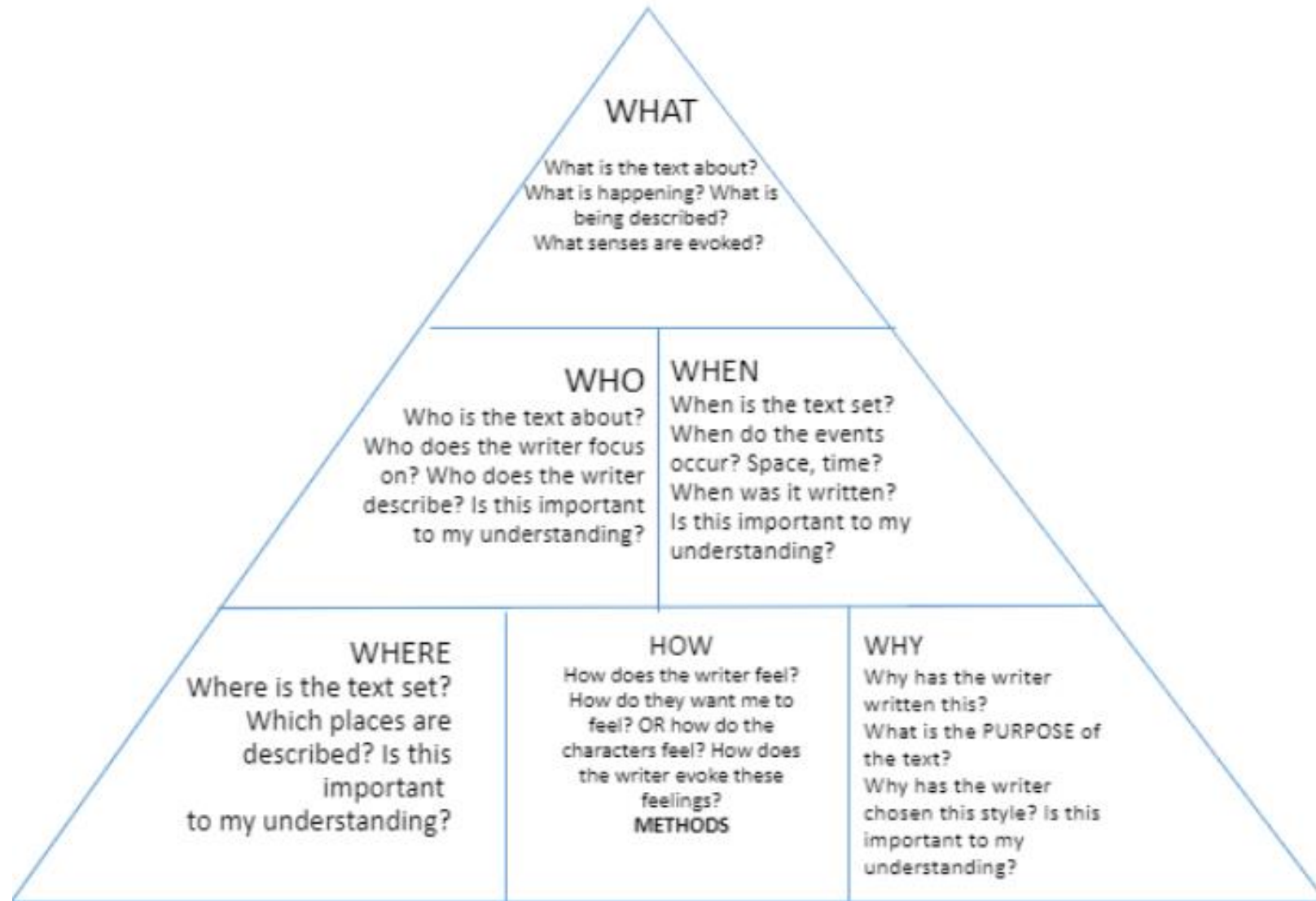


8.0 Reading and Comprehension

PLC Guide:

5	<ul style="list-style-type: none"> Speaks clearly and confidently when reading a range of texts Reads fluently and reacts to a range of texts Few errors across a range of texts Using all punctuation to guide reading across a range of texts 	<ul style="list-style-type: none"> Uses voice to guide the listener e.g. through characters, sections or to signal a change in the tone of the text 	<ul style="list-style-type: none"> Answered all questions across a range of texts showing good/full understanding Minimal misconceptions
4	<ul style="list-style-type: none"> Speaks clearly and confidently Reads fluently, reacts to text emotionally (humour/concern/etc) Few errors in vocabulary/ pronunciation with ability to self-correct quickly Using all punctuation to guide reading 	<ul style="list-style-type: none"> Can place vocal emphasis on appropriate words Tone rose and fell at appropriate points in the text 	<ul style="list-style-type: none"> Answered all questions clearly and with some detail, showing a good/ full understanding of what they have read. Minimal misconceptions.
3	<ul style="list-style-type: none"> Speaks clearly Reads full sentences fluently Some regressions, repetitions, and self-correction needed Uses most punctuation to guide reading (., ? ! “) 	<ul style="list-style-type: none"> Uses changing tone and expression for different character voices and to show the character’s emotions Will re-read if corrected in pronunciation 	<ul style="list-style-type: none"> Answered 2-3 questions correctly with some support needed to show understanding. Some misconceptions. Some understanding.
2	<ul style="list-style-type: none"> Mainly clear speech but with some low volume or ‘muttered’ words Mainly reads whole lines or sentences at a time Recognises some errors and attempts to self-correct or asks for support Most phrasing seems appropriate and adheres to basic punctuation (., ?) 	<ul style="list-style-type: none"> Uses some expression- mainly when signalled by punctuation e.g. ? 	<ul style="list-style-type: none"> Struggled to answer questions. With support understanding was still some/ limited with misconceptions.
1	<ul style="list-style-type: none"> Volume or ‘muttering’ affects listeners understanding throughout or at points Reads 2 or 3 words at a time before pausing. Some word-by-word reading may be present. Does not recognise errors or will not attempt words without support Word groupings may seem awkward and unrelated to larger context of sentence or passage e.g. not using punctuation to guide reading 	<ul style="list-style-type: none"> Little or no expressive interpretation is present. 	<ul style="list-style-type: none"> Could not answer questions on the text. Showed limited understanding.

8.0 Reading and Comprehension



8.0 Reading and Comprehension

Key vocabulary

Antonym	A word that has the opposite meaning to the word given.
Blurb	The information found on the back of a book that tells you a bit more about the story or the contents of the book – it is there to try and hook you in!
Book review	Sharing your opinion about a book you have read. You might like to recommend it to others ... or you might think they should steer clear!
Comprehension	Understanding the text you read. Sometimes you will be asked comprehension questions verbally or as written questions – these may ask you to infer, predict, explain, retrieve, summarise, sequence or to think about what certain words mean and how they have been used to create an effect in the text.
Deduction	Using the evidence in the text to draw conclusions and make predictions.
Explanation	Drawing on reasons from the text, or your own knowledge and experience, to explain why certain things happen.
Genre	Different types of books that fit into fiction, non-fiction, poetry, plays or reference books. Have a look at the Book genres box to find out more!
Hyperbole	An over-exaggeration that can't possibly be true, for example, <i>This bag weighs a tonne.</i>
Inference	Looking for clues in the story. You won't find this information written in the text but there will be things that point you in the direction. You can infer the feelings, thoughts and motives from characters' actions – they are often shown through actions rather than told
Metaphor	A word or phrase describing an object or action by comparing it to something that isn't actually alike, for example, <i>The classroom was a zoo.</i>
Personification	Personification is a form of figurative language where objects are given human characteristics. For example, <i>The floorboards groaned as Maia walked across them.</i>
Prediction	Looking for clues in the text that help you to suggest what might happen next. Try and think of logical ideas and a reason for your predictions.
Retrieval	Finding a piece of information from the text – it will be there if you re-read the words!
Sequence	Thinking about the key events or ideas and putting them in a defined order. You will need to go back through the text to find each piece of information that needs sequencing.
Simile	To describe something in comparison to something else, for example, <i>As brave as a lion.</i>
Summary	Taking lots of information and squashing it down into one or two sentences. Summarising shows that you have understood the text and can tell someone else about it.
Synonym	An alternative word that means something similar to the word given.

