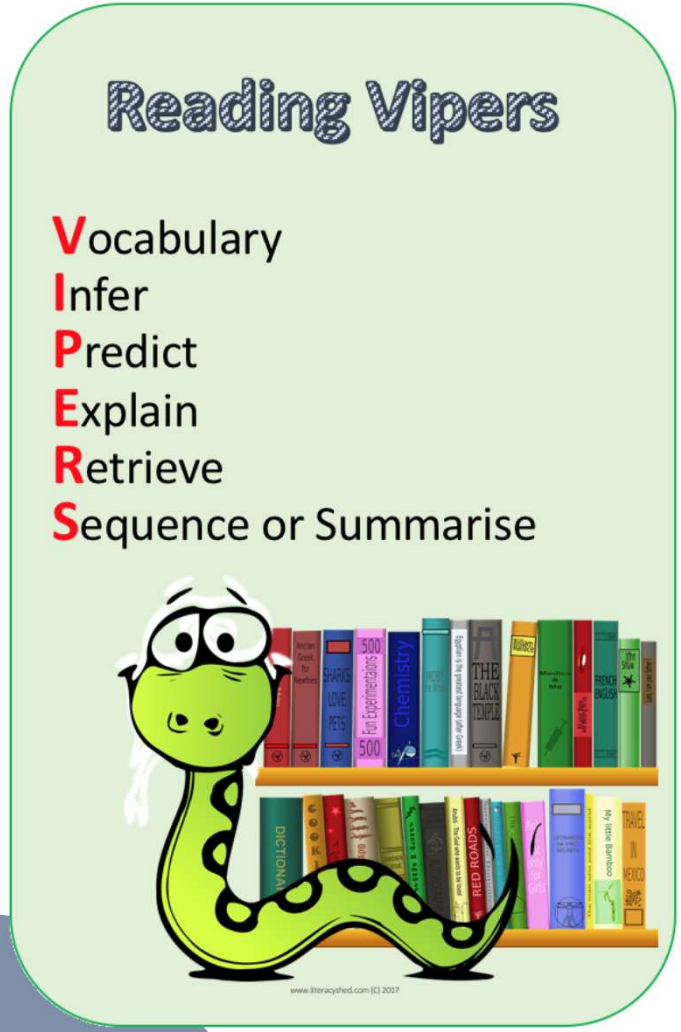
Old because the text says he's the oldest man Michael has seen.

Multi-lingual because in the text he speaks 2-3 languages.



Kind in his own way because in the text he gives Michael food.

I'm sure because the text says he's out of his head



Understanding (Comprehension)

- Finding information on the page.
- Being able to skim the text
- Being able to find information that is *not* on the page. (Looking for clues)
- Thinking about situations and predicting what might happen.
- Putting yourself in a character's shoes and understanding what is going on from their viewpoint.
- Book talk to make your child think.
- Knowing the difference between retrieval, inference, summary, predictions, language choices.

Vocabulary

- Why has the author chosen to use the word *x*?
- Find a synonym for the word *x*
- Define the word *x*
- Use the word *x* in your own sentence
- Find an example of a simile in the text.

Inference

- Find and quote the text to show how the character is feeling at this moment.
- How do you know the character was feeling reluctant to go to school?
- Why has *x* done *x*?
- Susie was stubborn. True or false?

Predict

- What do you think will happen next?
- How do you think *x* will feel about *x*?
- Do you think there will be any consequences for *x*?
- If the author was to write a sequel, what would it be about?

Explain

- How do the author's emotions change throughout the text?
- Why was x surprised by x?
- Why has the author written x in italics?

Retrieve

- Find and copy *x*
- In which country does the story take place?
- What is *x*'s uncle called?
- What did *x* reply to *x*?

Sequence

- Order the following events 1 – 5.
- Did x go to the cinema first or to dinner?
- What is the first step in making a chocolate cake?

Summarise

- Summarise the story in 3 sentences.
- List the places the author visited.
- What were the signs the author reached the beach?

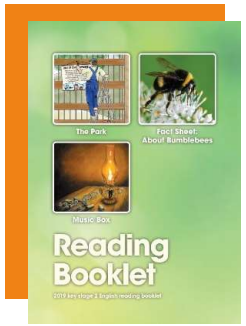
Reading With Your Child

Some questions to ask your child whilst reading together:

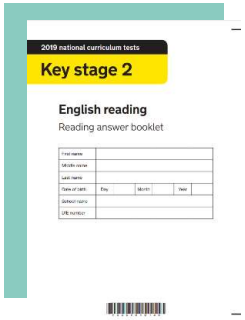
1. Look at the front cover. What could the book be about?
2. Who is the author?
3. What is an illustrator? What do they do?
4. What does that word mean? Read the words around it to help you figure it out (context).
5. How can you read an unfamiliar word? Can you sound talk and then blend?
6. Who are the main characters?
7. What do you think will happen next?
8. How do you think that character feels? Why? How would you feel in that situation?
9. Can you predict how the book will end?
10. Who is your favourite character? Why?
11. Is there a hidden message in the story? What is it?
12. Can you retell the story in your own words?
13. Do you like how the story ended? Can you think of another way the book could have ended?

Year 6 SATs

Each year in May, year 6 children in England take part in a SATs reading paper.
This paper is designed to test children's reading and comprehension skills across all areas of the curriculum. The test consists of two parts:



a reading booklet (typically containing three texts which increase in difficulty throughout the booklet)



an answer booklet
(containing a variety of questions about each of the texts, each relating to one of the eight content domains)

Children have one hour to complete as many questions as they can.
Children are expected to read the text themselves and no help can be given.

Questions 1–12 are about *A Noise in the Night* (pages 4–5)

1 Look at the first paragraph.

How can you tell Priya was feeling nervous?

Write **two** ways.

1. _____

2. _____

2 marks

6 Look at the last paragraph on page 4.

How can you tell that the moonlight was very bright?

_____

_____

1 mark

7 Look at the top of page 5.

*Then **it** hit her.*

What is ***it***?

_____

12 Using information from the text, tick one box in each row to show whether each statement is **true** or **false**.

	True	False
At the beginning of the story, Priya knew what had woken her up.		
The binoculars belonged to Priya.		
Both Priya and Abby agreed that they had to do something.		
The rustlers stopped in Priya and Abby's campsite.		

2 ma

26 What positive messages does Harriet want readers to understand about bats?

Give **two** positive messages, using evidence from the text to support your answer.

An example has been done for you.

Positive message	Evidence
Bats shouldn't be judged by their appearance.	She says even though they might look scary they aren't really.
_____ _____	_____ _____ _____
_____ _____	_____ _____ _____

3 marks

38 Look at the paragraph beginning: *Innis sat up…* to the end of the text.

Innis meets the boy. What do you learn about the boy's personality?

Give **two** things, using evidence from the text to support your answer.

Personality	Evidence
_____	_____ _____ _____
_____	_____ _____ _____

_____
3 marks

Streaky and Squeaky



Madagascar is an island country in the Indian Ocean, off the coast of East Africa. It is well known for its range of weird and wonderful wildlife.

Imagine treading through the rainforest in Madagascar and noticing hurried movements in the plants below you. You creep forward to investigate. Suddenly, you see a group of animals unlike anything that you have seen before. Ten of them are sniffing along the ground with long, pointy snouts that look almost like bird beaks. The creatures are quite small – maybe the size of a pet hamster. Their bodies are round and covered with spines like a hedgehog. They are brightly coloured like a bumblebee with yellow streaks running down their backs and legs. On their heads, each of the animals has a crown of bright yellow spikes.

They are not hedgehogs, birds or bumblebees, even if they look like a confused hodgepodge of these animals. You have encountered a family of lowland streaked tenrecs. They are one of many species of tenrecs living in Madagascar.

Are all tenrecs the same?

Lowland streaked tenrecs look unlike any of the other types of tenrec except for their cousins who live in highland rainforests. Highland streaked tenrecs are as spectacularly weird as their lowland cousins, but they have white stripes running down their sides instead of yellow ones.

Both highland and lowland streaked tenrecs are very social animals and are the only kinds of tenrec that live in family groups.

What do tenrecs eat?

Tenrecs forage in the rainforest for soft-bodied invertebrates such as worms and beetle larvae. They sometimes stamp on the ground with their forepaws, to create vibrations, which may increase earthworm activity. They have very fragile jawbones and can only eat soft food. If they tried to eat anything harder, it could damage or even break their jaws.



How do streaked tenrecs communicate?

Sometimes streaked tenrec families get separated in the rainforest and need to communicate with each other. They make high-pitched sounds when they need to find each other. This process is called stridulation.

What is stridulation?

Unlike other types of tenrecs, a streaked tenrec has special spines on its back that it can rub together to produce high-pitched squeaks and chirps. Crickets and other insects commonly use stridulation to communicate.

Humans cannot hear the noises made when streaked tenrecs stridulate because they are made at sound frequencies that are too high for human hearing. Scientists need a specialist microphone to pick up and record the sounds.

What issues are streaked tenrecs facing?

Streaked tenrecs are unique to the rainforest in Madagascar and cannot be found anywhere else in the world. In recent years much of this landscape has been destroyed. As a result of deforestation, where humans cut down the rainforest for wood, tenrecs are in decline. Streaked tenrecs play an important role in their habitat as they hunt smaller creatures and are prey for larger animals like birds and snakes. Without tenrecs, the whole food-chain could be disrupted, causing serious problems for wildlife in Madagascar.

How are people helping streaked tenrecs?

While there have been efforts to help tenrecs by keeping some in zoos, this is not necessarily the best solution due to their short lifespan and the need to keep them in groups or pairs.

Zoos are working to build a population of these animals by breeding them in captivity, so that people around the world can learn about the marvellous streakiness and squeakiness of the streaked tenrecs.

How can adults support children in their reading at home?

- Expectation: **ideally** 20 minutes per day. But 3x per week otherwise.
- Try to build this into your daily routine.
- Have a quiet, comfortable space your child (and you) can read in.
- Read with your child and read in front of your child.
- We want your support in encouraging independent reading and in engaging in your child's reading. Hearing texts read aloud is important.
- Create a love of reading – let them choose different texts, whether its fiction or non fiction!



How can adults support children in their reading at home?

- **Before Reading**
  - If it is the first time your child has read the book, look at the cover and title with them to predict what they think the book might be about.
  - Make links to other books read with similar themes, the same characters and/or similar authors/illustrators.
  - Give them time to flick through the book and read the blurb.



Reading for Pleasure

Reading should be fun – that way they will want to read to you. Here are some tips:

- **Book Talk!**
- Funny voices / become illustrators
- Visit library
- Be an active listener – sit and listen, asking questions showing interest
- Create new stories together
- Make space for it to become a special time
- Share more advanced books with your child - read to your child:

This is an opportunity for them to hear stories and language at a higher level than they can read alone. Research shows the hearing texts read aloud is a significant source of vocabulary acquisition. Use audio books/ Amazon Audible.

- Keep positive!

Growth Mindset

- All readers make mistakes. This is how we learn. Encourage a growth mindset in your child by praising them for recognising their mistakes and trying to fix them.
- 'This is what you said ….. Can you spot anything wrong with that?' 'Does that make sense?'



Year 5 and 6 reading workshop

9:00 – 9:45

Wednesday 6th November 2024

Aims of the session

- The new curriculum expectations
- How we teach reading here at Albrighton
- How to support your child with reading at home
- Activities to enthuse children in reading
- How to ask appropriate questions to develop child understanding in the text

What does the National Curriculum Say?

Pupils should be taught to:

- Maintain positive attitudes to reading and understanding of what they read by:
- Continuing to read and discuss an increasingly wide range of fiction, poetry, play, non-fiction and reference books or text books
- Reading books that are structured in different ways and reading for a range of purposes
- Increasing their familiarity with a wide range of books, including myths, legends, and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions
- Recommending books that they have read to their peers, giving reasons for their choices
- Identifying and discussing themes and conventions in and across a wide range of writing
- Making comparisons within and across books
- Learning a wider range of poetry by heart
- Preparing poems and plays to read aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Understand what they read by:

- Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- Asking questions to improve their understanding
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying these inferences with evidence
- Predicting what might happen from details stated and implied
- Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- Identifying how language, structure and presentation contribute to meaning

- Discuss and evaluate how authors use language, including figurative language and considering the impact on the reader
- Distinguish between statements of fact and opinion
- Retrieve, record and present information from non-fiction
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining focus on the topic and using notes where necessary
- Provide reasoned justifications for their views

Creating a love of reading in children is potentially one of the most powerful ways of improving academic standards in school.

There can be few better ways to improve pupils chances in school, or beyond in the wider world than to enable them to become truly independent readers.

In 2013, The National Literacy Trust conducted a survey which included 11,000 children.
Children who read daily outside school were 5x more likely to perform above the expected level for their age in reading.

Reading at Albrighton

- Phonics
- 1:1 reading opportunities
- Independent reading
- VIPERS – comprehension
- Lessons dedicated to reading
- Use of reading areas
- New Library Area with themed sections
- Daily story time

Reading requires two skills

Phonics and Word Recognition

- The ability to recognise words presented in and out of context.
- The ability to blend letter sounds (phonemes) together to read words.

Understanding

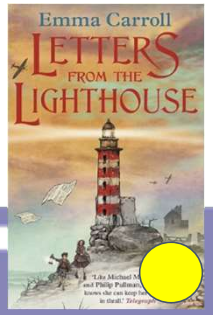
- The ability to understand the meaning of the words and sentences in a text.
- The ability to understand the ideas, information and themes in a text.
- If a child understands what they hear, they will understand the same information when they read.

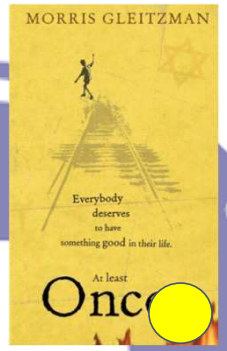
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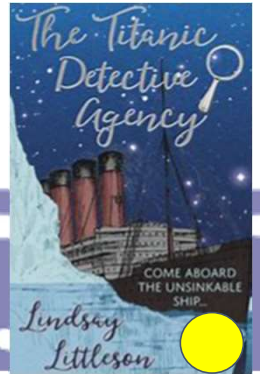


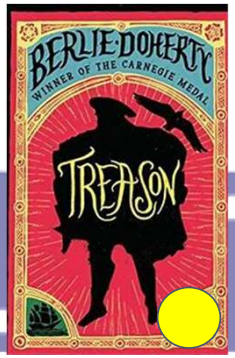












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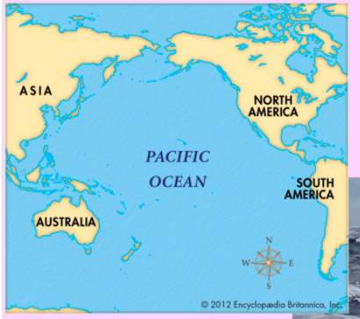
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Fareham Marina, U.K.

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Michael Morpurgo

When and where was he born?

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Other texts

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supertanker	Something found in the sea.
	A kind and open leader.
mariner	Something or someone whose presence puts you at a disadvantage.
	A shallow channel between hills or waves.
liability	A heavily armored fighting vehicle.
	Greek writings.
trough	Something or someone whose presence puts you at an advantage.
	A container to keep animal food in.
gritty	A very large ship.
	The deck of a ship.
tyrant	A long and adventurous journey.
	Containing or covered with grit.
galley	A person who navigates a ship.
	The kitchen in a ship.

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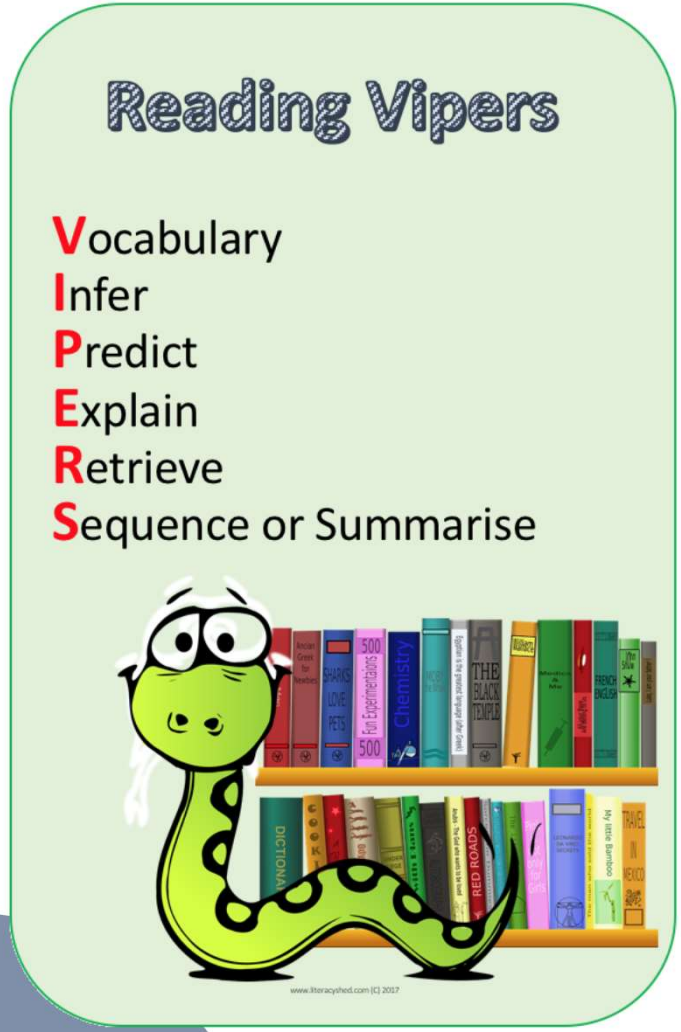
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- Find and quote the text to show how the character is feeling at this moment.
- How do you know the character was feeling reluctant to go to school?
- Why has *x* done *x*?
- Susie was stubborn. True or false?

Predict

- What do you think will happen next?
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- If the author was to write a sequel, what would it be about?

Explain

- How do the author's emotions change throughout the text?
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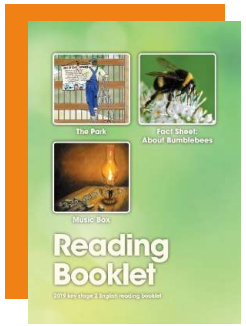
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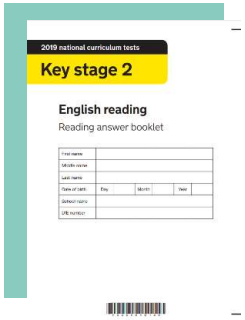
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5. How can you read an unfamiliar word? Can you sound talk and then blend?
6. Who are the main characters?
7. What do you think will happen next?
8. How do you think that character feels? Why? How would you feel in that situation?
9. Can you predict how the book will end?
10. Who is your favourite character? Why?
11. Is there a hidden message in the story? What is it?
12. Can you retell the story in your own words?
13. Do you like how the story ended? Can you think of another way the book could have ended?

Year 6 SATs

Each year in May, year 6 children in England take part in a SATs reading paper.
This paper is designed to test children's reading and comprehension skills across all areas of the curriculum. The test consists of two parts:



a reading booklet (typically containing three texts which increase in difficulty throughout the booklet)



an answer booklet
(containing a variety of questions about each of the texts, each relating to one of the eight content domains)

Children have one hour to complete as many questions as they can.
Children are expected to read the text themselves and no help can be given.

