The background features abstract, overlapping geometric shapes in various shades of green, ranging from light lime to dark forest green. These shapes are primarily located on the left and right sides of the frame, creating a modern, layered effect. The central area is a plain white space where the text is located.

Reading Jan 2022

Figure 2: Reading comprehension—the sum of many parts
Adapted from Hogan, Bridges, Justice, and Cain (2011)

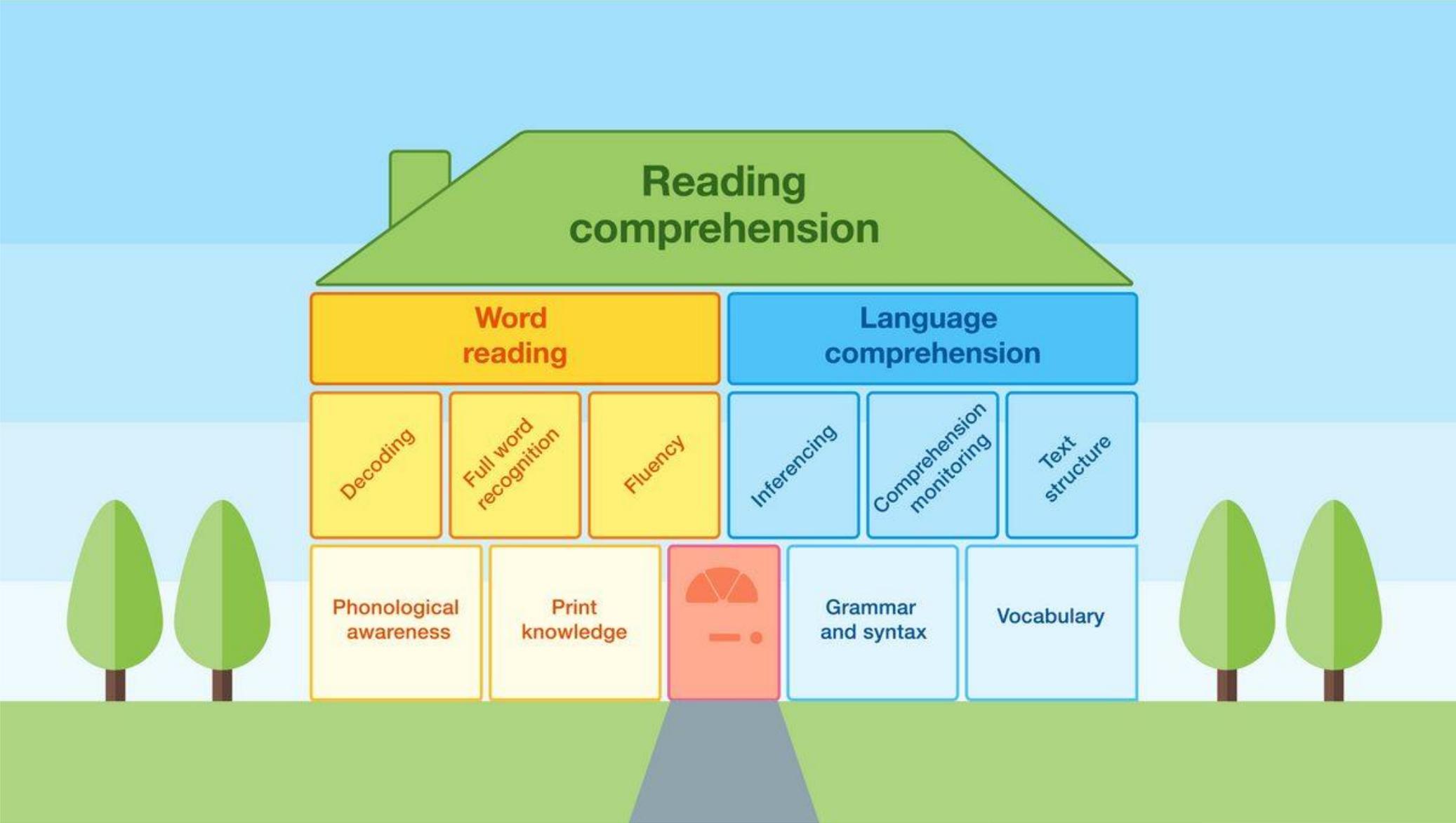
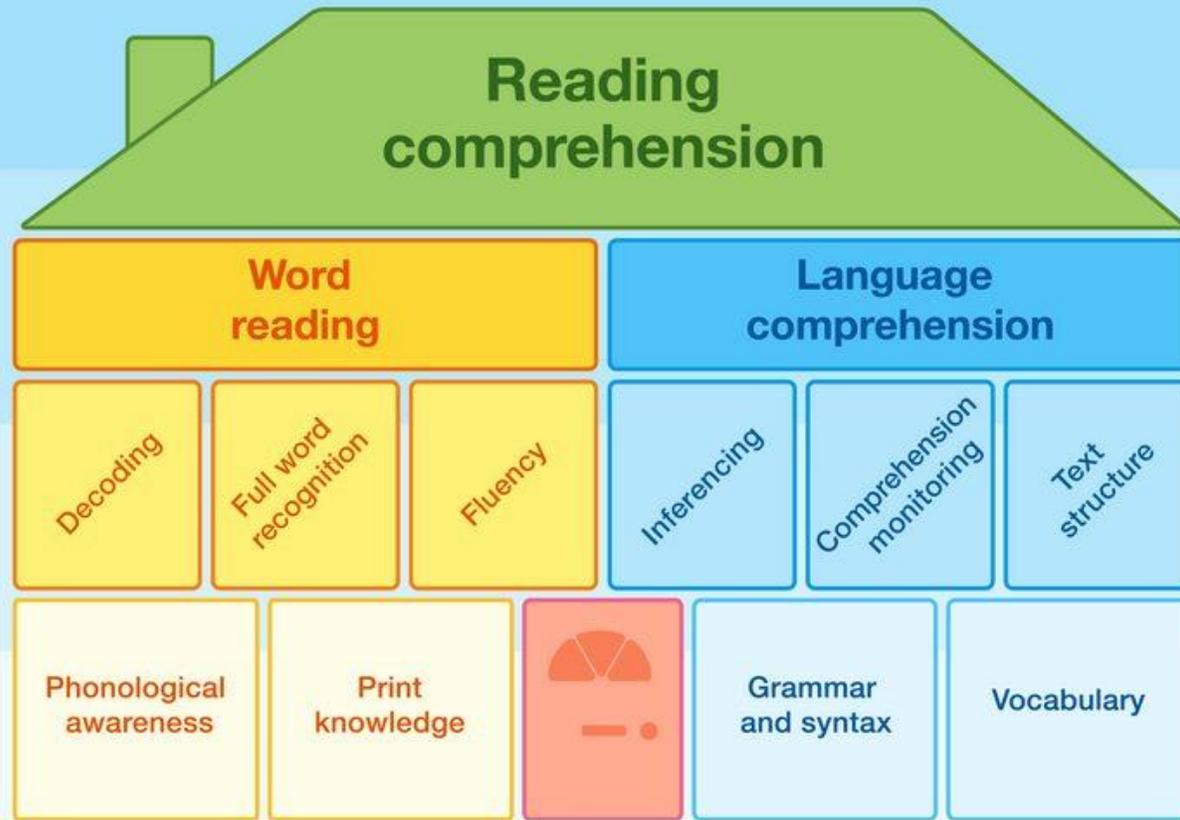


