



Developing a Reading Community

At Canon Burrows we aim to develop a reading community where children become confident and enthusiastic readers. For us to achieve this we need to take reading beyond the classroom. We want to create a rich reading environment where reading is encouraged by everyone and everywhere.

Everywhere we go there are things to look at and read. This can be done at any time; while you are shopping, visiting the dentist or the doctor, travelling in the car or on a bus. There are lots of fun and interesting ways we can help children to read without them even realising they are learning.

Here are the Year 3 and 4 word lists (NC 2014). We aim for our children to be able to read, understand the meanings, spell accurately and use and apply these words confidently in their writing.

accident(ally)	Famous	peculiar
actual(ly)	favourite	perhaps
address	February	popular
answer	forward(s)	position
appear	fruit	possess(ion)
arrive	grammar	possible
believe	group	potatoes
bicycle	guard	pressure
breath	guide	probably
breathe	heard	promise
build	heart	purpose
busy/business	height	quarter
calendar	history	question
caught	imagine	recent
centre	increase	regular
century	important	reign
certain	interest	remember
circle	island	sentence
complete	knowledge	separate
consider	learn	special
continue	length	straight
decide	library	strange
describe	material	strength
different	medicine	suppose
difficult	mention	surprise
disappear	minute	therefore
early	natural	though/although
earth	naughty	thought
eight/eighth	notice	through
enough	occasion(ally)	various
exercise	often	weight
experience	opposite	woman/women
experiment	ordinary	
extreme	particular	

Here are the Year 5 and 6 word lists (NC 2014). We aim for our children to be able to read, understand the meanings, spell accurately and use and apply these words confidently in their writing.

accommodate	Embarrass	persuade
accompany	environment	physical
according	equip (–ped, –ment)	prejudice
achieve	especially	privilege
aggressive	exaggerate	profession
amateur	excellent	programme
ancient	existence	pronunciation
apparent	explanation	queue
appreciate	familiar	recognise
attached	foreign	recommend
available	forty	relevant
average	frequently	restaurant
awkward	government	rhyme
bargain	guarantee	rhythm
bruise	harass	sacrifice
category	hindrance	secretary
cemetery	identity	shoulder
committee	immediate(ly)	signature
communicate	individual	sincere(ly)
community	interfere	soldier
competition	interrupt	stomach
conscience	language	sufficient
conscious	leisure	suggest
controversy	lightning	symbol
convenience	marvellous	system
correspond	mischievous	temperature
criticise (critic + ise)	muscle	thorough
curiosity	necessary	twelfth
definite	neighbour	variety
desperate	nuisance	vegetable
determined	occupy	vehicle
develop	occur	yacht
dictionary	opportunity	
disastrous	parliament	



It is expected that in Key Stage 2 every child reads their independent reader each evening. During the school day the children are listened to read by their Class Teacher and Teaching Assistant, in the form of 1:1 reading; small group (guided) sessions and whole class (shared) reading opportunities.

On the next few pages are seven main reading skills we aim to develop at Canon Burrows to support your child's reading journey. They are here to help you support your child at home.

Alongside developing the children's comprehension skills, we aim for all children to become fluent readers, who are able to read aloud with

The Six Ps:

Pace, **P**assion, **P**itch and **P**ower, **P**unctuation, **P**ause.

You will find The Six Ps poster on the next page; please do refer to these skills when reading with your child.

Pitch



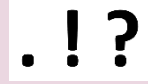
High or low?

How musical is your voice?

Does your voice rise and fall?

What tone do you use?

Punctuation



Which marks do you recognise?

How do they dictate how you read?

Why has the writer used them?

The Six Ps of fluent reading

Pause



When should you pause?

For how long?

For what purpose?

Passion



Can you use emotion in your voice?

Are your audience excited by your reading?

Why is this vital?

Monotone = lacking in empathy and expression.

Power



Volume:

How loud or quiet is your voice? Why?

Can your audience hear you?

Stress:

Which words are emphasised? Why?

Pace



How fast do you speak?

When do you speed up or slow down? Why is this?

Are the fastest readers the best?

Seven main reading skills

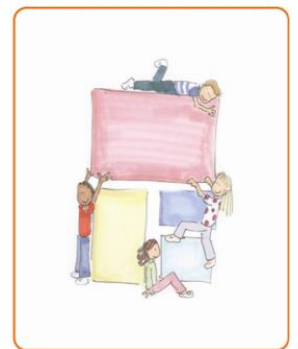
1. Draw on knowledge of vocabulary to help understanding.

- What does this word/phrase/sentence tell you about the character/setting/mood?
- The writer uses words like... to describe... what does this tell you about the setting/character? How do these words make you feel?
- What other words or phrases could the author have used instead?



2. Recognise and explain key aspects of texts.

- When/where does the story take place?
- Who was she/he/it? Where do they live? What do they look like?
- Who are the main characters in the book?
- Where in the book would you find...?
- What happened in the story?
- Through whose eyes is the story told?
- What part of the story do you like best?
- What evidence do you have to justify your opinion? Find it, prove it!

