



# Reading

# Reading

- What's expected of children?
- How to help / ideas for home
- What's tested?
- Look at some questions
- What if...?

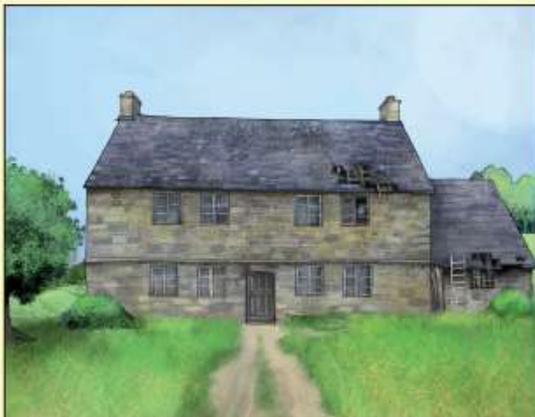
# What's expected of children?

- read fluently
- understand word meanings
- retrieve information
- identify key information
- summarise main ideas
- make inferences, using the text to justify  
(predict, understand characters)
- understand structure and organisation
- understand word choice

# Let's look at a test...

In this text, Edward describes a strange incident that happened to him in an old farmhouse owned and inhabited by his Uncle Jack.

## Albion's Dream



There were rooms in the old farmhouse which I never saw used and which smelt of a past that held extraordinary fascination for me: little windows where unknown ancestors had sat on autumn evenings; old leather-lined bookcases with books that no one had handled for fifty years; dust that no one had bothered to remove; piles of candle wax in unlikely corners; huge chamber pots and cracked basins, and everywhere a great generosity of space.

Outside there was a big lawn hardly walked on, flowerbeds hardly looked at, a vegetable garden which always produced too much, a vast horse chestnut with enough conkers to satisfy the needs of a whole village of boys, a second lawn that nobody ever sat on, and the poignant smells of animals and harvests of a bygone age.

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There also lived with Jack an elderly spinster called Em Sharp who was the true guardian of the place and of the memories of the family. The farmhouse never got any cleaner under her care, but it never got any dirtier either. In fact, she was determined that nothing should change, and nothing did.

There were times, as I grew older, when I went to stay with Jack on my own. I followed him on his work around the farm, or explored the empty rooms of the farmhouse. One day – I was twelve years old – it was raining and Jack had taken the car on business. Left to my own devices, I visited the dogs and young chicks, watched Em Sharp for a while as she prepared lunch, then made my way upstairs into the largest and most remote of the empty rooms, where one of the big bookcases had attracted my curiosity.

I pulled out some of the books, glancing idly at the contents, and then, as I went to return one of them to its place, my eye was caught by something in the dark recesses of the shelf. I reached in and drew it out. It was a large red dice, but like no other dice I had ever seen.

I took it to the window to inspect it. Each face had a symbol: a tower, a sword, a broken circle, something that looked like a pillar of stone. It was obvious that the dice had been fashioned by hand, for I could even make out the tiny blade marks, and none of the faces was precisely even.

As I sat and puzzled over the symbols, it dawned on me that the dice ought to belong to a game of some kind. So I returned to the bookcase to make a thorough search.

I looked behind every book and even used my hand to sweep out the shallow gap under the bottom shelf. There must have been ten years' worth of assorted debris under there. Finally I began to edge the entire bookcase away from the wall. It was extremely heavy and it took me some time to get it out far enough to look behind. There was a thick network of cobwebs and dust. I thought for a moment and plunged my hand in the gap.

There was something there, a flat box. It was covered with grime and falling apart. Opening it, I found a board, counters, cards, and a number of little figures. I wiped away the dirt from the lid and made out the title. *Albion's Dream* it said.

At that moment I heard Em Sharp's voice coming up the stairs.

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"Edward. EDWARD!" she called. "What on Earth are you up to in there?"

The door opened.

It took her a few seconds to work out what I was doing, then she leapt towards me.



"Give me that immediately, Edward." I drew back cautiously. "That box is mine, it's nothing to do with you. It belongs to me." She came forward with frightening intensity, her hand reaching out for the box. I hesitated. If it really was hers, I had no right... But a stronger sense of justice broke out in me. I had found it by my own efforts. For the time being, at least, it should be mine.