Questions 1–12 are about *A Noise in the Night* (pages 4–5)

1 Look at the first paragraph.

How can you tell Priya was feeling nervous?

Write **two** ways.

1. _____

2. _____

2 marks

6 Look at the last paragraph on page 4.

How can you tell that the moonlight was very bright?

_____

_____

1 mark

7 Look at the top of page 5.

*Then **it** hit her.*

What is ***it***?

_____

12 Using information from the text, tick one box in each row to show whether each statement is **true** or **false**.

	True	False
At the beginning of the story, Priya knew what had woken her up.		
The binoculars belonged to Priya.		
Both Priya and Abby agreed that they had to do something.		
The rustlers stopped in Priya and Abby's campsite.		

2 ma

26 What positive messages does Harriet want readers to understand about bats?

Give **two** positive messages, using evidence from the text to support your answer.

An example has been done for you.

Positive message	Evidence
Bats shouldn't be judged by their appearance.	She says even though they might look scary they aren't really.
_____ _____	_____ _____ _____
_____ _____	_____ _____ _____

3 marks

38 Look at the paragraph beginning: *Innis sat up…* to the end of the text.

Innis meets the boy. What do you learn about the boy's personality?

Give **two** things, using evidence from the text to support your answer.

Personality	Evidence
_____	_____ _____ _____
_____	_____ _____ _____

_____
3 marks

Streaky and Squeaky



Madagascar is an island country in the Indian Ocean, off the coast of East Africa. It is well known for its range of weird and wonderful wildlife.

Imagine treading through the rainforest in Madagascar and noticing hurried movements in the plants below you. You creep forward to investigate. Suddenly, you see a group of animals unlike anything that you have seen before. Ten of them are sniffing along the ground with long, pointy snouts that look almost like bird beaks. The creatures are quite small – maybe the size of a pet hamster. Their bodies are round and covered with spines like a hedgehog. They are brightly coloured like a bumblebee with yellow streaks running down their backs and legs. On their heads, each of the animals has a crown of bright yellow spikes.

They are not hedgehogs, birds or bumblebees, even if they look like a confused hodgepodge of these animals. You have encountered a family of lowland streaked tenrecs. They are one of many species of tenrecs living in Madagascar.

Are all tenrecs the same?

Lowland streaked tenrecs look unlike any of the other types of tenrec except for their cousins who live in highland rainforests. Highland streaked tenrecs are as spectacularly weird as their lowland cousins, but they have white stripes running down their sides instead of yellow ones.

Both highland and lowland streaked tenrecs are very social animals and are the only kinds of tenrec that live in family groups.

What do tenrecs eat?

Tenrecs forage in the rainforest for soft-bodied invertebrates such as worms and beetle larvae. They sometimes stamp on the ground with their forepaws, to create vibrations, which may increase earthworm activity. They have very fragile jawbones and can only eat soft food. If they tried to eat anything harder, it could damage or even break their jaws.



How do streaked tenrecs communicate?

Sometimes streaked tenrec families get separated in the rainforest and need to communicate with each other. They make high-pitched sounds when they need to find each other. This process is called stridulation.

What is stridulation?

Unlike other types of tenrecs, a streaked tenrec has special spines on its back that it can rub together to produce high-pitched squeaks and chirps. Crickets and other insects commonly use stridulation to communicate.

Humans cannot hear the noises made when streaked tenrecs stridulate because they are made at sound frequencies that are too high for human hearing. Scientists need a specialist microphone to pick up and record the sounds.

What issues are streaked tenrecs facing?

Streaked tenrecs are unique to the rainforest in Madagascar and cannot be found anywhere else in the world. In recent years much of this landscape has been destroyed. As a result of deforestation, where humans cut down the rainforest for wood, tenrecs are in decline. Streaked tenrecs play an important role in their habitat as they hunt smaller creatures and are prey for larger animals like birds and snakes. Without tenrecs, the whole food-chain could be disrupted, causing serious problems for wildlife in Madagascar.

How are people helping streaked tenrecs?

While there have been efforts to help tenrecs by keeping some in zoos, this is not necessarily the best solution due to their short lifespan and the need to keep them in groups or pairs.

Zoos are working to build a population of these animals by breeding them in captivity, so that people around the world can learn about the marvellous streakiness and squeakiness of the streaked tenrecs.

How can adults support children in their reading at home?

- Expectation: **ideally** 20 minutes per day. But 3x per week otherwise.
- Try to build this into your daily routine.
- Have a quiet, comfortable space your child (and you) can read in.
- Read with your child and read in front of your child.
- We want your support in encouraging independent reading and in engaging in your child's reading. Hearing texts read aloud is important.
- Create a love of reading – let them choose different texts, whether its fiction or non fiction!



How can adults support children in their reading at home?

- **Before Reading**
  - If it is the first time your child has read the book, look at the cover and title with them to predict what they think the book might be about.
  - Make links to other books read with similar themes, the same characters and/or similar authors/illustrators.
  - Give them time to flick through the book and read the blurb.



Reading for Pleasure

Reading should be fun – that way they will want to read to you. Here are some tips:

- **Book Talk!**
- Funny voices / become illustrators
- Visit library
- Be an active listener – sit and listen, asking questions showing interest
- Create new stories together
- Make space for it to become a special time
- Share more advanced books with your child - read to your child:

This is an opportunity for them to hear stories and language at a higher level than they can read alone. Research shows the hearing texts read aloud is a significant source of vocabulary acquisition. Use audio books/ Amazon Audible.

- Keep positive!

Growth Mindset

- All readers make mistakes. This is how we learn. Encourage a growth mindset in your child by praising them for recognising their mistakes and trying to fix them.
- 'This is what you said ….. Can you spot anything wrong with that?' 'Does that make sense?'



Year 5 and 6 reading workshop

9:00 – 9:45

Wednesday 6th November 2024

Aims of the session

- The new curriculum expectations
- How we teach reading here at Albrighton
- How to support your child with reading at home
- Activities to enthuse children in reading
- How to ask appropriate questions to develop child understanding in the text

What does the National Curriculum Say?

Pupils should be taught to:

- Maintain positive attitudes to reading and understanding of what they read by:
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- Reading books that are structured in different ways and reading for a range of purposes
- Increasing their familiarity with a wide range of books, including myths, legends, and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions
- Recommending books that they have read to their peers, giving reasons for their choices
- Identifying and discussing themes and conventions in and across a wide range of writing
- Making comparisons within and across books
- Learning a wider range of poetry by heart
- Preparing poems and plays to read aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Understand what they read by:

- Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- Asking questions to improve their understanding
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying these inferences with evidence
- Predicting what might happen from details stated and implied
- Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- Identifying how language, structure and presentation contribute to meaning

- Discuss and evaluate how authors use language, including figurative language and considering the impact on the reader
- Distinguish between statements of fact and opinion
- Retrieve, record and present information from non-fiction
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining focus on the topic and using notes where necessary
- Provide reasoned justifications for their views

Creating a love of reading in children is potentially one of the most powerful ways of improving academic standards in school.

There can be few better ways to improve pupils chances in school, or beyond in the wider world than to enable them to become truly independent readers.

In 2013, The National Literacy Trust conducted a survey which included 11,000 children.
Children who read daily outside school were 5x more likely to perform above the expected level for their age in reading.

Reading at Albrighton

- Phonics
- 1:1 reading opportunities
- Independent reading
- VIPERS – comprehension
- Lessons dedicated to reading
- Use of reading areas
- New Library Area with themed sections
- Daily story time

Reading requires two skills

Phonics and Word Recognition

- The ability to recognise words presented in and out of context.
- The ability to blend letter sounds (phonemes) together to read words.

Understanding

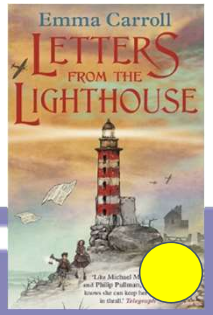
- The ability to understand the meaning of the words and sentences in a text.
- The ability to understand the ideas, information and themes in a text.
- If a child understands what they hear, they will understand the same information when they read.

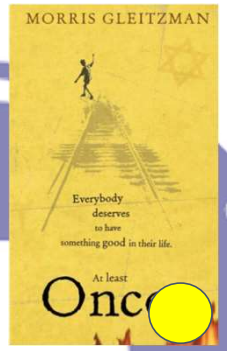
Albrighton Primary School and Nursery Reading Journey

YEAR 5 AND 6





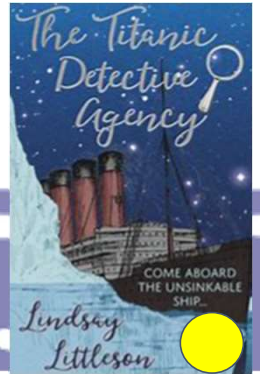


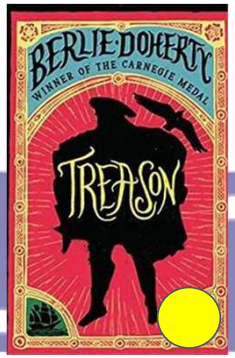












- Archaic language
- Non-linear time sequence
- Narratively Complex
- Figurative/Symbolic Text: Complex plot
- Resistant Texts
- Celebrates Diversity

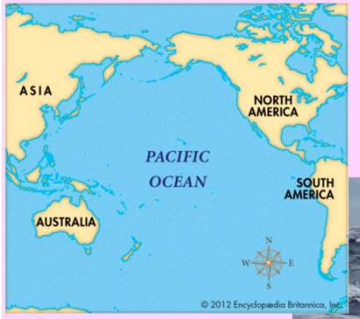
Reading lessons

When Michael's dad is made redundant from the brickworks, the family travel south of England to Fareham, near Southampton, and embark upon a voyage around the world.



Fareham Marina, U.K.

When Michael gets lost at sea in a storm, he washes up on a fictitious island in the Pacific Ocean.



Listen to the sounds of a storm in the Pacific Ocean.



Storm in Pacific Ocean

They voyage to many places around the world!



Michael, mum, dad and Stella Artois travel on a forty-two foot yacht around the world which they had to firstly learn how to sail.



Let's watch a video of a tour of a similar yacht!

Tuesday 17th September 2024

L.O. I am learning to explore the author of our text.

Reading



I know how to gather information from audio and written texts.

SKILLS

I can identify other texts written by my author.

I can explain the inspiration behind Kensuke's Kingdom.

I can make comparisons between the themes in Morpurgo's books.

Learning Conversation			Support			
☺·	😐·	☹·	INDEP	CT	TA	PEER

Michael Morpurgo

When and where was he born?

5th of October 1943 in St Albans, Hertfordshire.



Other texts

- Friend or Foe
- War Horse
- The Butterfly lion
- Private Peaceful and . . .
- An elephand in the Garden.

Inspiration for Kensuke's Kingdom

Why does Michael Morpurgo focus on similar themes?

He focuses on Similer themes because then all the books link together.

Monday 23rd September 2024

L.O. I am learning to find the meaning of words in context.

Reading



I know that 'words in context' means finding the word in a whole sentence/paragraph to help me identify the meaning.

SKILLS

I can skim and scan a text to find given vocabulary.

I can read the whole sentence/paragraph that the word is in.

I can find the definition for the word from reading the context.

Learning Conversation			Support			
☺·	😐·	☹·	INDEP	CT	TA	PEER

supertanker	Something found in the sea.
	A kind and open leader.
mariner	Something or someone whose presence puts you at a disadvantage.
	A shallow channel between hills or waves.
liability	A heavily armored fighting vehicle.
	Greek writings.
trough	Something or someone whose presence puts you at an advantage.
	A container to keep animal food in.
gritty	A very large ship.
	The deck of a ship.
tyrant	A long and adventurous journey.
	Containing or covered with grit.
galley	A person who navigates a ship.
	The kitchen in a ship.

Tuesday and Wednesday 1st/2nd October 2024						Reading
L.O. I am learning to infer information from the text.						
	I know that retrieval is finding key details in the text. I know that inference is a conclusion based on evidence and reasoning. I know that an impression is an idea, feeling or opinion.					
SKILLS	I can retrieve information from a text.					
	I can make inferences from the information that I have retrieved.					
Learning Conversation			Support			
☺	😐	☹	INDEP	CT	TA	PEER
Big question tomorrow - What impressions do you get of the island?						



The Island is noisy because in the text it says that the birs cackled and screeched. Another immpresion I had was that the Island was Isolated because the text says there was no sense of human life.

Tuesday 8th October 2024						Reading
L.O. I am learning to infer information from the text.						
	I know that retrieval is finding key details in the text. I know that inference is a conclusion based on evidence and reasoning. I know that an impression is an idea, feeling or opinion.					
SKILLS	I can retrieve information from a text.					
	I can make inferences from the information that I have retrieved.					
Learning Conversation			Support			
☺	😐	☹	INDEP	CT	TA	PEER
Big question - What impressions do you get of Kensuke in chapter 5?						

Resourceful because he's survived on the island for a long time.

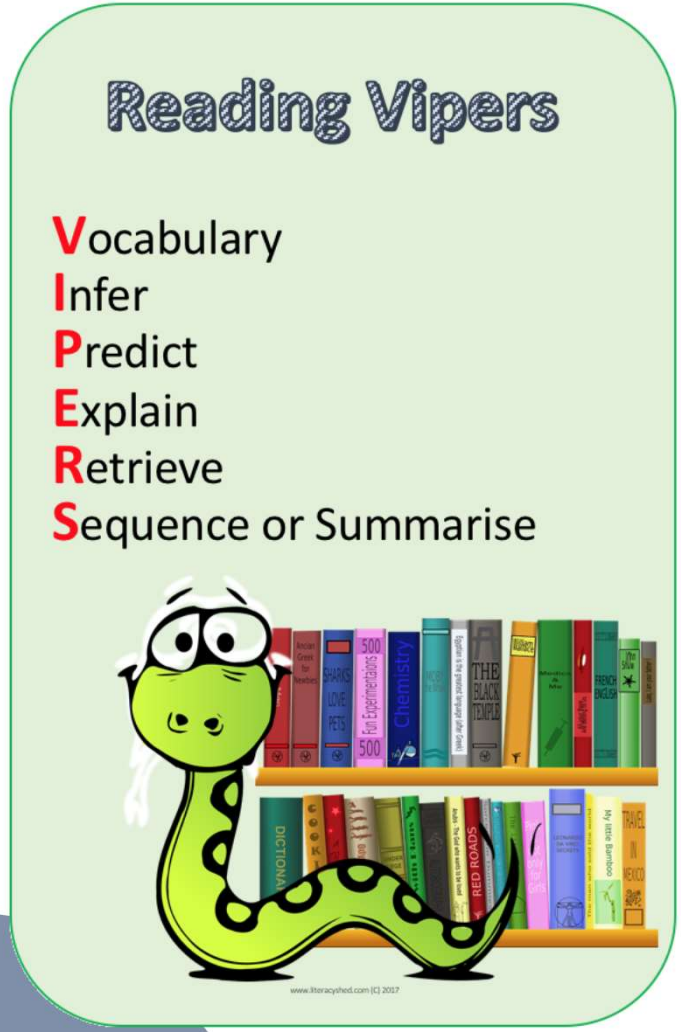
Old because the text says he's the oldest man Michael has seen.

Multi-lingual because in the text he speaks 2-3 languages.



Kind in his own way because in the text he gives Michael food.

I'm sure because the text says he's out of his head



Understanding (Comprehension)

- Finding information on the page.
- Being able to skim the text
- Being able to find information that is *not* on the page. (Looking for clues)
- Thinking about situations and predicting what might happen.
- Putting yourself in a character's shoes and understanding what is going on from their viewpoint.
- Book talk to make your child think.
- Knowing the difference between retrieval, inference, summary, predictions, language choices.

Vocabulary

- Why has the author chosen to use the word *x*?
- Find a synonym for the word *x*
- Define the word *x*
- Use the word *x* in your own sentence
- Find an example of a simile in the text.

Inference

- Find and quote the text to show how the character is feeling at this moment.
- How do you know the character was feeling reluctant to go to school?
- Why has *x* done *x*?
- Susie was stubborn. True or false?

Predict

- What do you think will happen next?
- How do you think *x* will feel about *x*?
- Do you think there will be any consequences for *x*?
- If the author was to write a sequel, what would it be about?

Explain

- How do the author's emotions change throughout the text?
- Why was x surprised by x?
- Why has the author written x in italics?

Retrieve

- Find and copy *x*
- In which country does the story take place?
- What is *x*'s uncle called?
- What did *x* reply to *x*?

Sequence

- Order the following events 1 – 5.
- Did x go to the cinema first or to dinner?
- What is the first step in making a chocolate cake?

Summarise

- Summarise the story in 3 sentences.
- List the places the author visited.
- What were the signs the author reached the beach?

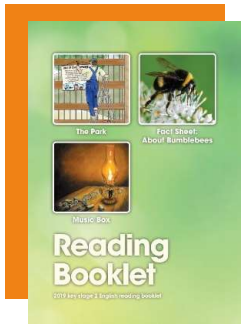
Reading With Your Child

Some questions to ask your child whilst reading together:

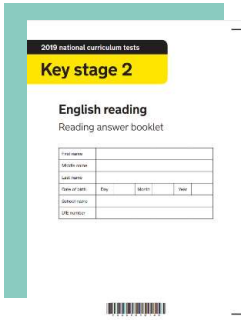
1. Look at the front cover. What could the book be about?
2. Who is the author?
3. What is an illustrator? What do they do?
4. What does that word mean? Read the words around it to help you figure it out (context).
5. How can you read an unfamiliar word? Can you sound talk and then blend?
6. Who are the main characters?
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1 Look at the first paragraph.

How can you tell Priya was feeling nervous?

Write **two** ways.

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2 marks

6 Look at the last paragraph on page 4.

How can you tell that the moonlight was very bright?

_____

_____

1 mark

7 Look at the top of page 5.

*Then **it** hit her.*

What is ***it***?

_____

12 Using information from the text, tick one box in each row to show whether each statement is **true** or **false**.

	True	False
At the beginning of the story, Priya knew what had woken her up.		
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2 ma

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Creating a love of reading in children is potentially one of the most powerful ways of improving academic standards in school.

There can be few better ways to improve pupils chances in school, or beyond in the wider world than to enable them to become truly independent readers.

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Children who read daily outside school were 5x more likely to perform above the expected level for their age in reading.

Reading at Albrighton

- Phonics
- 1:1 reading opportunities
- Independent reading
- VIPERS – comprehension
- Lessons dedicated to reading
- Use of reading areas
- New Library Area with themed sections
- Daily story time

Reading requires two skills

Phonics and Word Recognition

- The ability to recognise words presented in and out of context.
- The ability to blend letter sounds (phonemes) together to read words.

