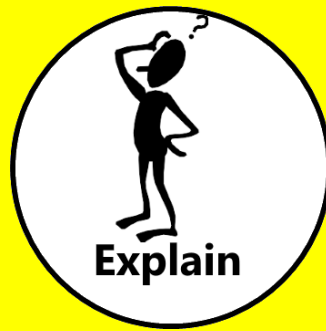




Taken from The Mysteries of Harris Burdick by Chris Van Allsburg



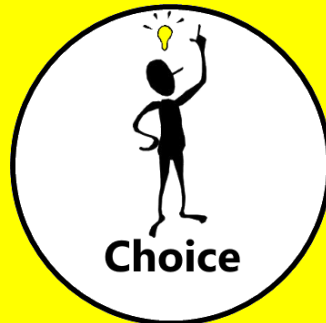
What does the word
'threatened' mean?



What is the man holding?

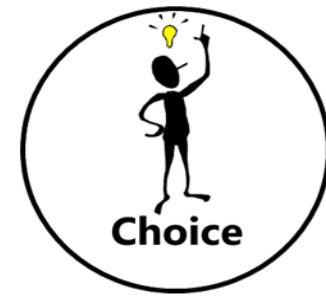
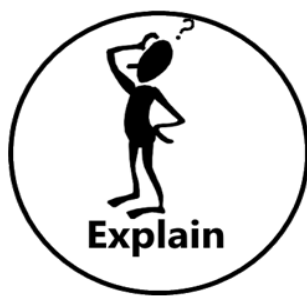
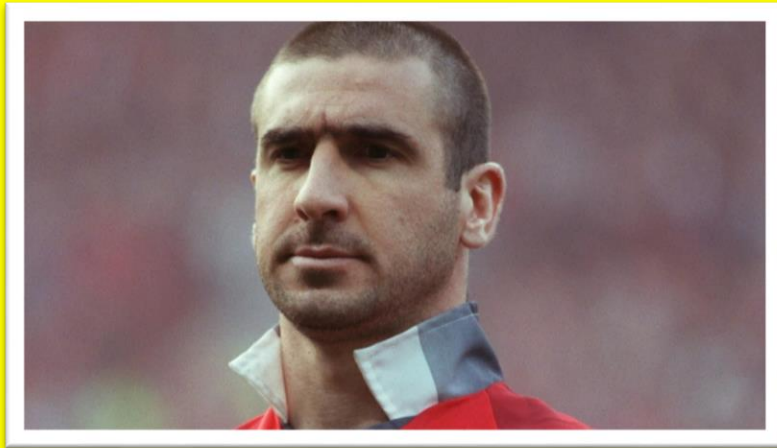


What do you think is under
the carpet?



Why hasn't Chris Van
Allsburg shown you what's
under the carpet?

Guiding Reading through ERIC and DERIC





To develop children's ability to decode to read new words.

What sounds are in the word?

What parts do you see in the word?

Do you know another word that looks like this?

What word would make sense in the sentence?

Can the picture help you?

Word reading
Use various word-solving strategies to read an unfamiliar word.

NC statements

Apply phonic knowledge and skills as the route to decode words. Years 1 and 2

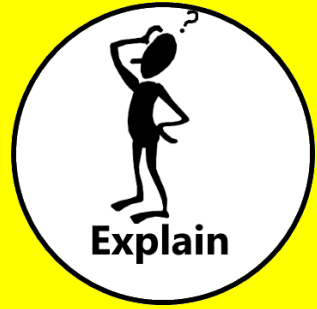
Read accurately by blending sounds in unfamiliar words. Years 1 and 2

Read common exception words, noting unusual correspondences between spelling and sound. Years 1 and 2

Read words containing common suffixes. Years 1 and 2

Read words with contractions. Year 1

Read words of more than one syllable Years 1 and 2



What does the word mean? Use the context to support understanding.

To develop children's understanding of vocabulary.

What does the word mean? How do you know?

What is a?

How do you know?

What does the writer mean by?

NC statements

Discussing and Clarifying word meanings, linking new meanings to those already known/known vocabulary Years 1 and 2

Understand both the books they can already read accurately and fluently and those they listen to by:

understand what they read, in books they can read independently, by:

checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Years 3,4,5 and 6

using dictionaries to check the meaning of words that they have read .Years 5 and 6



As well as simple fact finding, it is also important that we on occasions, expect children to be able to 'paraphrase' or 'put the information in their own words' to show that they have really understood.

To develop children's ability to retrieve information from the text.

Where/when does the story take place?

Who are the key characters in the book?

Find 5 words that the writer uses to describe the main character.

Can you reorganise these jumbled up events that appear in the story (provide events).

