Clarifying

Summarising

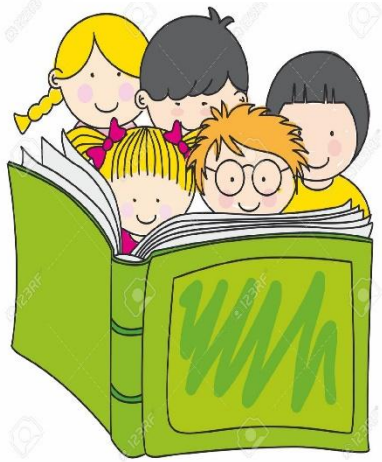
Inferring

Asking Questions

Evaluating

Predicting

Making Connections



Barham Primary School

Destination Reader

Parent workshop

February 2018

Why is reading important for children?

Core Purpose:

To enable children to communicate, understand and access information around them.

Strategic Priority:

- To further develop **Higher order Communication and Language skills** throughout the curriculum.
- To create readers who are able to **articulate their understanding through higher order well written and verbal responses**

Fact:

Academic achievement is highly correlated to reading comprehension.

Secondary ready.

Developing Thinking and Understanding

Poor comprehenders:

Fail to pick up clues the author has left.

Do not use background knowledge or make connections.

Can answer questions about texts, but not ask them.

Have no strategies to use when they're stuck.

Often do not link parts of the text together.

Good readers

Predict

Ask questions

Clarify (Spot breakdowns and try to mend them)

Summarise (put important items together)

Infer using clues

Make connections to background knowledge

Evaluate (identify important words or phrases)

What do the 7 stems mean?

Predicting	Using background knowledge/the text – not guessing. Progression is key.
Asking questions	Asking (not just answering) open or 'thinking' questions to deepen understanding – can link to topic
Clarifying	Recognising when words, phrases or the text is not understood and using a toolkit to help. Links to vocabulary and depth of understanding.
Summarising	Identifying key information or idea, digesting & reducing e.g. 10 word summary or headline
Inferring	Being a detective and using clues. Often relates to character, setting or mood.
Making connections	Using personal experience and knowledge of other texts/the world – deepens understanding
Evaluating	Thinking about the author's technique, use of features, language and SPaG

Predicting

Ask questioning

Clarifying (Spot breakdowns and try to mend them)

Summarising (put important items together)

Infer using clues

Make connections to background knowledge

Evaluating (identify important words or phrases

Predicting

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

Your turn

Chapter One
the last one

THIS STORY BEGINS within the walls of a castle, with the birth of a mouse. A small mouse. The last mouse born to his parents and the only one of his litter to be born alive.

"Where are my babies?" said the exhausted mother when the ordeal was over. "Show to me my babies."

The father mouse held the one small mouse up high.

Using one of the predicting stems, predict would you think will happen next.

Predicting

- *I wonder if*
- *I predict*
- *I think that*
- *I bet that* **because**
- *I imagine*
- *The next part will be about*

Asking questions

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

Your turn

The pain in Martine's arms was nearly unbearable, but she didn't let go. She adored warthogs – warts, rough skin, ugly ears and all – but their Hollywood movie star eyelashes didn't fool her. In a blink of those lashes, their tusks could reduce her limbs to bloody ribbons.

Using one of the asking questioning stems, what question could you ask

Asking questions ?

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

Clarifying

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

Your turn

Transforming themselves into giant birds Isis and Nephthys searched high and low for their brother. After a great deal of hard work they recovered his scattered parts, fitted Osiris back together again, and wrapped him in bandages. Then Isis used her magic to bring Osiris back to life.

Using one of the clarifying stems, clarify would you think this part is telling you.

Clarifying

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

Inference

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

Your turn

Gradually during that last summer on the farm, so gradually that I had hardly noticed it, Albert had begun riding me out over the farm to check the sheep.

Old Zoey would follow along behind and I would stop every now and then to be sure she was still with us.

