Welcome to 5/6 Reading Workshop



Year 5/6
Reading Workshop Aims

- To build confidence of parents and school to work more effectively together
- To increase parental involvement in children's reading at home
- To raise levels of achievement in reading
- To enjoy learning together and have fun!

What do we provide at school?

‘Home Readers’

These follow on from Little Wandle used in Reception and Year 1. They are banded books aimed at each year group. There is lots of variety including poetry and non-fiction.

Library

Children have the freedom to choose any book they want and are able to begin developing reading preferences independently.

Reading Lesson

Books studied in depth and led by the teacher. Children will be exposed to a wide range of books, authors and genres across their time in school.

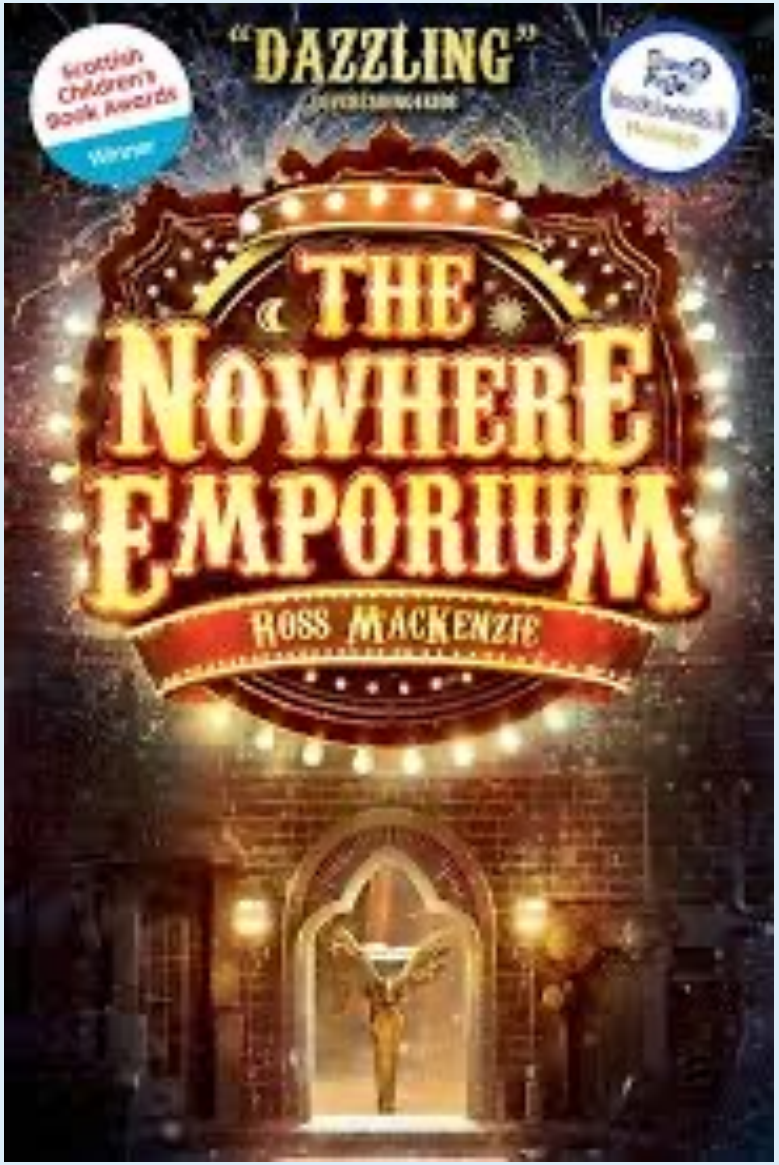
Class choice

Children vote on a book for the teacher to read to them at the end of each day.

Our current book for Reading lessons



Our current end of day book:



Purpose of the workshop

Last year, parents participated in a reading workshop that explained all the different content domains within reading.

Content domains are how we assess each area of reading.

- Content domains include
- How to retrieve information
- **Inferring ideas**
- Understanding how vocabulary contributes to meaning

These are the three **main** areas

What is inferencing?



When we are inferring we ask ourselves:

1. What do we know?
2. What can we work out?

Activity 1



To answer inference questions you have to look at the whole scene.

