

Michael is a young fisherman. He often takes out his boat, the 'Louisa May', for a day of fishing.

An Encounter at Sea

For the first time in over a week, Michael hadn't seen a dolphin all day. He was two miles offshore now, motoring along his daily survey course. The *Louisa May* pulled the reflection of the sky and the island into pleats behind her, and the *putt-putt* of her engine was lost in the big, quiet stillness of the afternoon.

Michael shut off the outboard motor and stopped. He leaned over the side to scoop up a bucket of seawater to cool himself, and looked down. Long fingers of sunlight slanted into the clear water, shifting slightly in arcs of radiating lines, and were swallowed up at last into the perfect blueness of the depths.

He poured the water over himself, savouring the delicious coolness.

...the 'putt-putt' of her engine was lost in the big, quiet stillness of the afternoon.

Choose the best words to match the description above. Circle both of your choices.

The boat was

chugging

smoking

racing

roaring

Tick one box in each row to show whether each statement is true or false.

	True	False
The boat was still motoring forwards when the whale appeared.		

UKS2

Reading Workshop



While we wait to get started, please have a go at the reading questions on your table!

How we teach reading in UKS2



Reading forms the first section of every English lesson that we do.

Part 1 - Reading Fluency - 90 words within 1 minute on a Year 5/6 level text.

They read to their partner. Their partner then reads to them.

Have a go on your own!



Reading—POS6—D3

I can read words accurately and fluently without overt sounding and blending, at over 90 words per minute at the age expected book band level.



1

There were, it was true, some envious looks cast at Beowulf and his Geatish warriors, and some envious words too. Amongst the Danish thanes a few did not care to be outshone in this manner and felt their honour threatened. Some challenged Beowulf openly, questioning his proud claim that he would succeed in this fight where they had not, especially, they said, if he faced up to Grendel unarmed as he had proposed he would. Stung at these insults Beowulf spoke up strongly in his own defence.


“Do not worry yourselves on our account. We’ll soon show this monster Grendel strength, courage and a firmness of purpose he has never met before. Just because you have failed, don’t imagine for one moment we shall do the same. We are made of sterner stuff than you think. Mark my words, by daylight the reign of

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this terror-tyrant will be over. We have come to do this, and with God’s help we shall achieve it.”

The more Hrothgar heard, that kind and generous king, that great father-protector and shepherd of all the Danes, the more he hoped, and then believed, that Beowulf could better the beast that night. Doubts disappeared and all envy too, as the harp music rose to the rafters and laughter echoed once again about the great mead-hall. Bearing the precious treasure-cup, Hrothgar’s queen came now to Heorot to meet these Geatish heroes, to greet and honour them. But to the peerless Hrothgar, her husband and her beloved, she offered the treasure-cup first, and afterwards gave the cup to each of them, irrespective of age or rank, for she was always gracious and kind to all. Then to Beowulf she came, glittering in her

3



regal beauty, her arm-rings glowing gloriously. Offering him the cup, she thanked him warmly, and the good Lord who had sent him, for coming so nobly to their aid.

Accepting the treasure-cup and her thanks most graciously, Beowulf rose to speak.

“We have come here, my lady, rowed and sailed our way across the surging seas for only one reason, to carry out the wishes of great Hrothgar, your husband and king, and our friend and perfect ally; to accomplish the death of this Grendel and end for ever the terror that stalks this place and all your people, or to fail in the attempt and so meet our end.”

No words had ever sounded sweeter to

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this lady, this splendid queen of the Danes. The poet sang then of the victory to come, of the foul fiend destroyed and evil banished, and Geat and Dane alike raised their rousing voices till all Heorot resounded once more to the ringing rafters. But now, as he looked out, Hrothgar saw the shadows lengthening and knew the time was coming to quit the hall. He knew, as they all did, that outside in the falling dark which would very soon drown the world, the dreaded monster was leaving his lair again, was already gliding through the brooding shadows towards Heorot.












