

Welcome to Year 5's Parent Reading Workshop



Are you able to read the paragraph on the left?

Wtih the phneocemnal pweor of the hmuan mnid,
it dseno't mtaetr in waht oerdr the ltteres in a
wrod aeappr; the olny iproamtnt tihng is taht the
frsit and lsat ltteers be in the rghit pclaes. The
rset can be a taotl mses, and you can sill raed
it whotuit a pbeorlm. Tihs is bcuseae the huamn
mnid deos not raed ervey lteter by istlef but the
wrod as a wlohe.

Azanmig, huh?

With the phenomenal power of the human mind,
it doesn't matter in what order the letters in a
word appear; the only important thing is that the
first and last letters be in the right places. The
rest can be a total mess, and you can still read
it without a problem. This is because the human
mind does not read every letter by itself but the
word as a whole.

Amazing, huh?

The new national curriculum will be assessed for the first time in 2016.

Age related expectations

Working towards year 5. Beg/Developing

Working at year 5. Secure

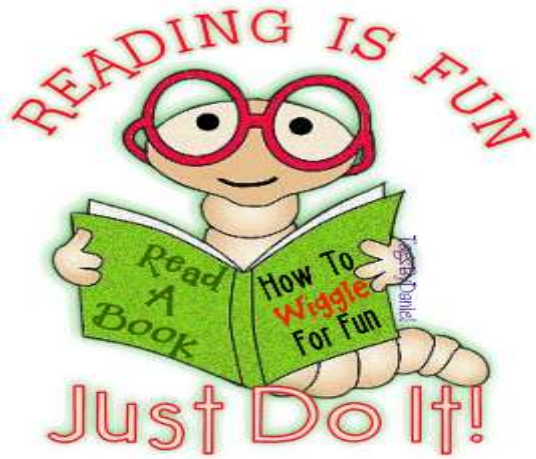
Working above year 5. Exceeding

**READ TO
SUCCEED**



We will no longer be referring to 'levels'

New Reading Curriculum: What are the changes?



There are some changes to the new reading curriculum and assessment in Y6:

- The KS2 test will contain 3 or 4 texts. The texts will become more difficult as you go through the paper; they won't be linked to a theme.
- Vocabulary will now be assessed.
- Pupils will have to predict what might happen next (only in fiction texts) children will have to refer to the text.
- There will be questions where the children will need to demonstrate an understanding between fact and fiction.
- Children will have to compare texts (characters/settings/events)
- Summary is a new expectation. They will usually be closed questions e.g. select from a given list, order events etc.

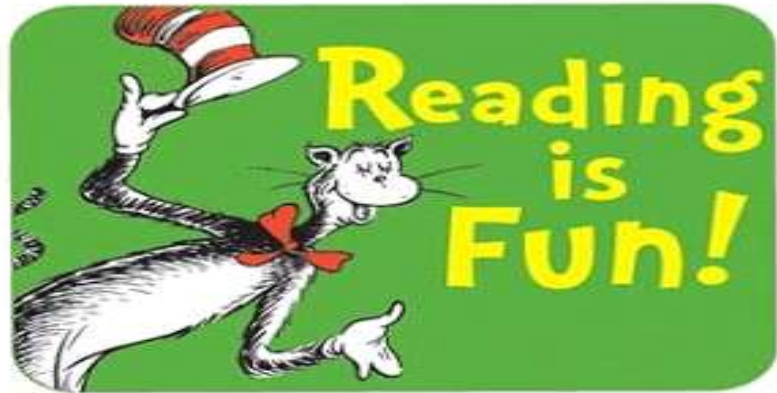




Check out these websites for extra support!

<http://www.everyschool.co.uk/english-key-stage-2-comprehension-2.html>

<http://www.bbc.co.uk/bitesize/ks2/english/reading/>



Sample Text and Questions

Non fiction

Eureka!

Have you ever looked around you at all the things you have in your house and wondered how they got there? Who invented them? Why were they invented?

Inventors are usually ordinary people like you and me who discover something that needs changing or improving. Sometimes people don't even know they are inventors until they discover a problem they want to solve. If nobody else is willing to sort out their problem then they do it themselves, and lo and behold, a new invention appears.

Born Inventors

Sometimes, people are so curious that they can't help themselves. For example, when Sir Isaac Newton discovered that light was made up of all the colours of the rainbow, he spent months investigating his theory and setting up experiments that separated the light into its different colours. He wouldn't stop until his work was done.



