

Reading in KS2

A Workshop for Parents

21.11.19



The Reading Journey from KS1 to KS2

What does the curriculum say about reading?



- * By Year 3 and 4, teaching comprehension should be taking precedence over word reading. Any focus on word reading should support the development of vocabulary.
- * Comprehension skills develop through pupils' experience of high-quality discussion with teachers and adults alike, as well as from reading and discussing a range of stories, poems and non-fiction texts.
- * All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum.

What does the curriculum say about reading?



- * The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the texts increases the level of challenge.
- * Pupils should continue to have opportunities to listen frequently to stories, poems, non-fiction and other writing, including whole books and not just extracts, so that they build on what was taught previously.

What does the curriculum say about reading in KS2?



1. **Decode** the meaning of words in context
2. **Retrieve** and record information / identify key details from fiction/non-fiction
3. **Summarise** main ideas from more than one paragraph
4. **Make inferences** from the text / explain and justify inferences with evidence from the text
5. **Predict** what might happen from details stated and implied
6. Identify / explain how information / narrative content is related and contributes to meaning as a whole
7. Explain how meaning is enhanced through choice of words and phrases
8. Make comparisons within and across texts

What makes a good reader?

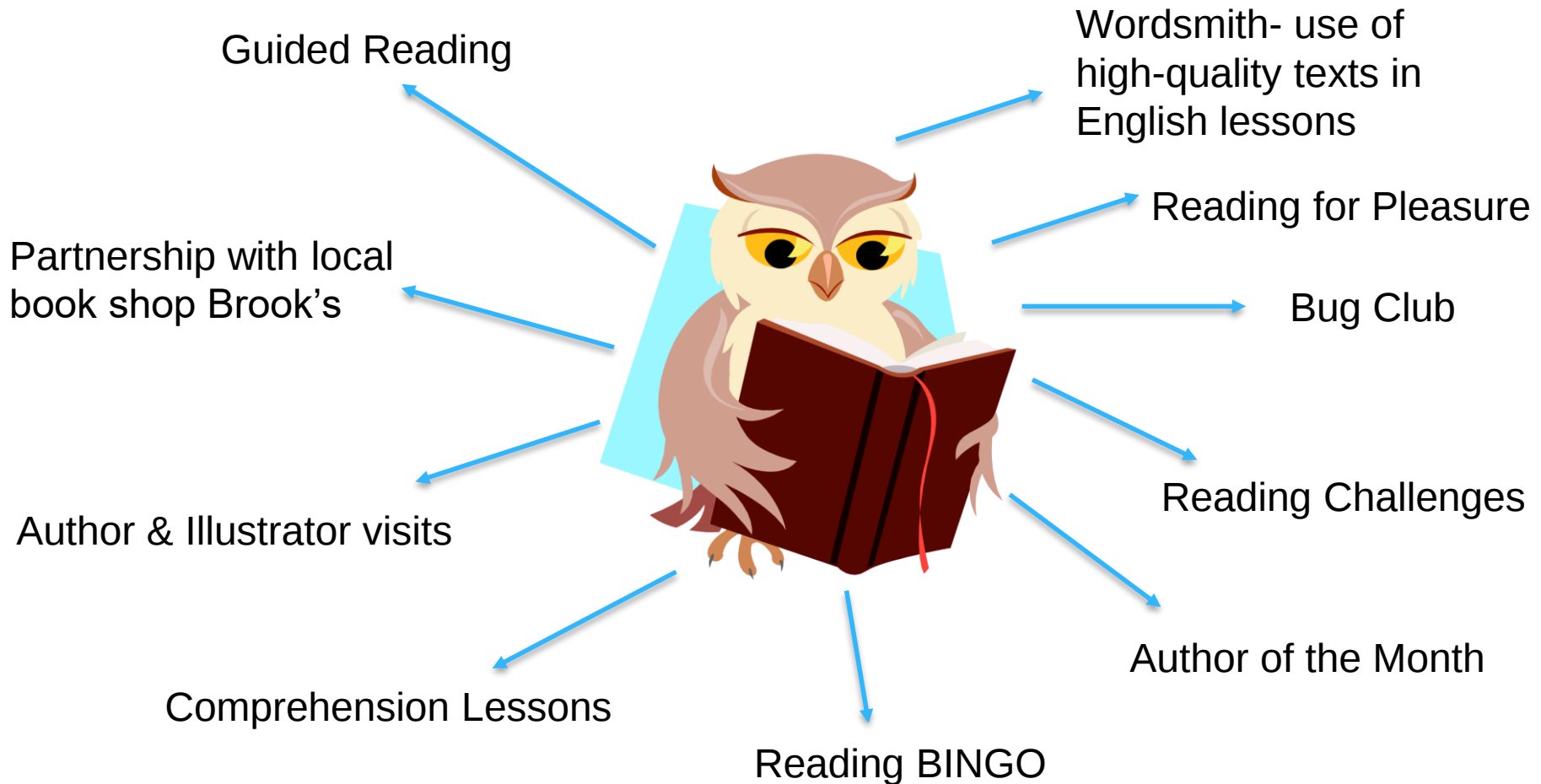
Poor word recognition Good understanding	Good word recognition Good understanding
Poor word recognition Poor understanding	Good word recognition Poor understanding