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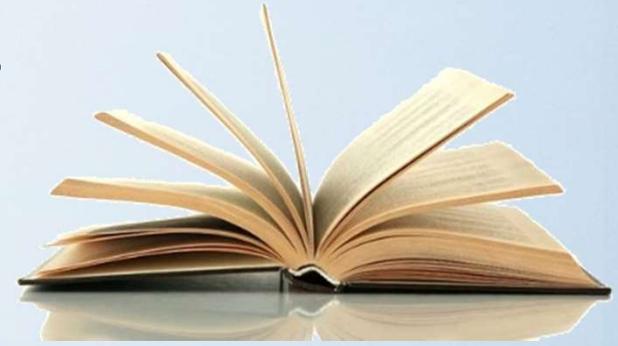
# Let's look at a test...

There were rooms in the old farmhouse which I never saw used and which smelt of a past that held **extraordinary fascination** for me: little windows where unknown **ancestors** had sat on autumn evenings; old **leather-lined** bookcases with books that no one had handled for fifty years; dust that no one had bothered to **remove**; piles of candle wax in **unlikely corners**; huge **chamber** pots and cracked **basins**, and everywhere a **great generosity** of space.

Outside there was a big **lawn** hardly walked on, **flowerbeds** hardly looked at, a vegetable garden which always produced too much, a **vast horse chestnut** with enough **conkers** to **satisfy** the needs of a whole village of boys, a second **lawn** that nobody ever sat on, and the **poignant** smells of animals and **harvests** of a **bygone** age.

## Make sure your child is reading lots.

- be a role model
- ideally every day
- at least 30 minutes, three times a week
- not always the same thing  
(books, comics, newspapers, recipe books, appropriate websites, etc)
- something appropriately challenging  
(1 in 10 wrong = about right)



## Read with your child.

- Read aloud to them.  
(explain words and understanding as you go)
- Have them read to you.  
(works well while you're busy)
- Take it in turns to read.  
(more engaging, helps reinforce sentence ends)

# Ask your child questions about what they've read.

- **Fact finding** - *Who did she find in the car?*
  - Make sure they point to where the answer is.
  - No made up answers.
  - Discourage memory – it's unreliable.
  - Make it harder – *Who did she encounter in the vehicle?*
- **Understanding characters** – Why was he sad?  
Where is he going? Why?
  - Again, have them point to the text.
  - ...because....

# Ask your child questions about what they've read.

- **Predicting** – *What will happen next? Why?*
  - Make sure they back up their opinion.
- **Word meanings** – *What does this word mean?*
  - Can they think of alternative synonyms? (words that mean the same)
  - When can and can't it be used?
  - Can they think of opposites?
  - Can they use it in a different sentence?

# Reading journals

- It's encouraged.
- Children should use them to record thoughts, ideas and questions about what they're reading.
- Other ideas – pictures with labels of characters and settings, lists of words they are less familiar with, etc
- It doesn't have to be about a book from school.
- We discuss them in class every week.

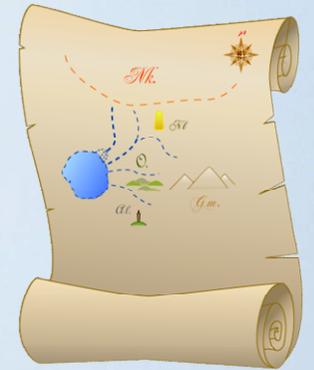
# Other activities to try at home:

