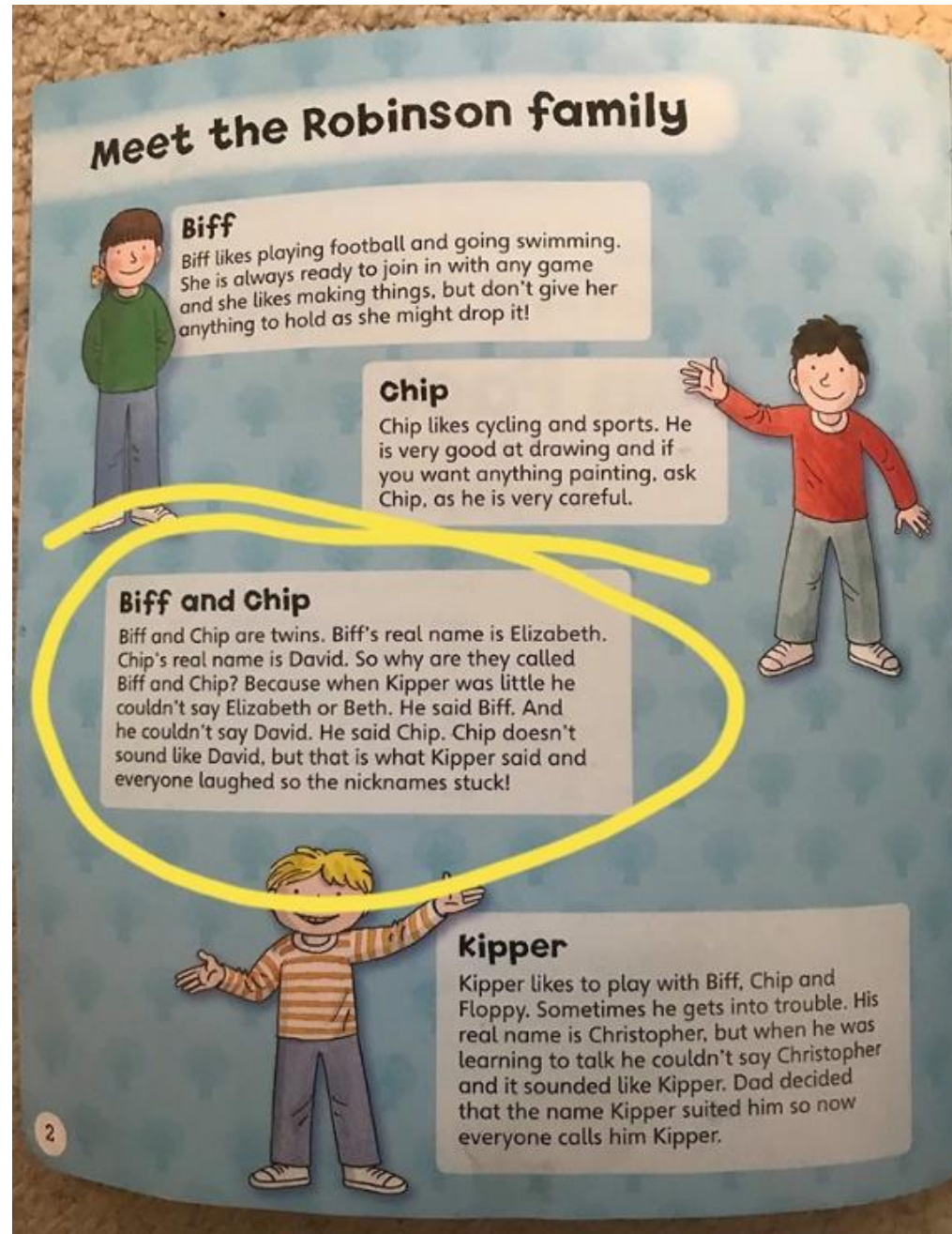


I found this online the other day and it blew my mind! It was news to me and all my teacher friends so I thought I'd share.



Meet the Robinson family

Biff

Biff likes playing football and going swimming. She is always ready to join in with any game and she likes making things, but don't give her anything to hold as she might drop it!

Chip

Chip likes cycling and sports. He is very good at drawing and if you want anything painting, ask Chip, as he is very careful.

Biff and Chip

Biff and Chip are twins. Biff's real name is Elizabeth. Chip's real name is David. So why are they called Biff and Chip? Because when Kipper was little he couldn't say Elizabeth or Beth. He said Biff. And he couldn't say David. He said Chip. Chip doesn't sound like David, but that is what Kipper said and everyone laughed so the nicknames stuck!

