

"Every child is a unique child of God."

WHINMOOR



ST. PAUL'S  
C of E Primary School

## Quick Start Reading Meeting

Year 5 and Year 6

November 2022



YOU CAN FIND  
**MAGIC**  
wherever you look,  
SIT BACK AND RELAX,  
ALL YOU NEED IS  
**A BOOK**

-Dr. Seuss



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Reading is one of our main priorities at Whinmoor St Paul's Primary School. It is a skill which strengthens a child's gifts to access the wider curriculum and allows them to expand their vocabulary and develop vivid imaginations. To ensure the children at Whinmoor St Paul's Primary School are given the best opportunity to succeed, we ensure that pupils are given daily teaching of reading that builds on fluency and comprehension skills.

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What are we doing to help develop reading:

- We will provide the children with a wide range of books to read at home of an appropriate level to aid their reading development
- Opportunities to change books for new ones
- Reading interventions and extra support
- Love of Reading lessons
- Daily Whole Class Reading sessions
- D.E.A.R (Drop Everything and Read)
- Playground library boxes

In Year 5 and Year 6 we will teach and assess reading through:

- Promoting a love of reading through activities such as reading stories, author studies, library visits, competitions, themed days
- Whole Class Reading- through a variety of texts
- Teaching focusing on a class novel- you can find these on our reading spines on our school webpage
- Cracking Comprehension scheme
- Reading Comprehension tests

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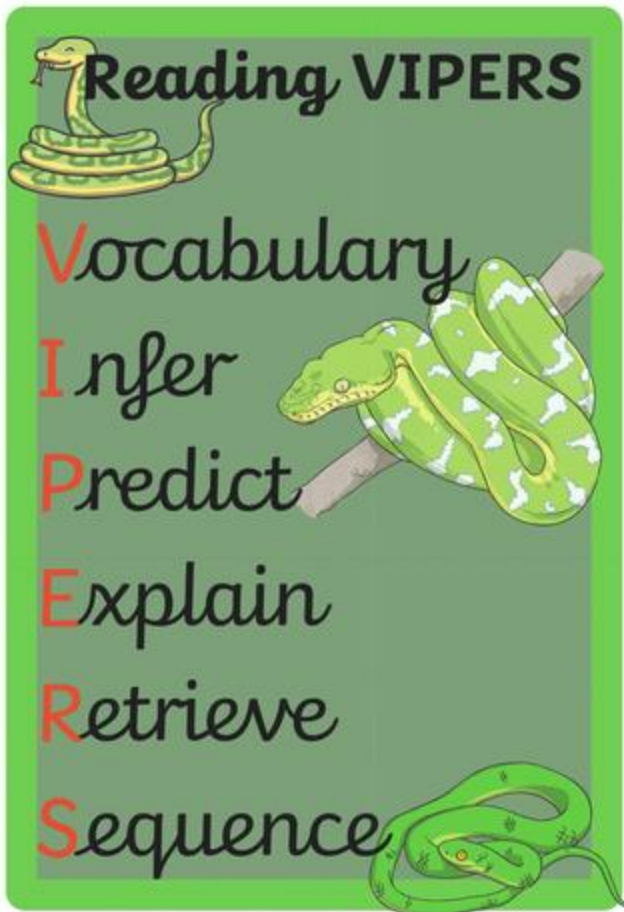
## Whole Class Reading

You may have heard your child using the term ‘Reading VIPERS’ and wondered what snakes have to do with reading! This is a mnemonic we use at school to cover the key comprehension skills that we teach as part of the National Curriculum.

We use the term ‘Reading VIPERS’ to encourage children to actively think about the comprehension skills they are using when they read.

These are:

- V - Vocabulary
- I - Infer
- P - Predict
- E - Explain
- R - Retrieve
- S - Summarise (KS2)



Comprehension lessons are teacher led and focus on teaching the skill of reading through discussion of skills and teacher modelling.

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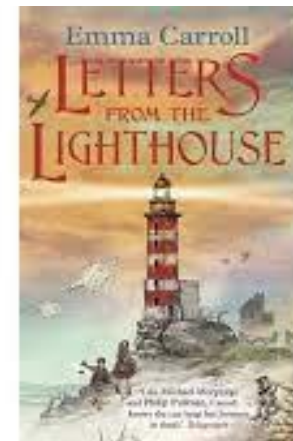
# Practical session.

## Whole Class Reading session.

What is choral?

What is echo?

What is jump in?



we lived, they'd been more of an annoyance, forcing you out of bed in the middle of the night and into a freezing-cold air-raid shelter.

In the foyer, the lights were off. All I could see were the outlines of the front doors and the cash desk just inside. Already the space was filling up with people – but our sister wasn't one of them.

'She can't still be in the lavs.' Cliff's hand felt sticky in mine.