Figure 2: Reading comprehension—the sum of many parts
Adapted from Hogan, Bridges, Justice, and Cain (2011)



Reading at South Hill

- ▶ EYFS - RWI and Guided Reading (Foundation) phonological awareness, decoding. **Full word recognition developing.**
- ▶ Yr 1 - RWI and Guided Reading, phonological awareness, decoding, full word recognition. **Fluency and full word recognition word reading developing.**
- ▶ Yr 2 - RWI and Guided Reading, phonological awareness, decoding, full word recognition, fluency, full word recognition, grammar and syntax, vocabulary. **Inferencing, comprehension monitoring, text structure and language comprehension developing.**
- ▶ Yr 3 & 4 - Guided Reading (RWI interventions) - Grammar and syntax, vocabulary, inferencing, comprehension monitoring, text structure and language comprehension.
- ▶ Yr 5 & 6 - Guided Reading - Grammar and syntax, vocabulary, inferencing, comprehension monitoring, text structure and language comprehension.

Guided Reading

- ▶ Monday - whole class text
- ▶ Tuesday to Friday small groups:
 - ▶ 1 group with CT working on text - questions based on VIPERS
 - ▶ 1 group with TA reading their own scheme text
 - ▶ 1 group completing - phoneme spotters, comprehension activities, Lexia, Vocabulary hunt with real books, phoneme spotting from real books.
 - ▶ 1 group completing - reading for pleasure, listening post, reading a level below (for accessibility), reading non-fiction based on topic.

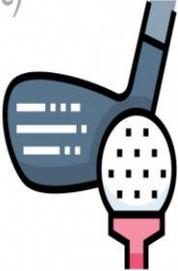
Tools to help

Shinobi Word of the Day

Word of the Day: **novice** Word Class (noun)
(nov-ice)

Pronunciation / Syllables

Definition:
A novice is someone who has been doing a job or other activity for only a short time and so is not experienced at it.