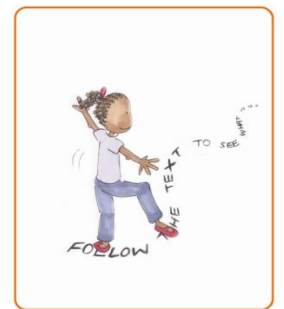


3. Summarise key ideas.

- What's the main point in this paragraph?
- Can you sum up what happens in these paragraphs? Can you do this using only five words?
- Sort the information in these paragraphs. Do any of them deal with the same information?
- Make a table/chart to show the information in these paragraphs.
- Which is the most important point in these paragraphs? Why is it the most important?

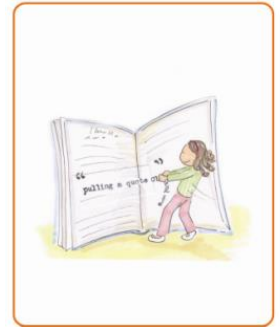
4. Make inferences.

- What makes you think that?
- Which words give you that impression?
- How do you feel about...?
- Can you explain why?
- I wonder what the writer intended?
- I wonder why the writer decided to ...?
- What does ... mean, why has the writer chosen to use that word?



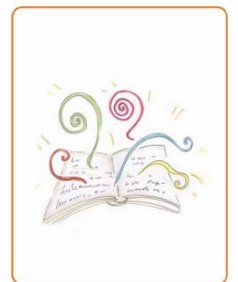
5. Make predictions.

- Can you think of another story which has a similar theme? Do you think this story will go the same way?
- Do you know another story which deals with the same issues e.g. social, moral, cultural? Could this happen in this story?
- Which other authors handles time on this way? e.g flashbacks.
- Which stories have openings like this? Do you think this story will develop in the same way?
- Why did the author choose this setting? Will that influence how the story develops?
- Is the character like someone you know? Who? Why?



6. Understanding the meaning of texts as a whole.

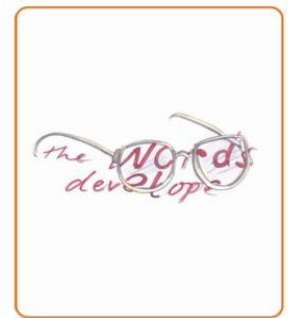
- Explain why a character did something.
- Explain a character's different/changing feelings throughout a story.
- What are the clues that a character is liked/disliked/envied/feared/hated etc?
- What is similar/different about two characters?
- What is the underlying theme in the story? Does this story have a message?
- Why has the writer chosen to use a... question/bullet/subheading/table etc to present information?



- How does the layout encourage you to read on and find out information?
- Why has the writer organised the text in this way?
- In what ways do the illustrations support the instructions?

7. Understand how the writer enhances meaning through their word choices.

- How has the writer been successful in their purpose or use of language?
- What do you think the writer meant by 'X'?
- Which words do you think are the most important? Why?
- Which words do you like the best? Why?
- The author uses a simile to describe an action/description. Why?
- The author states that 'X' is something it isn't. What effect does this have? Why have they done it?



8. Making comparisons within a text.

- How is it similar to...?
- How is it different to...? Which is better? Why?
- Compare and contrast different character/setting/themes in the text.
- What do you think about the way the information is organised?





You may wish to use the following positive praise when listening to, or sharing books with your child.

- ☺ Excellent, you have chosen this book to help you find out more about a topic of interest.
- ☺ Fantastic, you were able to say why this book is a fantasy/spooky/mythical/real-life/adventure story.
- ☺ Super, you spotted the main theme in the story.
- ☺ Wonderful, you changed the intonation (pitch) in your voice to hook your listener/s. You were a pleasure to listen to.
- ☺ Excellent, you changed the volume of your voice for effect to hook your listener/s. You made it sound really exciting!
- ☺ Marvellous, you can infer how a character is feeling from the actions they perform, explaining your reasons in some detail to.
- ☺ Brilliant, you can infer characters motives from the actions they perform.
- ☺ Good, you understood the meaning of unfamiliar words (technical words linked to the topic/theme).
- ☺ Excellent, you are really considering why authors choose words and the effect they have on the listener/reader.
- ☺ You are able to find synonyms/antonyms for words in the text.
- ☺ Super, you can spot the difference between fact and opinion.
- ☺ Amazing, you can predict what may happen next using a range of details suggested in the text.
- ☺ Fantastic, you were able to say why you would recommend this book to a friend with valid reasons.
- ☺ Good, you summarised the paragraphs on one page to let me know what is happening.
- ☺ Very good, you talked about how the presentation of this non-fiction book contributes to the meaning and overall effect on the reader.
- ☺ You are able to discuss similarities and differences between books written by the same author.