Understanding

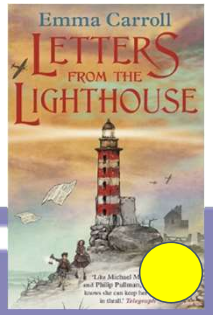
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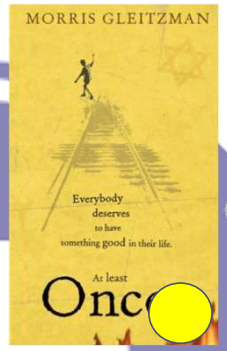
Albrighton Primary School and Nursery Reading Journey

YEAR 5 AND 6





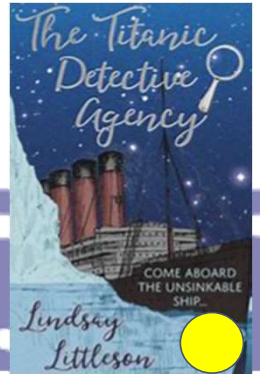


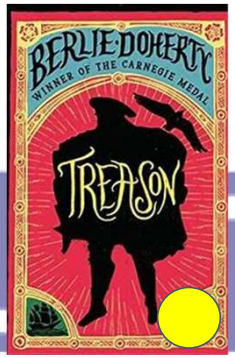












- Archaic language
- Non-linear time sequence
- Narratively Complex
- Figurative/Symbolic Text: Complex plot
- Resistant Texts
- Celebrates Diversity

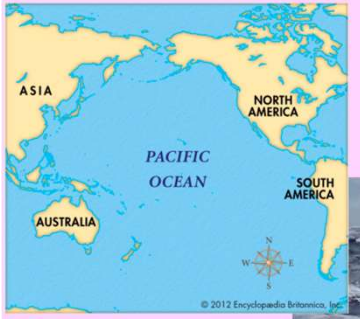
Reading lessons

When Michael's dad is made redundant from the brickworks, the family travel south of England to Fareham, near Southampton, and embark upon a voyage around the world.



Fareham Marina, U.K.

When Michael gets lost at sea in a storm, he washes up on a fictitious island in the Pacific Ocean.



Listen to the sounds of a storm in the Pacific Ocean.



Storm in Pacific Ocean

They voyage to many places around the world!



Michael, mum, dad and Stella Artois travel on a forty-two foot yacht around the world which they had to firstly learn how to sail.



Let's watch a video of a tour of a similar yacht!

Tuesday 17th September 2024

L.O. I am learning to explore the author of our text.

Reading



I know how to gather information from audio and written texts.

SKILLS

I can identify other texts written by my author.

I can explain the inspiration behind Kensuke's Kingdom.

I can make comparisons between the themes in Morpurgo's books.

Learning Conversation			Support			
☺·	😐·	☹·	INDEP	CT	TA	PEER

Michael Morpurgo

When and where was he born?

5th of October 1943 in St Albans, Hertfordshire.



Other texts

- Friend or Foe
- War Horse
- The Butterfly lion
- Private Peaceful and . . .
- An elephand in the Garden.

Inspiration for Kensuke's Kingdom

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I know that 'words in context' means finding the word in a whole sentence/paragraph to help me identify the meaning.

SKILLS

I can skim and scan a text to find given vocabulary.

I can read the whole sentence/paragraph that the word is in.

I can find the definition for the word from reading the context.

Learning Conversation			Support			
☺·	😐·	☹·	INDEP	CT	TA	PEER

supertanker	Something found in the sea.
	A kind and open leader.
mariner	Something or someone whose presence puts you at a disadvantage.
	A shallow channel between hills or waves.
liability	A heavily armored fighting vehicle.
	Greek writings.
trough	Something or someone whose presence puts you at an advantage.
	A container to keep animal food in.
gritty	A very large ship.
	The deck of a ship.
tyrant	A long and adventurous journey.
	Containing or covered with grit.
galley	A person who navigates a ship.
	The kitchen in a ship.

Tuesday and Wednesday 1st/2nd October 2024						Reading
L.O. I am learning to infer information from the text.						
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SKILLS	I can retrieve information from a text.					
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Big question tomorrow - What impressions do you get of the island?						



The Island is noisy because in the text it says that the birs cackled and screeched. Another immpresion I had was that the Island was Isolated because the text says there was no sense of human life.

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Learning Conversation			Support			
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Big question - What impressions do you get of Kensuke in chapter 5?						

Resourceful because he's survived on the island for a long time.

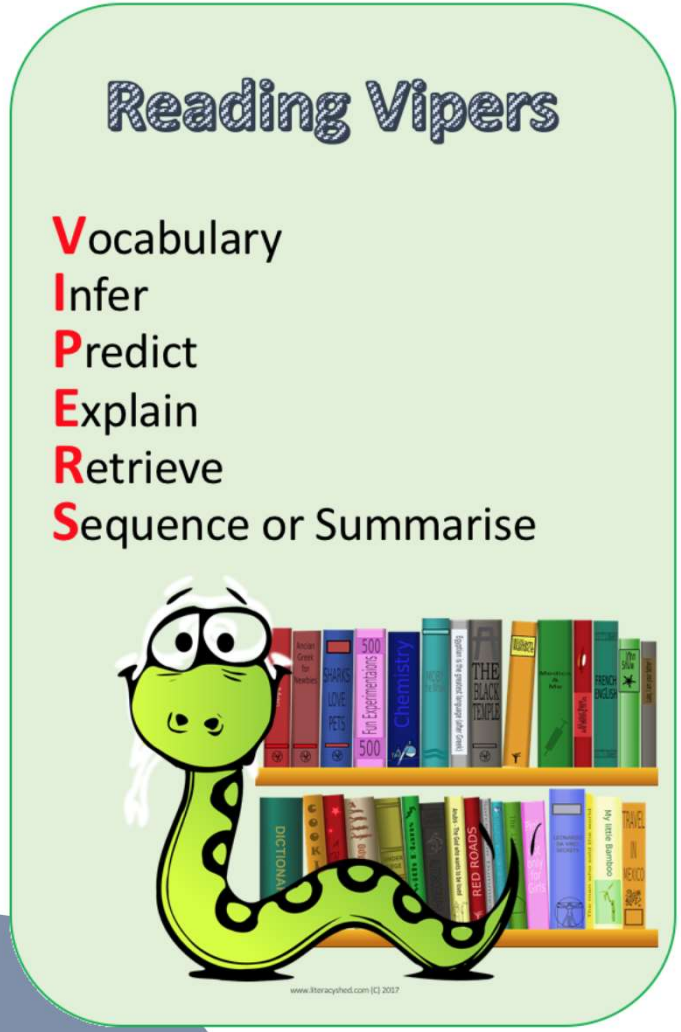
Old because the text says he's the oldest man Michael has seen.

Multi-lingual because in the text he speaks 2-3 languages.



Kind in his own way because in the text he gives Michael food.

I'm sure because the text says he's out of his head



Understanding (Comprehension)

- Finding information on the page.
- Being able to skim the text
- Being able to find information that is *not* on the page. (Looking for clues)
- Thinking about situations and predicting what might happen.
- Putting yourself in a character's shoes and understanding what is going on from their viewpoint.
- Book talk to make your child think.
- Knowing the difference between retrieval, inference, summary, predictions, language choices.

Vocabulary

- Why has the author chosen to use the word *x*?
- Find a synonym for the word *x*
- Define the word *x*
- Use the word *x* in your own sentence
- Find an example of a simile in the text.

Inference

- Find and quote the text to show how the character is feeling at this moment.
- How do you know the character was feeling reluctant to go to school?
- Why has *x* done *x*?
- Susie was stubborn. True or false?

Predict

- What do you think will happen next?
- How do you think *x* will feel about *x*?
- Do you think there will be any consequences for *x*?
- If the author was to write a sequel, what would it be about?

Explain

- How do the author's emotions change throughout the text?
- Why was x surprised by x?
- Why has the author written x in italics?

Retrieve

- Find and copy *x*
- In which country does the story take place?
- What is *x*'s uncle called?
- What did *x* reply to *x*?

Sequence

- Order the following events 1 – 5.
- Did x go to the cinema first or to dinner?
- What is the first step in making a chocolate cake?

Summarise

- Summarise the story in 3 sentences.
- List the places the author visited.
- What were the signs the author reached the beach?

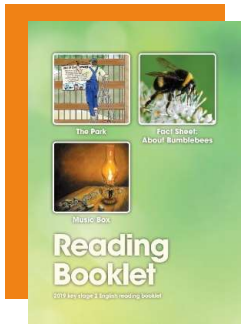
Reading With Your Child

Some questions to ask your child whilst reading together:

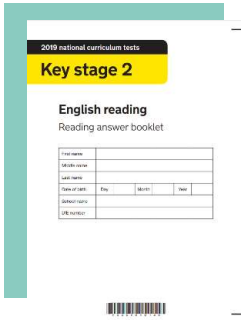
1. Look at the front cover. What could the book be about?
2. Who is the author?
3. What is an illustrator? What do they do?
4. What does that word mean? Read the words around it to help you figure it out (context).
5. How can you read an unfamiliar word? Can you sound talk and then blend?
6. Who are the main characters?
7. What do you think will happen next?
8. How do you think that character feels? Why? How would you feel in that situation?
9. Can you predict how the book will end?
10. Who is your favourite character? Why?
11. Is there a hidden message in the story? What is it?
12. Can you retell the story in your own words?
13. Do you like how the story ended? Can you think of another way the book could have ended?

Year 6 SATs

Each year in May, year 6 children in England take part in a SATs reading paper.
This paper is designed to test children's reading and comprehension skills across all areas of the curriculum. The test consists of two parts:



a reading booklet (typically containing three texts which increase in difficulty throughout the booklet)



an answer booklet
(containing a variety of questions about each of the texts, each relating to one of the eight content domains)

Children have one hour to complete as many questions as they can.
Children are expected to read the text themselves and no help can be given.

Questions 1–12 are about *A Noise in the Night* (pages 4–5)

1 Look at the first paragraph.

How can you tell Priya was feeling nervous?

Write **two** ways.

1. _____

2. _____

2 marks

6 Look at the last paragraph on page 4.

How can you tell that the moonlight was very bright?

_____

_____

1 mark

7 Look at the top of page 5.

*Then **it** hit her.*

What is ***it***?

_____

12 Using information from the text, tick one box in each row to show whether each statement is **true** or **false**.

	True	False
At the beginning of the story, Priya knew what had woken her up.		
The binoculars belonged to Priya.		
Both Priya and Abby agreed that they had to do something.		
The rustlers stopped in Priya and Abby's campsite.		

2 ma

26 What positive messages does Harriet want readers to understand about bats?

Give **two** positive messages, using evidence from the text to support your answer.

An example has been done for you.

Positive message	Evidence
Bats shouldn't be judged by their appearance.	She says even though they might look scary they aren't really.
_____ _____	_____ _____ _____
_____ _____	_____ _____ _____

3 marks

38 Look at the paragraph beginning: *Innis sat up…* to the end of the text.

Innis meets the boy. What do you learn about the boy's personality?

Give **two** things, using evidence from the text to support your answer.

Personality	Evidence
_____	_____ _____ _____
_____	_____ _____ _____

_____
3 marks

Streaky and Squeaky



Madagascar is an island country in the Indian Ocean, off the coast of East Africa. It is well known for its range of weird and wonderful wildlife.

Imagine treading through the rainforest in Madagascar and noticing hurried movements in the plants below you. You creep forward to investigate. Suddenly, you see a group of animals unlike anything that you have seen before. Ten of them are sniffing along the ground with long, pointy snouts that look almost like bird beaks. The creatures are quite small – maybe the size of a pet hamster. Their bodies are round and covered with spines like a hedgehog. They are brightly coloured like a bumblebee with yellow streaks running down their backs and legs. On their heads, each of the animals has a crown of bright yellow spikes.

They are not hedgehogs, birds or bumblebees, even if they look like a confused hodgepodge of these animals. You have encountered a family of lowland streaked tenrecs. They are one of many species of tenrecs living in Madagascar.

Are all tenrecs the same?

Lowland streaked tenrecs look unlike any of the other types of tenrec except for their cousins who live in highland rainforests. Highland streaked tenrecs are as spectacularly weird as their lowland cousins, but they have white stripes running down their sides instead of yellow ones.

Both highland and lowland streaked tenrecs are very social animals and are the only kinds of tenrec that live in family groups.

What do tenrecs eat?

Tenrecs forage in the rainforest for soft-bodied invertebrates such as worms and beetle larvae. They sometimes stamp on the ground with their forepaws, to create vibrations, which may increase earthworm activity. They have very fragile jawbones and can only eat soft food. If they tried to eat anything harder, it could damage or even break their jaws.



How do streaked tenrecs communicate?

Sometimes streaked tenrec families get separated in the rainforest and need to communicate with each other. They make high-pitched sounds when they need to find each other. This process is called stridulation.

What is stridulation?

Unlike other types of tenrecs, a streaked tenrec has special spines on its back that it can rub together to produce high-pitched squeaks and chirps. Crickets and other insects commonly use stridulation to communicate.

Humans cannot hear the noises made when streaked tenrecs stridulate because they are made at sound frequencies that are too high for human hearing. Scientists need a specialist microphone to pick up and record the sounds.

What issues are streaked tenrecs facing?

Streaked tenrecs are unique to the rainforest in Madagascar and cannot be found anywhere else in the world. In recent years much of this landscape has been destroyed. As a result of deforestation, where humans cut down the rainforest for wood, tenrecs are in decline. Streaked tenrecs play an important role in their habitat as they hunt smaller creatures and are prey for larger animals like birds and snakes. Without tenrecs, the whole food-chain could be disrupted, causing serious problems for wildlife in Madagascar.

How are people helping streaked tenrecs?

While there have been efforts to help tenrecs by keeping some in zoos, this is not necessarily the best solution due to their short lifespan and the need to keep them in groups or pairs.

Zoos are working to build a population of these animals by breeding them in captivity, so that people around the world can learn about the marvellous streakiness and squeakiness of the streaked tenrecs.

How can adults support children in their reading at home?

- Expectation: **ideally** 20 minutes per day. But 3x per week otherwise.
- Try to build this into your daily routine.
- Have a quiet, comfortable space your child (and you) can read in.
- Read with your child and read in front of your child.
- We want your support in encouraging independent reading and in engaging in your child's reading. Hearing texts read aloud is important.
- Create a love of reading – let them choose different texts, whether its fiction or non fiction!



How can adults support children in their reading at home?

- **Before Reading**
  - If it is the first time your child has read the book, look at the cover and title with them to predict what they think the book might be about.
  - Make links to other books read with similar themes, the same characters and/or similar authors/illustrators.
  - Give them time to flick through the book and read the blurb.



Reading for Pleasure

Reading should be fun – that way they will want to read to you. Here are some tips:

- **Book Talk!**
- Funny voices / become illustrators
- Visit library
- Be an active listener – sit and listen, asking questions showing interest
- Create new stories together
- Make space for it to become a special time
- Share more advanced books with your child - read to your child:

This is an opportunity for them to hear stories and language at a higher level than they can read alone. Research shows the hearing texts read aloud is a significant source of vocabulary acquisition. Use audio books/ Amazon Audible.

- Keep positive!

Growth Mindset

- All readers make mistakes. This is how we learn. Encourage a growth mindset in your child by praising them for recognising their mistakes and trying to fix them.
- 'This is what you said ….. Can you spot anything wrong with that?' 'Does that make sense?'



Year 5 and 6 reading workshop

9:00 – 9:45

Wednesday 6th November 2024

Aims of the session

- The new curriculum expectations
- How we teach reading here at Albrighton
- How to support your child with reading at home
- Activities to enthuse children in reading
- How to ask appropriate questions to develop child understanding in the text

What does the National Curriculum Say?

Pupils should be taught to:

- Maintain positive attitudes to reading and understanding of what they read by:
- Continuing to read and discuss an increasingly wide range of fiction, poetry, play, non-fiction and reference books or text books
- Reading books that are structured in different ways and reading for a range of purposes
- Increasing their familiarity with a wide range of books, including myths, legends, and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions
- Recommending books that they have read to their peers, giving reasons for their choices
- Identifying and discussing themes and conventions in and across a wide range of writing
- Making comparisons within and across books
- Learning a wider range of poetry by heart
- Preparing poems and plays to read aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Understand what they read by:

- Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- Asking questions to improve their understanding
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying these inferences with evidence
- Predicting what might happen from details stated and implied
- Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- Identifying how language, structure and presentation contribute to meaning

- Discuss and evaluate how authors use language, including figurative language and considering the impact on the reader
- Distinguish between statements of fact and opinion
- Retrieve, record and present information from non-fiction
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
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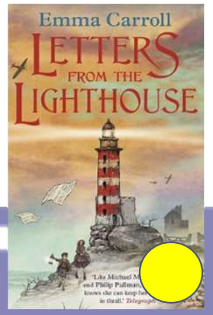
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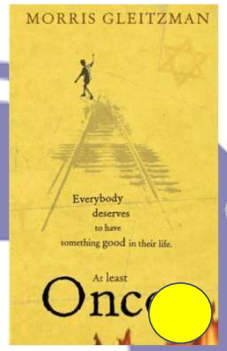
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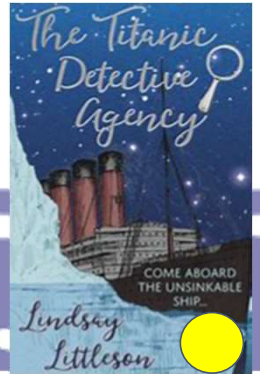


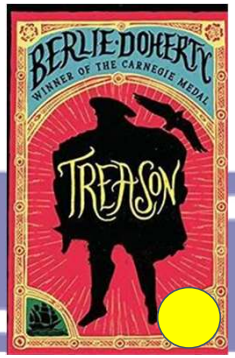












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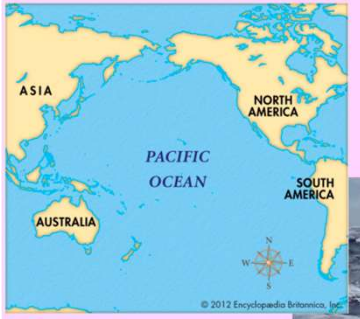
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Learning Conversation			Support			
☺·	😐·	☹·	INDEP	CT	TA	PEER

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	A shallow channel between hills or waves.
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	Greek writings.
trough	Something or someone whose presence puts you at an advantage.
	A container to keep animal food in.
gritty	A very large ship.
	The deck of a ship.
tyrant	A long and adventurous journey.
	Containing or covered with grit.
galley	A person who navigates a ship.
	The kitchen in a ship.