## Story Mapping

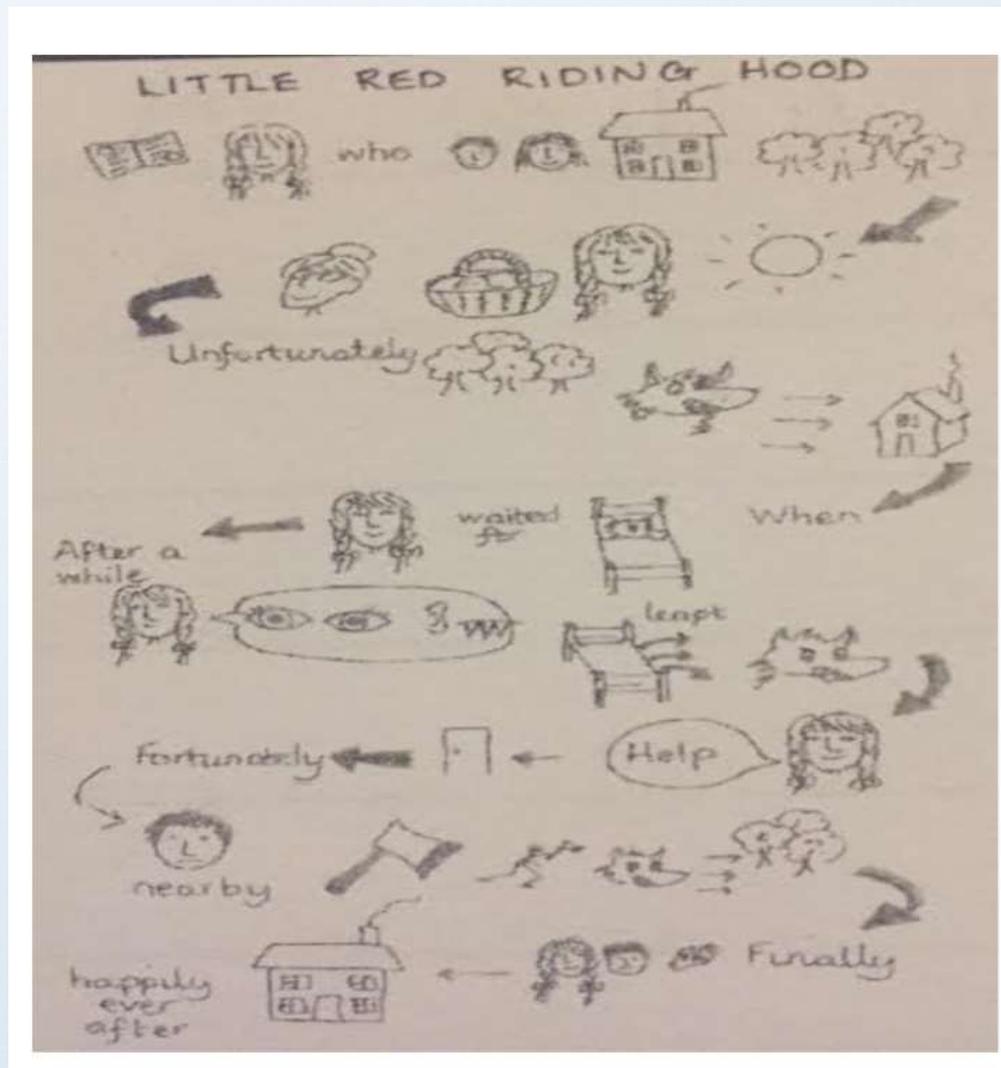
Create a 'map' or 'journey' of a narrative, including a simple picture or icon to represent each point in the plot.

### Extras:

- add emotions or ambitious vocab
- cover stages of the story for children to add their own ideas
- it's also possible to represent non-fiction without a plot using icons



# Story mapping: Little Red Riding Hood



# Other activities to try at home:

## Draw and label

Children are given a text with a description on. One partner reads it aloud, while the other draws a picture or diagram of the described character/setting/object.

## Extensions:

swap and label each part



# The Munctious Aloom

The Munctious Aloom was short and round, but had enormous eyes that perched, unblinking, on top of its bald head. This looked particularly strange because the rest of its body, round and wobbly, was covered in thick, brown hair. From its wide open mouth, slimy green drool dripped down onto its large belly and onwards to the ground, where it pooled disgustingly near the flipper-like feet.

# Other activities to try at home:

## Fact Finder

Give children a short section of text and get them to come up with their own fact finding questions based on it.

### Ideas:

Do it under timed conditions – how many questions can they make in 1 minute?



## Fact Finding

The card sold for an incredible \$54,970, which is the same as just under £45,000!

It was bought by a Hong Kong collector at an auction in Los Angeles, but his or her name has not been made public.

It is so rare because only 39 of this kind of card were made and, according to someone who works for the auction house, only 10 of the cards are still in an extremely good condition.

The card, which was designed by one of the main Pokemon graphic illustrators called Atsuko Nishida, is said to be considered as "the most valuable and iconic Pokemon card among collectors".

