

The Rights of the Reader

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illustrated by Quentin Blake



1 The right not to read.



2 The right to skip.



3 The right not to finish a book.



4 The right to read it again.



5 The right to read anything.



6 The right to mistake a book for real life.



7 The right to read anywhere.



8 The right to dip in.



9 The right to read out loud.



10 The right to be quiet.

10 rights — 1 warning
Don't make fun of people
who don't read —
or they never will.



2016 Reading SATs Paper

- The Reading Test consists of a single test paper with three unrelated reading texts.
- Children are given 60 minutes in total, which includes reading the texts and answering the questions.
- A total of 50 marks are available.
- Questions are designed to assess the comprehension and understanding of a child's reading.
- Some questions are multiple choice or selected response, others require short answers and some require an extended response or explanation.



1. Summarising main ideas from more than one paragraph, identifying key details which support the main ideas.
2. Retrieving, recording and presenting information from non-fiction.
3. Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.
4. Distinguish between statements of fact and opinion.

How to develop pace and retrieval skills at home:

- Word searches
- Photocopy a book and attach 10 words to find in the text in 2 minutes.
- Read a short text and summarise it in 30 words/ 10 words/ 5 words.



[How to help your child interpret the text at home:](#)

Follow up discussions with WHY and HOW:
Q. WHY do you think that?
Q. How do you know?

1. Asking questions to improve their understanding.
2. Drawing inferences such as characters' feelings, thoughts and motives from their actions.
3. Justifying inferences with evidence.
4. Predicting what might happen from details stated and implied.
5. Making comparisons within and across books.



1. Identifying how language, structure, and presentation contribute to meaning.
2. Discussing and evaluating how authors use language, including figurative language, considering the impact on the reader.
3. Reading books that are structured in different ways and reading for a range of purposes.
4. Identifying conventions in a wide range of books.

How to help your child think about the authors choices:

Q. Why did the author choose to write in italics here?

Q. Why did the author choose to describe the character in this way?

(The answer is often to help the reader understand or to make the reader feel a certain way)

" A reading speed of 150 words a minute is needed if children are to have sufficient time to answer a question" - Herts for learning, 2016

TIME STARTS NOW!

R: WHAT DOES THE 'GIANT' DO TO FRIGHTEN THE SNAIL?

This is a RETRIEVAL (Go-Fetch Q): we can immediately find the answer.
This may be easy for us but unless children have plenty of practice scanning
texts, it can prove difficult.

INTO YOUR PITIFUL SHELL, SO BRITTLE AND THIN

IN THIS LINE, THE WORD *BRITTLE* IS CLOSEST IN MEANING TO...

shiny

soft.

delicate.

rough



INFERENCE EXAMPLE: WHAT IS THE *TREMENDOUS MONSTER*?

Award 1 mark for reference to the tremendous monster being a human.

Do not accept: *It is a giant.*

e.g. It is a human because the 'giant' has human features e.g. fingers.

**Q. EXPLAIN TWO THINGS THAT THE WORDS
'EMERALD SCRAP' SUGGEST ABOUT THE FROG.**

This is a lovely choice question (Class 4's least favourite)

Have a go 😊!



CORRECT ANSWERS

“It shows that the frog is like a precious stone, but it’s like a scrap of rubbish too.”

OR

“Emerald tells us that the frog is green and scrap makes us realise that it is tiny and unimportant. “

OR

“It’s green and it’s small. “



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**I recommend for helping children
develop these skills.**



- Key Stage 2 SATs take place nationally in the week commencing 9th May 2016.
- Statutory tests will be administered in the following subjects:
 - Reading (60 minutes)
 - Spelling (approximately 15 minutes)
 - Punctuation, Vocabulary and Grammar (45 minutes)
 - Mathematics
 - Paper 1: Arithmetic (30 minutes)
 - Paper 2: Reasoning (40 minutes)
 - Paper 3: Reasoning (40 minutes)
- In addition, some schools will be required to take part in Science testing, consisting of three tests in Biology, Physics and Chemistry. Not all schools will take part in this sampling, which takes place on a later date.
- All tests are externally marked.
- Writing will be 'Teacher Assessed' internally, as in recent years.

- What is meant by ‘scaled scores’?
- It is planned that 100 will always represent the ‘national standard’.
- Each pupil’s raw test score will therefore be converted into a score on the scale, either at, above or below 100.
- The scale will have a lower end point somewhere below 100 and an upper end point above 100.
- A child who achieves the ‘national standard’ (a score of 100) will be judged to have demonstrated sufficient knowledge in the areas assessed by the tests.
- In July 2016 for the first publication of test results, each pupil will receive:
 - A raw score (number of raw marks awarded).
 - A scaled score in each tested subject.
 - Confirmation of whether or not they attained the national standard.

On publication of the test results in July 2016:

- A child awarded a scaled score of 100 is judged to have met the 'national standard' in the area judged by the test.
- A child awarded a scaled score of more than 100 is judged to have exceeded the national standard and demonstrated a higher than expected knowledge of the curriculum for their age.
- A child awarded a scaled score of less than 100 is judged to have not yet met the national standard and performed below expectation for their age.