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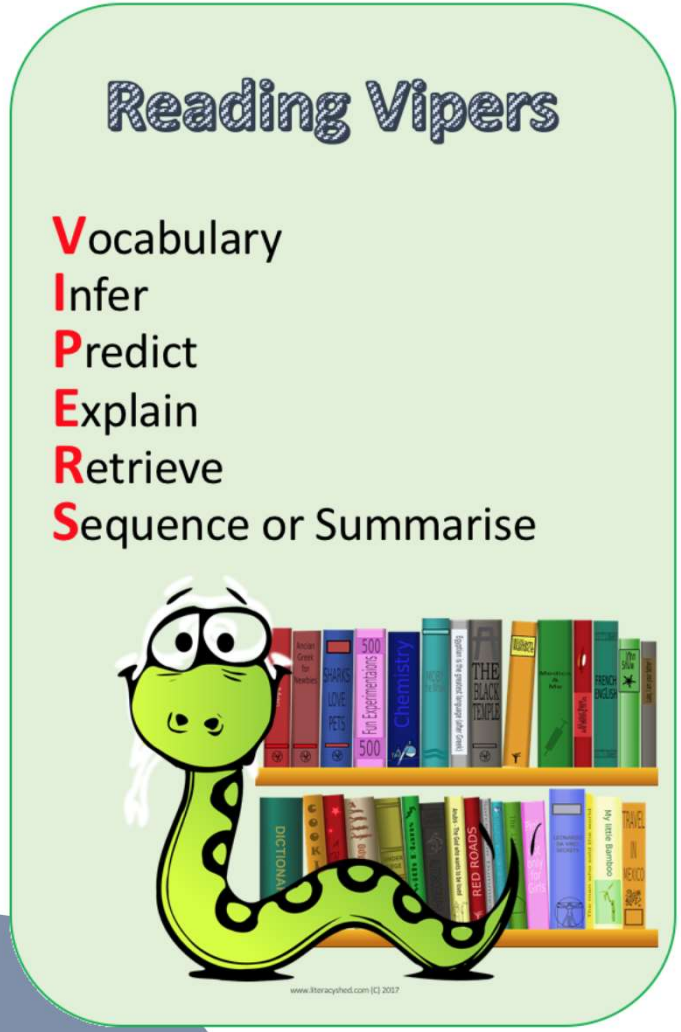
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Inference

- Find and quote the text to show how the character is feeling at this moment.
- How do you know the character was feeling reluctant to go to school?
- Why has *x* done *x*?
- Susie was stubborn. True or false?

Predict

- What do you think will happen next?
- How do you think *x* will feel about *x*?
- Do you think there will be any consequences for *x*?
- If the author was to write a sequel, what would it be about?

Explain

- How do the author's emotions change throughout the text?
- Why was x surprised by x?
- Why has the author written x in italics?

Retrieve

- Find and copy *x*
- In which country does the story take place?
- What is *x*'s uncle called?
- What did *x* reply to *x*?

Sequence

- Order the following events 1 – 5.
- Did x go to the cinema first or to dinner?
- What is the first step in making a chocolate cake?

Summarise

- Summarise the story in 3 sentences.
- List the places the author visited.
- What were the signs the author reached the beach?

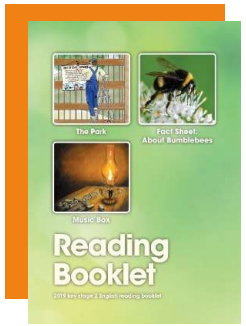
Reading With Your Child

Some questions to ask your child whilst reading together:

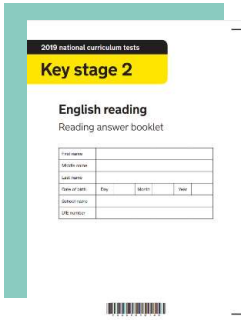
1. Look at the front cover. What could the book be about?
2. Who is the author?
3. What is an illustrator? What do they do?
4. What does that word mean? Read the words around it to help you figure it out (context).
5. How can you read an unfamiliar word? Can you sound talk and then blend?
6. Who are the main characters?
7. What do you think will happen next?
8. How do you think that character feels? Why? How would you feel in that situation?
9. Can you predict how the book will end?
10. Who is your favourite character? Why?
11. Is there a hidden message in the story? What is it?
12. Can you retell the story in your own words?
13. Do you like how the story ended? Can you think of another way the book could have ended?

Year 6 SATs

Each year in May, year 6 children in England take part in a SATs reading paper.
This paper is designed to test children's reading and comprehension skills across all areas of the curriculum. The test consists of two parts:



a reading booklet (typically containing three texts which increase in difficulty throughout the booklet)



an answer booklet
(containing a variety of questions about each of the texts, each relating to one of the eight content domains)

Children have one hour to complete as many questions as they can.
Children are expected to read the text themselves and no help can be given.

Questions 1–12 are about *A Noise in the Night* (pages 4–5)

1 Look at the first paragraph.

How can you tell Priya was feeling nervous?

Write **two** ways.

1. _____

2. _____

2 marks

6 Look at the last paragraph on page 4.

How can you tell that the moonlight was very bright?

_____

_____

1 mark

7 Look at the top of page 5.

*Then **it** hit her.*

What is ***it***?

_____

12 Using information from the text, tick one box in each row to show whether each statement is **true** or **false**.

	True	False
At the beginning of the story, Priya knew what had woken her up.		
The binoculars belonged to Priya.		
Both Priya and Abby agreed that they had to do something.		
The rustlers stopped in Priya and Abby's campsite.		

2 ma

26 What positive messages does Harriet want readers to understand about bats?

Give **two** positive messages, using evidence from the text to support your answer.

An example has been done for you.

Positive message	Evidence
Bats shouldn't be judged by their appearance.	She says even though they might look scary they aren't really.
_____ _____	_____ _____ _____
_____ _____	_____ _____ _____

3 marks

38 Look at the paragraph beginning: *Innis sat up…* to the end of the text.

Innis meets the boy. What do you learn about the boy's personality?

Give **two** things, using evidence from the text to support your answer.

Personality	Evidence
_____	_____ _____ _____
_____	_____ _____ _____

_____
3 marks

Streaky and Squeaky



Madagascar is an island country in the Indian Ocean, off the coast of East Africa. It is well known for its range of weird and wonderful wildlife.

Imagine treading through the rainforest in Madagascar and noticing hurried movements in the plants below you. You creep forward to investigate. Suddenly, you see a group of animals unlike anything that you have seen before. Ten of them are sniffing along the ground with long, pointy snouts that look almost like bird beaks. The creatures are quite small – maybe the size of a pet hamster. Their bodies are round and covered with spines like a hedgehog. They are brightly coloured like a bumblebee with yellow streaks running down their backs and legs. On their heads, each of the animals has a crown of bright yellow spikes.

They are not hedgehogs, birds or bumblebees, even if they look like a confused hodgepodge of these animals. You have encountered a family of lowland streaked tenrecs. They are one of many species of tenrecs living in Madagascar.

Are all tenrecs the same?

Lowland streaked tenrecs look unlike any of the other types of tenrec except for their cousins who live in highland rainforests. Highland streaked tenrecs are as spectacularly weird as their lowland cousins, but they have white stripes running down their sides instead of yellow ones.

Both highland and lowland streaked tenrecs are very social animals and are the only kinds of tenrec that live in family groups.

What do tenrecs eat?

Tenrecs forage in the rainforest for soft-bodied invertebrates such as worms and beetle larvae. They sometimes stamp on the ground with their forepaws, to create vibrations, which may increase earthworm activity. They have very fragile jawbones and can only eat soft food. If they tried to eat anything harder, it could damage or even break their jaws.



How do streaked tenrecs communicate?

Sometimes streaked tenrec families get separated in the rainforest and need to communicate with each other. They make high-pitched sounds when they need to find each other. This process is called stridulation.

What is stridulation?

Unlike other types of tenrecs, a streaked tenrec has special spines on its back that it can rub together to produce high-pitched squeaks and chirps. Crickets and other insects commonly use stridulation to communicate.

Humans cannot hear the noises made when streaked tenrecs stridulate because they are made at sound frequencies that are too high for human hearing. Scientists need a specialist microphone to pick up and record the sounds.

What issues are streaked tenrecs facing?

Streaked tenrecs are unique to the rainforest in Madagascar and cannot be found anywhere else in the world. In recent years much of this landscape has been destroyed. As a result of deforestation, where humans cut down the rainforest for wood, tenrecs are in decline. Streaked tenrecs play an important role in their habitat as they hunt smaller creatures and are prey for larger animals like birds and snakes. Without tenrecs, the whole food-chain could be disrupted, causing serious problems for wildlife in Madagascar.

How are people helping streaked tenrecs?

While there have been efforts to help tenrecs by keeping some in zoos, this is not necessarily the best solution due to their short lifespan and the need to keep them in groups or pairs.

Zoos are working to build a population of these animals by breeding them in captivity, so that people around the world can learn about the marvellous streakiness and squeakiness of the streaked tenrecs.

How can adults support children in their reading at home?

- Expectation: **ideally** 20 minutes per day. But 3x per week otherwise.
- Try to build this into your daily routine.
- Have a quiet, comfortable space your child (and you) can read in.
- Read with your child and read in front of your child.
- We want your support in encouraging independent reading and in engaging in your child's reading. Hearing texts read aloud is important.
- Create a love of reading – let them choose different texts, whether its fiction or non fiction!



How can adults support children in their reading at home?

- **Before Reading**
  - If it is the first time your child has read the book, look at the cover and title with them to predict what they think the book might be about.
  - Make links to other books read with similar themes, the same characters and/or similar authors/illustrators.
  - Give them time to flick through the book and read the blurb.



Reading for Pleasure

Reading should be fun – that way they will want to read to you. Here are some tips:

- **Book Talk!**
- Funny voices / become illustrators
- Visit library
- Be an active listener – sit and listen, asking questions showing interest
- Create new stories together
- Make space for it to become a special time
- Share more advanced books with your child - read to your child:

This is an opportunity for them to hear stories and language at a higher level than they can read alone. Research shows the hearing texts read aloud is a significant source of vocabulary acquisition. Use audio books/ Amazon Audible.

- Keep positive!

Growth Mindset

- All readers make mistakes. This is how we learn. Encourage a growth mindset in your child by praising them for recognising their mistakes and trying to fix them.
- 'This is what you said ….. Can you spot anything wrong with that?' 'Does that make sense?'



Year 5 and 6 reading workshop

9:00 – 9:45

Wednesday 6th November 2024

Aims of the session

- The new curriculum expectations
- How we teach reading here at Albrighton
- How to support your child with reading at home
- Activities to enthuse children in reading
- How to ask appropriate questions to develop child understanding in the text

What does the National Curriculum Say?

Pupils should be taught to:

- Maintain positive attitudes to reading and understanding of what they read by:
- Continuing to read and discuss an increasingly wide range of fiction, poetry, play, non-fiction and reference books or text books
- Reading books that are structured in different ways and reading for a range of purposes
- Increasing their familiarity with a wide range of books, including myths, legends, and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions
- Recommending books that they have read to their peers, giving reasons for their choices
- Identifying and discussing themes and conventions in and across a wide range of writing
- Making comparisons within and across books
- Learning a wider range of poetry by heart
- Preparing poems and plays to read aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Understand what they read by:

- Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- Asking questions to improve their understanding
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying these inferences with evidence
- Predicting what might happen from details stated and implied
- Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- Identifying how language, structure and presentation contribute to meaning

- Discuss and evaluate how authors use language, including figurative language and considering the impact on the reader
- Distinguish between statements of fact and opinion
- Retrieve, record and present information from non-fiction
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining focus on the topic and using notes where necessary
- Provide reasoned justifications for their views

Creating a love of reading in children is potentially one of the most powerful ways of improving academic standards in school.

There can be few better ways to improve pupils chances in school, or beyond in the wider world than to enable them to become truly independent readers.

In 2013, The National Literacy Trust conducted a survey which included 11,000 children.
Children who read daily outside school were 5x more likely to perform above the expected level for their age in reading.

Reading at Albrighton

- Phonics
- 1:1 reading opportunities
- Independent reading
- VIPERS – comprehension
- Lessons dedicated to reading
- Use of reading areas
- New Library Area with themed sections
- Daily story time

Reading requires two skills

Phonics and Word Recognition

- The ability to recognise words presented in and out of context.
- The ability to blend letter sounds (phonemes) together to read words.

Understanding

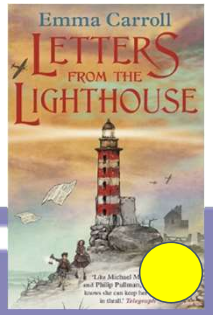
- The ability to understand the meaning of the words and sentences in a text.
- The ability to understand the ideas, information and themes in a text.
- If a child understands what they hear, they will understand the same information when they read.

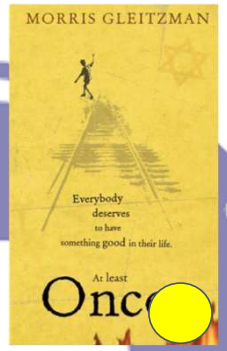
Albrighton Primary School and Nursery Reading Journey

YEAR 5 AND 6





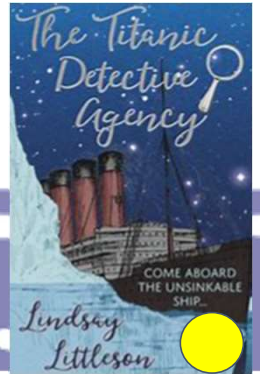


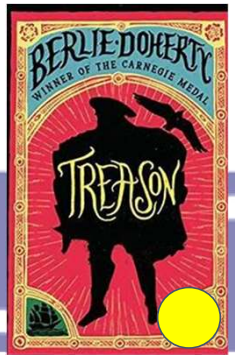












- Archaic language
- Non-linear time sequence
- Narratively Complex
- Figurative/Symbolic Text: Complex plot
- Resistant Texts
- Celebrates Diversity

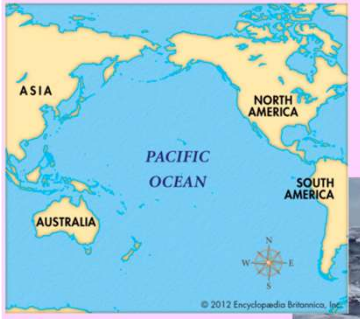
Reading lessons

When Michael's dad is made redundant from the brickworks, the family travel south of England to Fareham, near Southampton, and embark upon a voyage around the world.



Fareham Marina, U.K.

When Michael gets lost at sea in a storm, he washes up on a fictitious island in the Pacific Ocean.



Listen to the sounds of a storm in the Pacific Ocean.



Storm in Pacific Ocean

They voyage to many places around the world!



Michael, mum, dad and Stella Artois travel on a forty-two foot yacht around the world which they had to firstly learn how to sail.



Let's watch a video of a tour of a similar yacht!

Tuesday 17th September 2024

L.O. I am learning to explore the author of our text.

Reading



I know how to gather information from audio and written texts.

SKILLS

I can identify other texts written by my author.

I can explain the inspiration behind Kensuke's Kingdom.

I can make comparisons between the themes in Morpurgo's books.

Learning Conversation			Support			
☺·	😐·	☹·	INDEP	CT	TA	PEER

Michael Morpurgo

When and where was he born?

5th of October 1943 in St Albans, Hertfordshire.



Other texts

- Friend or Foe
- War Horse
- The Butterfly lion
- Private Peaceful and . . .
- An elephand in the Garden.

Inspiration for Kensuke's Kingdom

Why does Michael Morpurgo focus on similar themes?

He focuses on Similer themes because then all the books link together.

Monday 23rd September 2024

L.O. I am learning to find the meaning of words in context.

Reading



I know that 'words in context' means finding the word in a whole sentence/paragraph to help me identify the meaning.

SKILLS

I can skim and scan a text to find given vocabulary.

I can read the whole sentence/paragraph that the word is in.

I can find the definition for the word from reading the context.

Learning Conversation			Support			
☺·	😐·	☹·	INDEP	CT	TA	PEER

supertanker	Something found in the sea.
	A kind and open leader.
mariner	Something or someone whose presence puts you at a disadvantage.
	A shallow channel between hills or waves.
liability	A heavily armored fighting vehicle.
	Greek writings.
trough	Something or someone whose presence puts you at an advantage.
	A container to keep animal food in.
gritty	A very large ship.
	The deck of a ship.
tyrant	A long and adventurous journey.
	Containing or covered with grit.
galley	A person who navigates a ship.
	The kitchen in a ship.

Tuesday and Wednesday 1st/2nd October 2024						Reading
L.O. I am learning to infer information from the text.						
	I know that retrieval is finding key details in the text. I know that inference is a conclusion based on evidence and reasoning. I know that an impression is an idea, feeling or opinion.					
SKILLS	I can retrieve information from a text.					
	I can make inferences from the information that I have retrieved.					
Learning Conversation			Support			
☺	😐	☹	INDEP	CT	TA	PEER
Big question tomorrow - What impressions do you get of the island?						



The Island is noisy because in the text it says that the birs cackled and screeched. Another immpresion I had was that the Island was Isolated because the text says there was no sense of human life.

Tuesday 8th October 2024						Reading
L.O. I am learning to infer information from the text.						
	I know that retrieval is finding key details in the text. I know that inference is a conclusion based on evidence and reasoning. I know that an impression is an idea, feeling or opinion.					
SKILLS	I can retrieve information from a text.					
	I can make inferences from the information that I have retrieved.					
Learning Conversation			Support			
☺	😐	☹	INDEP	CT	TA	PEER
Big question - What impressions do you get of Kensuke in chapter 5?						

Resourceful because he's survived on the island for a long time.

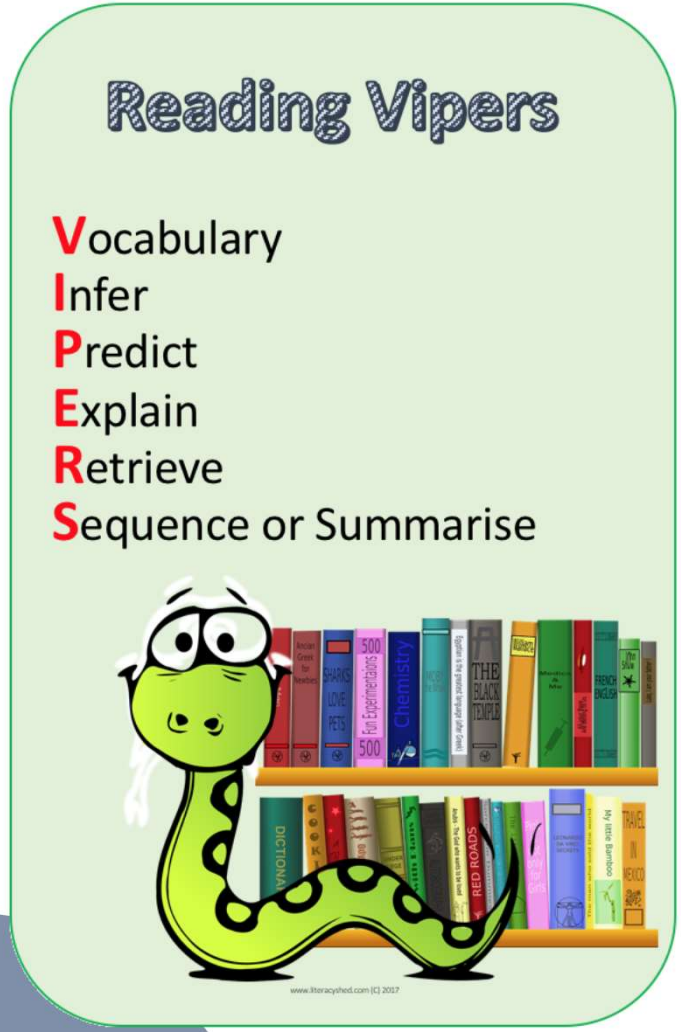
Old because the text says he's the oldest man Michael has seen.

Multi-lingual because in the text he speaks 2-3 languages.



Kind in his own way because in the text he gives Michael food.