Sir Isaac Newton



Cats' eyes —
the inspiration

Accidental Inventors

Other inventors come across their ideas purely by accident. The little glass marbles in the middle of roads that reflect the light from car headlights and help drivers to follow the road in the night are called 'cats' eyes'. The inventor got his idea when driving at night and he noticed that his car headlights were reflecting in the eyes of a cat sitting by the side of the road. And so another life-changing invention was born.

Where To Begin?

It takes a while for an idea to develop into a full-blown product, being sold in the shops. Follow the arrows below to track an invention from idea to shop floor.

It starts with an idea
that is unusual and
original.



Plans are
drawn up, and a
prototype is built.

A patent is
applied for.

The inventor
then tries to find
an investor.

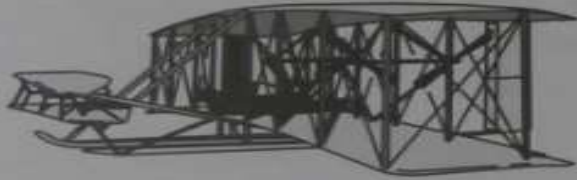


The invention is
mass produced and
made available to
buy in the shops.

Believing In What You Have Invented

It's not easy to be a successful inventor, but everything you see around you every day, from televisions to mobile phones, was invented by someone.

The hardest part of the invention process is believing in what you are making. When Marconi invented the first radio in 1896 and Farnsworth invented the first television in 1927, people laughed and said they would never be popular!



The Aeroplane

The Wright Brothers believed they could invent a machine that would let men fly. Almost everyone said they must be mad, but they knew they could build an aeroplane. In 1903, they held their first successful flight, where spectators gasped and burst into an enormous round of applause. The Wright Brothers believed in their invention, and they proved that they were right.

Alexander Graham Bell invented the telephone in 1887. He knew that sound could travel through wires, and after many experiments and prototypes, the world's first telephone appeared. This idea was mocked by Bell's friends, but thanks to his hard work, it is now one of the most popular ways of communicating in the world.



The Telephone



The Television

What Would We Do Without Them?

Imagine a world without telephones, televisions, radios and aeroplanes. It's difficult because these inventions are so important in our 21st century lives. We would live very different lives if it were not for the dedication of the inventors and the belief they had in their inventions.

We owe a lot to inventors, but it's easy to forget about them when you're sitting in front of your wide-screen television, talking to your friend on the phone.

So the next time you get on a plane, switch on a washing machine, talk on your mobile or switch on your computer, think about the person whose idea it was and the process they went through so you could use it. Maybe they will encourage you to invent something yourself. *Good luck!*

Glossary

- | | | |
|------------------|---|--------------------------------------------------------------------------------------------------------|
| investor | — | someone who gives money to help make the invention, expecting more money back when the invention sells |
| patent | — | a legal document that stops other people from copying an idea |
| prototype | — | the first example of a new invention, made to test the design |

2b

Fact Retrieval Questions



These FACT RETRIEVAL questions just ask you to pick out information from the text. Have another read of Eureka! and then try and find the answers to these questions.

1. The introduction tells us that inventors

don't like solving problems

are usually ordinary people

aren't very clever people

are all born to be inventors

1
mark

Circle your answer.

2. Was Sir Isaac Newton an accidental inventor or a born inventor?

1
mark

Fact Retrieval Questions

3. What did Sir Isaac Newton discover about light?

.....

1
mark

4. Where did the inspiration for 'cats' eyes' come from?

.....

.....

2
marks

5. What happens to an invention after the inventor finds an investor?

.....

.....

1
mark

Inference Questions



INFERENCE questions are all about doing a bit of detective work to work out what's going on. Read 'Eureka!' again, and try these questions. Let's see how you do.

1. What evidence in the text suggests that a curious person might become an inventor?

.....
.....

1
mark

2. How do you know that Isaac Newton was a determined inventor?

.....
.....

2
marks

2a

Word Meaning Questions

WORD MEANING questions are about working out exactly what words mean when they're used in the text. Have another read of 'Eureka!', then give these questions a go.

1. 'Inventors are usually ordinary people like you and me who discover something that needs changing or improving.'

What does the word '**discover**' mean in this sentence?

Tick **one** box.

- | | |
|----------|--------------------------|
| hide | <input type="checkbox"/> |
| fix | <input type="checkbox"/> |
| identify | <input type="checkbox"/> |
| make | <input type="checkbox"/> |

1
mark

Word Meaning Questions

2. In the text, it states 'It takes a while for an idea to develop into a full-blown product'. Circle the word that means the same as 'full-blown' in this sentence.

planned

fully-developed

exaggerated

inspired

1
mark

3. Look at the sentence 'The invention is mass produced and made available...'. Which word in this sentence tells you that lots of inventions can be made at once?