How does reading impact writing?

- * Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech.
- * Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as a metaphor, simile, analogy, imagery, style and effect.
- * Reading models effective use of a wide range of punctuation for effect in writing.



How do we teach your child to read?



What reading resources do the children have access to?

Upper School Library



Classroom libraries

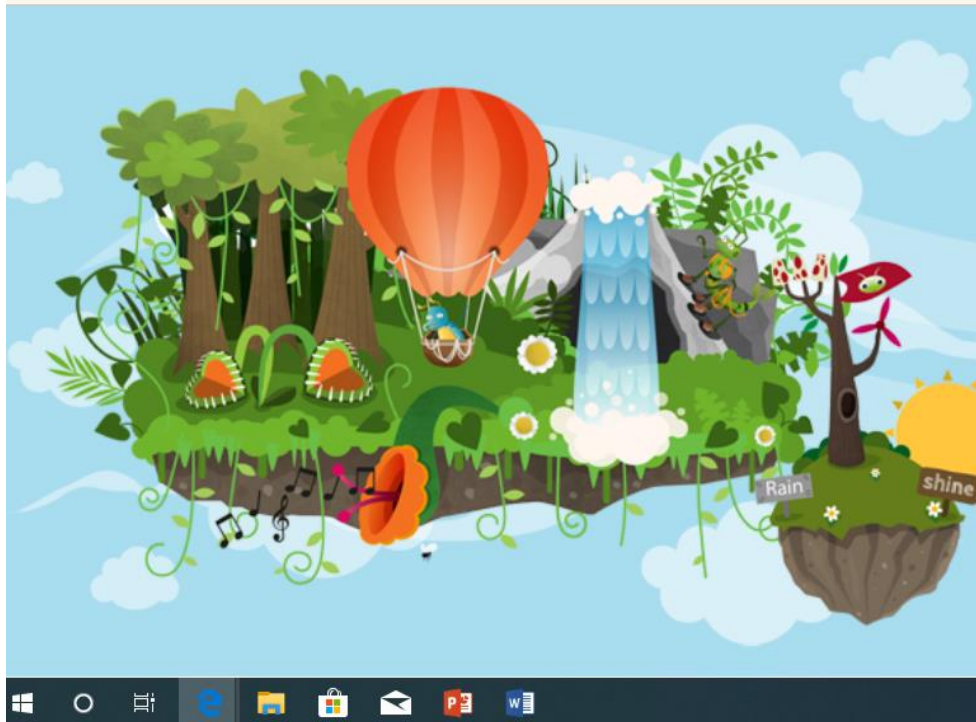




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"I DO SOLEMNLY
SWEAR TO PRESERVE
AND PROTECT THE
WILD. FROM THIS DAY
FORTH I PLEDGE MY
ALLEGIANCE
TO BEASTS."