Hrothgar and Beowulf, great heroes both, saluted one another in love; and, in parting, Hrothgar spoke his last words.












“I now hand over Heorot to you, brave Beowulf, to have and to hold through this night. Guard it well. I know that in the fight to come you will stretch every sinew,

How we teach reading in UKS2



Part 2 - Teach the skill

Basic Skills (Fluency) by the end of Year 5:		
	D1	I know and use my Year 3/4 phonics objectives securely.
	D2	I can accurately read some common exception words (Years 5&6).
	D3	I can read words accurately and fluently without overt sounding and blending, at over 90 words per minute at the age expected book band level , applying their growing knowledge of root words, prefixes and suffixes
Key Learning for Secure - Comprehension		
	C1	I can give/explain the meaning of words in context some of the time.
	C2	I can accurately retrieve and record information/key details from fiction and non-fiction texts some of the time.
	C3	I can accurately summarise main ideas from more than one paragraph some of the time.
	C4	I can make accurate inferences from the text/explain and justify inferences with evidence from the text some of the time.
	C5	I can accurately predict what might happen from details stated and implied some of the time.
	C6	I can accurately identify/explain how information is related and contributes to meaning as a whole some of the time.
	C7	I can accurately identify/explain how meaning is enhanced through choice of words and phrases some of the time.
	C8	I can make accurate comparisons within the text some of the time.

Basic Skills (Fluency) by the end of Year 6:		
	D1	I know and use my Year 3/4 phonics objectives securely.
	D2	I can accurately read most common exception words (Years 5&6).
	D3	I can read words accurately and fluently without overt sounding and blending, at over 90 words per minute at the age expected book band level , applying their growing knowledge of root words, prefixes and suffixes
Key Learning for Secure - Comprehension		
	C1	I can give/explain the meaning of words in context most of the time.
	C2	I can accurately retrieve and record information/key details from fiction and non-fiction texts most of the time.
	C3	I can accurately summarise main ideas from more than one paragraph most of the time.
	C4	I can make accurate inferences from the text/explain and justify inferences with evidence from the text most of the time.
	C5	I can accurately predict what might happen from details stated and implied most of the time.
	C6	I can accurately identify/explain how information is related and contributes to meaning as a whole most of the time.
	C7	I can accurately identify/explain how meaning is enhanced through choice of words and phrases most of the time.
	C8	I can make accurate comparisons within the text most of the time.

How we teach reading in UKS2



These are the four core skills to reading:



C1

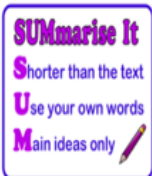
I can give/explain the meaning of words in context most of the time.



Retrieve

C2

I can accurately retrieve and record information/key details from fiction and non-fiction texts most of the time.



C3

I can accurately summarise main ideas from more than one paragraph most of the time.



Infer

C4

I can make accurate inferences from the text/explain and justify inferences with evidence from the text most of the time.

How we teach reading in UKS2



These are the four core skills to reading:



C1

I can give/explain the meaning of words in context most of the time.

Finding out what words mean from reading the text. This is without the use of a dictionary or the internet. Children need to consider the text/sentences around the word and use clues from this to decipher the meaning of any unfamiliar words.

Find and copy a word from paragraph 2 that has the definition, "*behaviour which causes physical or mental harm to another,*"

What does the word 'briskly' suggest about the character?

How we teach reading in UKS2

These are the four core skills to reading:



Retrieve

C2

I can accurately retrieve and record information/key details from fiction and non-fiction texts **most** of the time.

Finding obvious answers within the text and using it as your answer. Using scanning skills to locate key words from question.

How many giants has Beowulf killed?

What does Beowulf want to return to the kingdom?

What does Grendel do to his victims?

How we teach reading in UKS2

These are the four core skills to reading:



SUMmarise It
Shorter than the text
Use your own words
Main ideas only

C3

I can accurately summarise main ideas from more than one paragraph most of the time.

