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Checking for sense

Objectives

- To check that the text makes sense to them as they read and correct inaccurate reading.
- To read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.

What the children need to know

- How to read without undue hesitation so they can look ahead as they read.
- The meanings of most common words.
- To stop and think when a word they read seems out of place or is unknown.

TEST LINKS:

Test 1: Q1, 2, 4, 5, 6, 7, 8, 9, 10, 11

Test 2: Q1, 3, 4, 6, 7, 8, 10, 11

Test 3: Q1, 2, 3, 14, 15, 16

Test 4: Q1, 7

Test 5: Q1, 2, 5, 6

Test 6: Q1, 2

Test 7: Q1, 4

Test 8: Q1, 2, 4, 6

WORKBOOK LINKS:

Pages 6–10

Challenge and mastery ideas

- Ensure that children are reading each word accurately when reading aloud.
- Check that the children have understood what they read by making a statement that they can agree or disagree with, for example: *I think the boy was scared when he got in the boat.* Use this as a basis for any further teaching of misconceptions about language or for general comprehension.
- Use sentences with red herring words, such as those on page 7 of the *Workbook*, to check that the children are monitoring their reading and can think about what they are reading as they read.
- Write sentences and non-sentences for the children to read. Help them understand why a non-sentence (such as, *I can see wild*) does not make sense. Work together to create a sentence that makes sense.
- Children need to be reading at least 90 words per minute. Use Fluency Test 1 in the *Skills Test Papers* to work out children's reading speed. (See page 23 for advice about fluency.)
- Children need to monitor what they read to become fluent readers. Often, as children gain reading speed they lose accuracy. Encourage children to look ahead as they read so they can start to think about what words are coming next. Watch for children's eyes flicking ahead as they read.

Review

- Listen to the children as they read a passage with tricky language (for example an excerpt from 'Dark is fun' from *The Owl Who Was Afraid of the Dark* by Jill Tomlinson). Ensure that the children think carefully about what they're reading as they read (for example, ask: *Why does Plop fall out of the tree? What has happened to Scumbo? Why is the boy sitting by the fire? What is the roly-poly pudding?*)

Watch and listen

- Listen for children who can read fluently and accurately.
- Listen for children who can accurately discuss the content of what they have read, picking up on easily missed details.
- Watch for children who can concentrate on what they are reading and can become absorbed in the text.
- Watch for children who can accurately spot errors in their own and classmates' writing, correcting any errors they find.