Look at the picture and answer the questions below

1. How was the girl feeling in the first picture? How can you tell?
2. Why do you think the girl was feeling that way?
3. How was the girl feeling in the second picture? How can you tell?
4. Why do you think the girl was feeling that way?
5. What could have happened to make her drop her ice cream?

Activity 2



GORILLA



Anthony Browne

Look at the first page in your pack on your table.

1. What might Hannah's dream be?
2. How do you know?



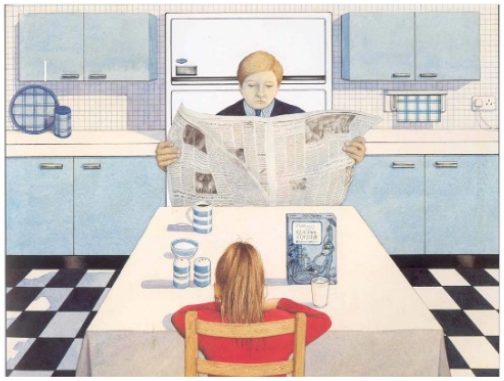
Hannah loved gorillas. She read books about gorillas, she watched gorillas on television, and she drew pictures of gorillas. But she had never seen a real gorilla.

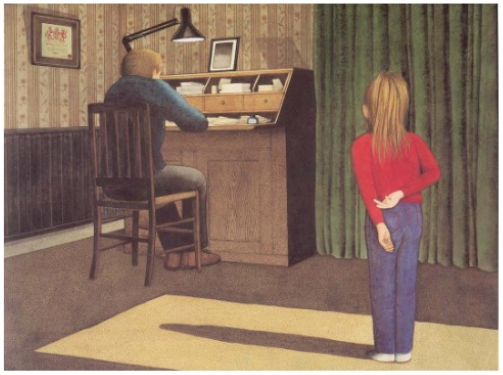
Her father didn't have time to take her to see one at the zoo. He didn't have time for anything.

Look at the second page in your pack

1. How do you think Hannah is feeling here?
2. What makes you think this?
3. How do you think dad is feeling here?

4. Annotate the pictures with thoughts, feelings and clues to how you know how Hannah is feeling.



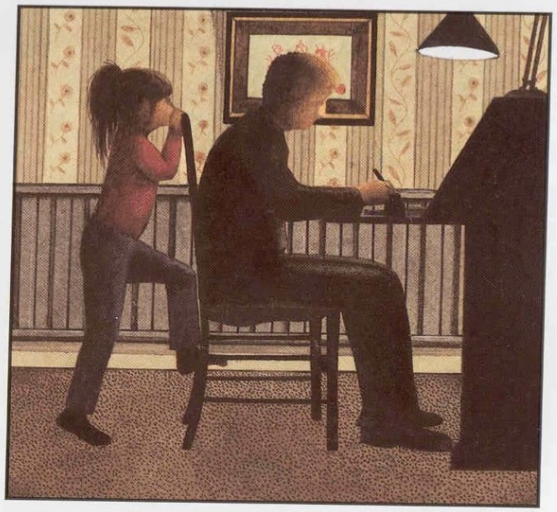






He went to work every day before Hannah went to school, and in the evening he worked at home.

When Hannah asked him a question, he would say, "Not now. I'm busy. Maybe tomorrow."



But the next day he was always too busy.
"Not now. Maybe at the weekend," he would say.
But at the weekend he was always too tired.
They never did anything together.

