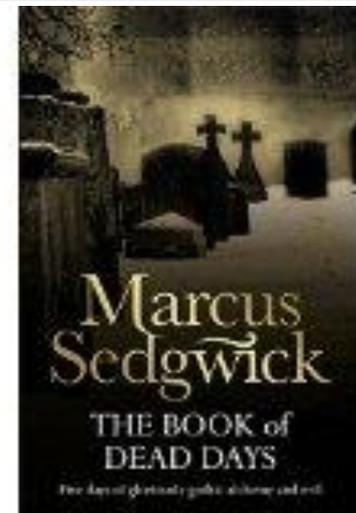
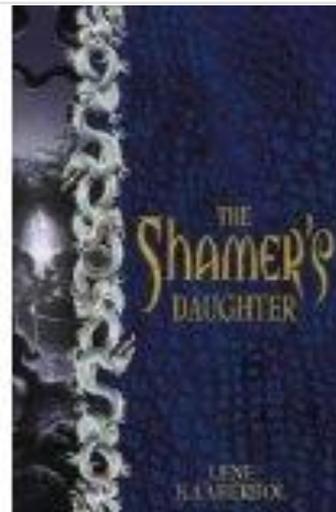
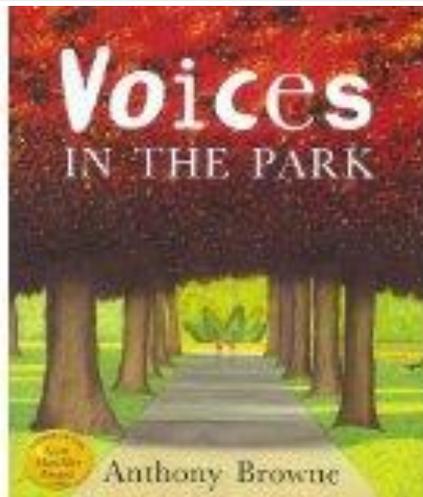
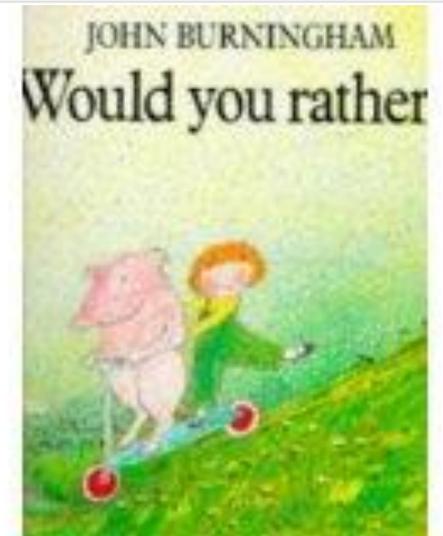


READING



Alfriston School Book Week

Week beginning 21st October

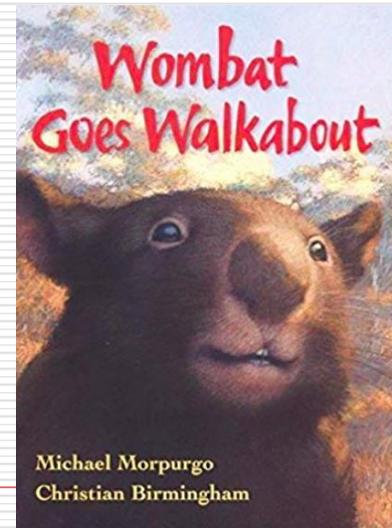
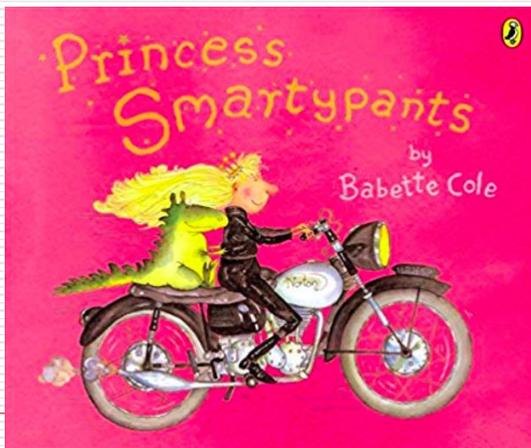
We will be inviting children to bring in photographs where they have been 'caught reading' – the more unusual the setting, the better!

