

Legs' race

"Run ... Legs ... run," chanted Uncle Udi.

"She runs like a cheetah," said her uncle proudly to the people standing nearby.

Legs was running through Zoo Park, training for the big race. Her name was really Lepandi but everybody called her Legs. Except her mother.

Legs loved to run.

The race started next Saturday in Zoo Park. You ran out of the park gate. Then you had to run up the hill, round the church, past the whitewashed fort, through the school grounds, past the stone castle, down the steep road and back into the park. One kilometre from start to finish.

Last year Legs had finished in tenth place. This time she wanted to be in the first five.

All week Legs had dreamt about running the race. On Wednesday night in a dream she was struggling through the Namib Desert, sand up to her hips. The next night she was running a three-legged race with her uncle who kept on tripping her up. She woke in the hot room, wondering what the dreams meant.

Uncle Udi was a large man, short of breath. Legs liked him but did not want him as a running partner. She was sure about that.

"He's not only large, he's lazy," said Legs' mother.

The afternoon before the race there was a thunderstorm. The heat broke as thunder cracked the earth like a whip. Rain bounced off the hard ground outside Legs' home and fell on the roof.

...*thunder cracked the earth like a whip* (page 4)

What does *cracked the earth like a whip* tell you about the thunder?


1 mark

Explain why you think Legs did not want Uncle Udi as a running partner.

2 marks

LKS2

Reading Workshop

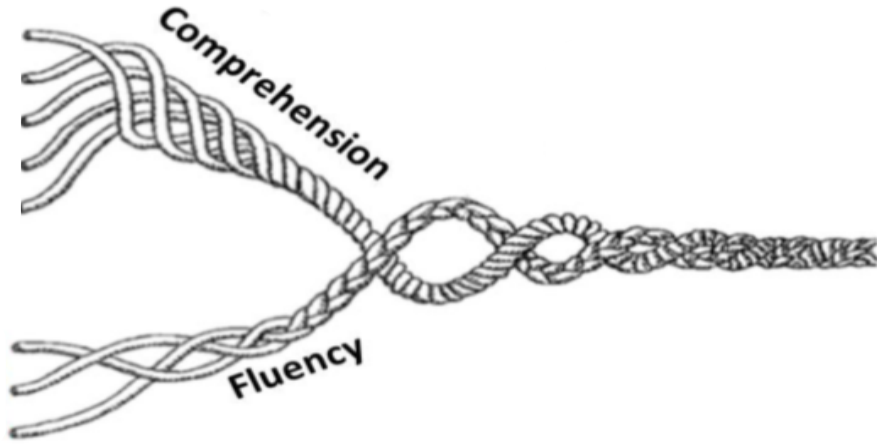


**While we wait to get started, please
have a go at the reading questions on
your table!**

Reading

Reading
Domains

Phonics
Decoding
Tricky Words



Fluency

Year 1 programme of study

Reading – word reading

Statutory requirements

Pupils should be taught to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading.

Year 2 programme of study

Reading – word reading

Statutory requirements

Pupils should be taught to:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading.

Fluency

Years 3 and 4 programme of study

Reading – word reading

Statutory requirements

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in [English Appendix 1](#), both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

How we teach reading in LKS2

Part 1 - Fluency



Basic Skills (Fluency) by the end of Year 3:		Basic Skills (Fluency) by the end of Year 4:	
	D1 I know and use my Key Stage One phonics objectives securely.		D1 I know and use my Key Stage One phonics objectives securely.
	D2 I can apply my growing knowledge of root words, prefixes and suffixes some of the time.		D2 I can apply my growing knowledge of root words, prefixes and suffixes most of the time.
	D3 I can read some common exception words (Years 3&4).		D3 I can read most common exception words (Years 3&4).
	D4 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 .		D4 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 .
Key Learning for Secure - Comprehension		Key Learning for Secure - Comprehension	
	C1 I can give/explain the meaning of words in context some of the time.		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 some 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 some 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 some 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 some 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 some 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 some 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 some of the time.		C8 I can make accurate comparisons within the text most of the time.