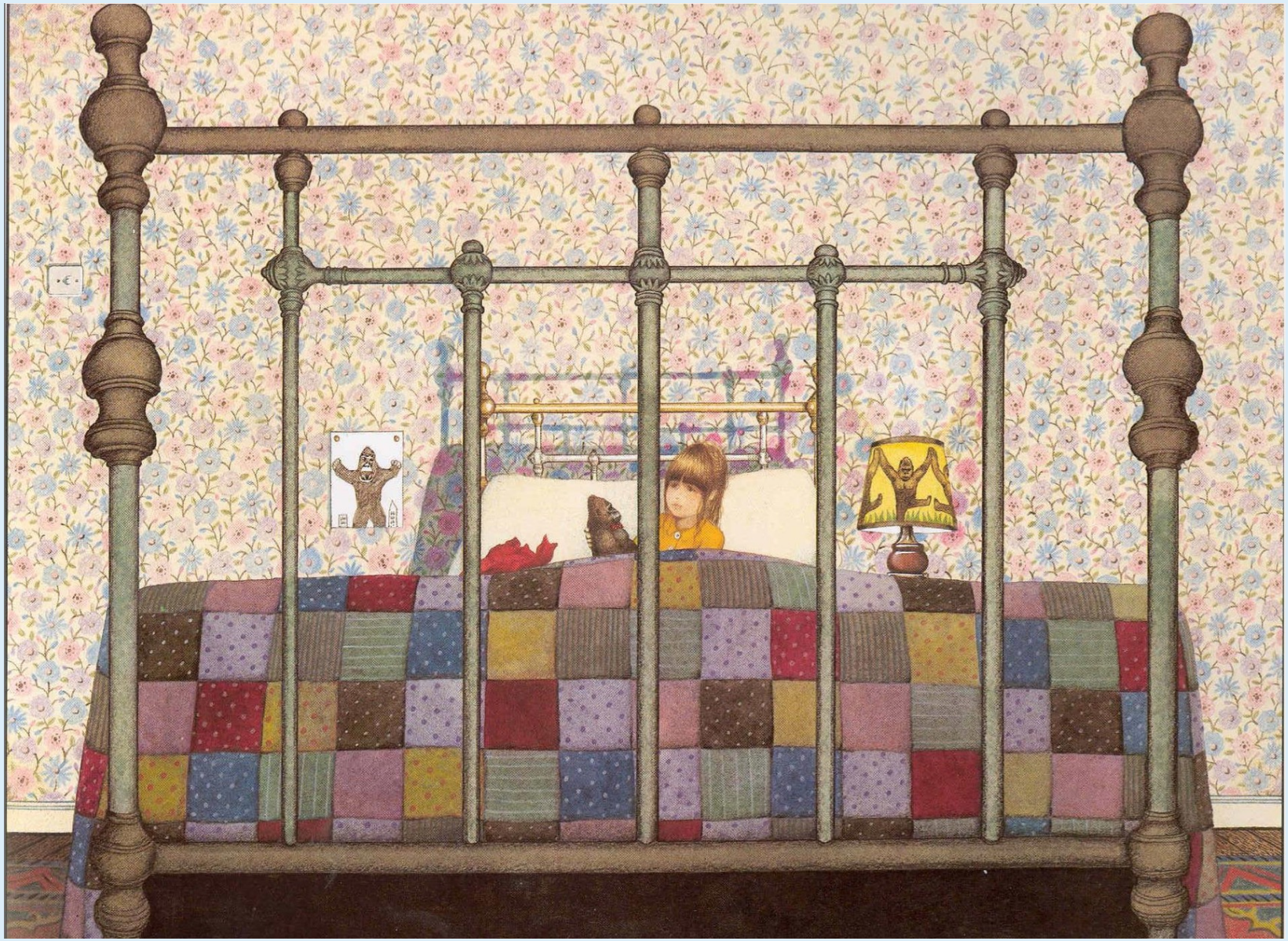
Look at the third page in your pack on your table.

1. Why did Hannah wake up in the middle of the night?
2. Why would Hannah ask for a gorilla?
3. When Hannah realised the gorilla was a toy, how do you imagine she felt?



The night before her birthday, Hannah went to bed tingling with excitement – she had asked her father for a gorilla!

In the middle of the night, Hannah woke up and saw a very small parcel at the foot of the bed. It *was* a gorilla, but it was just a toy.

