Reading at Home KS2



"We cannot easily read for ourselves what we haven't heard said... Reading aloud to children is essential in helping them become readers... it has such value, and learning to read is such a long-term process, and the bit we call 'learning' is such a small part of it, that reading aloud is necessary all through the school years."

- Aidan Chambers, *The Reading Environment*

Our aim is to develop in our children a livelong love of reading. The ability to read gives them access to the whole curriculum and beyond. This presentation has been developed alongside the Parent Information Booklets to:

- Explain how we teach reading in Key Stage 2
- Explain the different aspects of reading
- Explain how you can help your child at home

Reading for Pleasure



There is strong evidence linking reading for pleasure and educational outcomes. We all know that academic attainment is important, but the benefits of reading for pleasure go beyond this and stretch throughout a person's life. Research has found that **reading for pleasure** can result in increased empathy, improved relationships with others, reductions in the symptoms of stress and depression, and improved well-being. In addition to the health benefits, reading for pleasure has social benefits and can improve our sense of connectedness to the wider community. Reading increases our understanding of our own identity, helps us understand and share our feelings, and gives us an insight into the world view of others, therefore it is so important that we work together to enable your children to become truly independent readers. Not only do we want children to learn how to read, we want them to ENJOY reading.

How do we encourage Reading for Pleasure in school?

Reading should be fun – not just a compulsory part of the curriculum. Unless it is something that excites children, they are unlikely to become an eager reader for life. That's why at Coley Primary we encourage our children to pick up a book. Here are just some of the ways…

- Reading Corners are cosy spaces within the classroom for children to sit and read. It is a lively and inviting space for reading.
- Themed reading activities throughout the year e.g. World Book Day, Roald Dahl Day, Children's Book Week
- Helping children find the right book choice through Recommended Reads - a selection of texts, fiction and non-fiction, full of age-appropriate texts that have been recommended by their teacher or peers to read.
- Hosting book fairs to allow children to have a look at new stock

- Accelerated Reader provides an element of competition, and allows children to review the books they read. Children are awarded stickers and badges for 100% quizzing and improving their ZPD. There is also a Star Reading Award, a class trophy which is awarded every week for reading.
- Class Readers, across all year group, so that teachers can read to their class. These have been carefully selected so that there aren't any overlaps and have been recommended by Pie Corbett, an established writer of over 200 books.
- Dedicated time for reading on the timetable and children have Reading Records to keep track of the books they read
- Photo Competitions – Extreme Reader
- Holding reading assemblies either teacher-led or children-led
- Providing reading suggestions for parents via the website
- Book Subscription – throughout the year a selection of new titles arrive and distributed between classes.

Reading in School

- **Accelerated Reader (Y2 – Y6)** – see Parents' Guide to AR for more information, but this form of reading is mainly independent. Teachers and LSAs may listen to individual children read aloud and discuss targets
- **Whole Class Reading** – reading skills from the National Curriculum, word-reading and comprehension are taught using a variety of texts as well as developing a love of reading. Over the year the children will get to encounter a wide range of genres – fiction, non-fiction and poetry
- **Reading with others** – Mondelez Readers, ABC to Read, UoR Student Volunteers help support children's reading
- **Reading across the curriculum** - build on their skills and experiences to tackle print, on-screen and multi-modal texts with ease.
- **Class Reader** - reading aloud to children provides a valuable model of adults reading for pleasure
- **Focused Reading Activities in English** e.g. Book Talk

Teaching of Reading

Reading requires the following skills:

- Word-reading skills – both phonic-decoding skills (the ability to blend letter sounds (phonemes) together to read words and the quick recognition of unfamiliar words presented in and out of context including 'common exception' words (tricky words)
- Comprehension – understanding the meaning of the words and sentences in a text and understanding the ideas, information and themes in a text.
- Fluency - synchronising word recognition and comprehension to make reading accurate and automatic.



Being able to read does not always mean you understand what you read. Your child might sound like a good reader but may need help to understand what the text means.