CHAPTER ONE



High in the snowy northlands of Norway a mountain was exploding. Great tongues of flame whooshed and roared through the underground caves and thick, black smoke billowed out on the wind.



From inside the mountain came the sounds of underground beasts; growls and squeals; bellows and squawks.

Beasts were stampeding out from every tunnel, cave and crevice in the

The authors use the phrase 'great tongues of flame'. What device is this?

Drag one answer into the box.

This device is

a metaphor

alliteration

onomatopoeia

a simile



Done



UKS2 READING CHALLENGE

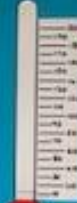
YEAR 5



AQUAMARINE



AMETHYST



EMERALD



YEAR 6



AMETHYST



DIAMOND



SAPPHIRE





Drawing attention to the hundred+ new books we've added to the KS2 Library since July



Encouraging
exploring
new authors
and titles

KS2 Author of the Month

- Michael Morpurgo
- Sita Brahmachari
- Roald Dahl
- Jacqueline Wilson
- R.L. Stine
- Benjamin Zephania
- Robin Stevens
- Elizabeth Laird





Year 6 Librarians

- Helping children to choose books
- Making recommendations
- Drawing attention to new books added each month

Story-Time Online



KS2 Pupil Voice Feedback

- * All of them talked about how much they enjoyed their teachers reading to them a book outside of the curriculum
- * They're signing books out of the library, but not necessarily taking them home to read -“I have books I read at school and books I read at home.” Why is this?
- * Children in Lower Key Stage 2 are not often being read to regularly at home as they were in KS1 or heard being read, but are more so in Upper Key Stage 2

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- * Comprehension skills develop through pupils' experience of high-quality discussion with teachers and adults alike, as well as from reading and discussing a range of stories, poems and non-fiction texts.

Making Reading Records Work

- * Years 3-5 have reading records in school. Teachers will check each Monday along with diaries that these are being completed and filled out.
- * How can you help? Read with your child as much as possible and check your child is filling this out each night when they read. Sign it and ensure it is going to and from school each day.
- * It should always be kept in their book bag when not being used.

How do I help my child become a better reader?

- Give your child access to lots of books on many different topics and by a wide range of authors who write in different styles, e.g. Roald Dahl, Michael Morpurgo to Julia Donaldson.
- Read difficult texts to your child and allow them the chance to listen and ask questions.
- Encourage your child to read silently to themselves but check their understanding of what they have read after doing so.
- Broaden the vocabulary you use when speaking to your child and be prepared to clarify the meaning of a wider range of words, modelling them within sentences.
- Use the site <https://schoolreadinglist.co.uk> to find age appropriate novels for your child

Over to the experts...

Group 1	Group 2	Group 3
Looking at Comprehens ion skills	Exploring Inference Strategies	Exploring Reading Resources



What do I do if my child doesn't want to read at home?

- Model being a reader yourself (if you read at home it is more likely that your child will want to)
- Try to avoid confrontation. If they don't want to read independently at first, make sure you are reading to them
- Offer alternative reading material, e.g. online, Kindle, magazines, non-fiction texts, newspapers, audio books, etc.
- Encourage reading at different times of the day or week
- Allow children to read and re-read the same book more than once.

What kind of questions do I ask my child when reading?

- Make use of 'Point, Evidence and Explanation' style questions (P.E.E)
- Question vocabulary. Do you know what that word means? How did you figure it out? Why has the author used this word? Can you think of other words that mean the same thing?
- Encourage predictions for the next chapter, backed with evidence from the text
- Is this author's work similar to books you've read by other authors? What other story does this remind you of? Why do you think it is similar?
- Can you relate to the character? Why or why not?
- What is the dilemma or problem in this story (structure based questions)?
- How has the author built tension or suspense?
- What background information has the author revealed about the character so far?