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




Part 1 - Reading Fluency

- Phonics

- Common Exception Words

- 90 words within 1 minute on a Year 3/4 level text.



Sound Families

or-sound family
 ou: sausage, core, saw
 or: horn, walk, walnut

er-sound family
 er: pepper, purse, get
 ar: chair, bare, pear

ow-sound family
 ow: clown, mouth
 oi: coin, boy

ch-sound family
 ch: chick, witch
 ear: ear, deer
 sh: sheep, chef
 ss: kiss, snake, city

f-sound family
 f: frog, off, dolphin
 r: rabbit
 wr: wrist
 u_e-sound family
 u_e: cube, universe, minus, use
 w-sound family
 w: wave
 wh: wheel

Twinkl Phonics Scheme

Year 3/4 Common Exception Words

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



Reading—P054—D4
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.



0:01:00

Chapter 6

By first light they were on the move again, and as they went deeper into the wood Marinetta knew that it was now almost impossible for them to be trailed by any rescue party. She thought of her father and tried not to let the tears come. They rode for many miles, until the trees thinned out. Suddenly, in front of them, was a great marshy swamp. In the middle of this were some crannogs, houses built on platforms. The ponies were left tied to the trees as the tribesmen and their prisoners walked across the rough wooden planks to the dwelling places.

"Look!" sneered one of the tribesmen as he pointed northwards to a hill on the horizon.

"There is the wall of Antonius Pius and your great Roman fort at Cibra. See what Remains of it now? Ruins!" He opened a door in what looked like a pigsty and flung them inside.

"Ruffians!" said Lucius, as soon as they were alone. "That's what they are. All of these Celts are thieves and barbarians living in foul dwellings."

"Not so," said Titus. These Celtic people have a language and a culture of their own. "Remember your manners."

"Marinetta's mother was of this race."

Lucius's face went red. "I spoke without thinking," he admitted.

"As you often do," his uncle reminded him.

"If you had paid attention to your history lessons, then you would know that the great Julius Caesar himself spoke highly of them. Their bards are gifted musicians and storytellers."

"But, Uncle," protested Lucius, "they are so undisciplined. Their fighting method has no order."

Titus held up his hands which were tied together. "We are their captives, Lucius," he smiled.

"Because they don't fight fairly!" protested Lucius.


"They don't follow proper military procedure."

His uncle laughed out loud. "Why should they do battle as we do? They fight according to their own rules."

























"And they enjoy it," said Marinetta. She remembered her mother telling her of the great Celtic warriors, heroes who were honoured. The stories of the wars, with brave and noble deeds, and then the feasting afterwards which went on for many days and nights.

