

Encouraging your child to
read for pleasure
will have a huge impact on your
child's education.



READ

20 MINUTES A DAY



STUDENT A
reads at home



20
min/day

STUDENT B
reads at home



5
min/day

STUDENT C
reads at home



1
min/day

THEY WILL HEAR

1,800,000

282,000

8,000

WORDS PER YEAR

THEY WILL HAVE READ FOR

851

212

42

HOURS BY 6TH GRADE

AND ON STANDARDIZED TESTS,
THEY WILL LIKELY SCORE BETTER THAN

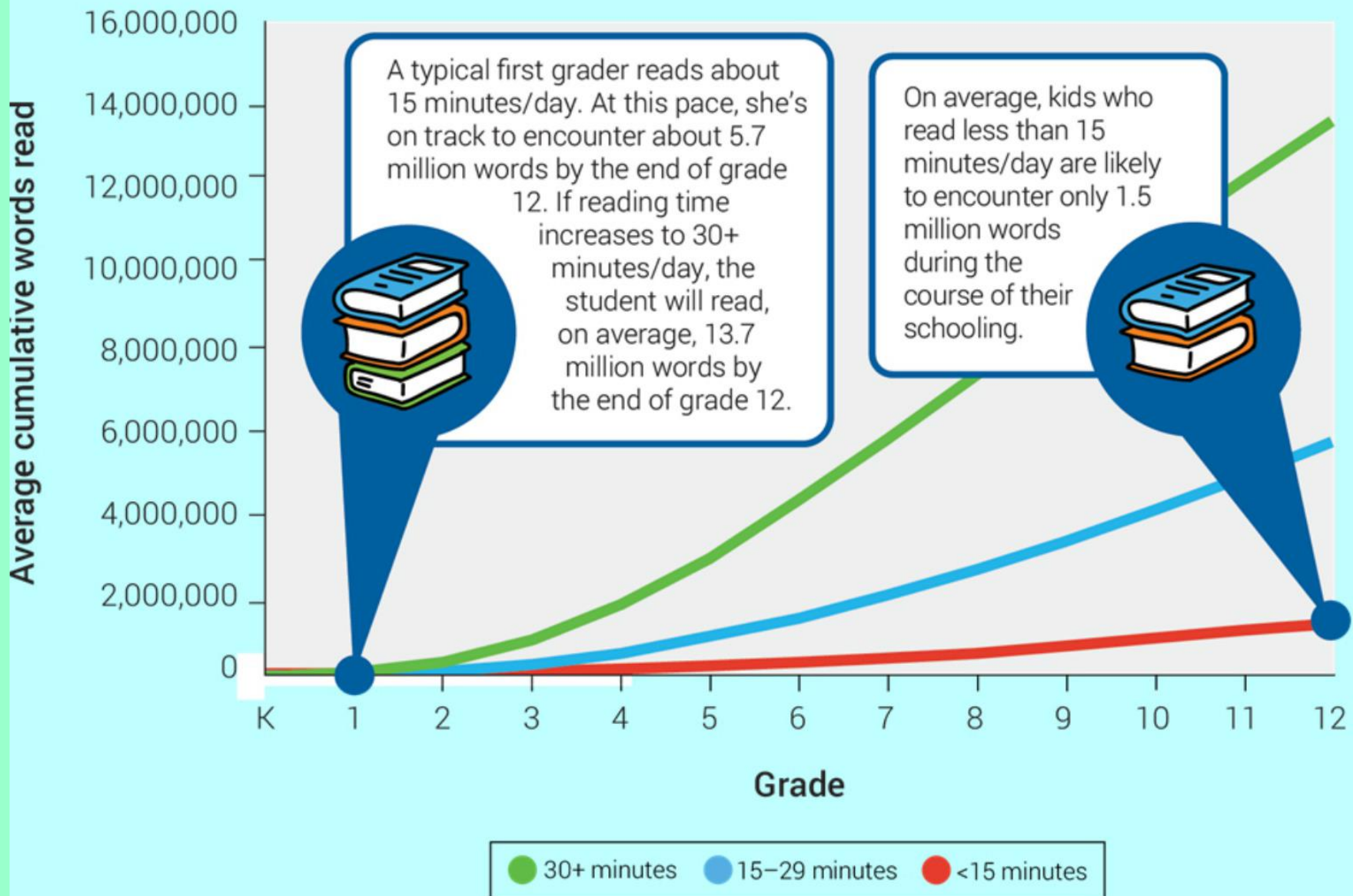
90%

50%

10%

OF THEIR PEERS

Vocabulary exposure increases with daily reading time



A taste of reading at Barnfield



Reading and writing floats on a sea of talk...