Kipper

Kipper likes to play with Biff, Chip and Floppy. Sometimes he gets into trouble. His real name is Christopher, but when he was learning to talk he couldn't say Christopher and it sounded like Kipper. Dad decided that the name Kipper suited him so now everyone calls him Kipper.




92% of kids
surveyed
said they are
more likely to
read a book
they
selected
themselves.



Source: Scholastic



WHY READ 20 MINUTES AT HOME?

Student A Reads	Student B Reads	Student C Reads
❖ 20 minutes per day.	❖ 5 minutes per day.	❖ 1 minute per day
❖ 3,600 minutes per school year.	❖ 900 minutes per school year.	❖ 180 minutes per school year.
❖ 1,800,000 words per year.	❖ 282,000 words per year.	❖ 8,000 words per year.
		
❖ Scores in the 90 th percentile on standardized tests.	❖ Scores in the 50 th percentile on standardized tests.	❖ Scores in the 10 th percentile on standardized tests.

If they start reading for 20 minutes per night in Kindergarten, by the end of 6th grade, Student A will have read for the equivalent of 60 school days, Student B will have read for 12 schooldays, and Student C will have read for 3.

(Baker and Brown, 1983)

WANT TO BE A BETTER READER? SIMPLY READ.

Launching our Reading Passports

Cheselbourne Village School



*Her Britannic Majesty's
Secretary of State
Requests and Requires
in the Name of Her Majesty
all those whom it may concern
to allow the bearer to read freely
without let or hindrance,
and to afford the bearer
such assistance as maybe necessary*



**READING
PASSPORT**

Name; _____

Yellow Book Band

Can you..?

- ☐ Start to spot digraphs in words when reading
- ☐ Read lots of tricky words by sight
- ☐ Talk about what has happened in the story
- ☐ Spot when you've made a mistake and correct it

Turquoise Book Band

Can you...


























- ☐ Read most words without sounding out and read longer words by breaking them into chunks?
- ☐ Retell the story in your own words?
- ☐ Start to read with expression, especially when characters are speaking?
- ☐ Talk about how characters are feeling?

Free Reader

Can you..?

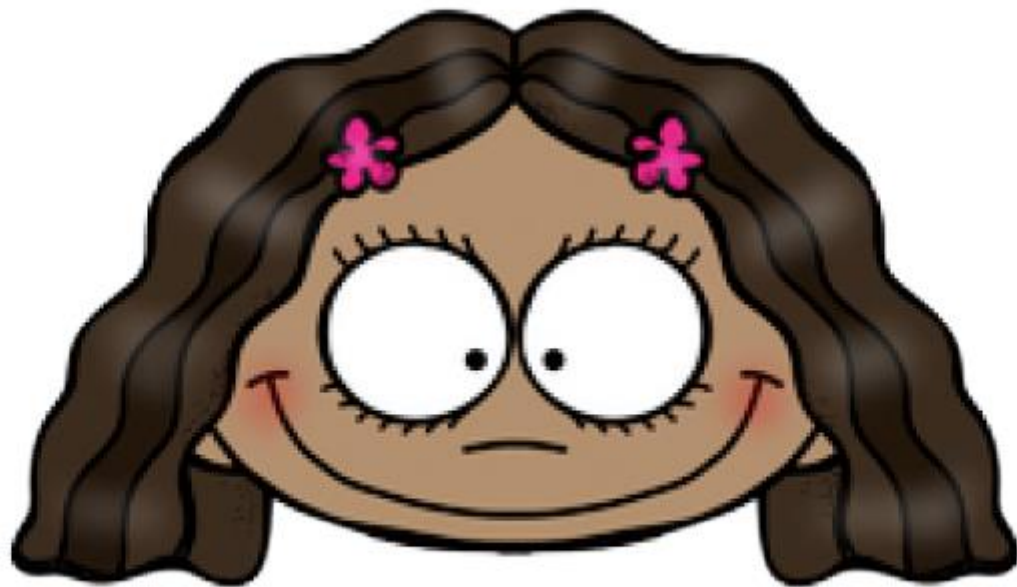
- ☐ Read a range of fiction, poetry, plays, non-fiction, reference and text books
- ☐ Recommend books to your friends and give reasons for your choices
- ☐ Read between the lines to discover a character's feelings, thoughts and motives from what they say and do
- ☐ Identify words that are used for effect and talk about why they are effective
- ☐ Identify the difference between literal and figurative language
- ☐ Identify and talk about the themes and ideas in the book