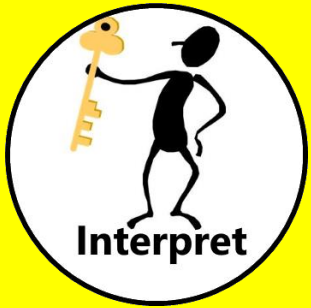
NC statements

Becoming familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics Years 1 and 2

Discussing the sequence of events in books and how items of information are related Year 2

retrieve and record information from non-fiction years 3,4,5 and 6

summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. 5 and 6



To develop children's ability to interpret information from the text.

- How are the characters feeling?
- Why did they do or say that?
- What might happen next?

Unlock information from the clues given in the text.

What sort of person do you think Is and why?

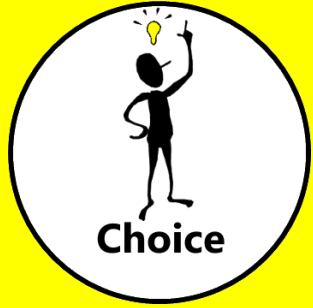
Why do you think (insert character) decided to (insert action)?

What conclusions can you draw from what (insert character) said about (insert situation)?

NC statements

Understand both the books they can already read accurately and fluently and those they listen to by: making inferences on the basis of what is being said and done, predicting what might happen on the basis of what has been read so far, discussing the significance of the title and events, checking that the text makes sense to them as they read Years 1 and 2

understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. predicting what might happen from details stated and implied Years 3,4,5 and 6



To develop children's ability to discuss author/illustrator choice.

What words or phrases has the author used to show that (insert idea)?

Why has the writer decided to write some words in (bold/italics)?


Why has the illustrator decided to (use particular colours / draw something or someone in a particular way)?

- Which words help you understand what is happening?
- What techniques has the author used to describe?
- How has the author organised or presented the text?

Think carefully about the author's choice and what they have done to make the text interesting and enjoyable to read.