Pearl and Ruby Classes

- Phonics
 - Oxford Reading Tree and supplementary scheme books
 - Coloured book bands
 - By the end of Year 2, many children will be choosing their reading books independently
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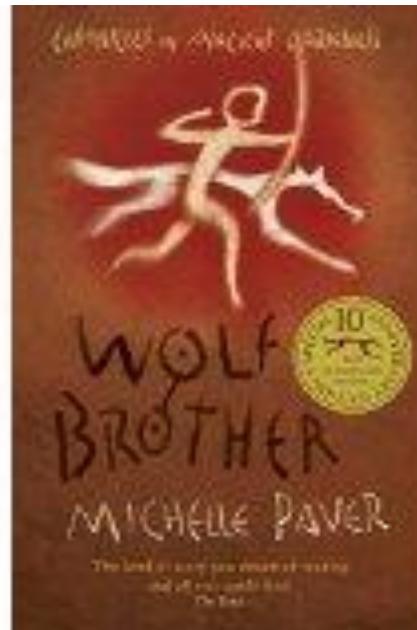
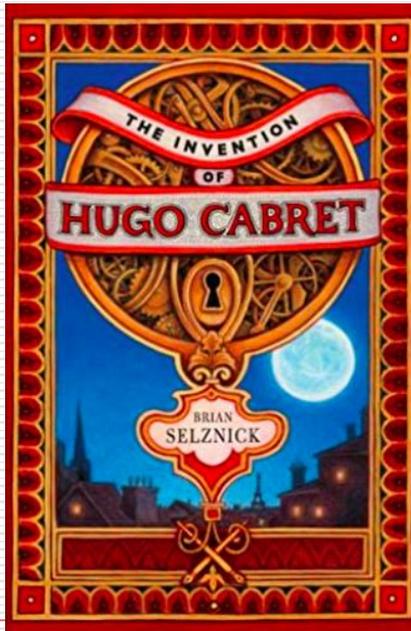
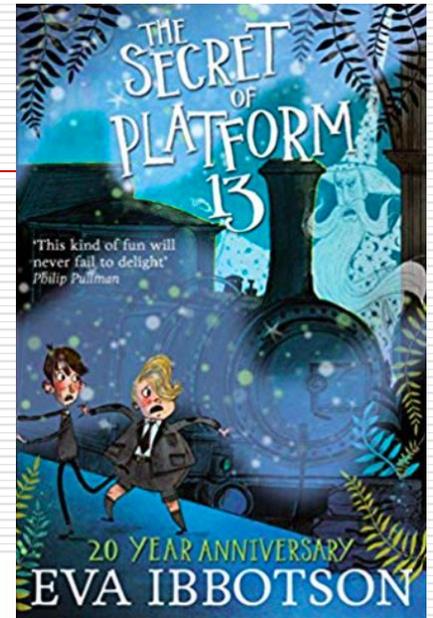
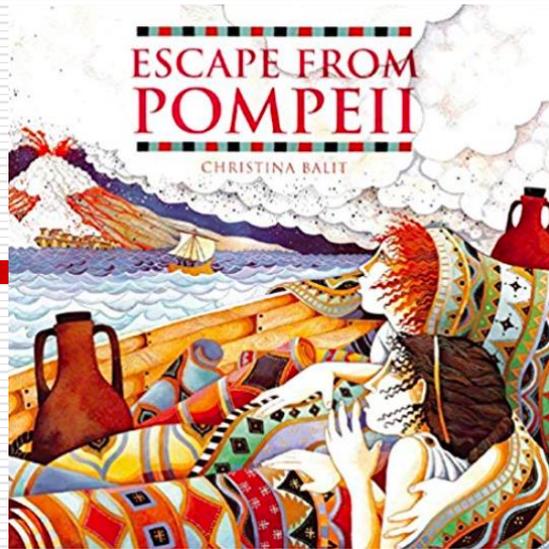
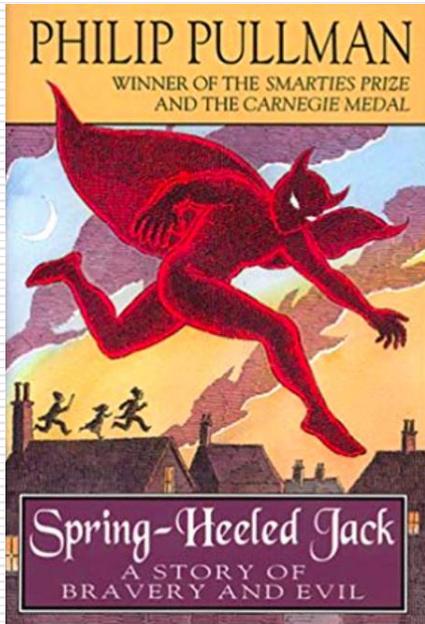
Pearl and Ruby Classes