I'm sure because the text says he's out of his head



Understanding (Comprehension)

- Finding information on the page.
- Being able to skim the text
- Being able to find information that is *not* on the page. (Looking for clues)
- Thinking about situations and predicting what might happen.
- Putting yourself in a character's shoes and understanding what is going on from their viewpoint.
- Book talk to make your child think.
- Knowing the difference between retrieval, inference, summary, predictions, language choices.

Vocabulary

- Why has the author chosen to use the word *x*?
- Find a synonym for the word *x*
- Define the word *x*
- Use the word *x* in your own sentence
- Find an example of a simile in the text.

Inference

- Find and quote the text to show how the character is feeling at this moment.
- How do you know the character was feeling reluctant to go to school?
- Why has *x* done *x*?
- Susie was stubborn. True or false?

Predict

- What do you think will happen next?
- How do you think *x* will feel about *x*?
- Do you think there will be any consequences for *x*?
- If the author was to write a sequel, what would it be about?

Explain

- How do the author's emotions change throughout the text?
- Why was x surprised by x?
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- Find and copy *x*
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- Order the following events 1 – 5.
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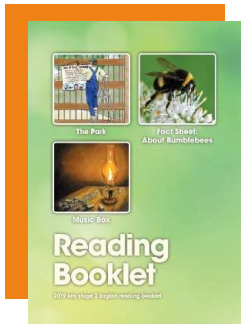
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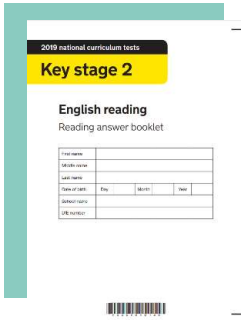
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Write **two** ways.

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_____

_____

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*Then **it** hit her.*

What is ***it***?

_____

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	True	False
At the beginning of the story, Priya knew what had woken her up.		
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2 ma

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- Make space for it to become a special time
- Share more advanced books with your child - read to your child:

This is an opportunity for them to hear stories and language at a higher level than they can read alone. Research shows the hearing texts read aloud is a significant source of vocabulary acquisition. Use audio books/ Amazon Audible.

- Keep positive!

Growth Mindset

- All readers make mistakes. This is how we learn. Encourage a growth mindset in your child by praising them for recognising their mistakes and trying to fix them.
- 'This is what you said ….. Can you spot anything wrong with that?' 'Does that make sense?'



Year 5 and 6 reading workshop

9:00 – 9:45

Wednesday 6th November 2024

Aims of the session

- The new curriculum expectations
- How we teach reading here at Albrighton
- How to support your child with reading at home
- Activities to enthuse children in reading
- How to ask appropriate questions to develop child understanding in the text

What does the National Curriculum Say?

Pupils should be taught to:

- Maintain positive attitudes to reading and understanding of what they read by:
- Continuing to read and discuss an increasingly wide range of fiction, poetry, play, non-fiction and reference books or text books
- Reading books that are structured in different ways and reading for a range of purposes
- Increasing their familiarity with a wide range of books, including myths, legends, and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions
- Recommending books that they have read to their peers, giving reasons for their choices
- Identifying and discussing themes and conventions in and across a wide range of writing
- Making comparisons within and across books
- Learning a wider range of poetry by heart
- Preparing poems and plays to read aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Understand what they read by:

- Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- Asking questions to improve their understanding
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying these inferences with evidence
- Predicting what might happen from details stated and implied
- Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- Identifying how language, structure and presentation contribute to meaning

- Discuss and evaluate how authors use language, including figurative language and considering the impact on the reader
- Distinguish between statements of fact and opinion
- Retrieve, record and present information from non-fiction
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining focus on the topic and using notes where necessary
- Provide reasoned justifications for their views

Creating a love of reading in children is potentially one of the most powerful ways of improving academic standards in school.

There can be few better ways to improve pupils chances in school, or beyond in the wider world than to enable them to become truly independent readers.

In 2013, The National Literacy Trust conducted a survey which included 11,000 children.
Children who read daily outside school were 5x more likely to perform above the expected level for their age in reading.

Reading at Albrighton

- Phonics
- 1:1 reading opportunities
- Independent reading
- VIPERS – comprehension
- Lessons dedicated to reading
- Use of reading areas
- New Library Area with themed sections
- Daily story time

Reading requires two skills

Phonics and Word Recognition

- The ability to recognise words presented in and out of context.
- The ability to blend letter sounds (phonemes) together to read words.

Understanding

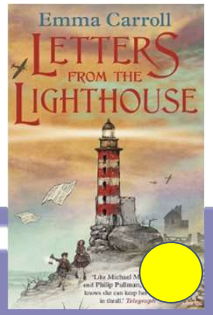
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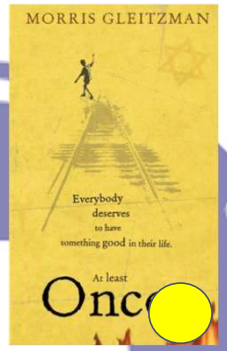
Albrighton Primary School and Nursery Reading Journey

YEAR 5 AND 6





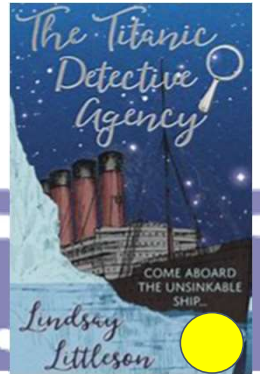


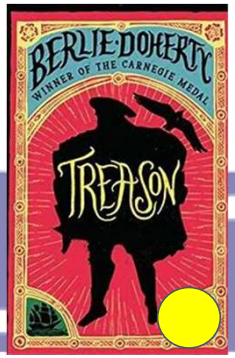












- Archaic language
- Non-linear time sequence
- Narratively Complex
- Figurative/Symbolic Text: Complex plot
- Resistant Texts
- Celebrates Diversity

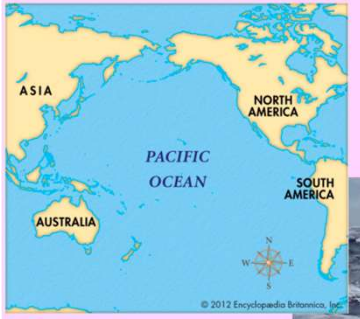
Reading lessons

When Michael's dad is made redundant from the brickworks, the family travel south of England to Fareham, near Southampton, and embark upon a voyage around the world.



Fareham Marina, U.K.

When Michael gets lost at sea in a storm, he washes up on a fictitious island in the Pacific Ocean.



Listen to the sounds of a storm in the Pacific Ocean.



Storm in Pacific Ocean

They voyage to many places around the world!



Michael, mum, dad and Stella Artois travel on a forty-two foot yacht around the world which they had to firstly learn how to sail.



Let's watch a video of a tour of a similar yacht!

Tuesday 17th September 2024

L.O. I am learning to explore the author of our text.

Reading



I know how to gather information from audio and written texts.

SKILLS

I can identify other texts written by my author.

I can explain the inspiration behind Kensuke's Kingdom.

I can make comparisons between the themes in Morpurgo's books.

Learning Conversation			Support			
☺·	😐·	☹·	INDEP	CT	TA	PEER

Michael Morpurgo

When and where was he born?

5th of October 1943 in St Albans, Hertfordshire.



Other texts

- Friend or Foe
- War Horse
- The Butterfly lion
- Private Peaceful and . . .
- An elephand in the Garden.

Inspiration for Kensuke's Kingdom

Why does Michael Morpurgo focus on similar themes?

He focuses on Similer themes because then all the books link together.

Monday 23rd September 2024

L.O. I am learning to find the meaning of words in context.

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I know that 'words in context' means finding the word in a whole sentence/paragraph to help me identify the meaning.

SKILLS

I can skim and scan a text to find given vocabulary.

I can read the whole sentence/paragraph that the word is in.

I can find the definition for the word from reading the context.

Learning Conversation			Support			
☺·	😐·	☹·	INDEP	CT	TA	PEER

supertanker	Something found in the sea.
	A kind and open leader.
mariner	Something or someone whose presence puts you at a disadvantage.
	A shallow channel between hills or waves.
liability	A heavily armored fighting vehicle.
	Greek writings.
trough	Something or someone whose presence puts you at an advantage.
	A container to keep animal food in.
gritty	A very large ship.
	The deck of a ship.
tyrant	A long and adventurous journey.
	Containing or covered with grit.
galley	A person who navigates a ship.
	The kitchen in a ship.

Tuesday and Wednesday 1st/2nd October 2024						Reading
L.O. I am learning to infer information from the text.						
	I know that retrieval is finding key details in the text. I know that inference is a conclusion based on evidence and reasoning. I know that an impression is an idea, feeling or opinion.					
SKILLS	I can retrieve information from a text.					
	I can make inferences from the information that I have retrieved.					
Learning Conversation			Support			
☺	😐	☹	INDEP	CT	TA	PEER
Big question tomorrow - What impressions do you get of the island?						



The Island is noisy because in the text it says that the birs cackled and screeched. Another immpresion I had was that the Island was Isolated because the text says there was no sense of human life.

Tuesday 8th October 2024						Reading
L.O. I am learning to infer information from the text.						
	I know that retrieval is finding key details in the text. I know that inference is a conclusion based on evidence and reasoning. I know that an impression is an idea, feeling or opinion.					
SKILLS	I can retrieve information from a text.					
	I can make inferences from the information that I have retrieved.					
Learning Conversation			Support			
☺	😐	☹	INDEP	CT	TA	PEER
Big question - What impressions do you get of Kensuke in chapter 5?						

Resourceful because he's survived on the island for a long time.

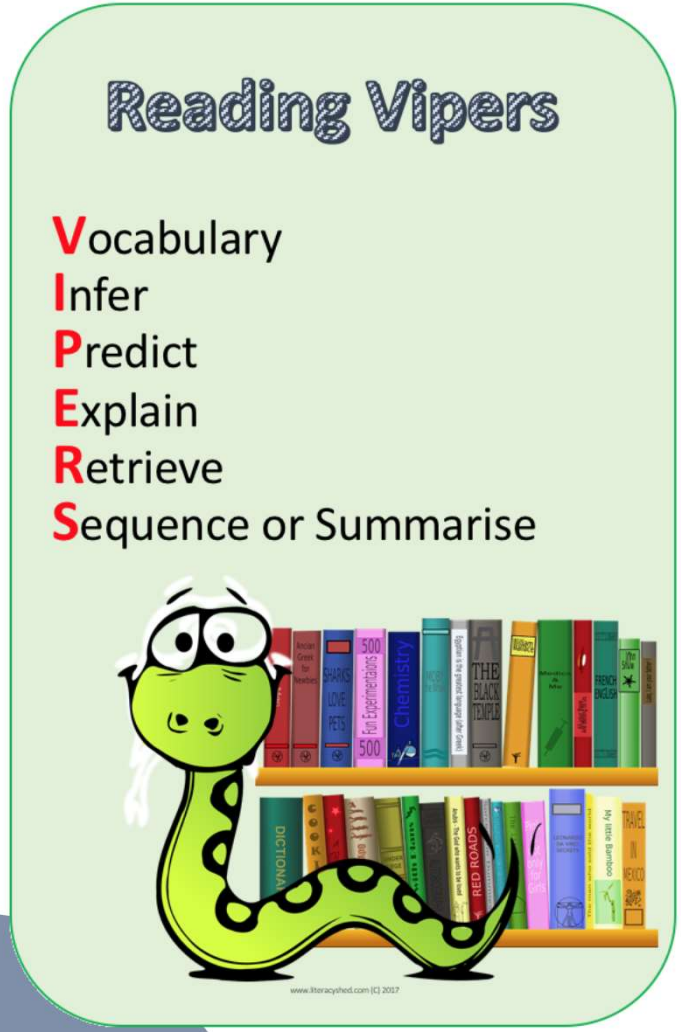
Old because the text says he's the oldest man Michael has seen.

Multi-lingual because in the text he speaks 2-3 languages.



Kind in his own way because in the text he gives Michael food.

I'm sure because the text says he's out of his head



Understanding (Comprehension)

- Finding information on the page.
- Being able to skim the text
- Being able to find information that is *not* on the page. (Looking for clues)
- Thinking about situations and predicting what might happen.
- Putting yourself in a character's shoes and understanding what is going on from their viewpoint.
- Book talk to make your child think.
- Knowing the difference between retrieval, inference, summary, predictions, language choices.

Vocabulary

- Why has the author chosen to use the word *x*?
- Find a synonym for the word *x*
- Define the word *x*
- Use the word *x* in your own sentence
- Find an example of a simile in the text.

Inference

- Find and quote the text to show how the character is feeling at this moment.
- How do you know the character was feeling reluctant to go to school?
- Why has *x* done *x*?
- Susie was stubborn. True or false?

Predict

- What do you think will happen next?
- How do you think *x* will feel about *x*?
- Do you think there will be any consequences for *x*?
- If the author was to write a sequel, what would it be about?

Explain

- How do the author's emotions change throughout the text?
- Why was x surprised by x?
- Why has the author written x in italics?

Retrieve

- Find and copy *x*
- In which country does the story take place?
- What is *x*'s uncle called?
- What did *x* reply to *x*?

Sequence

- Order the following events 1 – 5.
- Did x go to the cinema first or to dinner?
- What is the first step in making a chocolate cake?

Summarise

- Summarise the story in 3 sentences.
- List the places the author visited.
- What were the signs the author reached the beach?

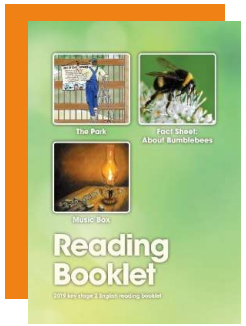
Reading With Your Child

Some questions to ask your child whilst reading together:

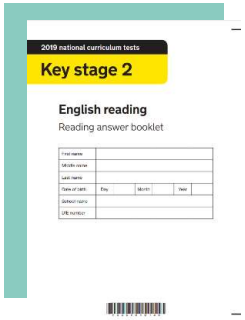
1. Look at the front cover. What could the book be about?
2. Who is the author?
3. What is an illustrator? What do they do?
4. What does that word mean? Read the words around it to help you figure it out (context).
5. How can you read an unfamiliar word? Can you sound talk and then blend?
6. Who are the main characters?
7. What do you think will happen next?
8. How do you think that character feels? Why? How would you feel in that situation?
9. Can you predict how the book will end?
10. Who is your favourite character? Why?
11. Is there a hidden message in the story? What is it?
12. Can you retell the story in your own words?
13. Do you like how the story ended? Can you think of another way the book could have ended?

Year 6 SATs

Each year in May, year 6 children in England take part in a SATs reading paper.
This paper is designed to test children's reading and comprehension skills across all areas of the curriculum. The test consists of two parts:



a reading booklet (typically containing three texts which increase in difficulty throughout the booklet)



an answer booklet
(containing a variety of questions about each of the texts, each relating to one of the eight content domains)

Children have one hour to complete as many questions as they can.
Children are expected to read the text themselves and no help can be given.

Questions 1–12 are about *A Noise in the Night* (pages 4–5)

1 Look at the first paragraph.

How can you tell Priya was feeling nervous?

Write **two** ways.

1. _____

2. _____

2 marks

6 Look at the last paragraph on page 4.

How can you tell that the moonlight was very bright?

_____

_____

1 mark

7 Look at the top of page 5.

*Then **it** hit her.*

What is ***it***?

_____

12 Using information from the text, tick one box in each row to show whether each statement is **true** or **false**.

	True	False
At the beginning of the story, Priya knew what had woken her up.		
The binoculars belonged to Priya.		
Both Priya and Abby agreed that they had to do something.		
The rustlers stopped in Priya and Abby's campsite.		

2 ma

26 What positive messages does Harriet want readers to understand about bats?

Give **two** positive messages, using evidence from the text to support your answer.

An example has been done for you.

Positive message	Evidence
Bats shouldn't be judged by their appearance.	She says even though they might look scary they aren't really.
_____ _____	_____ _____ _____
_____ _____	_____ _____ _____

3 marks

38 Look at the paragraph beginning: *Innis sat up…* to the end of the text.

Innis meets the boy. What do you learn about the boy's personality?

Give **two** things, using evidence from the text to support your answer.

Personality	Evidence
_____	_____ _____ _____
_____	_____ _____ _____

_____
3 marks

Streaky and Squeaky



Madagascar is an island country in the Indian Ocean, off the coast of East Africa. It is well known for its range of weird and wonderful wildlife.

Imagine treading through the rainforest in Madagascar and noticing hurried movements in the plants below you. You creep forward to investigate. Suddenly, you see a group of animals unlike anything that you have seen before. Ten of them are sniffing along the ground with long, pointy snouts that look almost like bird beaks. The creatures are quite small – maybe the size of a pet hamster. Their bodies are round and covered with spines like a hedgehog. They are brightly coloured like a bumblebee with yellow streaks running down their backs and legs. On their heads, each of the animals has a crown of bright yellow spikes.

They are not hedgehogs, birds or bumblebees, even if they look like a confused hodgepodge of these animals. You have encountered a family of lowland streaked tenrecs. They are one of many species of tenrecs living in Madagascar.

Are all tenrecs the same?

Lowland streaked tenrecs look unlike any of the other types of tenrec except for their cousins who live in highland rainforests. Highland streaked tenrecs are as spectacularly weird as their lowland cousins, but they have white stripes running down their sides instead of yellow ones.

Both highland and lowland streaked tenrecs are very social animals and are the only kinds of tenrec that live in family groups.

What do tenrecs eat?

Tenrecs forage in the rainforest for soft-bodied invertebrates such as worms and beetle larvae. They sometimes stamp on the ground with their forepaws, to create vibrations, which may increase earthworm activity. They have very fragile jawbones and can only eat soft food. If they tried to eat anything harder, it could damage or even break their jaws.



How do streaked tenrecs communicate?

Sometimes streaked tenrec families get separated in the rainforest and need to communicate with each other. They make high-pitched sounds when they need to find each other. This process is called stridulation.

What is stridulation?

Unlike other types of tenrecs, a streaked tenrec has special spines on its back that it can rub together to produce high-pitched squeaks and chirps. Crickets and other insects commonly use stridulation to communicate.

Humans cannot hear the noises made when streaked tenrecs stridulate because they are made at sound frequencies that are too high for human hearing. Scientists need a specialist microphone to pick up and record the sounds.

What issues are streaked tenrecs facing?

Streaked tenrecs are unique to the rainforest in Madagascar and cannot be found anywhere else in the world. In recent years much of this landscape has been destroyed. As a result of deforestation, where humans cut down the rainforest for wood, tenrecs are in decline. Streaked tenrecs play an important role in their habitat as they hunt smaller creatures and are prey for larger animals like birds and snakes. Without tenrecs, the whole food-chain could be disrupted, causing serious problems for wildlife in Madagascar.

How are people helping streaked tenrecs?

While there have been efforts to help tenrecs by keeping some in zoos, this is not necessarily the best solution due to their short lifespan and the need to keep them in groups or pairs.

Zoos are working to build a population of these animals by breeding them in captivity, so that people around the world can learn about the marvellous streakiness and squeakiness of the streaked tenrecs.

How can adults support children in their reading at home?

- Expectation: **ideally** 20 minutes per day. But 3x per week otherwise.
- Try to build this into your daily routine.
- Have a quiet, comfortable space your child (and you) can read in.
- Read with your child and read in front of your child.
- We want your support in encouraging independent reading and in engaging in your child's reading. Hearing texts read aloud is important.
- Create a love of reading – let them choose different texts, whether its fiction or non fiction!



