



Welcome to the Year 5 Reading Café



“A deep engagement with storytelling and great literature link directly to emotional development in primary children.”

The Rose Review, 2008

“Leisure reading makes students more articulate, develops higher order reasoning, and promotes critical thinking.”

National Endowment of the Arts, 2007



How we teach reading at Dulwich Hamlet...

We teach reading through texts. The children will take turns in reading the passage out loud, then we discuss the vocabulary used and the meaning of the writing. The children then answer questions about the passage.



Retrieval

The questions fall into four categories, which the children know as RICE.



Interpret

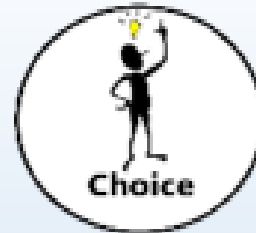


Author's choice of language



Explaining vocabulary in context

On your table you should find an extract from the abridged version of "Frankenstein" by Mary Shelley. Read it through, then read the questions about the text. Can you categorise the questions according to RICE?

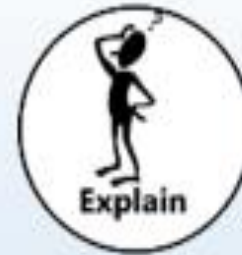


The questions the children answered. Can you categorise the questions according to RICE?

The author uses personification to describe the actions of the wind. After discussing with a partner, find and copy at least one word that shows this.

Find a simile in the passage. Why is this simile effective?

The text says, “For a minute maybe two, the storm seemed to abate, causing Victor to cry out once more, this time in frustration.” Why does Victor cry out in frustration?



The questions the children answered. Can you categorise the questions according to RICE?

What does the author mean by the phrase, “the entire sky was illuminated”?

How does Victor know his experiment has worked?

There is one category of question which has been missed out. Can you think of an appropriate question?

Examples of RICE answers from children's books

Retrieve questions are perhaps the simplest, as they require children to find information in the text.

Questions are presented in a variety of formats: multiple choice, table completion, single word answers or longer answers.

Some answers still require significant detail, and/or understanding of challenging vocabulary in context.

The first example shows a multiple-choice question: "The best sign 'You should use lugs to carry the eggs (see)' Circle the correct option for the word 'lugs'". The options are "egg", "lugs", and "egg" (circled with a checkmark).

The second example shows a question: "Find two words that describe the lugs and the sign outside the door". The answer is "lugs: Hungry" and "sign: Shiny".

The third example shows a table completion question. The table has two columns: "True" and "False". The rows are: "The road is busy with messages" (True), "Zim looks the way you do the sign" (False), and "Zim is happy like the other sign" (False).

	True	False
The road is busy with messages	✓	
Zim looks the way you do the sign		✓
Zim is happy like the other sign		✓

The fourth example shows an open-ended question: "Find out why the birds that made the house crumbled". The answer is: "It was the holes drilled and shaken as they were scooped by their divers."

retrieve

Examples of RICE answers from children's books

Interpret questions require more in depth answers.

Children must first find the relevant section of text, then explain and evidence their answer, using quotes from the text to support what they have said.

Questions cover a range of ideas, including settings, characterisation, character motivation and different perspectives.

The image shows two pages of handwritten student answers to RICE (Read, Identify, Cite, Explain) questions. Each question is highlighted in a light blue box. The answers are written in black ink on lined paper.

Page 1 (Left):

- Question 1:** How do you know that the boy does not like a white person?
Answer: I saw the boy does is not a white person because he says in I know and he do like them not other than Jimmy then why because they are black. It is not so they like them more and give them discipline.
- Question 2:** What time of day was it when the children were in the yard?
Answer: I think it was about dawn 's' about because it says 'the sun was higher' and the sun was at night 's' 's' above and I think it was about 4 stars coming up till when it this is about 4 hours later.
- Question 3:** Why is Emily afraid to be walking about?
Answer: Emily is afraid because she is this big she might be left behind at the 1 one sleep home... I know this because she is afraid after her mother says "God bless you but".

Page 2 (Right):

- Question 4:** How do you know that the boy is not a white person?
Answer: I think he is not a white person because the author describes says "he is as white as snow" and "Holt".
- Question 5:** What time of day was it when the children were in the yard?
Answer: I think it was about dawn 's' about because it says 'the sun was higher' and the sun was at night 's' 's' above and I think it was about 4 stars coming up till when it this is about 4 hours later.
- Question 6:** Why is the boy angry with the girl?
Answer: He is angry with the girl because they are getting on the wrong side and even know the boy will be better because if says 'what are you doing you are stupid'. After he about to take his job because his grandpa would not get any more money.
- Question 7:** How do you know that the boy is not a white person?
Answer: I think that he is a good person but he was his grandpa saying with the money he was and it is like that. He is not so then he with love his job.

Interpret is written vertically on the right side of the page.

Examples of RICE answers from children's books

Choice questions require the children to consider the effect on the reader of the author's choice of words, imagery, structure or presentation.