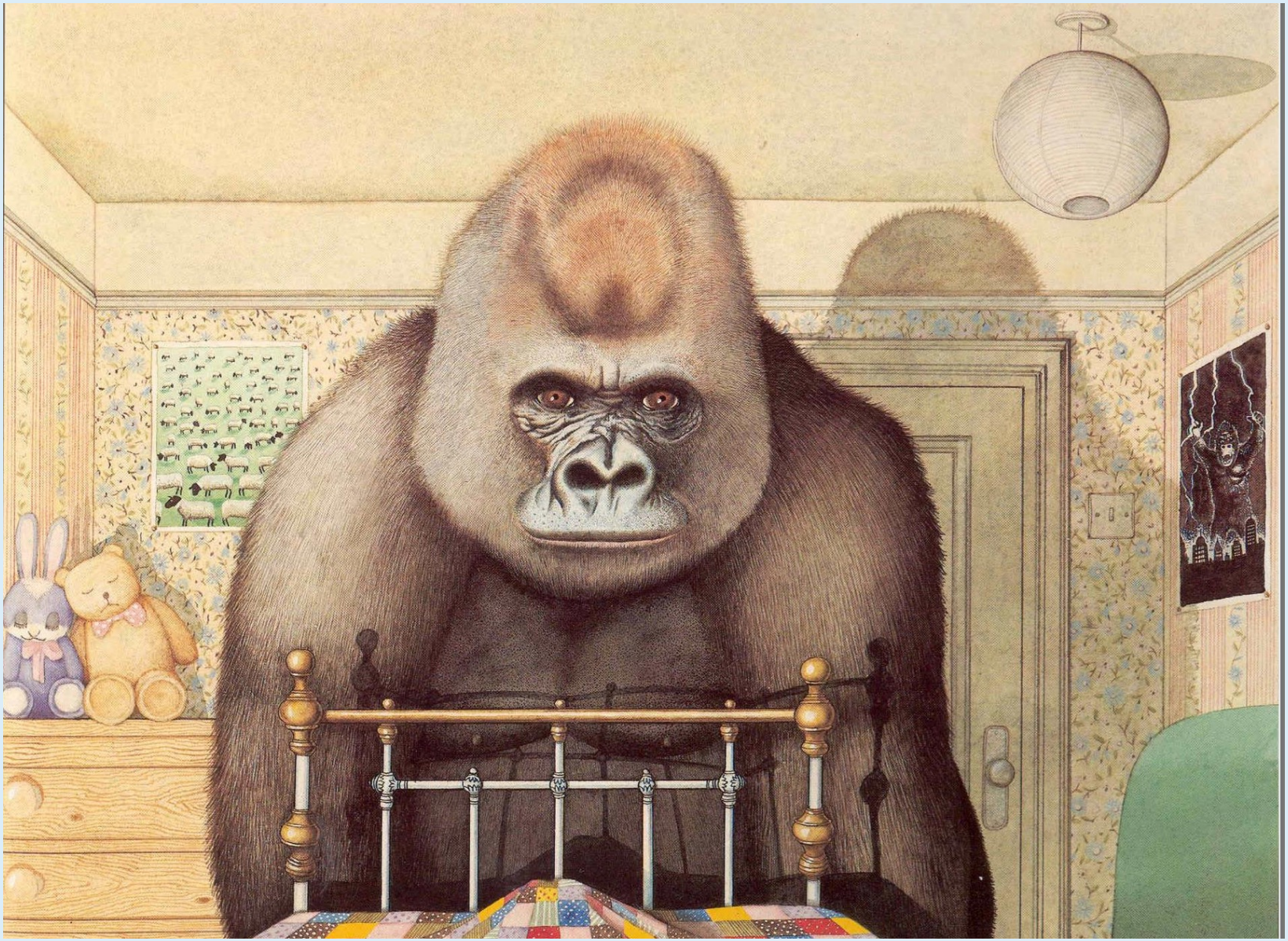


Using our sentence starters, explain what you think the amazing thing is.

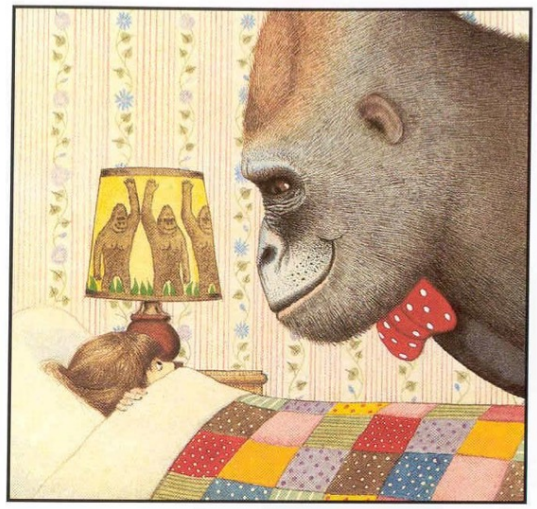
I think _____
I know this because _____
Which makes me think that _____



Hannah threw the gorilla into a corner with her other toys and went back to sleep.
In the night something amazing happened.