'She's probably powdering her nose,' I said, with a confidence I wasn't feeling. 'You've seen how glammed up she is tonight.'

'She's the dead spit of Mum.'

‘She’s got her best coat on, that’s why.’ I tapped my foot anxiously. ‘Oh come on, Sukie.’

As the last few people came out into the foyer, the mood seemed to change. People were hurrying, jostling into those already making their way out.

‘Stop pushing!’ a man shouted like he was in charge. ‘We’ll get you all out, just slow down!’

Holding Cliff’s hand even tighter, I wasn’t sure what to do: stay and wait for Sukie, or go with everyone else to the nearest shelter. Someone was shining a torch at the floor to help guide people’s feet. Then that went out too. A woman screamed, and though no one else



joined in, you could feel the panic building.

I took a deep breath, trying to keep calm. ‘Stay here, Cliff. I’m going to find—’

A hand came down heavily on my shoulder. ‘You, lassie, and you, laddie.’ It was the man in charge. ‘What you dithering here for?’

I tried to explain: ‘My sister’s in the toilet.’

‘I’ve just checked the lavs. Ain’t nobody left inside but us, sweetheart.’ The second voice was a woman’s.

Two sets of hands steered us towards the door. Before I could shrug them off, we were out on the pavement. The noises, the smells of burning hit me at once. I felt a jolt of pure, cold fear. Up in the sky, searchlight beams criss-crossed the darkness. Already,

I could hear the faint *crack-crack* of our guns as the German aircraft got closer, and fought the urge to cover my head protectively with my arms.

‘I don’t like it, Olive,’ Cliff muttered.

I didn’t, either. And until we found Suki I was the big sister, the responsible one. That was pretty alarming too.

‘Don’t worry,’ I told him, a stupid thing to say but it was all I could think of. ‘Suki’s probably waiting for us in the shelter.’

We hurried down the street after the last few



Question 1: What does it mean when it says someone is 'the dead spit of Mum?'



Question 2: Why was the narrator tapping their foot anxiously?



Question 3: What do you think might have happened to Sukie?



Question 4: Explain why the children were heading to the shelter?



Question 5: What does someone use to guide the way in the dark?



Question 6: Use one word to describe the narrator. Why did you choose this word?

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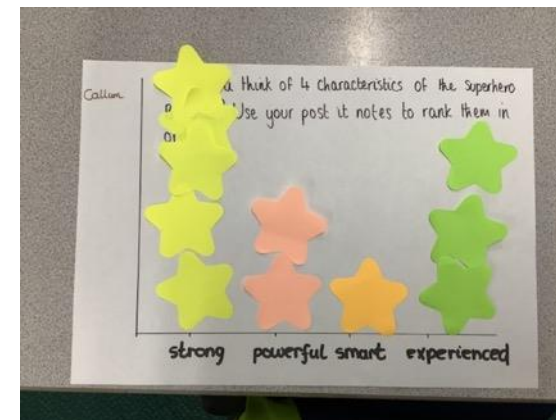
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## Love of Reading

We are passionate about developing children's joy, pleasure and love of reading at Whinmoor St Paul's. In order to achieve this, we teach a weekly session related to our class novel and a Vipers skill which will develop a natural curiosity and intellectual interest in the books we study.



FOR THE LOVE OF BOOKS

A decorative graphic at the bottom of the page showing a row of colorful books standing upright. The books are in various colors including green, orange, purple, yellow, and grey.

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### Home Reading Books

Your child has a banded reading book to take home.

Every half term, fluency and book banding checks are completed by the teacher to ensure your child is accessing the correct book for their ability.

It is vital your child's reading is listened to at home to ensure they are getting additional practice. In addition to their reading book, remember, they can read ANYTHING!

We need your help to instil that love of reading.



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What difference could I make as a parent or carer?

**A LOT!**

Parents and carers are by far the most important educators in a child's life. It's never too young for a child to start, even if you're only reading with your child for a few minutes a day. It has been found that reading to an adult and talking about the text for only ten minutes a day, makes a significant impact on reading development.



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### **Building vocabulary and understanding:**

Learning to read is about listening and understanding as well as working out print. From hearing and reading stories, children are exposed to a rich and wide vocabulary.

### **Different reading sources:**

Find out what interests them and encourage them to find other reading materials or sources that will be engaging and fun such as comics, magazines and recipes!



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## **What we ask of parents and carers:**

- We ask that you listen to your child read at least three times a week for a minimum of ten minutes.
- Please talk to us about reading and ask us if unsure.
- Fill in your child's homework diary with details of the pages read and sign this on a weekly basis.
- Make sure your child has their reading book in school every day.



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Talk  
about  
the book

Be  
POSITIVE

## Top tips!

Choose a  
quiet  
time.

Make it fun  
and  
enjoyable

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Any questions?