WELCOME TO BARNFIELD PRIMARY SCHOOL



From our Early Years to KS2



WELCOME TO BARNFIELD PRIMARY SCHOOL



We are very proud of how the children use Barnfield's library!



Enjoyment of reading in childhood =
the greater the success in later life...



Picture books are fun, lend themselves for great conversations and are for all ages.



So the boy decided to help the penguin find its way home.

He asked some birds if they knew
where the penguin came from.



But they ignored him.
Some birds are like that.

When you read daily to your younger child, your child will learn to *concentrate* and sit still for longer periods of time, which can help when in school.

Reading at home...



Year 2 SATS example



12

Which **two** pieces of clothing did cowboys use to protect their faces from the weather?

1. _____

2. _____

A cowboy's job

Two hundred years ago in North America, a huge area of grass covered most of the land. Because people wanted to eat meat, they kept cows on this land.

Cowboys were needed to move the cattle from one place to another. This could take months, so the cowboys lived and worked together and became friends.



A group of cowboys

14

What covered most of the land in North America two hundred years ago?



1 mark

Year 2 SATS example

My Big Brother JJ

I was happy. My brother JJ was happy.
It was nearly half term.

Then Mum rushed into the room.

“JJ! Jasmine! I need to talk to you about
next week. I know it is holiday time, but
I have to go to work,” she said.



“I need to know that you can be a good girl for JJ. He will be in charge.”

a Why was JJ looking after Jasmine?

Tick **one**.

Mum was going to work.

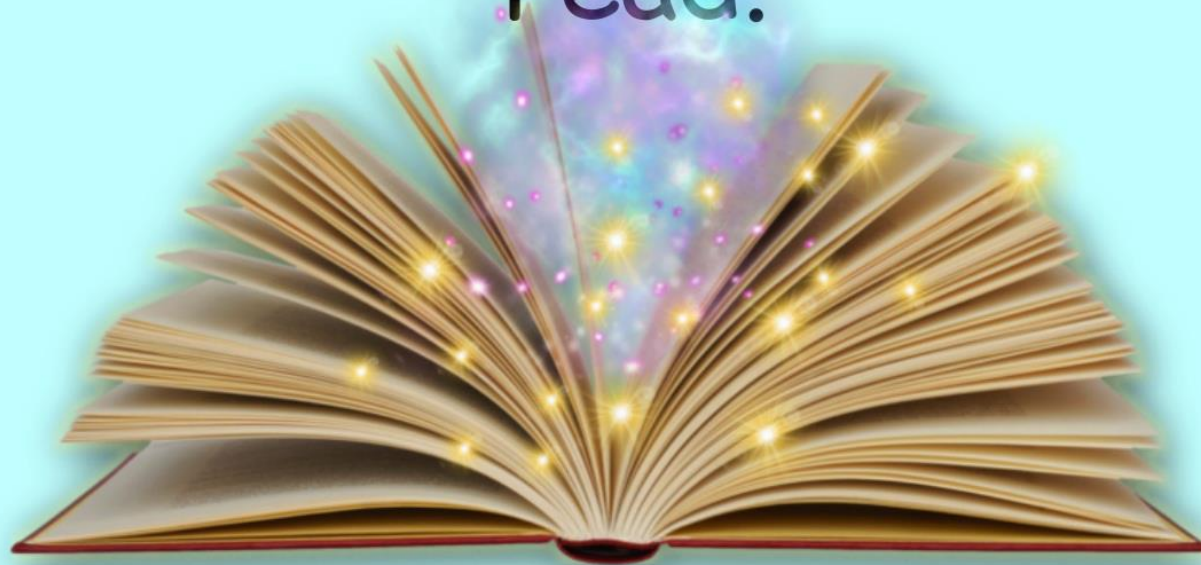
Mum was going on holiday.

Jasmine was ill.

Jasmine was going on holiday.

b Who is telling the story?

A common misunderstanding is
that if a child can read words
then they have understood what
they have
read.



Try reading this....

Igub was an ijob. Igub lised to the
sfiy. Fibs wks for Igub. Fibs
zonzed around with Iqub.