1. What do we already know about Hannah and the zoo?
2. Why do they creep downstairs and the gorilla whisper?

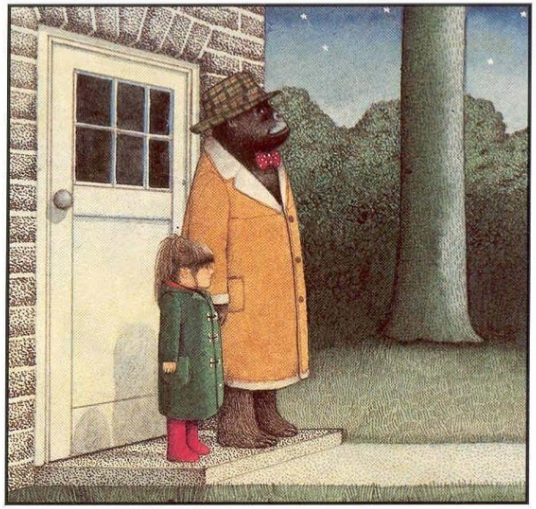


Hannah was frightened. "Don't be frightened, Hannah," said the gorilla, "I won't hurt you. I just wondered if you'd like to go to the zoo."

The gorilla had such a nice smile that Hannah wasn't afraid. "I'd love to," she said.

They both crept downstairs, and Hannah put on her coat. The gorilla put on her father's hat and coat. "A perfect fit," he whispered.





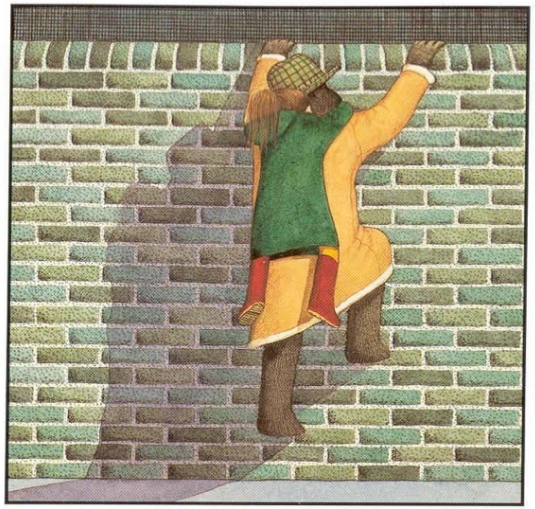
They opened the front door, and went outside.

"Come on then, Hannah," said the gorilla, and he gently lifted her up. Then they were off, swinging through the trees towards the zoo.

Look at the next page in your pack on your table.

Discuss and annotate with the adult you are working with what you can infer from this picture.