How can adults support children in their reading at home?

- **Before Reading**
  - If it is the first time your child has read the book, look at the cover and title with them to predict what they think the book might be about.
  - Make links to other books read with similar themes, the same characters and/or similar authors/illustrators.
  - Give them time to flick through the book and read the blurb.



Reading for Pleasure

Reading should be fun – that way they will want to read to you. Here are some tips:

- **Book Talk!**
- Funny voices / become illustrators
- Visit library
- Be an active listener – sit and listen, asking questions showing interest
- Create new stories together
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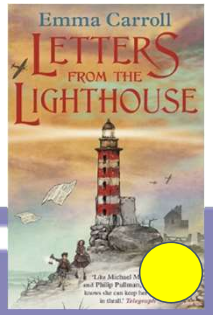
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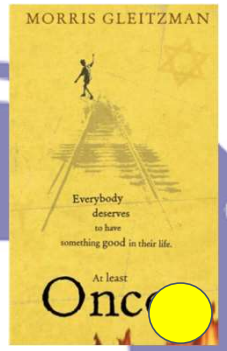
Albrighton Primary School and Nursery Reading Journey

YEAR 5 AND 6





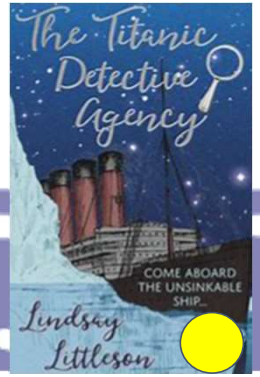


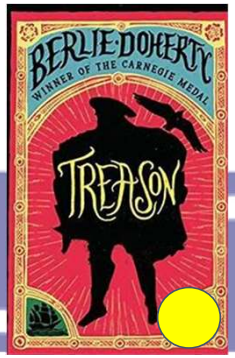












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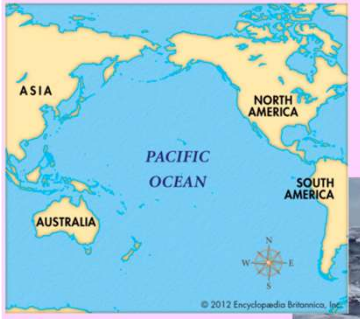
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Learning Conversation			Support			
☺·	😐·	☹·	INDEP	CT	TA	PEER

Michael Morpurgo

When and where was he born?

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Learning Conversation			Support			
☺·	😐·	☹·	INDEP	CT	TA	PEER

supertanker	Something found in the sea.
	A kind and open leader.
mariner	Something or someone whose presence puts you at a disadvantage.
	A shallow channel between hills or waves.
liability	A heavily armored fighting vehicle.
	Greek writings.
trough	Something or someone whose presence puts you at an advantage.
	A container to keep animal food in.
gritty	A very large ship.
	The deck of a ship.
tyrant	A long and adventurous journey.
	Containing or covered with grit.
galley	A person who navigates a ship.
	The kitchen in a ship.

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☺	😐	☹	INDEP	CT	TA	PEER
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The Island is noisy because in the text it says that the birs cackled and screeched. Another immpresion I had was that the Island was Isolated because the text says there was no sense of human life.

Tuesday 8th October 2024						Reading
L.O. I am learning to infer information from the text.						
	I know that retrieval is finding key details in the text. I know that inference is a conclusion based on evidence and reasoning. I know that an impression is an idea, feeling or opinion.					
SKILLS	I can retrieve information from a text.					
	I can make inferences from the information that I have retrieved.					
Learning Conversation			Support			
☺	😐	☹	INDEP	CT	TA	PEER
Big question - What impressions do you get of Kensuke in chapter 5?						

Resourceful because he's survived on the island for a long time.

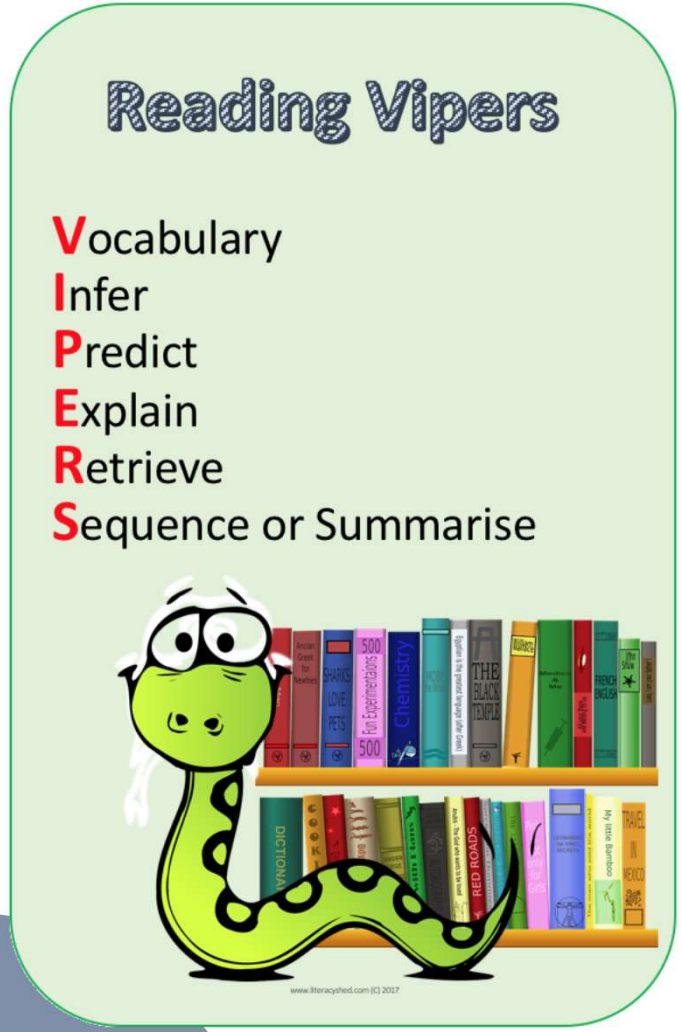
Old because the text says he's the oldest man Michael has seen.

Multi-lingual because in the text he speaks 2-3 languages.



Kind in his own way because in the text he gives Michael food.

I'm sure because the text says he's out of his head



Understanding (Comprehension)

- Finding information on the page.
- Being able to skim the text
- Being able to find information that is *not* on the page. (Looking for clues)
- Thinking about situations and predicting what might happen.
- Putting yourself in a character's shoes and understanding what is going on from their viewpoint.
- Book talk to make your child think.
- Knowing the difference between retrieval, inference, summary, predictions, language choices.

Vocabulary

- Why has the author chosen to use the word *x*?
- Find a synonym for the word *x*
- Define the word *x*
- Use the word *x* in your own sentence
- Find an example of a simile in the text.

Inference

- Find and quote the text to show how the character is feeling at this moment.
- How do you know the character was feeling reluctant to go to school?
- Why has *x* done *x*?
- Susie was stubborn. True or false?

Predict

- What do you think will happen next?
- How do you think *x* will feel about *x*?
- Do you think there will be any consequences for *x*?
- If the author was to write a sequel, what would it be about?

Explain

- How do the author's emotions change throughout the text?
- Why was x surprised by x?
- Why has the author written x in italics?

Retrieve

- Find and copy *x*
- In which country does the story take place?
- What is *x*'s uncle called?
- What did *x* reply to *x*?

Sequence

- Order the following events 1 – 5.
- Did x go to the cinema first or to dinner?
- What is the first step in making a chocolate cake?

Summarise

- Summarise the story in 3 sentences.
- List the places the author visited.
- What were the signs the author reached the beach?

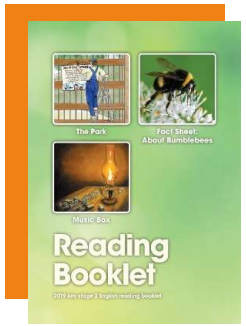
Reading With Your Child

Some questions to ask your child whilst reading together:

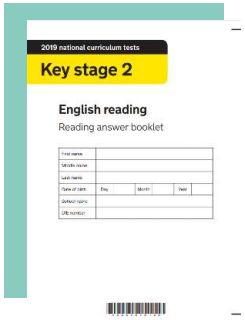
1. Look at the front cover. What could the book be about?
2. Who is the author?
3. What is an illustrator? What do they do?
4. What does that word mean? Read the words around it to help you figure it out (context).
5. How can you read an unfamiliar word? Can you sound talk and then blend?
6. Who are the main characters?
7. What do you think will happen next?
8. How do you think that character feels? Why? How would you feel in that situation?
9. Can you predict how the book will end?
10. Who is your favourite character? Why?
11. Is there a hidden message in the story? What is it?
12. Can you retell the story in your own words?
13. Do you like how the story ended? Can you think of another way the book could have ended?

Year 6 SATs

Each year in May, year 6 children in England take part in a SATs reading paper.
This paper is designed to test children's reading and comprehension skills across all areas of the curriculum. The test consists of two parts:



a reading booklet (typically containing three texts which increase in difficulty throughout the booklet)



an answer booklet
(containing a variety of questions about each of the texts, each relating to one of the eight content domains)

Children have one hour to complete as many questions as they can.
Children are expected to read the text themselves and no help can be given.

Questions 1–12 are about *A Noise in the Night* (pages 4–5)

1 Look at the first paragraph.

How can you tell Priya was feeling nervous?

Write **two** ways.

1. _____

2. _____

2 marks

6 Look at the last paragraph on page 4.

How can you tell that the moonlight was very bright?

_____

_____

1 mark

7 Look at the top of page 5.

*Then **it** hit her.*

What is ***it***?

_____

12 Using information from the text, tick one box in each row to show whether each statement is **true** or **false**.

	True	False
At the beginning of the story, Priya knew what had woken her up.		
The binoculars belonged to Priya.		
Both Priya and Abby agreed that they had to do something.		
The rustlers stopped in Priya and Abby's campsite.		

2 ma

26 What positive messages does Harriet want readers to understand about bats?

Give **two** positive messages, using evidence from the text to support your answer.

An example has been done for you.

Positive message	Evidence
Bats shouldn't be judged by their appearance.	She says even though they might look scary they aren't really.
_____ _____	_____ _____ _____
_____ _____	_____ _____ _____

3 marks

38 Look at the paragraph beginning: *Innis sat up…* to the end of the text.

Innis meets the boy. What do you learn about the boy's personality?

Give **two** things, using evidence from the text to support your answer.

Personality	Evidence
_____	_____ _____ _____
_____	_____ _____ _____

_____
3 marks

Streaky and Squeaky



Madagascar is an island country in the Indian Ocean, off the coast of East Africa. It is well known for its range of weird and wonderful wildlife.

Imagine treading through the rainforest in Madagascar and noticing hurried movements in the plants below you. You creep forward to investigate. Suddenly, you see a group of animals unlike anything that you have seen before. Ten of them are sniffing along the ground with long, pointy snouts that look almost like bird beaks. The creatures are quite small – maybe the size of a pet hamster. Their bodies are round and covered with spines like a hedgehog. They are brightly coloured like a bumblebee with yellow streaks running down their backs and legs. On their heads, each of the animals has a crown of bright yellow spikes.

They are not hedgehogs, birds or bumblebees, even if they look like a confused hodgepodge of these animals. You have encountered a family of lowland streaked tenrecs. They are one of many species of tenrecs living in Madagascar.

Are all tenrecs the same?

Lowland streaked tenrecs look unlike any of the other types of tenrec except for their cousins who live in highland rainforests. Highland streaked tenrecs are as spectacularly weird as their lowland cousins, but they have white stripes running down their sides instead of yellow ones.

Both highland and lowland streaked tenrecs are very social animals and are the only kinds of tenrec that live in family groups.

What do tenrecs eat?

Tenrecs forage in the rainforest for soft-bodied invertebrates such as worms and beetle larvae. They sometimes stamp on the ground with their forepaws, to create vibrations, which may increase earthworm activity. They have very fragile jawbones and can only eat soft food. If they tried to eat anything harder, it could damage or even break their jaws.



How do streaked tenrecs communicate?

Sometimes streaked tenrec families get separated in the rainforest and need to communicate with each other. They make high-pitched sounds when they need to find each other. This process is called stridulation.

What is stridulation?

Unlike other types of tenrecs, a streaked tenrec has special spines on its back that it can rub together to produce high-pitched squeaks and chirps. Crickets and other insects commonly use stridulation to communicate.

Humans cannot hear the noises made when streaked tenrecs stridulate because they are made at sound frequencies that are too high for human hearing. Scientists need a specialist microphone to pick up and record the sounds.

What issues are streaked tenrecs facing?

Streaked tenrecs are unique to the rainforest in Madagascar and cannot be found anywhere else in the world. In recent years much of this landscape has been destroyed. As a result of deforestation, where humans cut down the rainforest for wood, tenrecs are in decline. Streaked tenrecs play an important role in their habitat as they hunt smaller creatures and are prey for larger animals like birds and snakes. Without tenrecs, the whole food-chain could be disrupted, causing serious problems for wildlife in Madagascar.

How are people helping streaked tenrecs?

While there have been efforts to help tenrecs by keeping some in zoos, this is not necessarily the best solution due to their short lifespan and the need to keep them in groups or pairs.

Zoos are working to build a population of these animals by breeding them in captivity, so that people around the world can learn about the marvellous streakiness and squeakiness of the streaked tenrecs.

How can adults support children in their reading at home?

- Expectation: **ideally** 20 minutes per day. But 3x per week otherwise.
- Try to build this into your daily routine.
- Have a quiet, comfortable space your child (and you) can read in.
- Read with your child and read in front of your child.
- We want your support in encouraging independent reading and in engaging in your child's reading. Hearing texts read aloud is important.
- Create a love of reading – let them choose different texts, whether its fiction or non fiction!



How can adults support children in their reading at home?

- **Before Reading**
  - If it is the first time your child has read the book, look at the cover and title with them to predict what they think the book might be about.
  - Make links to other books read with similar themes, the same characters and/or similar authors/illustrators.
  - Give them time to flick through the book and read the blurb.



Reading for Pleasure

Reading should be fun – that way they will want to read to you. Here are some tips:

- **Book Talk!**
- Funny voices / become illustrators
- Visit library
- Be an active listener – sit and listen, asking questions showing interest
- Create new stories together
- Make space for it to become a special time
- Share more advanced books with your child - read to your child:

This is an opportunity for them to hear stories and language at a higher level than they can read alone. Research shows the hearing texts read aloud is a significant source of vocabulary acquisition. Use audio books/ Amazon Audible.

- Keep positive!

Growth Mindset

- All readers make mistakes. This is how we learn. Encourage a growth mindset in your child by praising them for recognising their mistakes and trying to fix them.
- 'This is what you said ….. Can you spot anything wrong with that?' 'Does that make sense?'



Year 5 and 6 reading workshop

9:00 – 9:45

Wednesday 6th November 2024

Aims of the session

- The new curriculum expectations
- How we teach reading here at Albrighton
- How to support your child with reading at home
- Activities to enthuse children in reading
- How to ask appropriate questions to develop child understanding in the text

What does the National Curriculum Say?

Pupils should be taught to:

- Maintain positive attitudes to reading and understanding of what they read by:
- Continuing to read and discuss an increasingly wide range of fiction, poetry, play, non-fiction and reference books or text books
- Reading books that are structured in different ways and reading for a range of purposes
- Increasing their familiarity with a wide range of books, including myths, legends, and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions
- Recommending books that they have read to their peers, giving reasons for their choices
- Identifying and discussing themes and conventions in and across a wide range of writing
- Making comparisons within and across books
- Learning a wider range of poetry by heart
- Preparing poems and plays to read aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Understand what they read by:

- Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- Asking questions to improve their understanding
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying these inferences with evidence
- Predicting what might happen from details stated and implied
- Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- Identifying how language, structure and presentation contribute to meaning

- Discuss and evaluate how authors use language, including figurative language and considering the impact on the reader
- Distinguish between statements of fact and opinion
- Retrieve, record and present information from non-fiction
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining focus on the topic and using notes where necessary
- Provide reasoned justifications for their views

Creating a love of reading in children is potentially one of the most powerful ways of improving academic standards in school.

There can be few better ways to improve pupils chances in school, or beyond in the wider world than to enable them to become truly independent readers.

In 2013, The National Literacy Trust conducted a survey which included 11,000 children.
Children who read daily outside school were 5x more likely to perform above the expected level for their age in reading.

Reading at Albrighton

- Phonics
- 1:1 reading opportunities
- Independent reading
- VIPERS – comprehension
- Lessons dedicated to reading
- Use of reading areas
- New Library Area with themed sections
- Daily story time

Reading requires two skills

Phonics and Word Recognition

- The ability to recognise words presented in and out of context.
- The ability to blend letter sounds (phonemes) together to read words.

Understanding

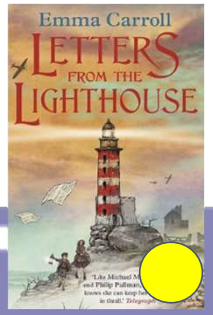
- The ability to understand the meaning of the words and sentences in a text.
- The ability to understand the ideas, information and themes in a text.
- If a child understands what they hear, they will understand the same information when they read.

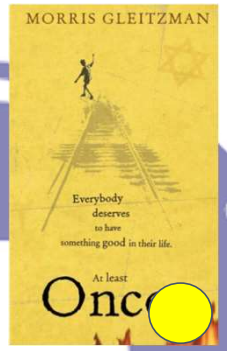
Albrighton Primary School and Nursery Reading Journey

YEAR 5 AND 6





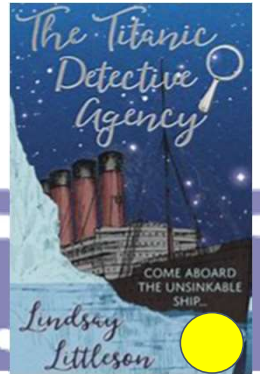


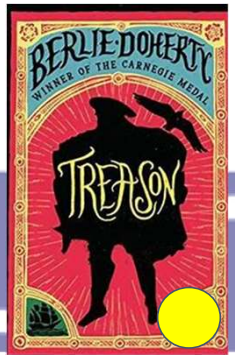












- Archaic language
- Non-linear time sequence
- Narratively Complex
- Figurative/Symbolic Text: Complex plot
- Resistant Texts
- Celebrates Diversity

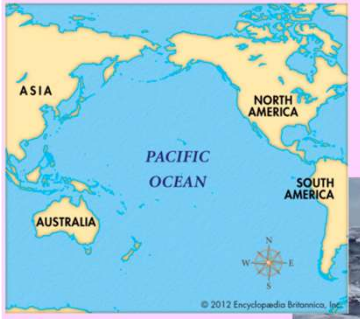
Reading lessons

When Michael's dad is made redundant from the brickworks, the family travel south of England to Fareham, near Southampton, and embark upon a voyage around the world.



Fareham Marina, U.K.

When Michael gets lost at sea in a storm, he washes up on a fictitious island in the Pacific Ocean.



Listen to the sounds of a storm in the Pacific Ocean.



Storm in Pacific Ocean

They voyage to many places around the world!