Could you answer these questions?

Igub was an ijub. Igub lised to the
sfiy. Fibs wks for Igub. Fibs
zonzed around with Iqub.

1. What is Igub?
2. Where did Igub go?
3. Who did Igub meet?
4. What did they do?



This is an example of something you might hear your child read to you.

The children paddled and built sandcastles. When the wind picked up, they quickly gathered their clothes and cycled home.

What key words give understanding?

It can be tricky think of questions to ask....

www.activelearnprimary.co.uk

Username:

Password: **books**

School code: **thlj**



Bug Club

Sign in

Username



Password



Show

School code (Primary schools only)

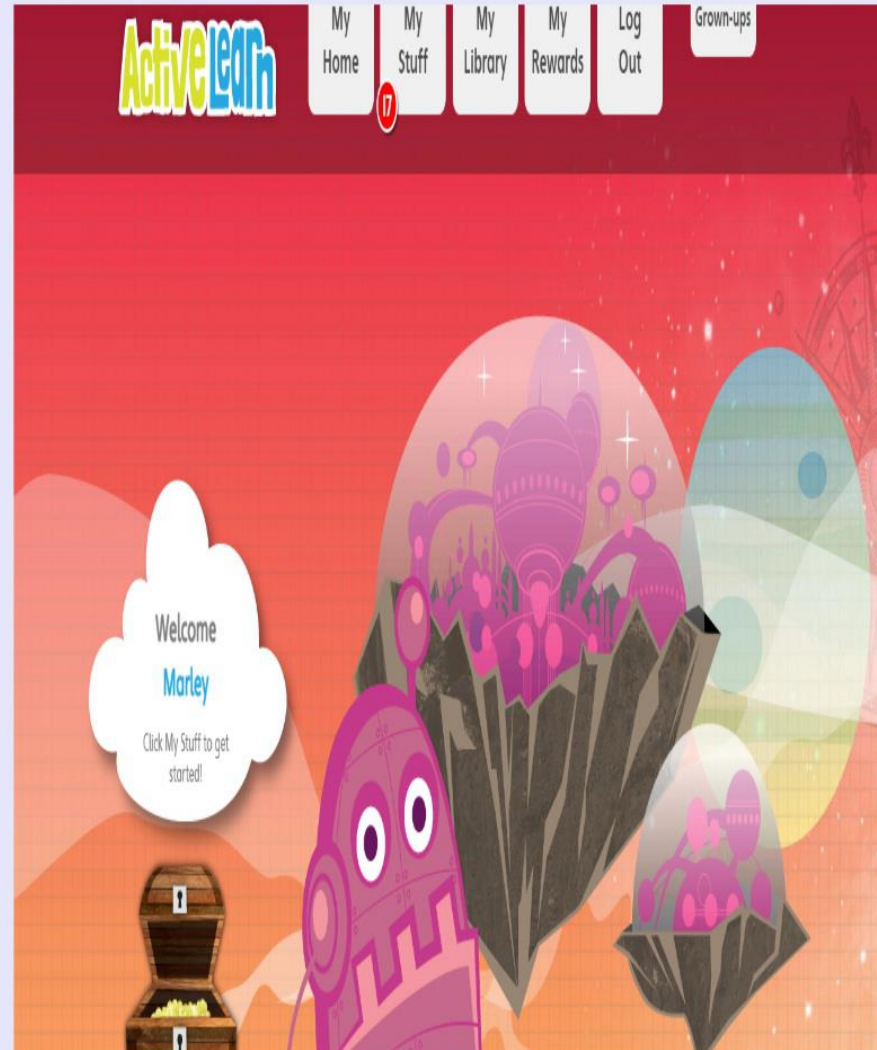


thlj

[Forgot your username or password?](#)

Sign in

Bug Club



Bug Club is our school resource to help you!

Reading is not about being bright - it is about bringing experiences and life knowledge to the page.



Comprehension is a cognitively complex process, made up of components that work interactively and interdependently as the text is read.

- Vocabulary
- Grammatical understanding
- Inference -making
- Comprehension monitoring
- Background knowledge

Many of our children love poetry

Giants

How would you like it –
Supposing that you were a snail,
And your eyes grew out on threads,
Gentle, and small, and frail –
If an enormous creature,
Reaching almost up to the distant skies,
Leaned down, and with his great finger touched
Your eyes
Just for the fun
Of seeing you snatch them suddenly in
And cower, quivering back
Into your pitiful shell, so brittle and thin?
Would you think it was fun then?
Would you think it was fun?