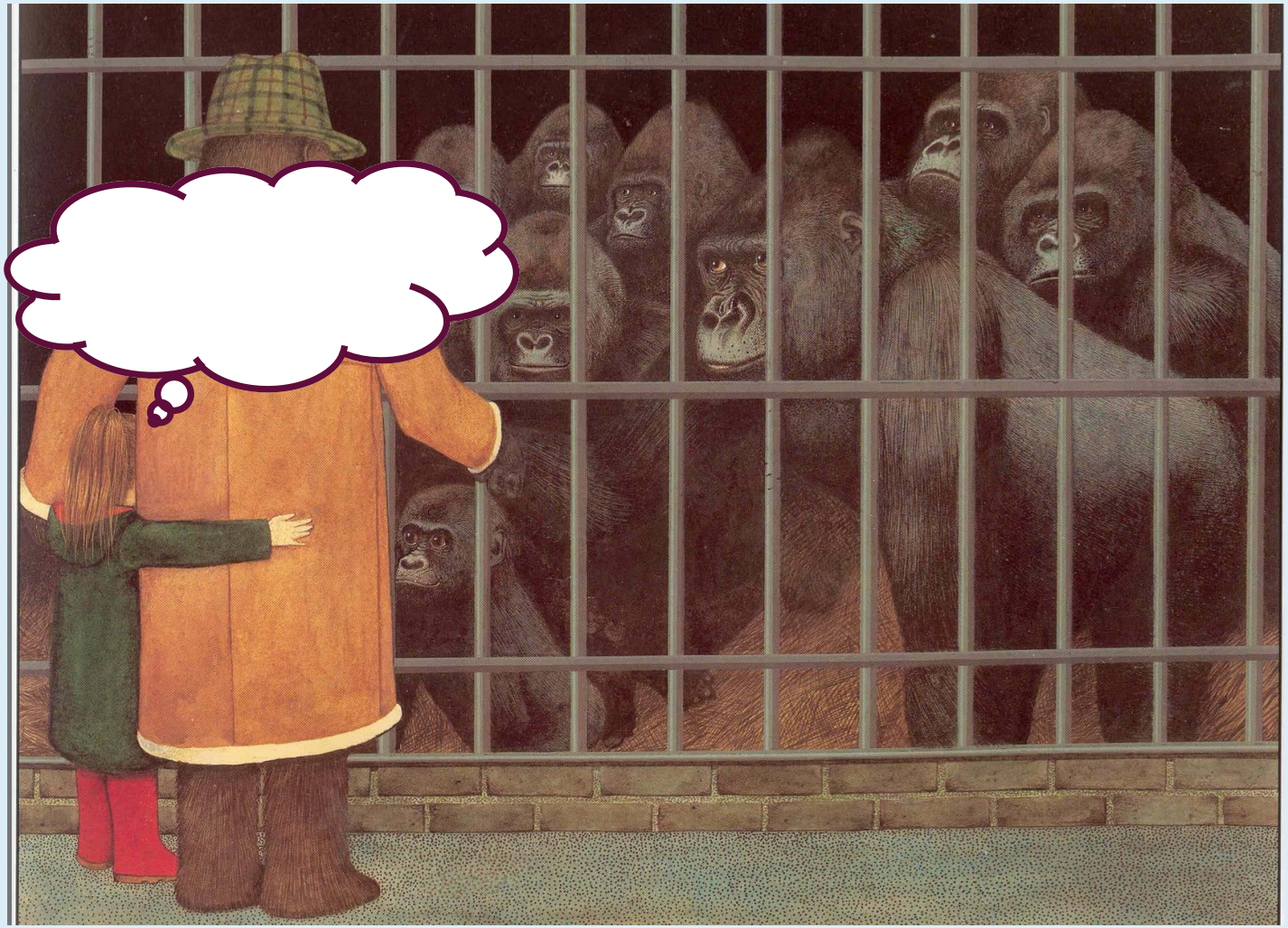




When they arrived at the zoo it was closed, and there was a high wall all around. "Never mind," said the gorilla, "up and over!"