Summing up what a text/extract/paragraph of a text is about ensuring you include the main points. We encourage this as we read a text down the side. This helps to locate answers for all other questions.

Summarise the events of the text in one sentence.

Summarise the text by ordering the following events..

- a. *Grendel slaughtered 30 people.*
- b. *Hrothgar built Heorot.*
- c. *Hrothgar tells the tale of creation.*
- d. *Grendel listened outside the hall.*

How we teach reading in UKS2

These are the four core skills to reading:



Infer

C4

I can make accurate inferences from the text/explain and justify inferences with evidence from the text **most** of the time.

Using evidence from the text to explain what is meant when the answer is not explicit. We use evidence to support the point we are making and will often use a grid to do this.

How does Beowulf feel in this extract. Use evidence from the text to support your answer.

The Danes were jealous of Beowulf during the conversation. How do we know this? Use evidence from the text to support your answer.

How and Why?

During lessons, children are taught the strategies that allow them to answer different types of questions.



Skimming

Reading quickly to gain an understanding of the text. You may not read every word. If you can't read or understand a word, you miss it out.

Scanning

Children are taught to identify key words within a question, they can then scan for this word within the text. Children may look for the initial letter of the word or patterns within the word.

E.g - **P**ossess

How and Why?

During lessons, children are taught the strategies that allow them to answer different types of questions.



Summarise/Annotate

Pupils can annotate/underline/highlight key information within a text to identify the most important elements of the extract. They can use the 5 W's (who, what, where, when and why) to help them create a summary of the text. When doing this, they can jot notes down the side of the text.

How and Why?

During lessons, children are taught the strategies that allow them to answer different types of questions.



Point - Evidence - Explain (PEE)

This is a useful strategy for answering inference questions much more effectively and quickly. Children are now able to use a grid for these questions. These are often '3 mark' questions which historically have required lots of writing!

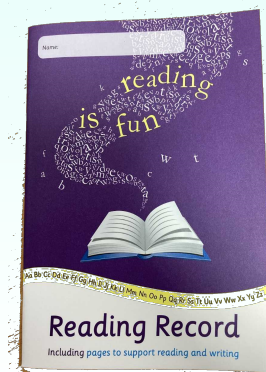
Point	Evidence - Explain (if necessary)
He is angry	'The man stomped down the road'

Reading records



We would like all children to read at least 3 times a week at home with an adult, if possible.

Please sign and date your child's reading record every time you read with them.



Reading at home together



When reading together at home, there are many different ways you can support your child's reading and understanding of their book.

Suggested questions

Before, during or after reading together here are some suggested questions you could ask. They do not need to be written answers, but a conversation whilst reading together.

There are a list of questions which are based on the core reading skills.

Reading also supports your child's writing as they become creative in their use of vocabulary and sentence structures.

Reading together at home
When you're reading at home together, here are some suggested questions that you can ask your child before, during or after to help develop and strengthen their reading skills!

Vocabulary - giving the meaning of words in context

1. What does ... mean in the sentence?
2. What does ... suggest about the character, setting or story?
3. Can you think of a synonym (a word that means the same) for the word ...?

Retrieval - identifying information from the text

1. Name one or two things you were told about the character?
2. Name one or two things you were told about the setting?
3. Why did a character do a particular thing? Can you explain why?
4. Can you tell me two or three new things you've learnt from what we've read today?

Summarise - giving a brief statement/overview of the main points

1. Can you summarise/give me an overview of the story so far?
2. What's the main point of what we've read today?
3. Can you write a blurb for the book you're reading?

Infer - concluding based on evidence

1. From the paragraph you've read, how do you know/what evidence is there to show the character felt ...?
2. What can you infer about a setting or character from what you've read today?
3. What impressions do you get of the character?
4. Can you find a sentence where the author showed that the character was ...?

Predict - anticipating what might happen next based on evidence

1. What do you think will happen next? Explain why you think this.
2. Do you think the character will act differently in the future/after this part of the book?