Michael, mum, dad and Stella Artois travel on a forty-two foot yacht around the world which they had to firstly learn how to sail.



Let's watch a video of a tour of a similar yacht!

Tuesday 17th September 2024

L.O. I am learning to explore the author of our text.

Reading



I know how to gather information from audio and written texts.

SKILLS

I can identify other texts written by my author.

I can explain the inspiration behind Kensuke's Kingdom.

I can make comparisons between the themes in Morpurgo's books.

Learning Conversation			Support			
☺·	😐·	☹·	INDEP	CT	TA	PEER

Michael Morpurgo

When and where was he born?

5th of October 1943 in St Albans, Hertfordshire.



Other texts

- Friend or Foe
- War Horse
- The Butterfly lion
- Private Peaceful and . . .
- An elephand in the Garden.

Inspiration for Kensuke's Kingdom

Why does Michael Morpurgo focus on similar themes?

He focuses on Similer themes because then all the books link together.

Monday 23rd September 2024

L.O. I am learning to find the meaning of words in context.

Reading



I know that 'words in context' means finding the word in a whole sentence/paragraph to help me identify the meaning.

SKILLS

I can skim and scan a text to find given vocabulary.

I can read the whole sentence/paragraph that the word is in.

I can find the definition for the word from reading the context.

Learning Conversation			Support			
☺·	😐·	☹·	INDEP	CT	TA	PEER

supertanker	Something found in the sea.
	A kind and open leader.
mariner	Something or someone whose presence puts you at a disadvantage.
	A shallow channel between hills or waves.
liability	A heavily armored fighting vehicle.
	Greek writings.
trough	Something or someone whose presence puts you at an advantage.
	A container to keep animal food in.
gritty	A very large ship.
	The deck of a ship.
tyrant	A long and adventurous journey.
	Containing or covered with grit.
galley	A person who navigates a ship.
	The kitchen in a ship.

Tuesday and Wednesday 1st/2nd October 2024						Reading
L.O. I am learning to infer information from the text.						
	I know that retrieval is finding key details in the text. I know that inference is a conclusion based on evidence and reasoning. I know that an impression is an idea, feeling or opinion.					
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Learning Conversation			Support			
☺	😐	☹	INDEP	CT	TA	PEER
Big question tomorrow - What impressions do you get of the island?						



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Tuesday 8th October 2024						Reading
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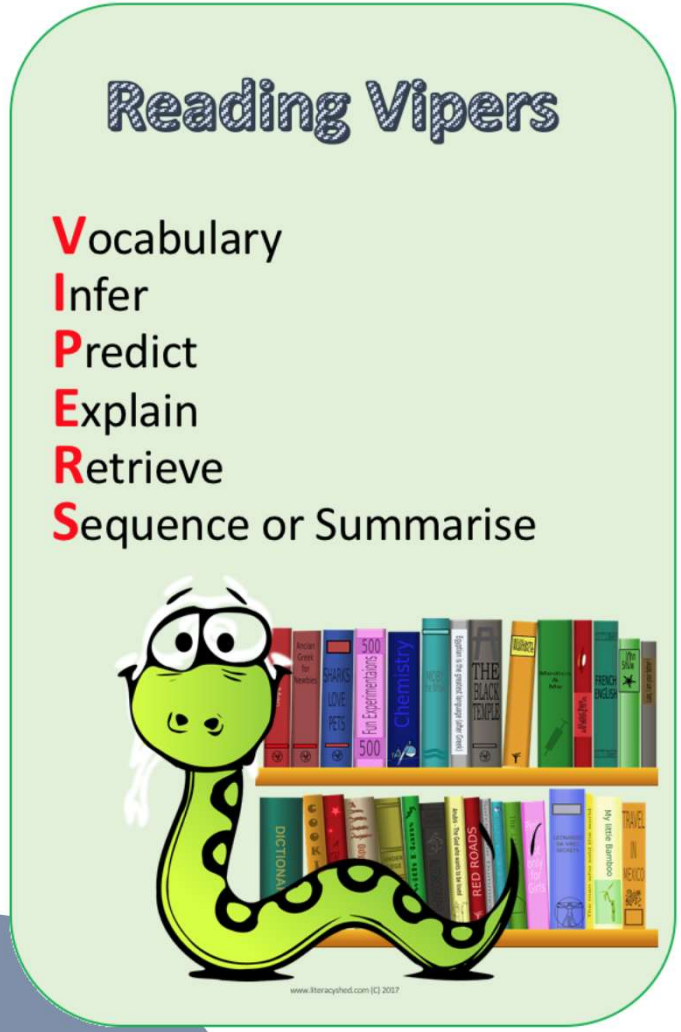
Old because the text says he's the oldest man Michael has seen.

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- Find and quote the text to show how the character is feeling at this moment.
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- Why has *x* done *x*?
- Susie was stubborn. True or false?

Predict

- What do you think will happen next?
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- Find and copy *x*
- In which country does the story take place?
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- Order the following events 1 – 5.
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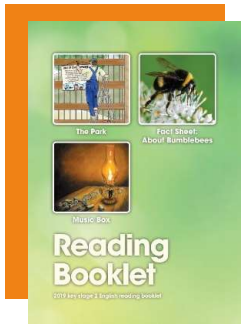
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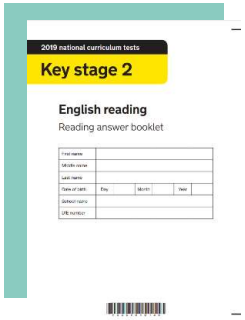
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2. _____

2 marks

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How can you tell that the moonlight was very bright?

_____

_____

1 mark

7 Look at the top of page 5.

*Then **it** hit her.*

What is ***it***?

_____

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	True	False
At the beginning of the story, Priya knew what had woken her up.		
The binoculars belonged to Priya.		
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The rustlers stopped in Priya and Abby's campsite.		

2 ma

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Give **two** positive messages, using evidence from the text to support your answer.

An example has been done for you.

Positive message	Evidence
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Innis meets the boy. What do you learn about the boy's personality?

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Personality	Evidence
_____	_____ _____ _____
_____	_____ _____ _____

_____
3 marks

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Humans cannot hear the noises made when streaked tenrecs stridulate because they are made at sound frequencies that are too high for human hearing. Scientists need a specialist microphone to pick up and record the sounds.

What issues are streaked tenrecs facing?

Streaked tenrecs are unique to the rainforest in Madagascar and cannot be found anywhere else in the world. In recent years much of this landscape has been destroyed. As a result of deforestation, where humans cut down the rainforest for wood, tenrecs are in decline. Streaked tenrecs play an important role in their habitat as they hunt smaller creatures and are prey for larger animals like birds and snakes. Without tenrecs, the whole food-chain could be disrupted, causing serious problems for wildlife in Madagascar.

How are people helping streaked tenrecs?

While there have been efforts to help tenrecs by keeping some in zoos, this is not necessarily the best solution due to their short lifespan and the need to keep them in groups or pairs.

Zoos are working to build a population of these animals by breeding them in captivity, so that people around the world can learn about the marvellous streakiness and squeakiness of the streaked tenrecs.

How can adults support children in their reading at home?

- Expectation: **ideally** 20 minutes per day. But 3x per week otherwise.
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- Have a quiet, comfortable space your child (and you) can read in.
- Read with your child and read in front of your child.
- We want your support in encouraging independent reading and in engaging in your child's reading. Hearing texts read aloud is important.
- Create a love of reading – let them choose different texts, whether its fiction or non fiction!



How can adults support children in their reading at home?

- **Before Reading**
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  - Make links to other books read with similar themes, the same characters and/or similar authors/illustrators.
  - Give them time to flick through the book and read the blurb.



Reading for Pleasure

Reading should be fun – that way they will want to read to you. Here are some tips:

- **Book Talk!**
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This is an opportunity for them to hear stories and language at a higher level than they can read alone. Research shows the hearing texts read aloud is a significant source of vocabulary acquisition. Use audio books/ Amazon Audible.

- Keep positive!

Growth Mindset

- All readers make mistakes. This is how we learn. Encourage a growth mindset in your child by praising them for recognising their mistakes and trying to fix them.
- 'This is what you said ….. Can you spot anything wrong with that?' 'Does that make sense?'



Year 5 and 6 reading workshop

9:00 – 9:45

Wednesday 6th November 2024

Aims of the session

- The new curriculum expectations
- How we teach reading here at Albrighton
- How to support your child with reading at home
- Activities to enthuse children in reading
- How to ask appropriate questions to develop child understanding in the text

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- Reading books that are structured in different ways and reading for a range of purposes
- Increasing their familiarity with a wide range of books, including myths, legends, and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions
- Recommending books that they have read to their peers, giving reasons for their choices
- Identifying and discussing themes and conventions in and across a wide range of writing
- Making comparisons within and across books
- Learning a wider range of poetry by heart
- Preparing poems and plays to read aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Understand what they read by:

- Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- Asking questions to improve their understanding
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying these inferences with evidence
- Predicting what might happen from details stated and implied
- Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
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- Discuss and evaluate how authors use language, including figurative language and considering the impact on the reader
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There can be few better ways to improve pupils chances in school, or beyond in the wider world than to enable them to become truly independent readers.

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Children who read daily outside school were 5x more likely to perform above the expected level for their age in reading.

Reading at Albrighton

- Phonics
- 1:1 reading opportunities
- Independent reading
- VIPERS – comprehension
- Lessons dedicated to reading
- Use of reading areas
- New Library Area with themed sections
- Daily story time

Reading requires two skills

Phonics and Word Recognition

- The ability to recognise words presented in and out of context.
- The ability to blend letter sounds (phonemes) together to read words.

Understanding

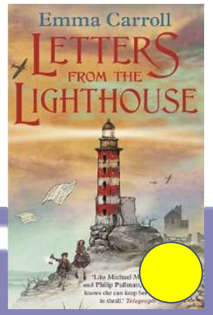
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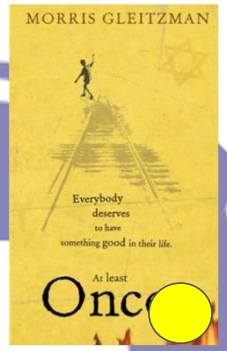
Albrighton Primary School and Nursery Reading Journey

YEAR 5 AND 6





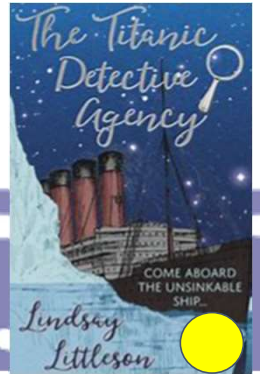


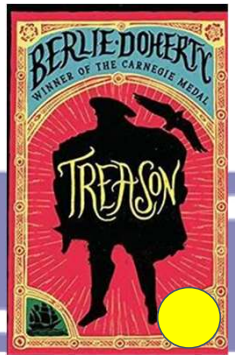












- Archaic language
- Non-linear time sequence
- Narratively Complex
- Figurative/Symbolic Text: Complex plot
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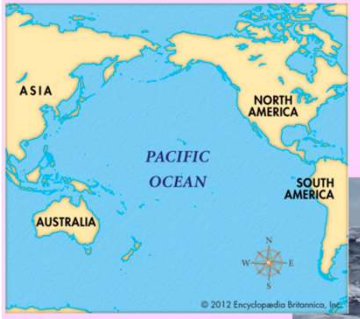
Reading lessons

When Michael's dad is made redundant from the brickworks, the family travel south of England to Fareham, near Southampton, and embark upon a voyage around the world.



Fareham Marina, U.K.

When Michael gets lost at sea in a storm, he washes up on a fictitious island in the Pacific Ocean.



Listen to the sounds of a storm in the Pacific Ocean.



Storm in Pacific Ocean

They voyage to many places around the world!



Michael, mum, dad and Stella Artois travel on a forty-two foot yacht around the world which they had to firstly learn how to sail.



Let's watch a video of a tour of a similar yacht!

Tuesday 17th September 2024

L.O. I am learning to explore the author of our text.

Reading



I know how to gather information from audio and written texts.

SKILLS

I can identify other texts written by my author.

I can explain the inspiration behind Kensuke's Kingdom.

I can make comparisons between the themes in Morpurgo's books.

Learning Conversation			Support			
☺·	😐·	☹·	INDEP	CT	TA	PEER

Michael Morpurgo

When and where was he born?

5th of October 1943 in St Albans, Hertfordshire.



Other texts

- Friend or Foe
- War Horse
- The Butterfly lion
- Private Peaceful and . . .
- An elephand in the Garden.

Inspiration for Kensuke's Kingdom

Why does Michael Morpurgo focus on similar themes?

He focuses on Similer themes because then all the books link together.

Monday 23rd September 2024

L.O. I am learning to find the meaning of words in context.

Reading



I know that 'words in context' means finding the word in a whole sentence/paragraph to help me identify the meaning.

SKILLS

I can skim and scan a text to find given vocabulary.

I can read the whole sentence/paragraph that the word is in.

I can find the definition for the word from reading the context.

Learning Conversation			Support			
☺·	😐·	☹·	INDEP	CT	TA	PEER

supertanker	Something found in the sea.
	A kind and open leader.
mariner	Something or someone whose presence puts you at a disadvantage.
	A shallow channel between hills or waves.
liability	A heavily armored fighting vehicle.
	Greek writings.
trough	Something or someone whose presence puts you at an advantage.
	A container to keep animal food in.
gritty	A very large ship.
	The deck of a ship.
tyrant	A long and adventurous journey.
	Containing or covered with grit.
galley	A person who navigates a ship.
	The kitchen in a ship.

Tuesday and Wednesday 1st/2nd October 2024						Reading
L.O. I am learning to infer information from the text.						
	I know that retrieval is finding key details in the text. I know that inference is a conclusion based on evidence and reasoning. I know that an impression is an idea, feeling or opinion.					
SKILLS	I can retrieve information from a text.					
	I can make inferences from the information that I have retrieved.					
Learning Conversation			Support			
☺	😐	☹	INDEP	CT	TA	PEER
Big question tomorrow - What impressions do you get of the island?						



The Island is noisy because in the text it says that the birs cackled and screeched. Another immpresion I had was that the Island was Isolated because the text says there was no sense of human life.

Tuesday 8th October 2024						Reading
L.O. I am learning to infer information from the text.						
	I know that retrieval is finding key details in the text. I know that inference is a conclusion based on evidence and reasoning. I know that an impression is an idea, feeling or opinion.					
SKILLS	I can retrieve information from a text.					
	I can make inferences from the information that I have retrieved.					
Learning Conversation			Support			
☺	😐	☹	INDEP	CT	TA	PEER
Big question - What impressions do you get of Kensuke in chapter 5?						

Resourceful because he's survived on the island for a long time.

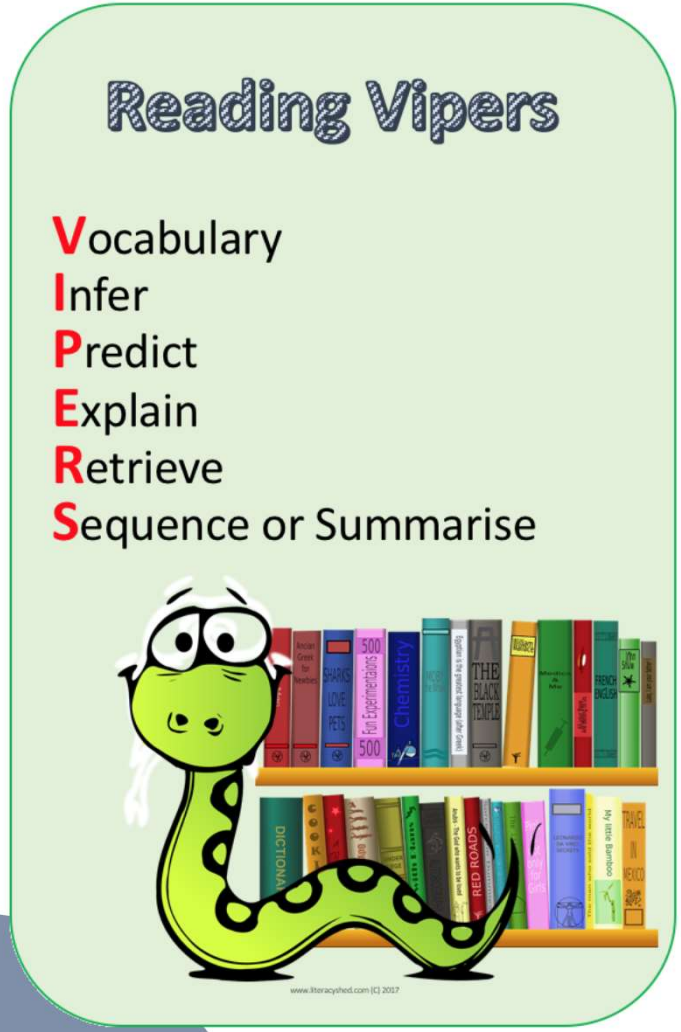
Old because the text says he's the oldest man Michael has seen.

Multi-lingual because in the text he speaks 2-3 languages.



Kind in his own way because in the text he gives Michael food.

I'm sure because the text says he's out of his head



Understanding (Comprehension)

- Finding information on the page.
- Being able to skim the text
- Being able to find information that is *not* on the page. (Looking for clues)
- Thinking about situations and predicting what might happen.
- Putting yourself in a character's shoes and understanding what is going on from their viewpoint.
- Book talk to make your child think.
- Knowing the difference between retrieval, inference, summary, predictions, language choices.

Vocabulary

- Why has the author chosen to use the word *x*?
- Find a synonym for the word *x*
- Define the word *x*
- Use the word *x* in your own sentence
- Find an example of a simile in the text.

Inference

- Find and quote the text to show how the character is feeling at this moment.
- How do you know the character was feeling reluctant to go to school?
- Why has *x* done *x*?
- Susie was stubborn. True or false?

Predict

- What do you think will happen next?
- How do you think *x* will feel about *x*?
- Do you think there will be any consequences for *x*?
- If the author was to write a sequel, what would it be about?

Explain

- How do the author's emotions change throughout the text?
- Why was x surprised by x?
- Why has the author written x in italics?

Retrieve

- Find and copy *x*
- In which country does the story take place?
- What is *x*'s uncle called?
- What did *x* reply to *x*?

Sequence

- Order the following events 1 – 5.
- Did x go to the cinema first or to dinner?
- What is the first step in making a chocolate cake?

Summarise

- Summarise the story in 3 sentences.
- List the places the author visited.
- What were the signs the author reached the beach?

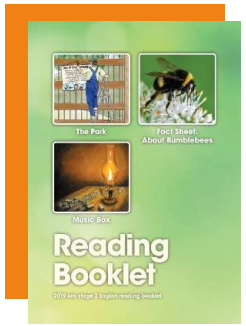
Reading With Your Child

Some questions to ask your child whilst reading together:

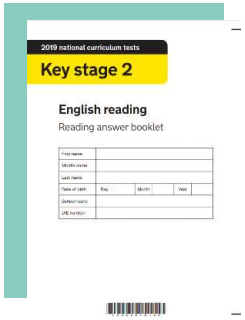
1. Look at the front cover. What could the book be about?
2. Who is the author?
3. What is an illustrator? What do they do?
4. What does that word mean? Read the words around it to help you figure it out (context).
5. How can you read an unfamiliar word? Can you sound talk and then blend?
6. Who are the main characters?
7. What do you think will happen next?
8. How do you think that character feels? Why? How would you feel in that situation?
9. Can you predict how the book will end?
10. Who is your favourite character? Why?
11. Is there a hidden message in the story? What is it?
12. Can you retell the story in your own words?
13. Do you like how the story ended? Can you think of another way the book could have ended?