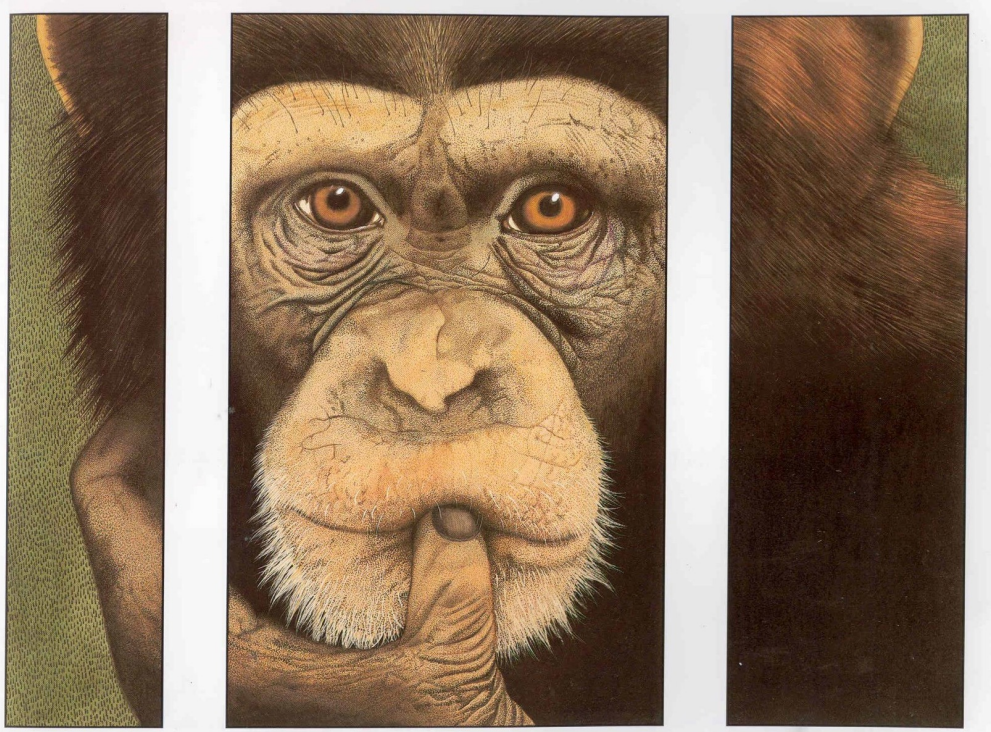
They went straight to the primates. Hannah was thrilled. So many gorillas!

Look at this picture in your packs, complete the thought bubble with something Hannah may be thinking in this moment.





The gorilla took Hannah to see the orang-utan, and a chimpanzee. She thought they were beautiful. But sad.





"What would you like to do now?" the gorilla asked. "I'd love to go to the cinema," said Hannah. So they did.





Afterwards they walked down the street together. "That was wonderful," said Hannah, "but I'm hungry now."
"Okay," said the gorilla, "we'll eat."





"Time for home?" asked the gorilla.
Hannah nodded, a bit sleepily.
They danced on the lawn. Hannah had never been so happy.

Why had Hannah 'never been so happy'?