Book reviews

- Who are the main characters?
- What is the main plot? (Without giving too much away!)
- What were the highlights?
- Who was your favourite/least favourite character? Why?
- Was it unputdownable? If so, why?
- Were there any weak or boring bits?
- What emotions did the book evoke?
- Did you discover any new words?
- What ideas could you use in your own writing?
- Are there any other similar books or books by the same author that you would like to read next?

Book genres

- Modern fiction
- Historical fiction
- Mystery
- Fairy tale/fable/folktale
- Fantasy
- Science fiction
- Reference books
- Biography/autobiography
- Poetry
- Playscripts

Choosing books

- Is there an author you know or like?
- Do you want to read a specific genre of book?
- Does the picture on the front catch your eye?
- Does the title excite you?
- Read the blurb on the back – does it sound interesting and exciting?
- Read the first few sentences – are you hooked? Do you want to read more?
- Is the book the right amount of challenge for you?

Answering comprehension questions

- Read the text carefully then re-read it through a second time.
- Re-read bits of the text to answer questions.
- Underline key words in the question.
- What is the question asking you to do? Infer? Predict? Find information? Look at the vocabulary? Summarise something? Explain the order?
- To find alternative words, try swapping some of your ideas in.
- Re-read the sentence/s before and after a referenced word or part in a question – reading around helps.
- Answer the question out loud or in your head first and check that it makes sense before writing it down.

- A quote or being asked to reference the text means you need to find parts of the text to back up your answer. A quote is a direct copy of a piece of text put into inverted commas (speech marks).
- Use part of the question to start the answer! Make sure you write in full sentences.
- Look at the marks for each question – one mark is probably looking for some key words while 2, 3 or 4 marks will want multiple answers or answers with much greater depth often needing inference and drawing conclusions.

8.0 Reading and Comprehension











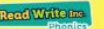

Phonics: [Parent guide to Read Write Inc. Phonics - Oxford Owl](#)

Read Write Inc. is a popular phonics scheme. Like all phonics schemes, it teaches children the sounds in English, the letters that represent them, and how to form the letters when writing.



Helpful Videos for Parents and Carers:

<https://www.youtube.com/watch?v=MbWlujM1WGM&list=PLDe74j1F52zSCiOMSn3zQDSzgu9TrbQ1c&pp=iAQB>

 Why read to your child? 	 10 things to think about when you read to your child 	 Understanding Phonics 	 What is Read Write Inc. Phonics? 	 How to say the sounds 	 Sound-blending 
Why read to your child? Find out why it's important to read to your child.	10 things to think about Tips to make the most of reading to your child.	Understanding phonics Find out what phonics is and how it's used.	What is Read Write Inc.? Find out how Read Write Inc. Phonics helps your child.	How to say the sounds Learn how to pronounce the Read Write Inc. sounds.	What is Sound-blending? Ruth Miskin's way of teaching children to blend sounds.

Resources for Students:

<https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/#set1ssps>

[Free eBook library | Oxford Owl from Oxford University Press](#)



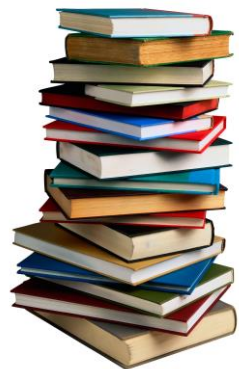
Reading Comprehension: [Reading comprehension at primary school | Oxford Owl](#)

Reading comprehension is the ability to read a text and understand its meaning. The National Curriculum divides reading up into two closely linked skills: word reading and comprehension. Word reading is the name given to recognising the words on the page or screen, taught through phonics. To make sense of what they're reading, a child needs to be able to *understand* the words. This is called comprehension.

What is Comprehension? [What is comprehension? | Oxford Owl \(youtube.com\)](#)



Resources for students: https://home.oxfordowl.co.uk/?s=comprehension&fwp_post_types=activities




1. WHAT is the text about?
2. WHO is the text about?
3. WHEN is the text set?
4. WHERE is the text set?
5. HOW does the writer feel?
6. WHY has the writer written this?