- ❑ Children will also share books regularly; these will often be quality pictorial texts, but may include some chapter books in Ruby Class.
- ❑ English will be taught using high quality texts: the writing that children do is often linked to fiction texts read in class.



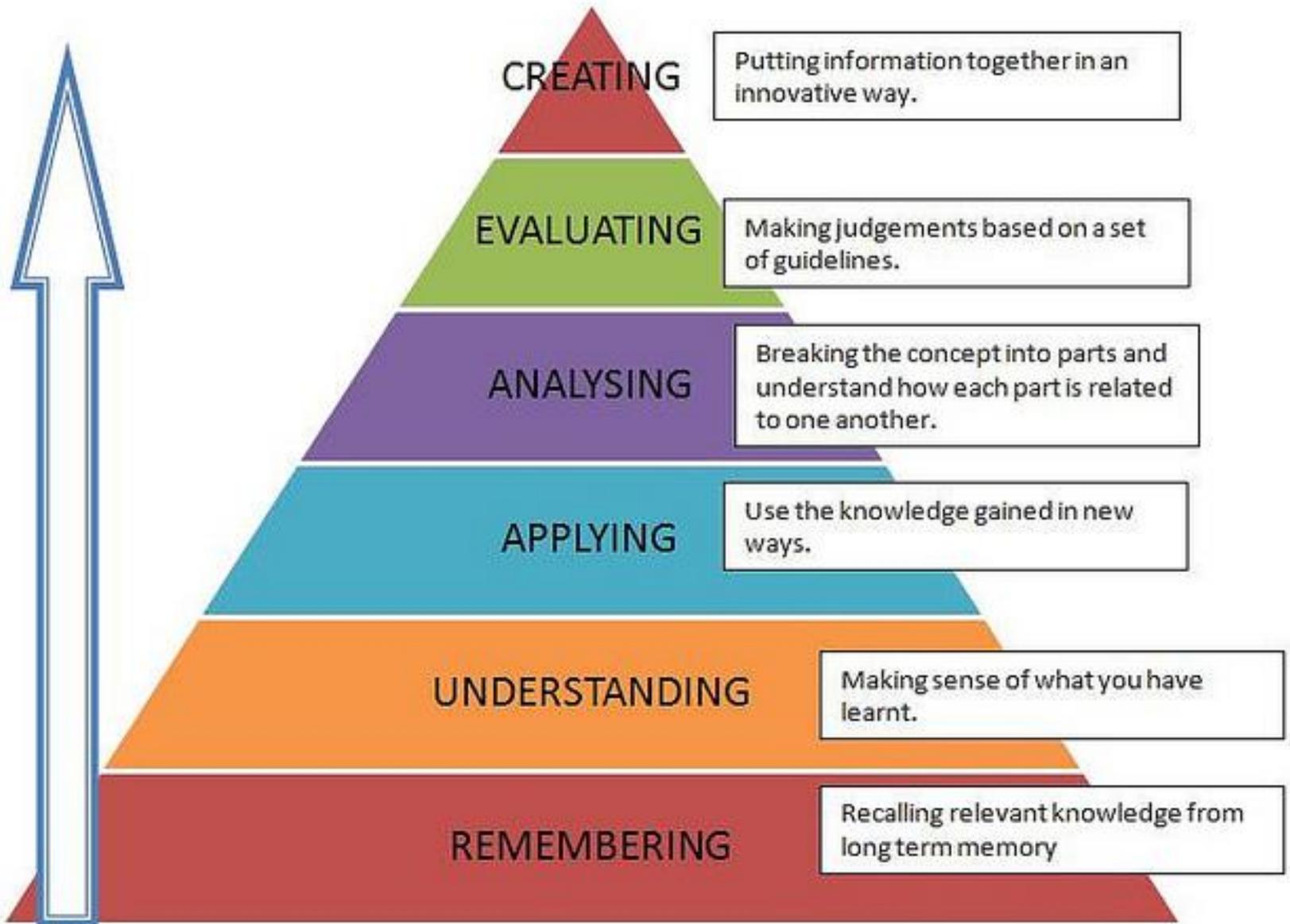
Sapphire and Emerald Classes

- ❑ Children will be encouraged to choose books to read independently, with some support where appropriate.
 - ❑ As in KS1, English is taught using quality texts to inspire children and to develop their reading and writing skills.
 - ❑ Outside of the English lesson, we share high quality texts with the children. These may be a little above their normal reading ability in order to give them the opportunity to hear a richness of language and to develop a love of books. We want children to feel inspired!
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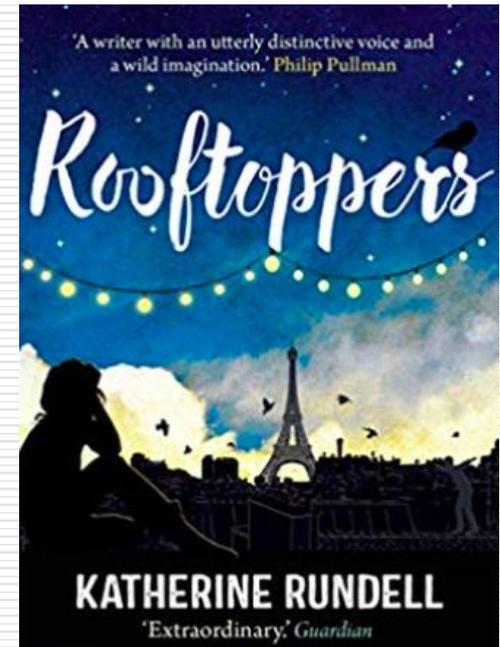
Reading at home