And how would you like it,
Supposing you were a frog,
An emerald scrap with a pale, trembling throat
In a cool and shadowed bog,
If a tremendous monster,
Tall, tall, so that his head seemed lost in the mist,
Leaned over, and clutched you up in his great fist
Just for the joy
Of watching you jump, scramble, tumble, fall,
In graceless, shivering dread,
Back into the trampled reeds that were grown so tall?
Would you think it a joy then?
Would you think it a joy?

Lydia Pender

Let's look at what child is
working towards by the end of
primary school....

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Lydia Pender

Giants is a poem from a SATS paper

16

(a) What does the 'giant' do to frighten the snail?

1 mark

(b) What does the 'giant' do to frighten the frog?

1 mark

17

Gentle, and small, and frail

Which part of the snail do these words describe?

Circle the part of the snail in the picture below.



1 mark

18

Gentle, and small, and frail

How do these words make the reader feel about the snail?

1 mark

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Lydia Pender

19 How does the snail behave when it is afraid?

Give **two** ways.

1. _____

2. _____

1 mark

20 *Into your pitiful shell, so brittle and thin*

In this line, the word *brittle* is closest in meaning to...

Tick **one**.

shiny.

soft.

delicate.

rough.

1 mark

21 Explain **two** things that the words *emerald scrap* suggest about the frog.

2 marks

22 What is the *tremendous monster*?

1 mark

23 *Just for the joy
Of watching you jump, scramble, tumble, fall*

Find and copy **two** more words from the poem that show that the frog was frightened.

1. _____

2. _____

1 mark

24 What is the main message of the poem?

Tick one.

People can learn a lot from holding small creatures.

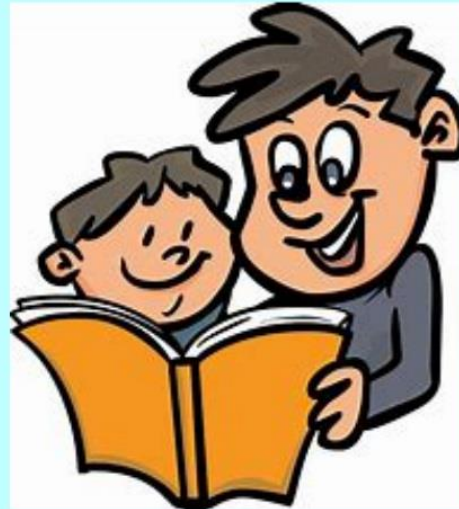
People should think about how their actions affect others.

People are much bigger than frogs and snails.

People should overcome their fear of nature.

1 mark

Family life can be very busy so relaxing with your child and simply enjoying each other's company while reading can be a great way for you both to wind down, relax, and bond.



And beyond....GCSE

2. Look in detail at this extract:

"If that's the ghost, he's very ugly!"

"Oh, yes!" cried the chorus of ballet-girls.

And they all began to talk together. The ghost had appeared to them in the shape of a gentleman in dress-clothes, who had suddenly stood before them in the passage, without their knowing where he came from. He seemed to have come straight through the wall.

"Pooh!" said one of them, who had more or less kept her head. "You see the ghost everywhere!"

And it was true. For several months, there had been nothing discussed at the Opera but this ghost in dress-clothes who stalked about the building, from top to bottom, like a shadow, who spoke to nobody, to whom nobody dared speak and who vanished as soon as he was seen, no one knowing how or where. As became a real ghost, he made no noise in walking. People ►

began by laughing and making fun of this spectre dressed like a man of fashion or an undertaker; but the ghost legend soon swelled to enormous proportions among the corps de ballet. All the girls pretended to have met this supernatural being more or less often. And those who laughed the loudest were not the most at ease. When he did not show himself, he betrayed his presence or his passing by accident, comic or serious, for which the general superstition held him responsible. Had any one met with a fall, or suffered a practical joke at the hands of one of the other girls, or lost a powderpuff, it was at once the fault of the ghost, of the Opera ghost.

8 minutes is the recommended time to be spent on answering this question...

How does the writer use language to create a sense of the mystery surrounding the ghost in this section of the story?

You could include the writer's choice of:

- words and phrases;
- language features and techniques;
- sentence forms.