How we teach reading in LKS2


Part 2 - Comprehension







Cookridge
Primary School
TOGETHER WE ACHIEVE THE EXTRAORDINARY

Basic Skills (Fluency) by the end of Year 3:		Basic Skills (Fluency) by the end of Year 4:	
	D1 I know and use my Key Stage One phonics objectives securely.		D1 I know and use my Key Stage One phonics objectives securely.
	D2 I can apply my growing knowledge of root words, prefixes and suffixes some of the time.		D2 I can apply my growing knowledge of root words, prefixes and suffixes most of the time.
	D3 I can read some common exception words (Years 3&4).		D3 I can read most common exception words (Years 3&4).
	D4 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 .		D4 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 .
Key Learning for Secure - Comprehension		Key Learning for Secure - Comprehension	
	C1 I can give/explain the meaning of words in context some of the time.		C1 I can give/explain the meaning of words in context most of the time.
 <small>Retrieve</small>	C2 I can accurately retrieve and record information/key details from fiction and non-fiction texts some of the time.	 <small>Retrieve</small>	C2 I can accurately retrieve and record information/key details from fiction and non-fiction texts most of the time.
 <small>Remember It</small> <small>Remember It</small> <small>Remember It</small> <small>Remember It</small>	C3 I can accurately summarise main ideas from more than one paragraph some of the time.	 <small>Remember It</small> <small>Remember It</small> <small>Remember It</small> <small>Remember It</small>	C3 I can accurately summarise main ideas from more than one paragraph most of the time.
 <small>Infer</small>	C4 I can make accurate inferences from the text/explain and justify inferences with evidence from the text some of the time.	 <small>Infer</small>	C4 I can make accurate inferences from the text/explain and justify inferences with evidence from the text most of the time.
 <small>Predict</small>	C5 I can accurately predict what might happen from details stated and implied some of the time.	 <small>Predict</small>	C5 I can accurately predict what might happen from details stated and implied most of the time.
 <small>Explain</small>	C6 I can accurately identify/explain how information is related and contributes to meaning as a whole some of the time.	 <small>Explain</small>	C6 I can accurately identify/explain how information is related and contributes to meaning as a whole most of the time.
 <small>Word Choice</small>	C7 I can accurately identify/explain how meaning is enhanced through choice of words and phrases some of the time.	 <small>Word Choice</small>	C7 I can accurately identify/explain how meaning is enhanced through choice of words and phrases most of the time.
 <small>Compare</small>	C8 I can make accurate comparisons within the text some of the time.	 <small>Compare</small>	C8 I can make accurate comparisons within the text most of the time.


How we teach reading in LKS2




These are the four core skills to reading:

	<p>C1 I can give/explain the meaning of words in context <u>most</u> of the time.</p>
 Retrieve	<p>C2 I can accurately retrieve and record information/key details from fiction and non-fiction texts <u>most</u> of the time.</p>
	<p>C3 I can accurately <u>summarise</u> main ideas from more than one paragraph <u>most</u> of the time.</p>
 Infer	<p>C4 I can make accurate inferences from the text/explain and justify inferences with evidence from the text <u>most</u> of the time.</p>

How we teach reading in LKS2



These are the four core skills to reading:

	<p>C1 I can give/explain the meaning of words in context <u>most</u> of the time.</p>
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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.

He opened a door in what looked like a pigsty and flung them inside.

Tick the word closest in meaning to 'flung' in the sentence above.

placed thrown dropped collected

Their bards are gifted musicians and storytellers.
What does the word 'gifted' suggest about them?

How we teach reading in LKS2

These are the four core skills to reading:



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.

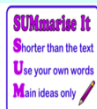
What are houses built on platforms called?

How long would Celtic feasting go on for?

How is the swamp described?

How we teach reading in LKS2

These are the four core skills to reading:



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 text by ordering the following events.

Lucius complained about how Celts fight.

Marinetta, Titus and Lucius were put in a pigsty.

Marinetta remembered her mother's stories of Celtic warriors and heroes.

Marinetta, Titus and Lucius were taken deeper into the wood.

How we teach reading in LKS2



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.

Lucius's face went red.

How is Lucius feeling at this moment? Tick one that best describes this.

Hot

Angry

Embarrassed

Why do you think this?

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 - Possess

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.



He opened a door in what looked like a pigsty and flung them inside.

Tick the word closest in meaning to 'flung' in the sentence above.

placed thrown dropped collected

Their bards are gifted musicians and storytellers.

What does the word 'gifted' suggest about them?



What are houses built on platforms called?

How long would Celtic feasting go on for?

How is the swamp described?



Summarise the text by ordering the following events using the numbers 1-4.

Lucius complained about how Celts fight.

Marinetta, Titus and Lucius were put in a pigsty.

Marinetta remembered her mother's stories of Celtic warriors and heroes.

Marinetta, Titus and Lucius were taken deeper into the wood.



Lucius's face went red.

How is Lucius feeling at this moment? Tick one that best describes this.

Hot Angry Embarrassed

Why do you think this?



Have a go!

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.