Year 6 SATs

Each year in May, year 6 children in England take part in a SATs reading paper.
This paper is designed to test children's reading and comprehension skills across all areas of the curriculum. The test consists of two parts:



a reading booklet (typically containing three texts which increase in difficulty throughout the booklet)



an answer booklet
(containing a variety of questions about each of the texts, each relating to one of the eight content domains)

Children have one hour to complete as many questions as they can.
Children are expected to read the text themselves and no help can be given.

Questions 1–12 are about *A Noise in the Night* (pages 4–5)

1 Look at the first paragraph.

How can you tell Priya was feeling nervous?

Write **two** ways.

1. _____

2. _____

2 marks

6 Look at the last paragraph on page 4.

How can you tell that the moonlight was very bright?

_____

_____

1 mark

7 Look at the top of page 5.

*Then **it** hit her.*

What is ***it***?

_____

12 Using information from the text, tick one box in each row to show whether each statement is **true** or **false**.

	True	False
At the beginning of the story, Priya knew what had woken her up.		
The binoculars belonged to Priya.		
Both Priya and Abby agreed that they had to do something.		
The rustlers stopped in Priya and Abby's campsite.		

2 ma

26 What positive messages does Harriet want readers to understand about bats?

Give **two** positive messages, using evidence from the text to support your answer.

An example has been done for you.

Positive message	Evidence
Bats shouldn't be judged by their appearance.	She says even though they might look scary they aren't really.
_____ _____	_____ _____ _____
_____ _____	_____ _____ _____

3 marks

38 Look at the paragraph beginning: *Innis sat up…* to the end of the text.

Innis meets the boy. What do you learn about the boy's personality?

Give **two** things, using evidence from the text to support your answer.

Personality	Evidence
_____	_____ _____ _____
_____	_____ _____ _____

_____
3 marks

Streaky and Squeaky



Madagascar is an island country in the Indian Ocean, off the coast of East Africa. It is well known for its range of weird and wonderful wildlife.

Imagine treading through the rainforest in Madagascar and noticing hurried movements in the plants below you. You creep forward to investigate. Suddenly, you see a group of animals unlike anything that you have seen before. Ten of them are sniffing along the ground with long, pointy snouts that look almost like bird beaks. The creatures are quite small – maybe the size of a pet hamster. Their bodies are round and covered with spines like a hedgehog. They are brightly coloured like a bumblebee with yellow streaks running down their backs and legs. On their heads, each of the animals has a crown of bright yellow spikes.

They are not hedgehogs, birds or bumblebees, even if they look like a confused hodgepodge of these animals. You have encountered a family of lowland streaked tenrecs. They are one of many species of tenrecs living in Madagascar.

Are all tenrecs the same?

Lowland streaked tenrecs look unlike any of the other types of tenrec except for their cousins who live in highland rainforests. Highland streaked tenrecs are as spectacularly weird as their lowland cousins, but they have white stripes running down their sides instead of yellow ones.

Both highland and lowland streaked tenrecs are very social animals and are the only kinds of tenrec that live in family groups.

What do tenrecs eat?

Tenrecs forage in the rainforest for soft-bodied invertebrates such as worms and beetle larvae. They sometimes stamp on the ground with their forepaws, to create vibrations, which may increase earthworm activity. They have very fragile jawbones and can only eat soft food. If they tried to eat anything harder, it could damage or even break their jaws.



How do streaked tenrecs communicate?

Sometimes streaked tenrec families get separated in the rainforest and need to communicate with each other. They make high-pitched sounds when they need to find each other. This process is called stridulation.

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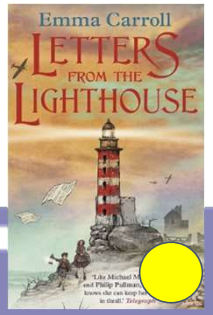
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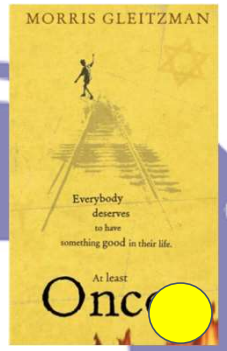
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YEAR 5 AND 6





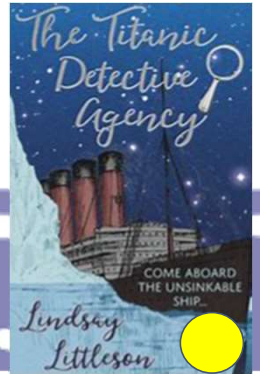


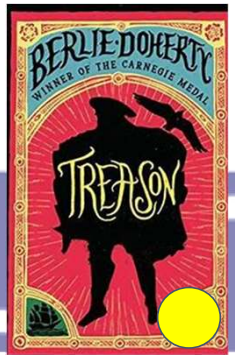












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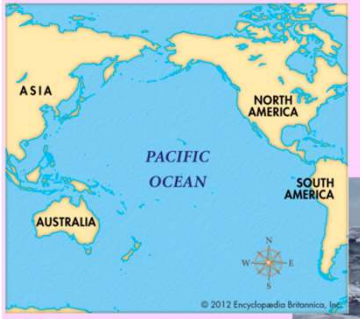
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I can identify other texts written by my author.

I can explain the inspiration behind Kensuke's Kingdom.

I can make comparisons between the themes in Morpurgo's books.

Learning Conversation			Support			
☺·	😐·	☹·	INDEP	CT	TA	PEER

Michael Morpurgo

When and where was he born?

5th of October 1943 in St Albans, Hertfordshire.



Other texts

- Friend or Foe
- War Horse
- The Butterfly lion
- Private Peaceful and . . .
- An elephand in the Garden.

Inspiration for Kensuke's Kingdom

Why does Michael Morpurgo focus on similar themes?

He focuses on Similer themes because then all the books link together.

Monday 23rd September 2024

L.O. I am learning to find the meaning of words in context.

Reading



I know that 'words in context' means finding the word in a whole sentence/paragraph to help me identify the meaning.

SKILLS

I can skim and scan a text to find given vocabulary.

I can read the whole sentence/paragraph that the word is in.

I can find the definition for the word from reading the context.

Learning Conversation			Support			
☺·	😐·	☹·	INDEP	CT	TA	PEER

supertanker	Something found in the sea.
	A kind and open leader.
mariner	Something or someone whose presence puts you at a disadvantage.
	A shallow channel between hills or waves.
liability	A heavily armored fighting vehicle.
	Greek writings.
trough	Something or someone whose presence puts you at an advantage.
	A container to keep animal food in.
gritty	A very large ship.
	The deck of a ship.
tyrant	A long and adventurous journey.
	Containing or covered with grit.
galley	A person who navigates a ship.
	The kitchen in a ship.

Tuesday and Wednesday 1st/2nd October 2024						Reading
L.O. I am learning to infer information from the text.						
	I know that retrieval is finding key details in the text. I know that inference is a conclusion based on evidence and reasoning. I know that an impression is an idea, feeling or opinion.					
SKILLS	I can retrieve information from a text.					
	I can make inferences from the information that I have retrieved.					
Learning Conversation			Support			
☺	😐	☹	INDEP	CT	TA	PEER
Big question tomorrow - What impressions do you get of the island?						



The Island is noisy because in the text it says that the birs cackled and screeched. Another immpresion I had was that the Island was Isolated because the text says there was no sense of human life.

Tuesday 8th October 2024						Reading
L.O. I am learning to infer information from the text.						
	I know that retrieval is finding key details in the text. I know that inference is a conclusion based on evidence and reasoning. I know that an impression is an idea, feeling or opinion.					
SKILLS	I can retrieve information from a text.					
	I can make inferences from the information that I have retrieved.					
Learning Conversation			Support			
☺	😐	☹	INDEP	CT	TA	PEER
Big question - What impressions do you get of Kensuke in chapter 5?						

Resourceful because he's survived on the island for a long time.

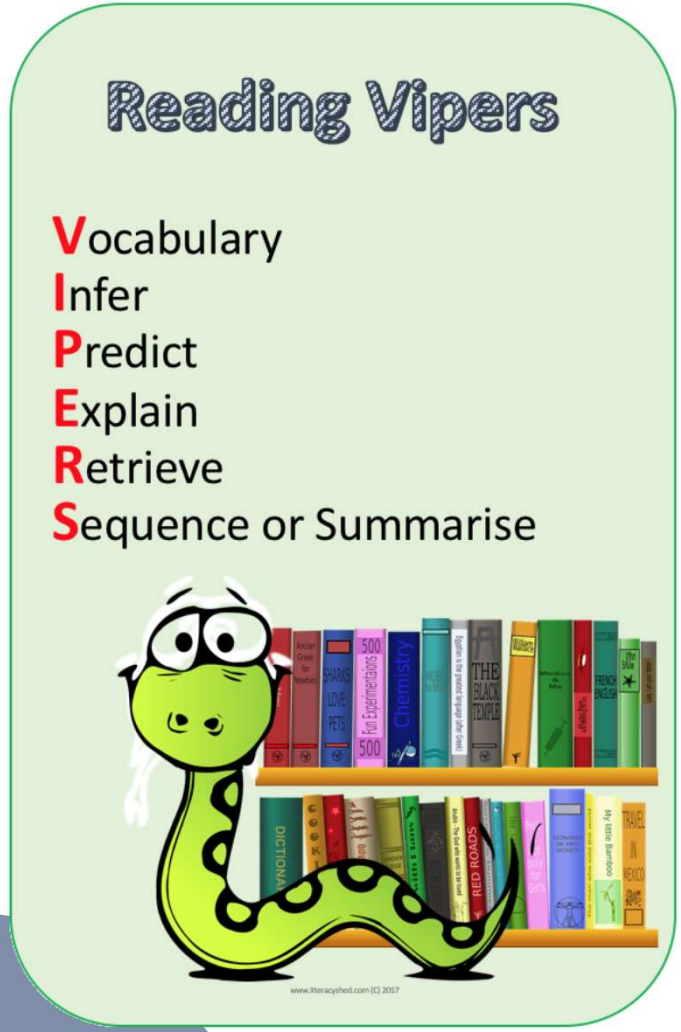
Old because the text says he's the oldest man Michael has seen.

Multi-lingual because in the text he speaks 2-3 languages.



Kind in his own way because in the text he gives Michael food.

I'm sure because the text says he's out of his head



Understanding (Comprehension)

- Finding information on the page.
- Being able to skim the text
- Being able to find information that is *not* on the page. (Looking for clues)
- Thinking about situations and predicting what might happen.
- Putting yourself in a character's shoes and understanding what is going on from their viewpoint.
- Book talk to make your child think.
- Knowing the difference between retrieval, inference, summary, predictions, language choices.

Vocabulary

- Why has the author chosen to use the word *x*?
- Find a synonym for the word *x*
- Define the word *x*
- Use the word *x* in your own sentence
- Find an example of a simile in the text.

Inference

- Find and quote the text to show how the character is feeling at this moment.
- How do you know the character was feeling reluctant to go to school?
- Why has *x* done *x*?
- Susie was stubborn. True or false?

Predict

- What do you think will happen next?
- How do you think *x* will feel about *x*?
- Do you think there will be any consequences for *x*?
- If the author was to write a sequel, what would it be about?

Explain

- How do the author's emotions change throughout the text?
- Why was x surprised by x?
- Why has the author written x in italics?

Retrieve

- Find and copy *x*
- In which country does the story take place?
- What is *x*'s uncle called?
- What did *x* reply to *x*?

Sequence

- Order the following events 1 – 5.
- Did x go to the cinema first or to dinner?
- What is the first step in making a chocolate cake?

Summarise

- Summarise the story in 3 sentences.
- List the places the author visited.
- What were the signs the author reached the beach?

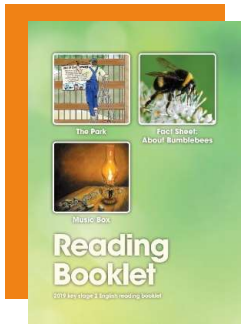
Reading With Your Child

Some questions to ask your child whilst reading together:

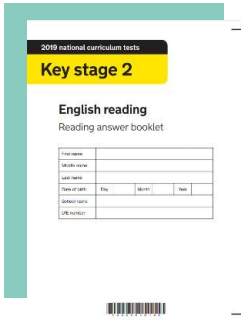
1. Look at the front cover. What could the book be about?
2. Who is the author?
3. What is an illustrator? What do they do?
4. What does that word mean? Read the words around it to help you figure it out (context).
5. How can you read an unfamiliar word? Can you sound talk and then blend?
6. Who are the main characters?
7. What do you think will happen next?
8. How do you think that character feels? Why? How would you feel in that situation?
9. Can you predict how the book will end?
10. Who is your favourite character? Why?
11. Is there a hidden message in the story? What is it?
12. Can you retell the story in your own words?
13. Do you like how the story ended? Can you think of another way the book could have ended?

Year 6 SATs

Each year in May, year 6 children in England take part in a SATs reading paper.
This paper is designed to test children's reading and comprehension skills across all areas of the curriculum. The test consists of two parts:



a reading booklet (typically containing three texts which increase in difficulty throughout the booklet)



an answer booklet
(containing a variety of questions about each of the texts, each relating to one of the eight content domains)

Children have one hour to complete as many questions as they can.
Children are expected to read the text themselves and no help can be given.

Questions 1–12 are about *A Noise in the Night* (pages 4–5)

1 Look at the first paragraph.

How can you tell Priya was feeling nervous?

Write **two** ways.

1. _____

2. _____

2 marks

6 Look at the last paragraph on page 4.

How can you tell that the moonlight was very bright?

_____

_____

1 mark

7 Look at the top of page 5.

*Then **it** hit her.*

What is ***it***?

_____

12 Using information from the text, tick one box in each row to show whether each statement is **true** or **false**.

	True	False
At the beginning of the story, Priya knew what had woken her up.		
The binoculars belonged to Priya.		
Both Priya and Abby agreed that they had to do something.		
The rustlers stopped in Priya and Abby's campsite.		

2 ma

26 What positive messages does Harriet want readers to understand about bats?

Give **two** positive messages, using evidence from the text to support your answer.

An example has been done for you.

Positive message	Evidence
Bats shouldn't be judged by their appearance.	She says even though they might look scary they aren't really.
_____ _____	_____ _____ _____
_____ _____	_____ _____ _____

3 marks

38 Look at the paragraph beginning: *Innis sat up…* to the end of the text.

Innis meets the boy. What do you learn about the boy's personality?

Give **two** things, using evidence from the text to support your answer.

Personality	Evidence
_____	_____ _____ _____
_____	_____ _____ _____

_____
3 marks

Streaky and Squeaky



Madagascar is an island country in the Indian Ocean, off the coast of East Africa. It is well known for its range of weird and wonderful wildlife.

Imagine treading through the rainforest in Madagascar and noticing hurried movements in the plants below you. You creep forward to investigate. Suddenly, you see a group of animals unlike anything that you have seen before. Ten of them are sniffing along the ground with long, pointy snouts that look almost like bird beaks. The creatures are quite small – maybe the size of a pet hamster. Their bodies are round and covered with spines like a hedgehog. They are brightly coloured like a bumblebee with yellow streaks running down their backs and legs. On their heads, each of the animals has a crown of bright yellow spikes.

They are not hedgehogs, birds or bumblebees, even if they look like a confused hodgepodge of these animals. You have encountered a family of lowland streaked tenrecs. They are one of many species of tenrecs living in Madagascar.

Are all tenrecs the same?

Lowland streaked tenrecs look unlike any of the other types of tenrec except for their cousins who live in highland rainforests. Highland streaked tenrecs are as spectacularly weird as their lowland cousins, but they have white stripes running down their sides instead of yellow ones.

Both highland and lowland streaked tenrecs are very social animals and are the only kinds of tenrec that live in family groups.

What do tenrecs eat?

Tenrecs forage in the rainforest for soft-bodied invertebrates such as worms and beetle larvae. They sometimes stamp on the ground with their forepaws, to create vibrations, which may increase earthworm activity. They have very fragile jawbones and can only eat soft food. If they tried to eat anything harder, it could damage or even break their jaws.



How do streaked tenrecs communicate?

Sometimes streaked tenrec families get separated in the rainforest and need to communicate with each other. They make high-pitched sounds when they need to find each other. This process is called stridulation.

What is stridulation?

Unlike other types of tenrecs, a streaked tenrec has special spines on its back that it can rub together to produce high-pitched squeaks and chirps. Crickets and other insects commonly use stridulation to communicate.

Humans cannot hear the noises made when streaked tenrecs stridulate because they are made at sound frequencies that are too high for human hearing. Scientists need a specialist microphone to pick up and record the sounds.

What issues are streaked tenrecs facing?

Streaked tenrecs are unique to the rainforest in Madagascar and cannot be found anywhere else in the world. In recent years much of this landscape has been destroyed. As a result of deforestation, where humans cut down the rainforest for wood, tenrecs are in decline. Streaked tenrecs play an important role in their habitat as they hunt smaller creatures and are prey for larger animals like birds and snakes. Without tenrecs, the whole food-chain could be disrupted, causing serious problems for wildlife in Madagascar.

How are people helping streaked tenrecs?

While there have been efforts to help tenrecs by keeping some in zoos, this is not necessarily the best solution due to their short lifespan and the need to keep them in groups or pairs.

Zoos are working to build a population of these animals by breeding them in captivity, so that people around the world can learn about the marvellous streakiness and squeakiness of the streaked tenrecs.

How can adults support children in their reading at home?

- Expectation: **ideally** 20 minutes per day. But 3x per week otherwise.
- Try to build this into your daily routine.
- Have a quiet, comfortable space your child (and you) can read in.
- Read with your child and read in front of your child.
- We want your support in encouraging independent reading and in engaging in your child's reading. Hearing texts read aloud is important.
- Create a love of reading – let them choose different texts, whether its fiction or non fiction!



How can adults support children in their reading at home?

- **Before Reading**
  - If it is the first time your child has read the book, look at the cover and title with them to predict what they think the book might be about.
  - Make links to other books read with similar themes, the same characters and/or similar authors/illustrators.
  - Give them time to flick through the book and read the blurb.



Reading for Pleasure

Reading should be fun – that way they will want to read to you. Here are some tips:

- **Book Talk!**
- Funny voices / become illustrators
- Visit library
- Be an active listener – sit and listen, asking questions showing interest
- Create new stories together
- Make space for it to become a special time
- Share more advanced books with your child - read to your child:

This is an opportunity for them to hear stories and language at a higher level than they can read alone. Research shows the hearing texts read aloud is a significant source of vocabulary acquisition. Use audio books/ Amazon Audible.

- Keep positive!

Growth Mindset

- All readers make mistakes. This is how we learn. Encourage a growth mindset in your child by praising them for recognising their mistakes and trying to fix them.
- 'This is what you said ….. Can you spot anything wrong with that?' 'Does that make sense?'