Reading Comprehension Strategies







<p>Re-read the Text</p> <p>more information = more understanding</p>	<p>Activate Prior Knowledge</p>	<p>Use Context Clues</p>
<p>Infer Meaning</p>	<p>Think Aloud</p>	<p>Summarize the Story</p>
<p>Locate Key Words</p>	<p>Make Predictions</p>	<p>Use Word Attack Strategies</p> <p>rereading</p>
<p>Visualize</p>	<p>Use Graphic Organizers</p>	<p>Evaluate Understanding</p>


8.0 Reading and Comprehension

Name: _____

ZPD: 

**Accelerated Reader
Book Level Guide**

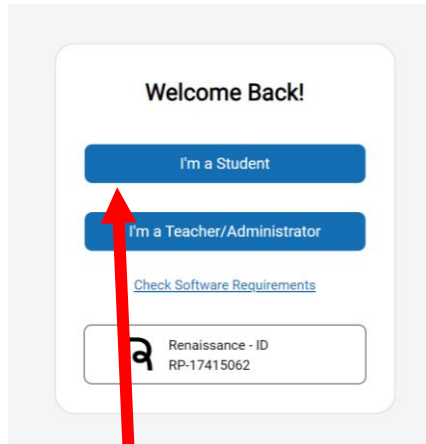
-  0.0 - 1.9
-  2.0 - 2.9
-  3.0 - 3.9
-  4.0 - 4.9
-  5.0 - 5.9
-  6.0 +



Accelerated Reader: [Welcome \(renaissance-go.com\)](http://www.renaissance-go.com)

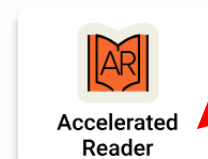
Once a fortnight, students have a library lesson following our Accelerated Reader programme. Twice a year, students will complete STAR tests to give them an accurate book level for their reading age. All Key Stage Three students also take part in 15 minutes of independent reading during DEAR time once per day. Students are expected to take an Accelerated Reader quiz on any book they finish reading.

How to Quiz:



1. Use the website above to login to Accelerated Reader. All students will be given a login by their English teacher.

Practice



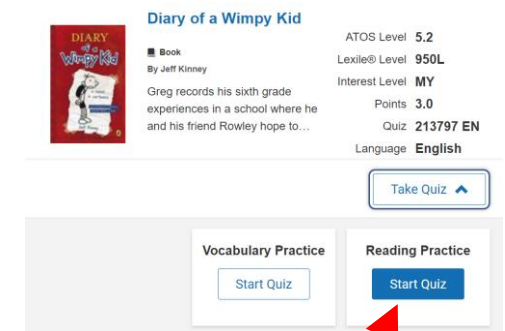
2. Once you have logged in, press 'Accelerated Reader'

Search for Books, Articles, or Quizzes

Enter a Title, Author, Quiz Number, or Keyword

[Search](#)