## Other activities to try at home:



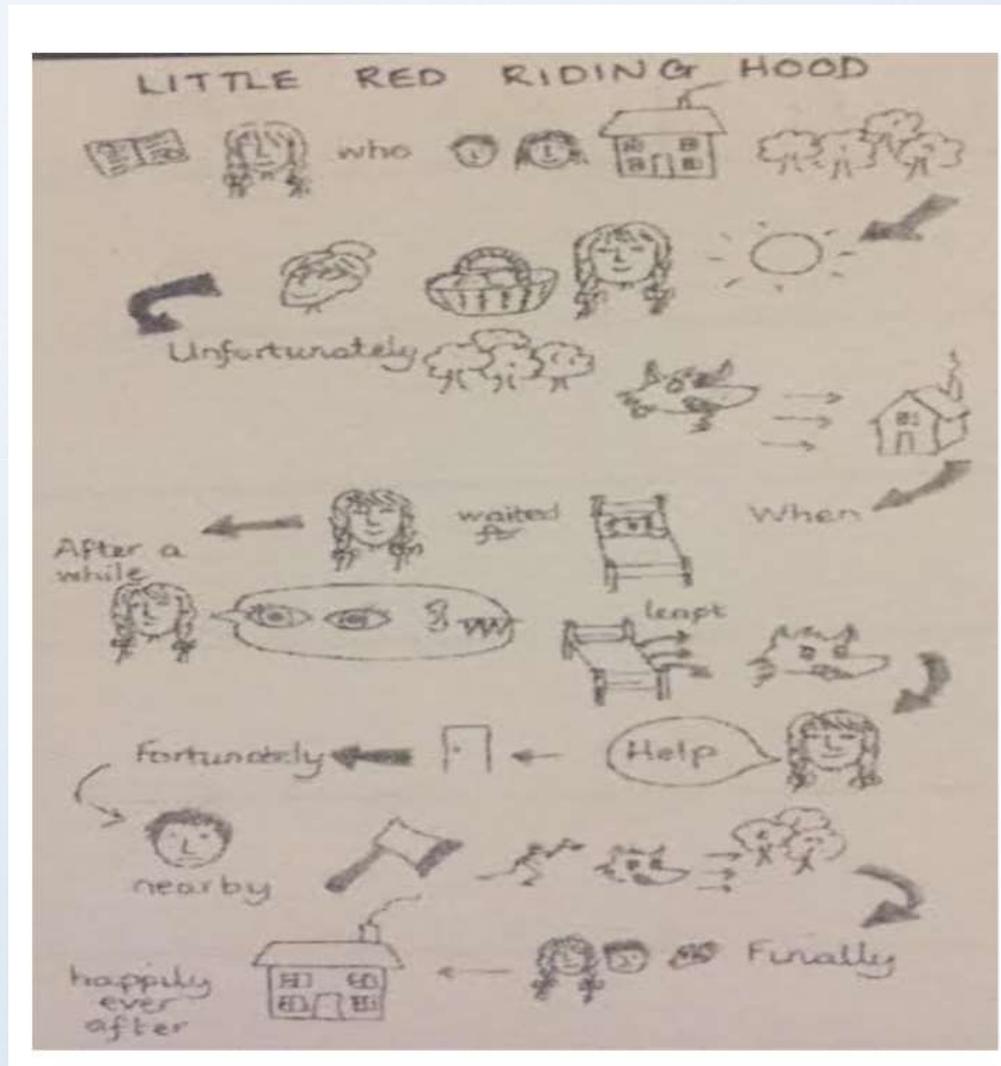
### In a Nut Shell

Select the key points of a text and express them as briefly as possible.

#### Ideas:

Children summarise in a text in decreasing numbers of words, effectively working out what the most important words are works well after Text Marking first.

# In a Nut Shell:



# Other activities to try at home:

## Tracking Vocabulary

Children look for words and phrases which impact on the reader. This helps children understand subtle hints of language as well as more obvious statements.

### Examples:

'Find all the words that show that Bernie is wealthy.'

'What words help the author build tension in this page?'

'Tell me all the words to do with size.'

# Vocabulary tracking

Find all the words to do with size...

Aunt Sponge was enormously fat and very short. She had small piggy eyes, a sunken mouth and one of those white flabby faces that looked exactly as though it had been boiled. She was like a great white soggy over-boiled cabbage.