Free Reader Bingo

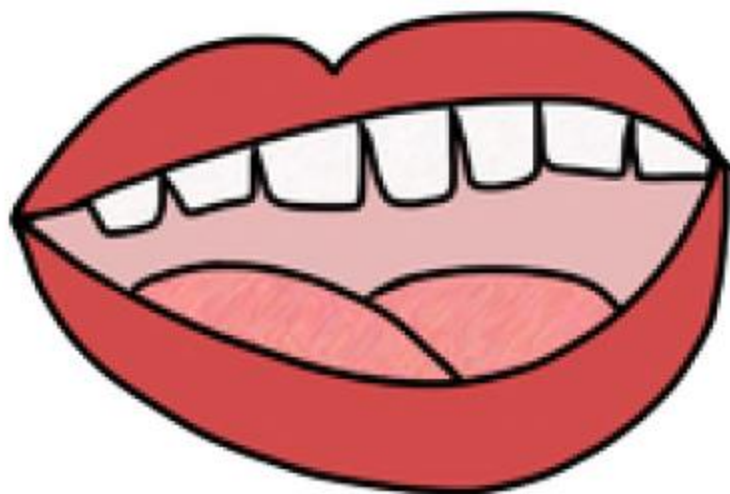
Read with a friend Date: 	Read in a tent Date: 	Read by flashlight Date: 	Read by a seaside Date: 
Read in bed Date: 	Read in a garden Date: 	Read a book about another culture Date: 	Read an eBook Date: 
Read under a tree Date: 	Read a non-fiction book Date: 	Read a joke book Date: 	Read a book in the library Date: 
Read in your pyjamas Date: 	Read a biography Date: 	Read a kid's magazine Date: 	Read for 30 minutes Date: 
Read a newspaper Date: 	Read a book of your favourite author Date: 	Read an adventure story Date: 	Read about nature Date: 
Read a poem Date: 	Read a scary story Date: 	Read in a blanket Date: 	Read under the stars Date: 
Read with a grown up Date: 	Read a cookbook Date: 	Read to a pet Date: 	Read a mystery Date: 

Reading Strategies Bookmark

Look at the
Picture



Get your
Mouth Ready



Sound it Out



Look for
Chunks



Think:

What would make sense?

The car went *fun*.
OR
The car went *far*.



Skip the Word



then Reread

Comprehension! The most important thing!

- Do they understand what they've read?

Rex Retriever will help you
to go into a text and retrieve
the facts.



Rex Retriever might ask...

Where/when is the story set?

Who is/are the main character(s) in the story?

Is there a good/bad character? Who is it? How can you tell?

Is there a dilemma in this story? What is it?

How is the dilemma resolved?

How does the story end?

What do you think is happening here?

Which is your favourite/worst/funniest/scariest part of the story? Why?

Which information did you find the most interesting? Why?

Who is telling us the story?

What happened when _____?

Why is this story/poem/non-fiction text/section/chapter called _____?

Can you think of a different title for this story/poem/non-fiction text/section/chapter?