Using one of the inferring stems, infer what this text is saying

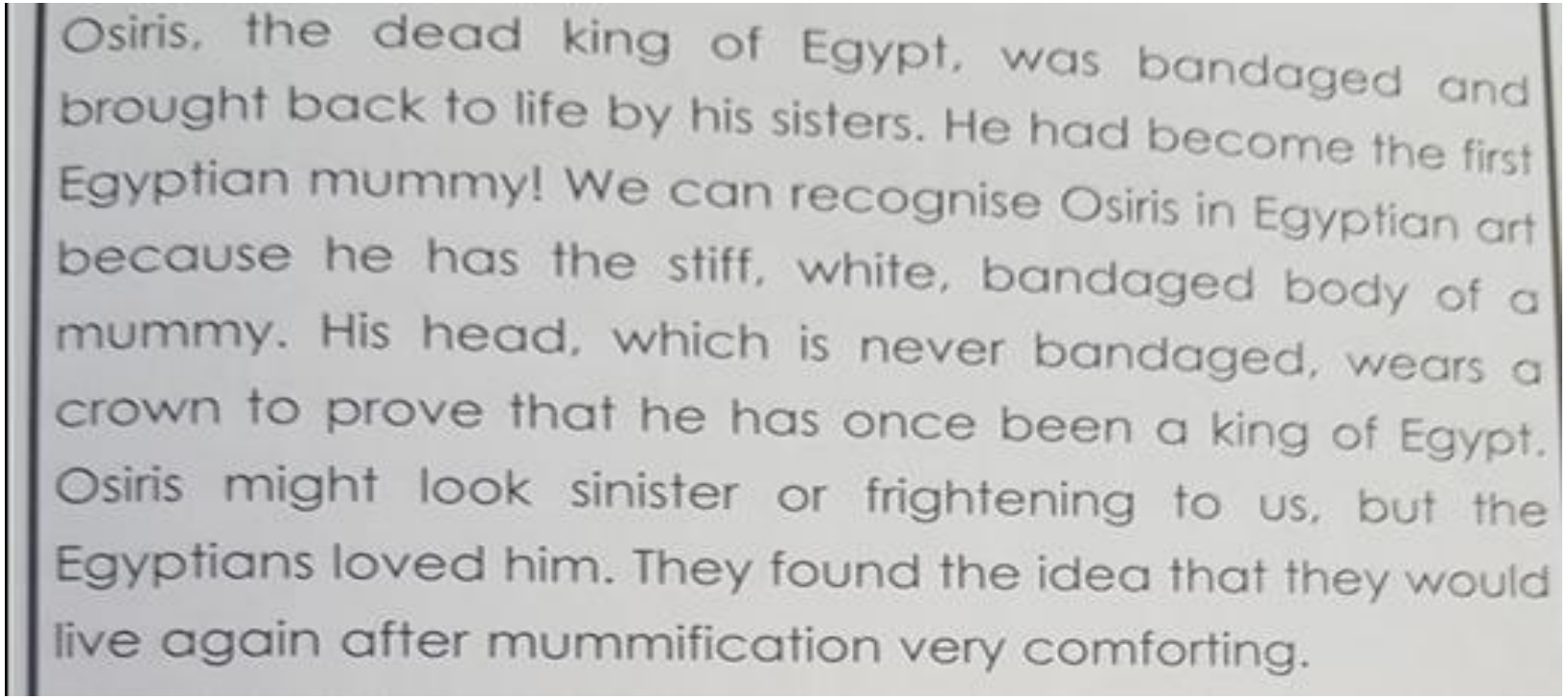
Inferring

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

Summarising

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

Your turn



Osiris, the dead king of Egypt, was bandaged and brought back to life by his sisters. He had become the first Egyptian mummy! We can recognise Osiris in Egyptian art because he has the stiff, white, bandaged body of a mummy. His head, which is never bandaged, wears a crown to prove that he has once been a king of Egypt. Osiris might look sinister or frightening to us, but the Egyptians loved him. They found the idea that they would live again after mummification very comforting.

Using one of the summarising stems, summarise what has just been read

Summarising

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

Making Connections

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

Your turn

Martine rode the rest of the way home at a gentle walk, a thoughtful smile on her lips. That would teach her to show off – even if it was only to an audience of hippos. At the game reserve gate, Jemmy dipped his head and Martine slid down his silvery neck as though she was shooting down a waterslide. That, too,

Using one of the making connections stems, what connections can you make

Making connections

Text to self:

- I know about this because I
- I've been to / seen
- I saw a programme about this
- I can identify with this character because

Text to text:

- I think this book is a * (genre) book because
- This reminds me of * because
- This is similar to * because
- This character is similar to * because

Text to world:

- This links to
- This is because

Evaluating

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

Your turn

Dawn was casting spun-gold threads across a rosy sky over Sawubona Game Reserve as Martine Allen took a last look around to ensure there weren't any witnesses. She leaned forward like a jockey on the track, wound her fingers through a silver mane, and cried, 'Go, Jemmy, go.'

The white giraffe sprang forward so suddenly that she was almost unseated, but she recovered and, wrapping her arms around his neck, quickly adjusted to the familiar rhythm of Jemmy's rocking-horse stride. They swept past the

Using one of the evaluating stems, evaluate this text

Evaluating

Language

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

Organisation

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

Language

Description
Simile
Metaphor
Alliteration
Powerful verbs

Questions ?

All workshop slides will be uploaded onto the school website.

Feedback at the back of the room – post it notes

Thank you