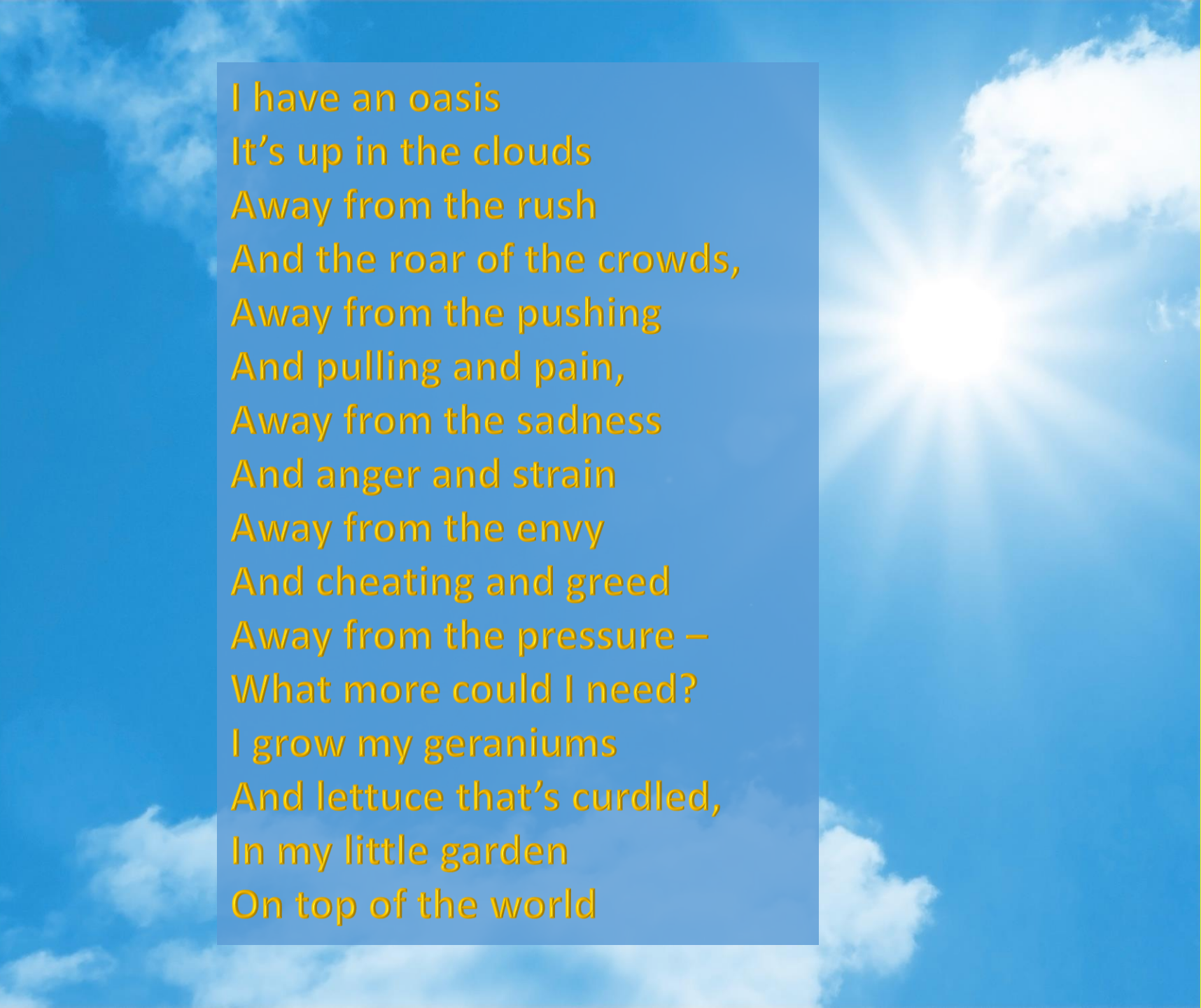
NC statements

identifying how language, structure, and presentation contribute to meaning. Years 3, 4, 5 and 6 discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Years 5 and 6




I have an oasis
It's ___ in the clouds
Away from the rush
And the roar of the _____,
Away from the pushing
And pulling and pain,
Away from ___ sadness
_____ anger and strain
Away from the envy
And cheating and greed
Away ___ the pressure –
What more could I _____?
I grow my geraniums
And lettuce that's curdled,
In my _____ garden
On top of the world

I have an oasis
by Colin
McNaughton



I have an oasis
It's up in the clouds
Away from the rush
And the roar of the crowds,
Away from the pushing
And pulling and pain,
Away from the sadness
And anger and strain
Away from the envy
And cheating and greed
Away from the pressure –
What more could I need?
I grow my geraniums
And lettuce that's curdled,
In my little garden
On top of the world



I have an oasis
by Colin
McNaughton

Can you match the word to the definition?

oasis

To become lumpy and spoiled

envy

A type of flower

geraniums

A calm, peaceful place

curdled

Jealous. Wanting to have something that someone else has.

WALT listen to and discuss a wide range of poetry

I HAVE AN OASIS

I have an oasis,
It's up in the clouds
Away from the rush
And the roar of the crowds,
Away from the pushing
And pulling and pain,
Away from the sadness
And anger and strain,
Away from the envy
And cheating and greed,
Away from the pressure –
What more could I need?
I grow my geraniums
And lettuce that's curled,
In my little garden
On top of the world.



What is an oasis? How do you know?

Name two things that the character does in the oasis.

Why do you think the character wants to go to an oasis?

**Where would your oasis be?
Can you describe it?**

WALT listen to and discuss a wide range of poetry

I HAVE AN OASIS

I have an oasis,
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And cheating and greed,
Away from the pressure –
What more could I need?
I grow my geraniums
And lettuce that's curled,
In my little garden
On top of the world.



What is an oasis? How do you know?

An oasis is a calm, peaceful, happy place. I know this because the character wants to get away from anger and unhappiness.

Name two things that the character does in the oasis. **Grow plants and flowers. Relax.**

Why do you think the character wants to go to an oasis? **Because where they live it is so noisy and unhappy.**

Where would your oasis be?

Can you describe it?

Guided Reading

(Discussion of ERIC questions and how to understand the question / navigate text / find the answers)
Led by teacher

Reading for Enjoyment'

(Quietly reading their B.O.G. in a calm cozy atmosphere. Using magpie book if appropriate.)
Independent activity

'Follow On'