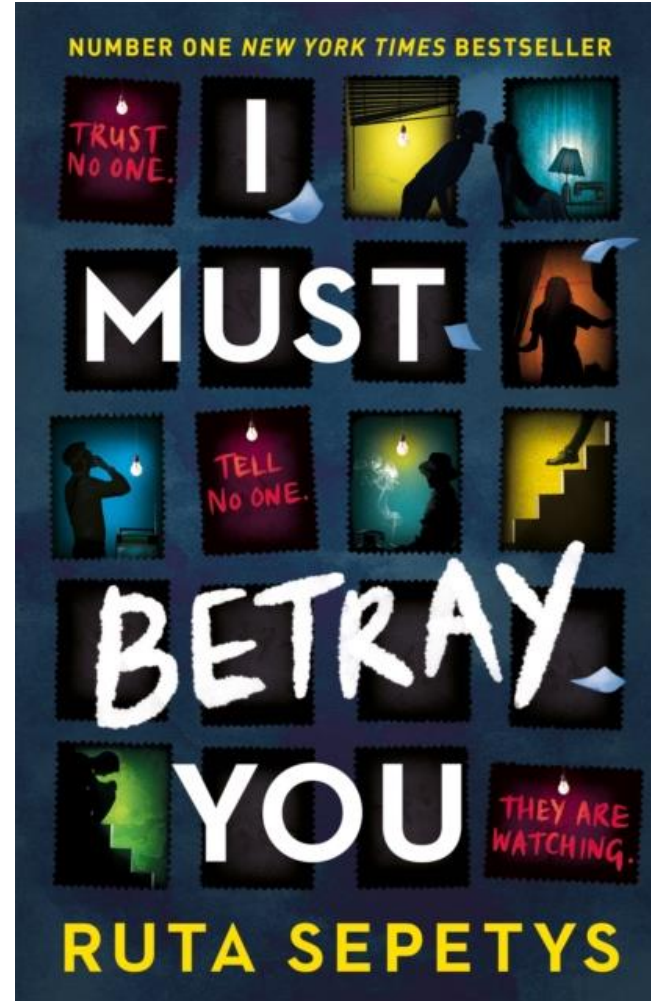
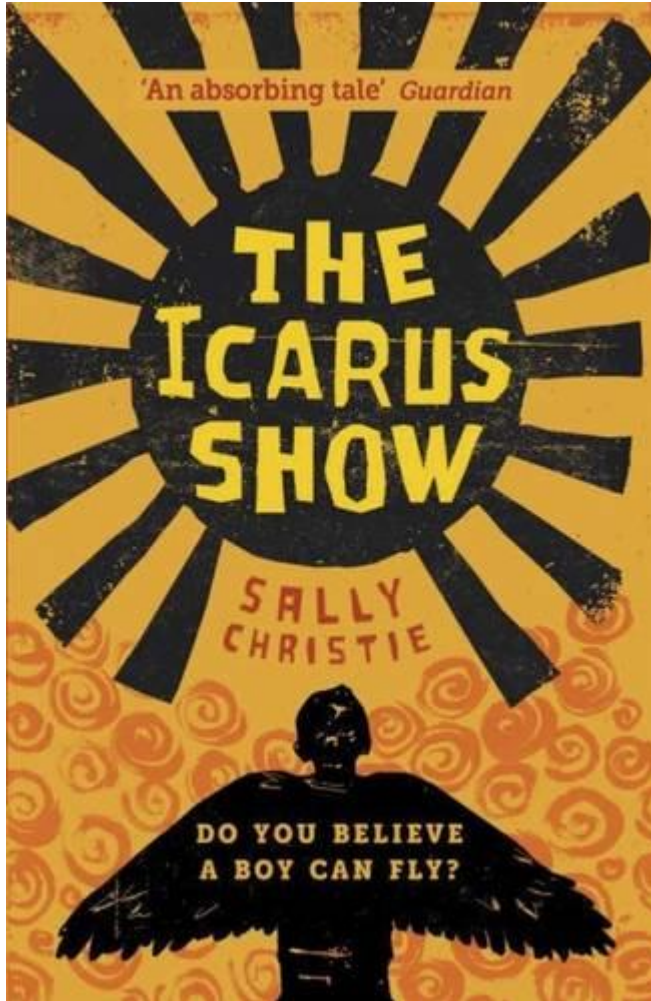
3. Search for the book you have finished reading. It might sometimes have a different front cover on the website so make sure you double check the book title and author.



4. Press 'Take Quiz' and then 'Reading Practice Quiz'. You will now be given a collection of questions to test your understanding of the book.

Year 8 Reading List:

<https://schoolreadinglist.co.uk/reading-lists-for-ks3-pupils/suggested-reading-list-for-year-8-pupils-ks3-age-12-13/>