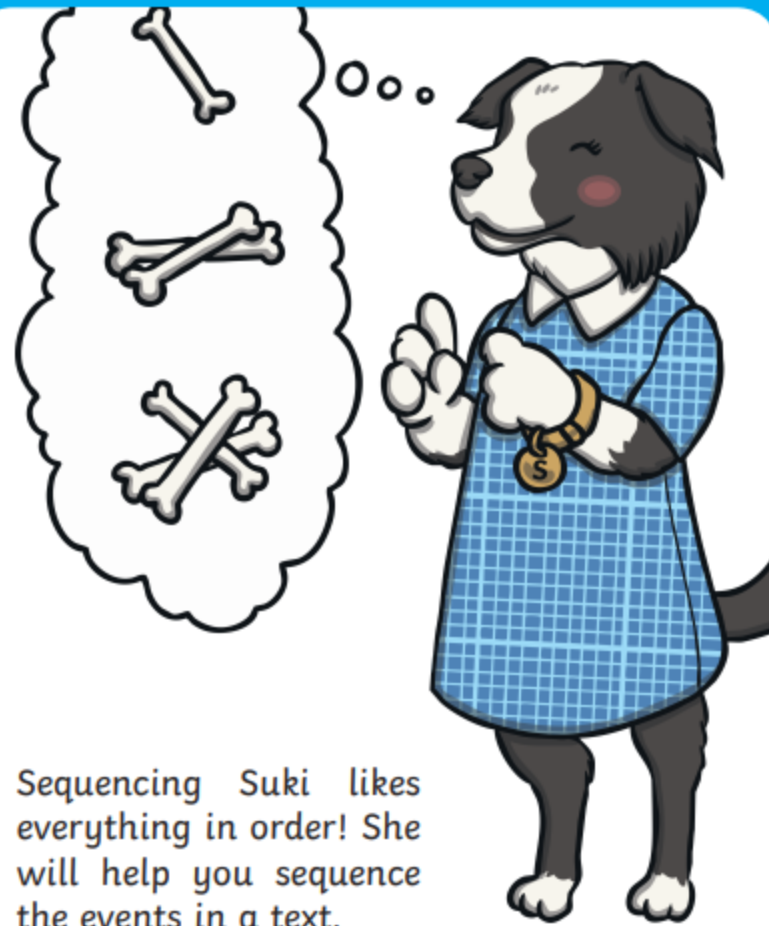
What do you remember about _____?

What happened to make _____?

What sticks most in your mind about _____?

What moment do you remember most from _____?





Sequencing Suki likes everything in order! She will help you sequence the events in a text.

Sequencing Suki might ask...

How/where does the story start?

Who do you meet first?

What is the first/second/last step in these instructions?

What did you find out first?

Put these sentences in the order they happened...

Make a table/map/poster/flow chart to show the order things happened in.

Use 20 words to sum up this story or non-fiction text.

What happened next/in the middle/at the end of _____?

Write a sentence/ draw a picture to show what happened at the beginning/middle/end.

Do you have to read this _____ in the order it has been written? What happens if you don't?



Inference Iggy will help you hunt for clues in a text about how someone might be feeling or why something is happening.



Inference Iggy might ask...

What do you think _____
is saying/thinking/
feeling at this point?
Why?

What do you think
the author meant
when _____?

Why does the author
use the word
_____ here?

What effect did
the author want to
create by _____?

How do you think the
author feels about
_____? Find
the words or sentences
to back this up.

What do you think
the word _____
means? Why do you
think that?

Can you explain
why _____?

Why do you think
_____?

Where do you think
_____?

Can we work out
how _____
feels about _____?

Does this tell us
anything about
_____?

How did you feel
when _____?

Which bit made you
feel _____?

Can you describe
how you felt when
_____?
Why?

Why do you think
he/she _____?



Is there anything you've just
read which reminds you of
something that has happened
to you, or someone you
know? Why? How?

What can we guess
about where/when
this is taking place?

What would _____
say if _____?



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Predicting Pip tries to see the future and she will help you work out what might happen next.



Predicting Pip might ask...

What do you think will happen next?

Where do you think _____ will go next?

What do you think _____ will say/do next?

What do you think this book/section/ chapter will be about?

What features might you expect to see in this sort of text?

How do you think this will end?

Can you think of any other stories that start like this? How do they end? Do you think this will end the same way?

What sentence or phrase do you think will come next?

Draw what you think is going to happen next.

What do you think the next step will be?

Write three questions you would like to find the answer to in this text.

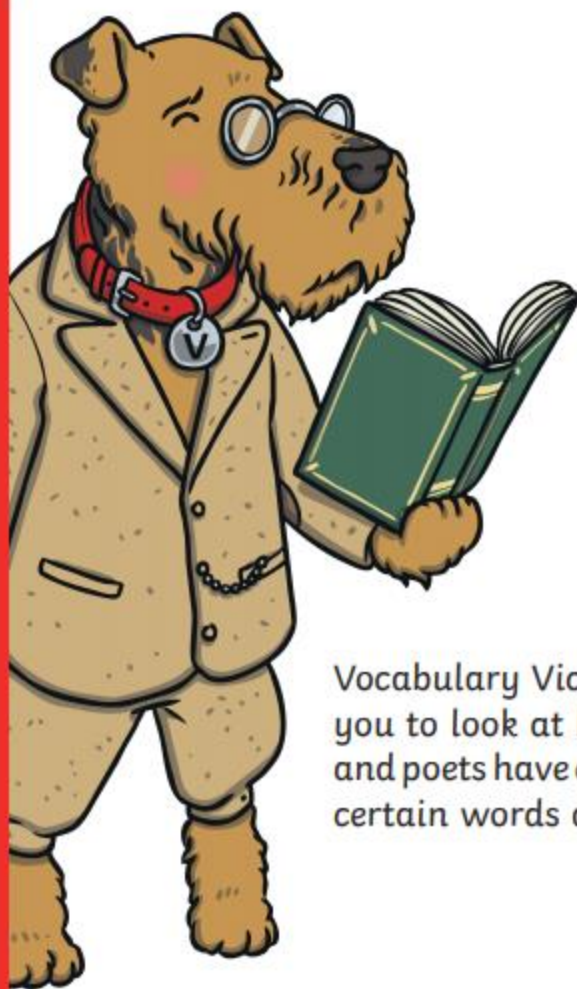
What could happen when _____?