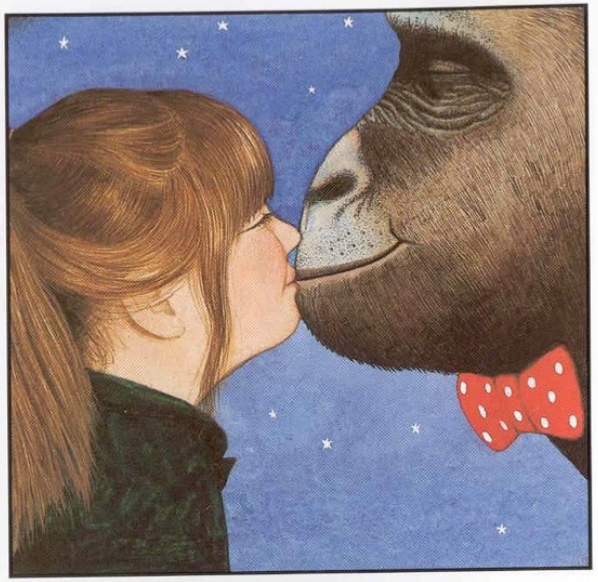




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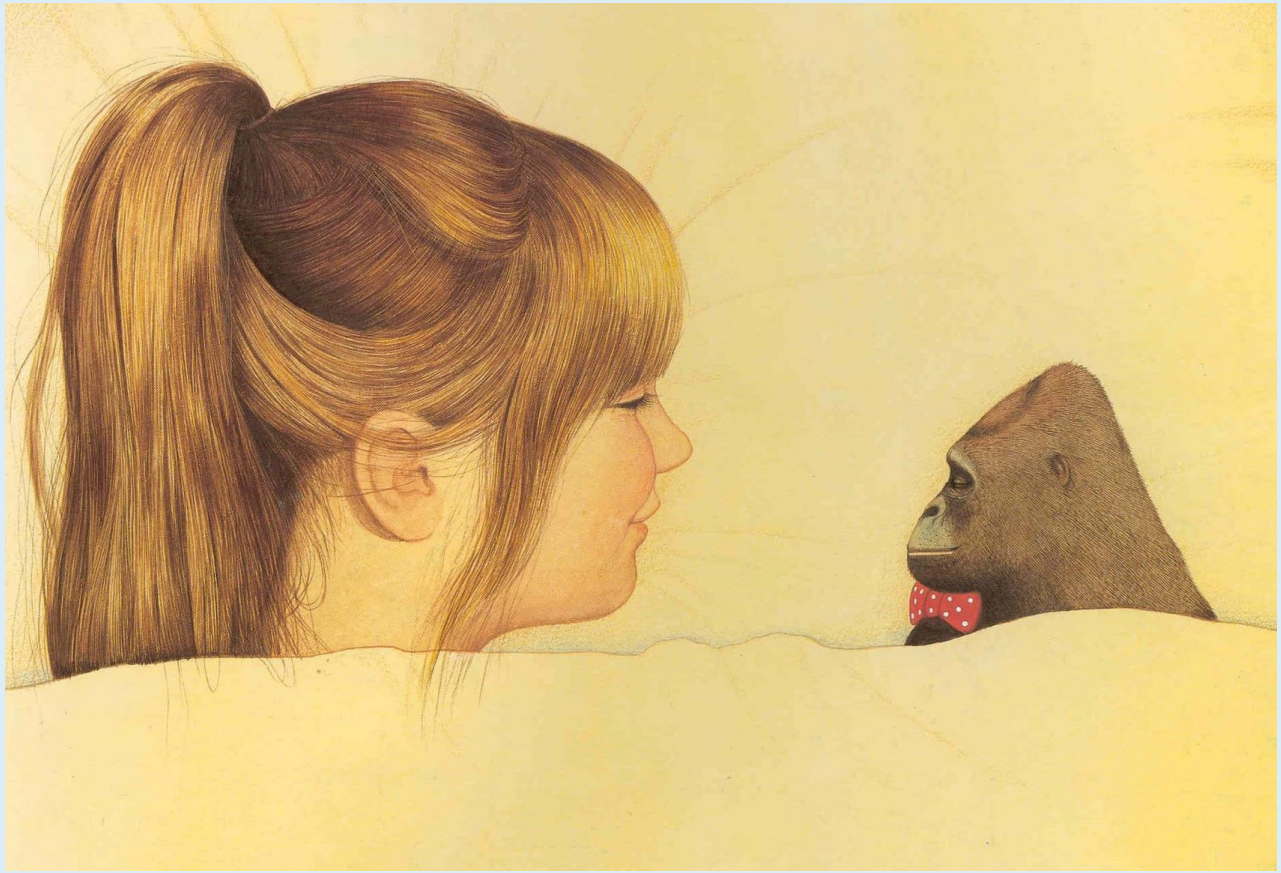




"You'd better go in now, Hannah," said the gorilla. "See you tomorrow."
"Really?" asked Hannah.
The gorilla nodded and smiled.

The next morning Hannah woke up and saw the toy gorilla.
She smiled.

Look at the this picture in your pack, annotate the picture with four words to describe how Hannah could be feeling here.



Why does Hannah rush downstairs?



Hannah rushed downstairs to tell her father what had happened. "Happy birthday, love," he said. "Do you want to go to the zoo?" Hannah looked at him.





She was very happy.

The most important parts of inference:

1. What do you know
2. What can you work out from what you know.

When reading with your child at home, it is helpful to ask:

Why do you think that?

How do you know?

Track My Reads

Hot off the press this morning!
We currently have 13/30 active children in Hazel
Hornbeam have recently overtaken us and we are desperate to claw second place back - please help us by logging the minutes your children read.

If anyone needs support with this please ask, it can be a little fiddly.

Name	Minutes	Sessions
Evergreen	0	0
Aspen	1,380	110
Acer	1,570	83
Beech	1,785	104
Chestnut	2,650	132
Larch	3,130	202
Maple	3,430	316
Willow	3,655	218
Pine	3,775	434
Hazel	4,005	126
Hornbeam	4,500	192
Oak	4,545	546


thank
you