- ❑ Reading at home is invaluable!
 - ❑ As in class, children need to have some ownership of their reading choices.
 - ❑ For reading aloud and for independent reading, they need to have books that they can read comfortably in order to develop fluency and comprehension.
 - ❑ For sharing – when books are read to them – a book a little above their expected reading ability will inspire their imaginations.
 - ❑ Recorded books are a good way for them to hear different voices.
 - ❑ Remember – we all read a variety of texts – sometimes we choose something less challenging. So long as it is part of a 'balanced reading diet', that's great!
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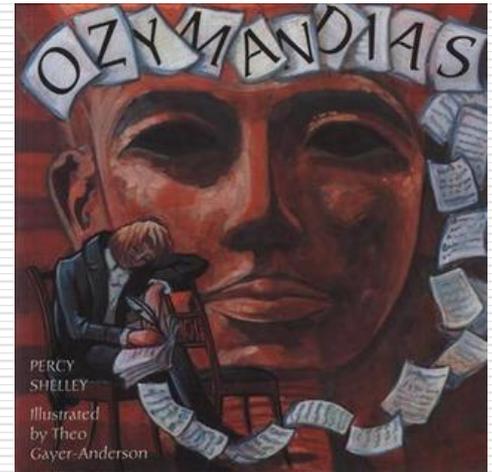
Remembering

- What happened after ... ?
- How many ... ?
- Who was it that ... ?
- Can you name the ... ?
- Describe what happened at ... ?
- Who spoke to ... ?
- Can you tell why ... ?
- Find the meaning of ... ?
- What is ... ?
- Which is true/false?