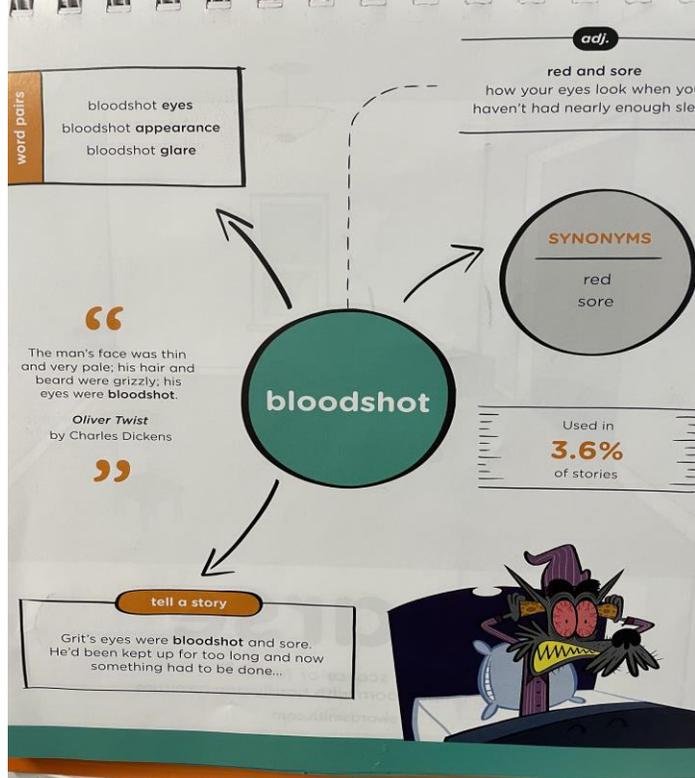


Phrases: a complete novice a novice when it came to

Synonym:	Antonym:	Prefix / Suffix:	Rhyme:	Link Word:
beginner	expert	-s		job
learner	veteran			sport



bloodshot
adj. red and sore
how your eyes look when you haven't had nearly enough sleep
mrswordsmith.com



word pairs

- bloodshot eyes
- bloodshot appearance
- bloodshot glare

adj.

- red and sore
- how your eyes look when you haven't had nearly enough sleep

SYNONYMS

- red
- sore

Used in 3.6% of stories

“ The man's face was thin and very pale; his hair and beard were grizzly; his eyes were **bloodshot**. **”**

Oliver Twist
by Charles Dickens

tell a story

Grit's eyes were **bloodshot** and sore. He'd been kept up for too long and now something had to be done...

Tools to help

- ▶ On your tables are different ideas that you could use - so have a play and have a go talk about them.

Reading and writing

- ▶ On your tables write a short setting for a story - your choice of genre

Examples

▶ Excerpt from *My Swordhand is Singing* by Marcus Sedgewick.

- ▶ The hut stood in a strange position. The river Chust, from which the village took its name forked in two here, as it snaked through the woods. With deep banks, the rivers had spent ten thousand years eating its way gently down into the thick soft dark forest soil. Its verges were moss laden blankets that dripped leaf mould into the slow brown water. But at a certain point, in its ancient history, the river had met some solid rock hidden in the soil, and had split in two. It was in the head of this fork that the hut stood.

▶ Excerpt from *Howl's Moving Castle* by Diana Wynne Jones

- ▶ It was quite a small room, with heavy black beams in the ceiling. By daylight it was amazingly dirty. The stones of the floor were stained and greasy, ash was piled within the fender, and the cobwebs hung in dusty droops from the beams. There was a layer of dust on the skull. Sophie absently wiped it off as she went to peer into the sink beside the workbench. She shuddered at the pink and grey slime in it and the white slime dripping from the pump above it. Howl obviously did not care what squalor his servants lived in.

▶ Excerpt from *The Graveyard Book* by Neil Gaiman

- ▶ The boy walked back down the south-west side of the hill, avoiding the old chapel; he did not want to see the place that Silas wasn't. Bod stopped beside a grave that looked the way he felt; it was beneath an oak that had once been struck by lightning, and now was just a black trunk, like a sharp talon coming out of the hill; the grave itself was water-stained and cracked, and above it was a memorial stone on which a headless angel hung, its robes looking like a huge and ugly tree-fungus.

▶ Excerpt from *Over Sea, Under Stone* by Susan Cooper

- ▶ Trewissick seemed to be sleeping beneath its grey, slate-tiled roofs, along the narrow winding streets down the hill. Silent behind their lace-curtained windows, the little square houses let the roar of the car bounce back from their whitewashed walls. Then Great Uncle Merry swung the wheel round, and suddenly they were driving along the edge of the harbour, past water rippling and flashing golden in the afternoon sun.

What we read...

- ▶ What we read influences what and how we write, the more we read the more we expose ourselves to different grammar and vocabulary as well as different worlds to explore and lose ourselves in.
- ▶ The more stories we share with children the more we open up to them to use in their writing



Levelling up!

- ▶ We want children to know what colour they are on and when they move and we'd like it to be a celebration for the child.
- ▶ Stickers stuck on the page (dated) when they move to a new colour on the scheme.