What might _____ do if _____?

What do you guess could _____?



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Vocabulary Victor will help you to look at how authors and poets have chosen to use certain words and phrases.

Victor Vocabulary might ask...

What does this word/sentence tell you about _____?

Can you find a word/sentence that backs up what you have just said about _____?

Why did the author use the word _____ to describe _____?

How does this word/description make you feel?

Can you think of another way of saying _____?

Which words has the author used to make you feel happy/angry/worried/frightened/nervous?

Why is this word written in bold/italics/capital letters?

What effect has the author created by repeating the word/phrase _____?

Can you give me another sentence with the word _____ in it?

Can you read around this word to work out what it means?

How/where can we find out the meaning of this word?

Can you find any noun phrases used to describe _____?

Can you find any adjectives used to describe _____?

Can you find any adverbs to describe how _____ was done?

Can you explain _____ in your own words?



Comprehension! The most important thing!

- Do they understand what they've read?
- <https://www.youtube.com/watch?v=ZUDigw4LCYE>

Books in home as important as parents' education in determining children's education level

Date: May 21, 2010

Source: University of Nevada, Reno

Summary: Whether rich or poor, residents of the United States or China, illiterate or college graduates, parents who have books in the home increase the level of education their children will attain, according to a 20-year study.

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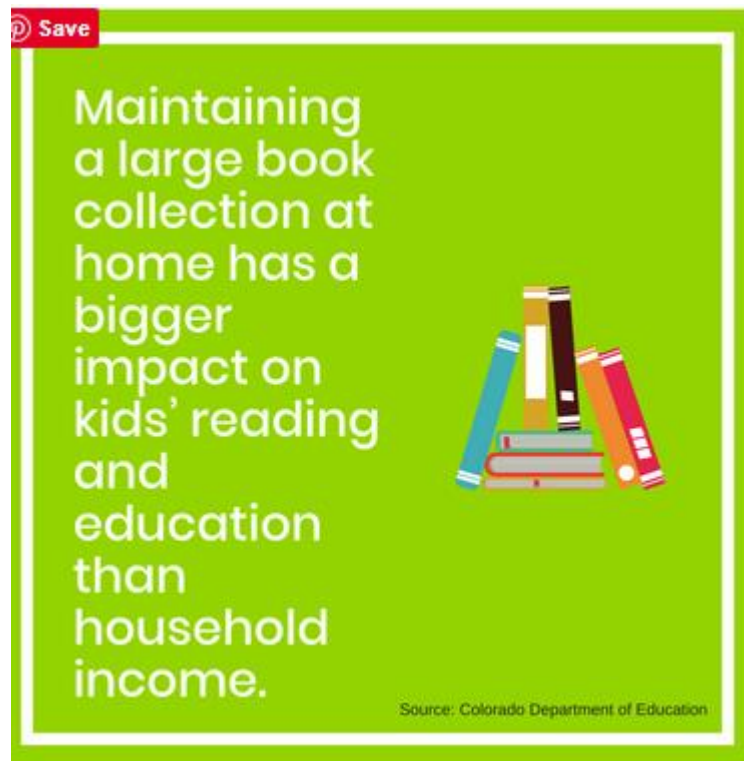
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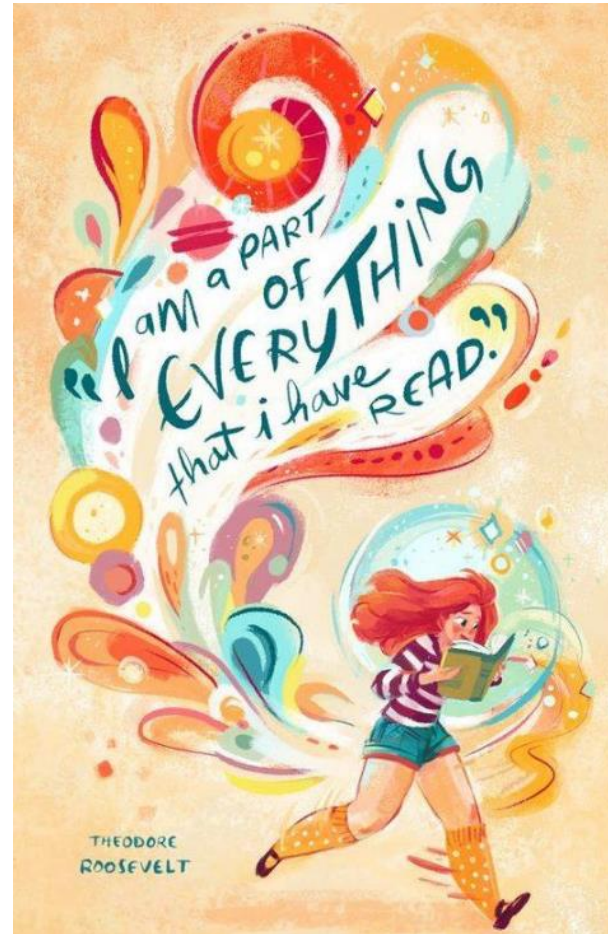
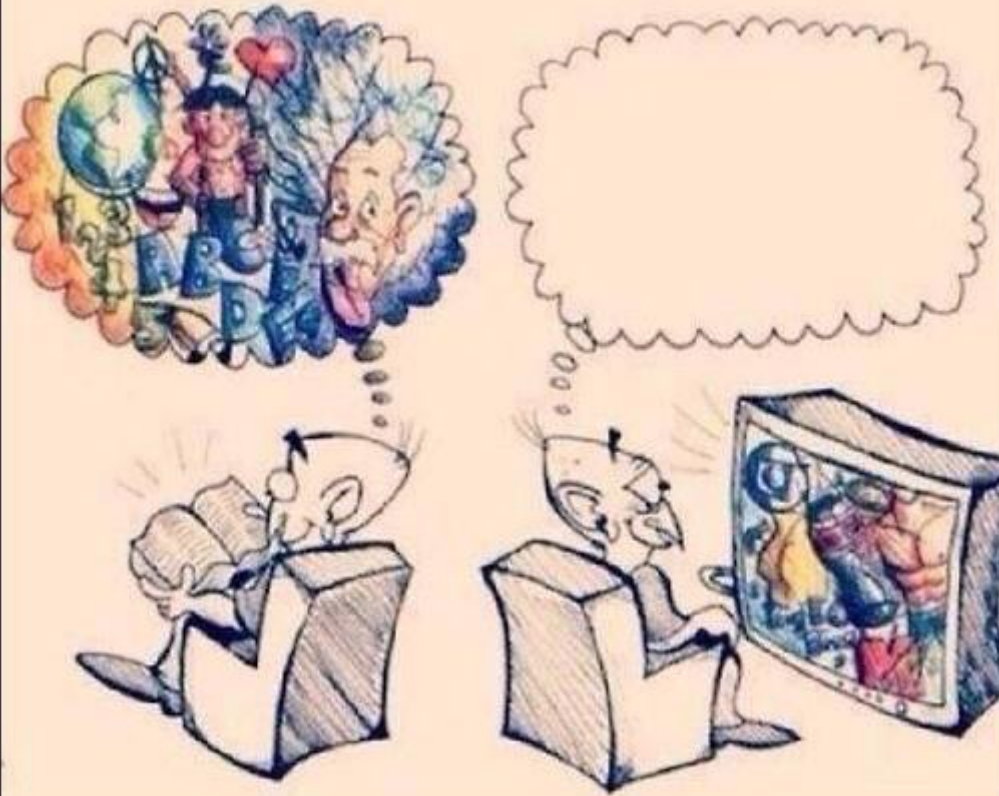
FULL STORY