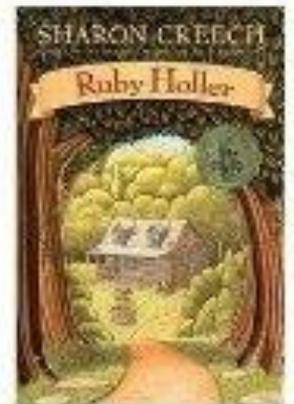
Understanding

- Can you write * in your own words?
- Can you write a brief outline?
- What could happen next?
- Who do you think ... ?
- What was the main idea?
- Who was the key character?
- What are the differences between ... ?
- Show me an example.
- What is a definition of ... ?
- How can you tell * from *?



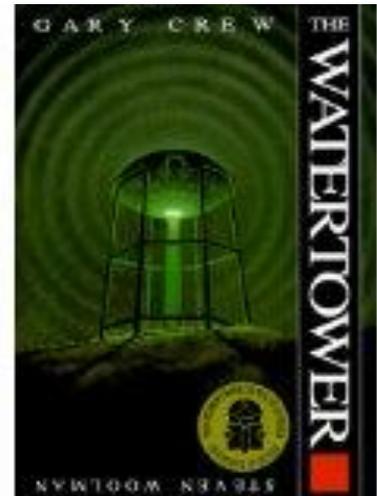
Applying

- Do you know another instance where ... ?
- Could this happen if ... ?
- Can you put * into groups?
- What would you change if ... ?
- Can you apply this to a situation in real life?
- What questions would you ask?
- Can you develop a set of instructions?



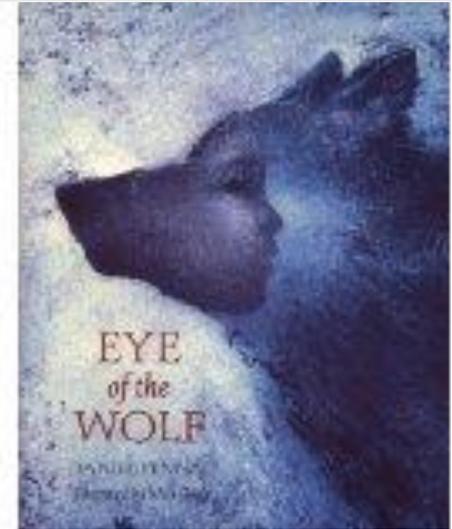
Analysing

- ❑ Which events could have happened if ... ?
- ❑ If * happened, what might the outcome have been?
- ❑ How is this similar to ... ?
- ❑ What is the underlying theme/pattern?
- ❑ What are the other possible outcomes?
- ❑ Why did these changes occur?
- ❑ Can you compare this with that?
- ❑ What must have happened when ... ?
- ❑ How is * similar to *?
- ❑ What are some of the problems of ... ?

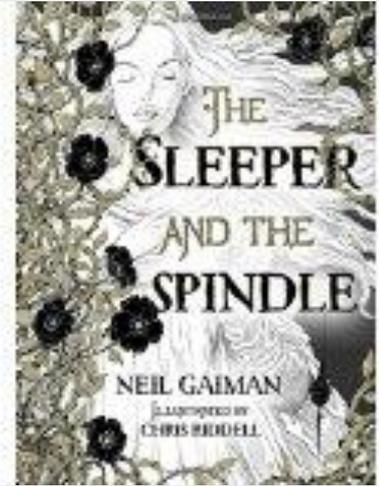


Evaluating

- Is there a better solution?
- Convince me!
- Why you think * is good or bad?
- How would you have handled ... ?
- What changes to * would you recommend?
- Explain why you believe *.
- How would you feel if ... ?
- How effective is ... ?
- What do you think about ... ?



Creating



- Can you design a ... ?
 - Can you compose a song to ... ?
 - Can you see a possible solution to ... ?
 - If you were in charge what would you do?
 - Why don't you plan your own way of dealing with this?
 - Can you make it work if ... ?
 - How many ways can you ... ?
 - Can you create new ways to use ... ?
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