Books to read

A Boy Called Hope by Lara Williamson
A Pocketful of Stars by Aisha Bushby
Abomination by Robert Swindells
Absolutely Everything by Christopher Lloyd
All the Things That Could Go Wrong by Stewart Foster
Amari and the Night Brothers by BB Alston
Awful End by Philip Ardagh
Belonging Street by Mandy Coe
Boy in the Tower by Polly Ho-Yen
Carrie's War by Nina Bawden
Cogheart by Peter Bunzl
Corpse Talk: Season 1 by Adam Murphy
Crater Lake by Jennifer Killick
Darwin's Dragons by Lindsay Galvin
DOSH by Rashmi Sirdeshpande and Adam Hayes
El Deafo by Cece Bell
Eren by Simon P Clark
Everest by Alexandra Stewart and Joe Todd-Stanton
From Hereabout Hill by Michael Morpurgo
Fruit and Nutcase by Jean Ure
Goodnight Mister Tom by Michelle Magorian
Granny by Anthony Horowitz
Great Adventurers by Alastair Humphreys and Kevin Ward
Gut Garden by Katie Brosnan
Head Kid by David Baddiel
High-Rise Mystery by Sharna Jackson
Holes by Louis Sachar
I Am Not a Label by Cerrie Burnell and Lauren Mark Baldo
Illegal by Eoin Colfer
Kensuke's Kingdom by Michael Morpurgo
Lion Boy by Zizou Corder

Love That Dog by Sharon Creech
Malamander by Thomas Taylor
Moon Juice by Kate Wakeling and Elina Braslina
My Brother Is a Superhero by David Solomons
My Swordhand is Singing by Marcus Sedgwick
Nevermoor: The Trials of Morrigan Crow by Jessica Townsend
Nightfall in New York by Katherine Woodfine
No Ballet Shoes in Syria by Catherine Bruton
Once by Morris Gleitzman
Oranges in No Man's Land by Elizabeth Laird
Orphans of the Tide by Struan Murray and Manuel Sumberac
Overheard in a Tower Block by Joseph Coelho and Kate Milner
Owen and the Soldier by Lisa Thompson and Mike Lowery
Pig Heart Boy by Malorie Blackman
Raspberries on the Yangtze by Karen Wallace
Roofstoppers by Katherine Rundell
SeaBEAN by Sarah Holding
Show Us Who You Are by Elle McNicoll
Siverfin by Charlie Higson
Skellig by David Almond
Space Maps by Lara Albanese and Tommaso Vidus Rosin
Stonekeeper: Amulet by Kazu Kibuishi
Superfudge by Judy Blume
Survival in Space: The Apollo 13 Mission by David Long and Stefano Tambellini
Swimming With Sharks by Heather Lang
Tell Me No Lies by Malorie Blackman
The Arrival by Shaun Tan
The Babysitters' Club: Kristy's Great Idea by Ann M. Martin and Raina Telgemeier
The Borrowers by Mary Norton

The Boy at the Back of the Class by Onjali Rauf
The Boy Who Flew by Fleur Hitchcock
The Boy Who Made Everyone Laugh by Helen Rutter
The Crowstarver by Dick King-Smith
The Element in the Room by Mike Barfield and Lauren Humphrey
The Girl of Ink and Stars by Kiran Millwood Hargrave
The Girl Who Speaks Bear by Sophie Anderson and Kathrin Honesta
The Hobbit by J.R.R. Tolkien
The Island by Armin Greder
The Lion the Witch and the Wardrobe by C.S. Lewis
The Machine Gunners by Robert Westall
The Middler by Kirsty Applebaum
The Midnight Guardians by Ross Montgomery
The Night Bus Hero by Onjali Rauf
The Nowhere Emporium by Ross Mackenzie
The Other Side of the Truth by Beverley Naidoo
The Railway Children by E Nesbit
The Shark Caller by Zillah Bethell and Saara Soederlund
The Silly Book of Side-Splitting Stuff by Andy Seed
The Silver Sword by Ian Serraillier
The Super Miraculous Journey of Freddie Yates by Jenny Pearson and Rob Biddulph
The Viewer by Gary Crew and Shaun Tan
The Weather Weaver by Tamsin Mori
The Weathermonger by Peter Dickinson
The What on Earth? Wallbook Timeline of Nature by Christopher Lloyd
The Wheel of Surya by Jamila Gavin
Time Travelling with a Hamster by Ross Welford

Tom's Midnight Garden by Philippa Pearce
What Katy Did by Susan Coolidge
When Hitler Stole Pink Rabbit by Judith Kerr
Why the Whales Came by Michael Morpurgo
Wildspark by Vashti Hardy
Wonder by R J Palacio