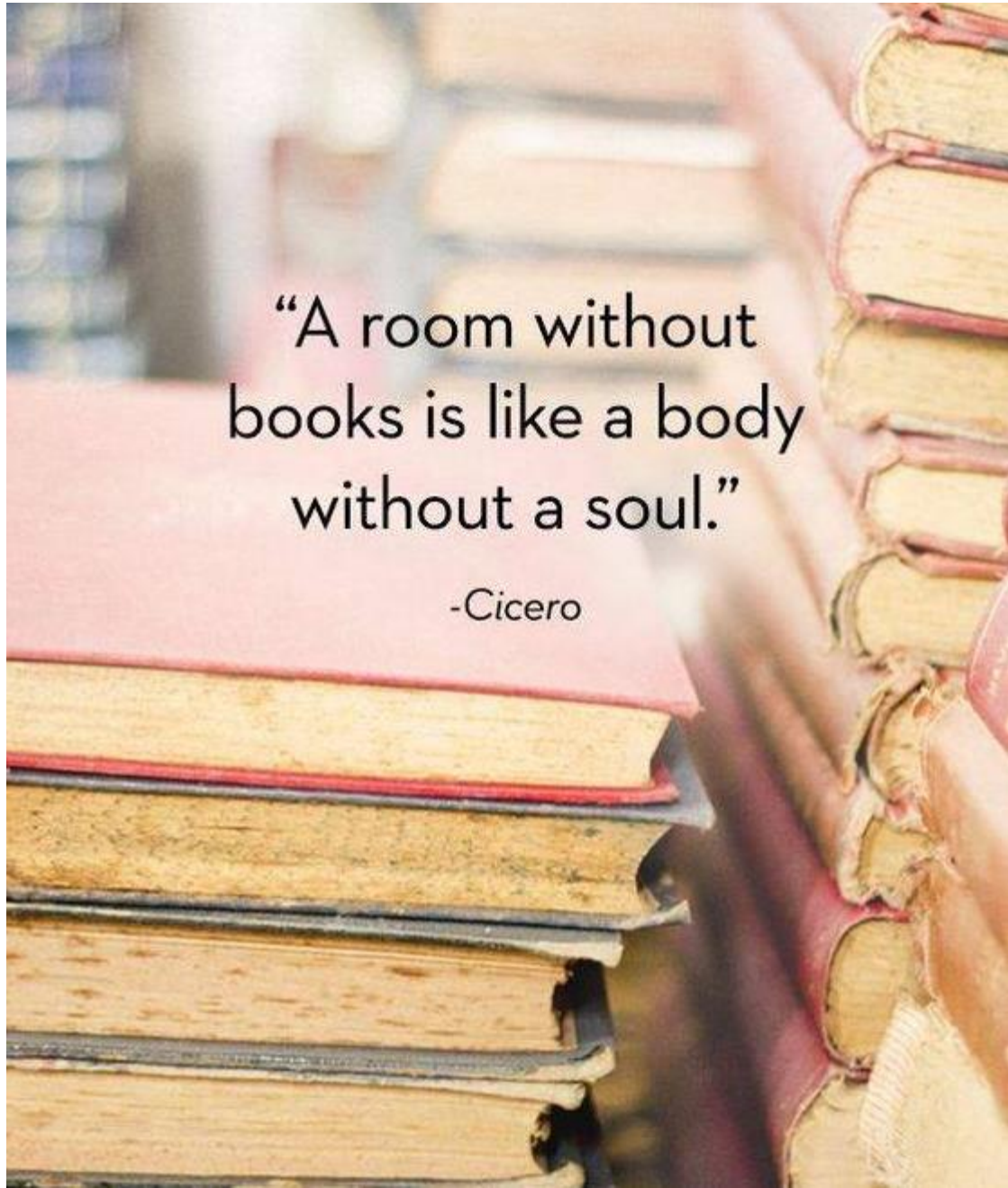
Whether rich or poor, residents of the United States or China, illiterate or college graduates, parents who have books in the home increase the level of education their children will attain, according to a 20-year study led by Mariah Evans, University of Nevada, Reno associate professor of sociology and resource economics.

For years, educators have thought the strongest predictor of attaining high levels of education was having parents who were highly educated. But, strikingly, this massive study showed that the difference between being raised in a bookless home compared to being raised in a home with a 500-book library has as great an effect on the level of education a child will attain as having parents who are barely literate (3 years of education) compared to having parents who have a university education (15 or 16 years of



WHY WE READ





“A room without
books is like a body
without a soul.”

-Cicero



The more that you
READ,
the more things
you will **KNOW**

The more
LEARN.
more that you
THE Places
you'll go 😊