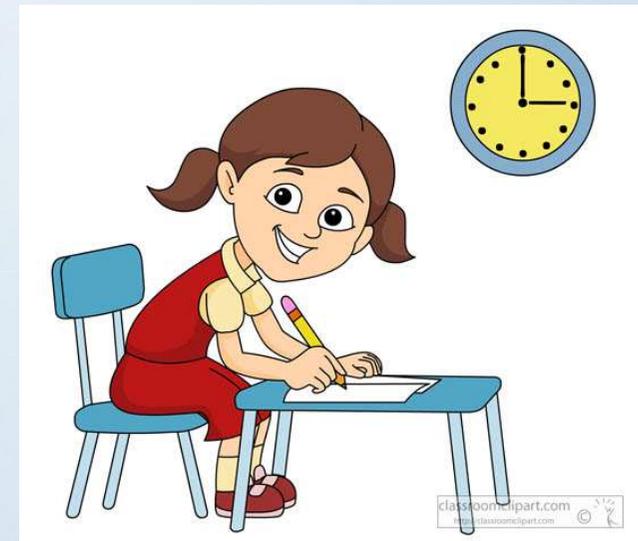
Aunt Spiker, on the other hand, was lean and tall and bony, and she wore steel-rimmed spectacles that fixed on to the end of her nose with a clip. She had a screeching voice and long wet narrow lips, and whenever she got angry or excited, little flecks of spit would come shooting out of her mouth as she talked.

# SATs timetable:

<b>Monday</b> <b>13.05.19</b>	<b>Tuesday</b> <b>14.05.19</b>	<b>Wednesday</b> <b>15.05.19</b>	<b>Thursday</b> <b>16.05.19</b>	<b>Friday</b> <b>17.05.19</b>
<ul style="list-style-type: none"><li>• Grammar and Punctuation</li><li>• Spelling</li></ul>	Reading	Maths – Arithmetic Maths – Reasoning 1	Maths – Reasoning 2	

# What does the test look like?

- 1 hour
- 3 texts
- fiction and non-fiction
- questions on each text



# What's tested?

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- word meaning
- retrieve information
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# Let's look at a test...

## Instructions

### Questions and answers

You have one hour to complete this test, answering the questions in the answer booklet. Read one text and answer the questions about that text before moving on to read the next text. There are three texts and three sets of questions.

In this booklet, there are different types of question for you to answer in different ways. The space for your answer shows you what type of answer is needed. Write your answer in the space provided. Do not write over any barcodes.

### Short answers

Some questions are followed by a short line or box. This shows that you need only write a word or a few words in your answer.

### Several line answers

Some questions are followed by a few lines. This gives you space to write more words or a sentence or two.

### Longer answers

Some questions are followed by more answer lines. This shows that a longer, more detailed answer is needed to explain your opinion. You can write in full sentences if you want to.

### Selected answers

For some questions you do not need to write anything at all and you should tick, draw lines to, or circle your answer. Read the instructions carefully so that you know how to answer the question.

## Marks

The number under each line at the side of the page tells you the maximum number of marks for each question.

As this is a reading test, you must use the information in the texts to answer the questions. When a question includes a page reference, you should refer to the text on that page to help you with your answer.

**You have one hour to read the texts in the reading booklet and answer the questions in this booklet.**

# Let's look at a test...

**31** Look at the first two paragraphs.

Which sentence below **best** describes the farmhouse?

Tick **one**.

It had always been a lifeless place.

No one ever went there by choice.

It seemed stuck in the past.

The outside was better looked after than the inside.

1 mark

# Let's look at a test...

32

Look at page 9.

**Find** and **copy one** word which shows that Em Sharp was in charge of the house.

---

---

1 mark

# Let's look at a test...

37

How can you tell that Edward was determined to find the game?

Give **one** piece of evidence that shows his determination.

---

1 mark

# Let's look at a test...

## **Why are people concerned about the giant panda?**

Many people fear that giant pandas will become extinct as only a few are born in the wild each year and they do not always survive. Bamboo supplies are diminishing in panda habitats, cutting off a vital food supply. In addition, poaching and humans moving into the pandas' territory have also reduced their numbers.

There are very few pandas in zoos, although this is changing. Where there are pandas in captivity, important programmes are in place to try to increase their numbers and find out more about these puzzling creatures.

## **How can people help?**

There are projects where people are invited to 'adopt a panda'. The money goes towards researching, protecting and monitoring them. It also goes towards supporting them in the wild.

# Let's look at a test...

Questions 1 – 15 are about *The Giant Panda Bear* (pages 4–5)

1

According to the text, approximately how many giant pandas currently live in the wild?

---

1 mark

# Let's look at a test...

15

Using information from the text, tick one box in each row to show whether each statement is a **fact** or an **opinion**.

	Fact	Opinion
Giant pandas are fascinating animals.		
Giant pandas' main food in the wild is bamboo.		
Giant panda cubs weigh about 150g when born.		

# What if...?

- slow readers
- specific needs
- illness
- injuries
- unforeseen, extenuating circumstances

} School will do what we can.  
} Leave it to us!

} Tell us as soon as possible.  
} There may be something we can do.