It is not enough to say that something is done because 'it is effective'. Children are required to explain why it is effective.

- What image does the simile or metaphor evoke in the mind of the reader?
- Is there personification?
- Does the text create rhythm, alliteration or rhyme?
- What is the chosen word associated with?

6. Her face softened when she saw him in the light (Page 78). The description contrasts with the first impression we receive about the woman who has surrounded the door. How do these words change the reader's feelings towards the woman?

It changes the reader's opinion about her because she was very strict and firm until she saw that Jim was wearing workhouse clothes, and it says her face softened, which means she feels sorry for Jim, because the workhouse is horrible and he had just been there.

7. Why do you think the writer lets the description precede when the children were riding in the lorry?

choice I think the author lets descriptive phrases down when you are in a lorry everything goes past really fast and she wants to create the suspense. I also she wants this because in the fact it says 'about as soon as they had seen so their it was gone!'

8. On page 78 it says the drumming in his head was so loud. What does the word drumming tell us about what is happening to Jim?

It tells us that he is super excited, but anxious, and ~~when~~ his heart is beating so loud he can hear it in his head.

Examples of RICE answers from children's books

Explain questions require children to understand the meaning of selected words, and explain their impact and effect in the given context.

In a lesson, we will often pre-teach and explore three unfamiliar words. These are often included in the explain questions, along with associated synonyms and antonyms.

The image shows two pages of handwritten student answers to 'Explain' questions. Each page has a yellow sticky note at the top with the question and a small icon of a person. The handwriting is in blue ink on lined paper.

Page 1 (Left):

Question 1: The text says Joseph never likes to see the workhouse in the whole world by it.

Answer: Joseph says this because he has never been out of the workhouse. When he sees a baby who has not been brought to the workhouse. One reason is that he has never been out of the workhouse is because when his father there a big river out of the workhouse, Joseph says he knows no what a river is.

Question 2: Victor says 'You give me a body and a mind'.

Answer: Victor says that because he is a monster and he is not a human. He says this because he is not happy about his body. He says this because he is not happy about his body. He says this because he is not happy about his body.

Page 2 (Right):

Question 1: The text describes the creature's face as being 'thrown together' by a small child. Explain why the author has specified that it was 'by a small child'.

Answer: He has specified it was by a small child because a small child would make a mess of it and the pieces would not be put together properly so it would not be neat at all. It means that it was not made well.

Question 2: The creature says 'You give me a body and a mind' Victor Frankenstein, but you forget all about giving me a conscience. Explain what this phrase means and how it explores the monster's actions.

Answer: This phrase means that Victor said that and said something about an evil and what is good so when I the monster I felt so sorry at all Victor did not love him like a son but why he is a monster, uncontrollable creature and I had abandoned him.

How can you help at home?

- Reading with an adult at home regularly is important for all children, even if they are fluent readers
- Taking it in turns to read can help your child focus on comprehension and encourages reluctant readers
- Reading to your child with expression not only makes the text more exciting, but helps to unlock the meaning of the words

Reading aloud

Its eyes were closed. He had never seen a face so hideous. And the creature was huge – upright it would be half as tall again as any normal man. Perhaps it would have been less horrific had it not been a cruel mimicry of the human shape: then it could have been just an unknown creature of gargantuan size. But, because it had vague traces of humanity about it, it chilled his heart. He had created a terrifying caricature of a human being. What if its mind were as hideous as that repellent face...? If, in fact, the thing had a mind...

Vocabulary

“Vocabulary skills at age 13 strongly predict both Maths and English Literature GCSE results more strongly than socio-economic background.”

Why Closing the Gap Matters: Oxford Language Report

Tier 1 Words	Tier 2 Words	Tier 3 Words
Familiar and occur in general use	Highly useful, appear primarily in print and are likely to appear in multiple contexts or with varying meanings	Technical vocabulary that's specific and occur to rarely to have maximum return

Vocabulary

- Research shows that children need to understand 95% of the words in a text to grasp full meaning
- Children will often say they understand the meaning of a word if they have heard it and can read it
- It is important to give children an accurate, accessible definition of a word, rather than let them guess
- Exploring the etymology of a word can offer a story behind the word
- Exploring word connections helps to broaden children's vocabulary – adding prefixes and suffixes to a word, generating synonyms and antonyms, finding spelling associations

Tips for reading at home

Take it in turns to read – you read to them, they read to you

Question your child about vocabulary that might be unfamiliar – don't assume they understand the word, even if they can read it and offer a general reference point

Make use of your voice to help engage your child and encourage them to do the same

Discuss any illustrations/pictures in the text

Read short and manageable sections of the text at a time

Surround yourself with stories – use audio books

Read a variety of text types – newspapers (First News, The Week Junior) and magazines (National Geographic for Kids)

Encourage your child to try different genres

Take time to select new books together to ensure it gives your child the appropriate level of challenge

Read anywhere you can – on the train, in the park... and so on!