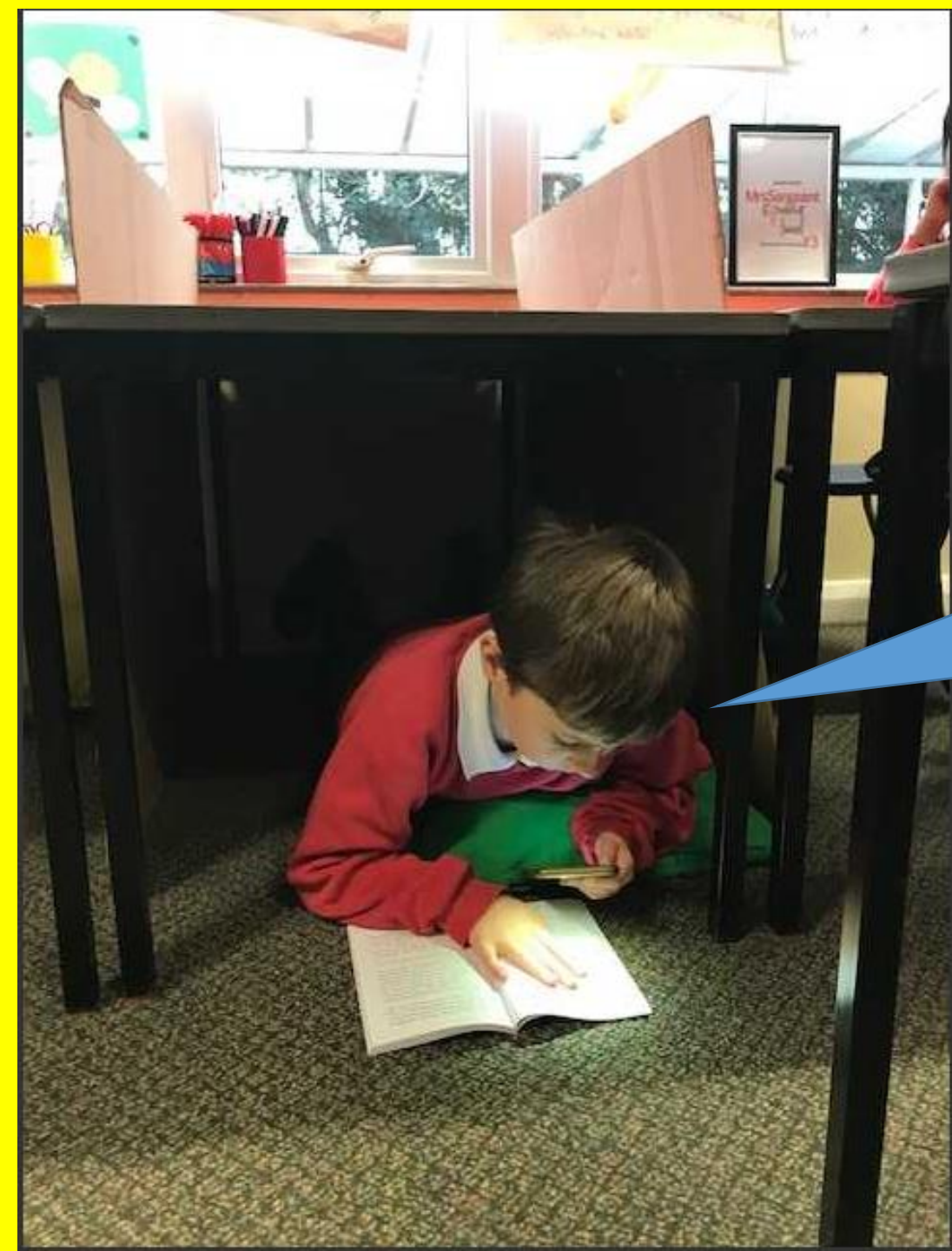
(Writing appropriate answers to the ERIC questions.)
Independent activity

'Pre-Read'

(Discussion of vocabulary in context in the text)
Led by TA

Home Environment – Top Tips.

- Set a good example. (what's your book on the go?)
- Have books well displayed at home. Don't let the bookshelf become a dumping ground.
- Ensure there is a comfortable place to read. (cushions, blankets) Encourage the adoption of adult reading posture.
- Don't feel that the only time to read is before bedtime.
- No matter how old your child is, they can still be read to.



I love book on the go time because it feels like I'm curled up in bed all on my own.

Torches, individual snugs, in full view of the teacher

In the classroom

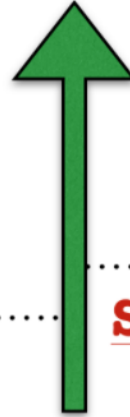
- Talk to the children who are not interacting with an adult. Look at the guided reading books and support them with their work if appropriate.
- Word Power-Up activity (Great for use at home).
- Pop into any of the year 2 or 3 classrooms to see the learning.
- Please ask us any questions while in the classrooms.

Draw it :



WORD POWER-UP

Definition :



Word Class :

Synonyms :

welcome

Sentence :

Antonyms :

Varied Forms :

@VocabularyNinja



'Words unlock the doors to a world of understanding...'

Reading at Swindon Village

- Year group libraries
- Pre- Read home work
- Suitcase to support key texts.
- Our daily approach to reading and writing and our whole school text map ensures that your child experiences a depth of quality texts covering all genres.

The best thing the school has
introduced for the teaching of
reading in my career - Dom
Roddís (Year 4)