.....

1
mark

4. Look at the phrase 'if it were not for the dedication of the inventors'. Circle the word that could replace the word 'dedication' in this phrase.

praise

rejection

address

devotion

1
mark

Summary Questions



SUMMARY QUESTIONS get you to work out the overall meaning of a chunk of text.
Read 'Eureka!' again, then have a go at these questions.

1. What do you think is the main message of the section called '**Where to Begin**'?

.....

.....

.....

2
marks

2. The section called '**Believing In What You Have Invented**' is about

having faith in
your own work

having faith
in the work of
others

hoping that
you might be
successful

just inventing
things for
the fun of it

1
mark

Circle your answer.

Language Question

Writers don't just pick their words out of a hat — they use the right LANGUAGE to say things in a certain way. Practise your language skills with the question below.

1. Why does the writer describe the invention of cats' eyes as 'life-changing'?

.....

.....



Reading Rewards



- ★ Certificates - Bronze, Silver, Gold
Reading Buddies, book group
- ★ Stickers, bookmarks
house points
- ★



Year 5's How to Help with Reading.

Useful Websites

<http://www.bbc.co.uk/bitesize/ks2/english/reading/>

<http://www.everyschool.co.uk/english-key-stage-2-comprehension-2.html>

<https://www.oxfordowl.co.uk/welcome-back/for-home/reading-owl/top-tips--3>

http://www.bbc.co.uk/schools/parents/primary_support/

<https://www.oxfordowl.co.uk/for-home/reading-owl/expert-help/helping-struggling-readers>

<http://www.booktrust.org.uk/books/children/how-to-share-books/reading-with-your-child-booklets>

Questions to ask your child when reading – Key Stage 2

Before reading the book:

- What do you think this story will be about?
- What might happen in the story?
- What genre will this story be? E.g. fantasy, comedy, horror.
- What do we call the writing on the back of the book? (Blurb) or What does the blurb tell us?

During the reading of the book:

- What has happened so far? Is it what you expected to happen?
- What might happen next?
- How do you think the story might end?
- Who is your favourite character? Why?
- Who is the character you like least? Why?
- Find 2 sentences, which describe the setting.
- Is the plot fast or slow moving? Find some evidence in the text, which supports your view.

Questions to ask your child when reading – Key Stage 2

At the end of the book:

- Which part of the story is your favourite / least favourite? Why?
- Would you change any part of the story? How?
- Would you change any of the characters? How?
- Which part of the story was the funniest, scariest, saddest, and happiest? Find some evidence in the text to support your opinion.
- Would you like to read another book by this author? Why?
- Does your opinion of this character change during the story? How? Why?
- If you met one of the characters from the story, what would you say to him / her?
- Find 2 things the author wrote about this character that made him / her likeable or unlikeable?

Before Reading



- What story clues are in the title and the pictures?
- Is this story real or make believe? How do I know?
- If this text is real, what will I learn?
- What will the main character need or want?
- Why do I want to read this story?
- How do I picture the setting?

During Reading



- What will happen next in the story?
- How do I feel about the main character?
- Why does the character act or feel a certain way?
- Does the story or text make sense?
- How will the story most likely end?
- How does this story or text remind me of my life?

After Reading



- How did the story or text make me feel?
- What do I like or dislike about the story?
- What is the main part of the story or text?
- How have my feelings about the character changed?
- How are the character's feelings or actions different at the end of the story?
- What is the author trying to tell me?

QUESTIONS TO ASK ABOUT READING

AUTHOR'S PURPOSE

- Is the author trying to persuade, inform, or entertain the reader?
- What message does the author want the reader to know?
- Why did the author write this piece?

ASKING QUESTIONS

- What questions do you have about what you read?
- What is something that you would ask the author?
- What else would you like to know about this topic?
- What do you think was the most important part?

MONITORING YOURSELF

- What background knowledge do you have that relates to this text?
- Did you ask yourself questions as you read?
- Did you reread sections that were difficult?
- What did you do when you came to a word you didn't know?

INFERENCE

- What is a generalization you can make about the main character?
- What is something you can figure out about the story that the author didn't tell you?

SUMMARY & MAIN IDEA

- What is the main idea? What are two supporting details?
- What would be a good title for this selection?
- What happened at the climax of the story?
- Write a summary including beginning, middle, and end.

CONNECTIONS

- What does this passage remind you of?
- What is another book you have read that has something in common with this one?
- What books have you read that have a similar theme or message?
- What is something you have learned this year that relates to the story?

Can you...





Thank you for coming to Year 5's Parent Reading Workshop