National Curriculum

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. 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.

DfE - Programmes of Study – English - Key stages 1 and 2

For more information on individual year groups' programmes of study, please read the relevant, Parent Information Booklet.

Reading Skills from the National Curriculum KS2

At the end of KS2, your child's understanding of reading is tested through different strands, known as content domains in the KS2 Reading Test.

Reading **content domain** is based on the National Curriculum and is used to make sure the children understand the information they have been taught.

2a - give/explain the meaning of words in context (vocabulary)

2b - retrieve and record information/identify key details from fiction and non-fiction (retrieval)

2c - summarise main ideas from more than one paragraph (summarising)

2d - make inferences from the text/explain and justify inferences with evidence from the text (inference)

2e - predict what might happen from details stated and implied (predicting)

2f - identify/explain how information/narrative content is related and contributes to meaning as a whole (commentating)

2g - identify/explain how meaning is enhanced through choice of words and phrases (authors' use of language)

2h - make comparisons within the text

Types of questions

2a - give/explain the meaning of words in context (vocabulary)

13 *Find out when a meteor shower is due and arrange to go star spotting with an adult...*

In this sentence, the word *arrange* is closest in meaning to...

Tick **one**.

- set out. ☐
- meet. ☐
- pack up. ☐
- plan. ☐

2016 Sample KS2 Reading Test

Types of questions

2b - retrieve and record information/identify key details from fiction and non-fiction (retrieval)

7 Look at the text box ***Who has already had a holiday in space?***

Complete the table about Anousheh's trip into space.

Where did she start her trip?	
Where did she stay in space?	
How long did she stay in space?	

2016 Sample KS2 Reading Test

Types of questions

2c - summarise main ideas from more than one paragraph (summarising)

34 Using information from the text, tick one box in each row to show whether each statement is **true** or **false**.

	True	False
Lord John saw the dinosaur tracks first.		
Professor Summerlee has faked the evidence.		
Professor Challenger worries that people won't believe them.		
They are all frightened of the iguanodons.		

2016 Sample KS2 Reading Test

Types of questions

2d - make inferences from the text/explain and justify inferences with evidence from the text (inference)

We slowly and cautiously set forth into the unknown. After a few hundred yards of thick forest, we entered a region where the stream widened out and formed a considerable bog. High reeds grew thickly before us, with tree-ferns scattered amongst them, all of them swaying in a brisk wind. Suddenly Lord John, who was walking first, halted.

27 How does the first paragraph suggest that the characters are in a 'lost world'?

_____

_____

2016 Sample KS2 Reading Test

Types of questions

2e - predict what might happen from details stated and implied (predicting)

I had the same feeling of mystery and danger around us. In the gloom of the trees there seemed a constant menace and as we looked up into their shady foliage, vague terrors crept into one's heart. The iguanodons we had seen were lumbering, inoffensive brutes which were unlikely to hurt anyone, but what other creatures might there not be – ready to pounce upon us from their lair among the rocks or brushwood?

36 Based on what you have read, what does the last paragraph suggest might happen to the explorers next?

Use evidence from this paragraph to support your prediction.

2016 Sample KS2 Reading Test

Types of questions

2f - identify/explain how information/narrative content is related and contributes to meaning as a whole (commentating)

35 The mood of the characters changes throughout the extract.

(a) **Find** and **copy** the group of words on page 9 where Lord John's mood changes.

_____

(b) How does Lord John's mood change?

_____

_____

2016 Sample KS2 Reading Test

Types of questions

2g - identify/explain how meaning is enhanced through choice of words and phrases (authors' use of language)

12 *…in a flash…* (page 6)

What does this tell you about the burning of rocks in space?

_____

_____

2016 Sample KS2 Reading Test

Types of questions

2h - make comparisons within the text

35 The mood of the characters changes throughout the extract.

(a) **Find** and **copy** the group of words on page 9 where Lord John's mood changes.

_____

(b) How does Lord John's mood change?

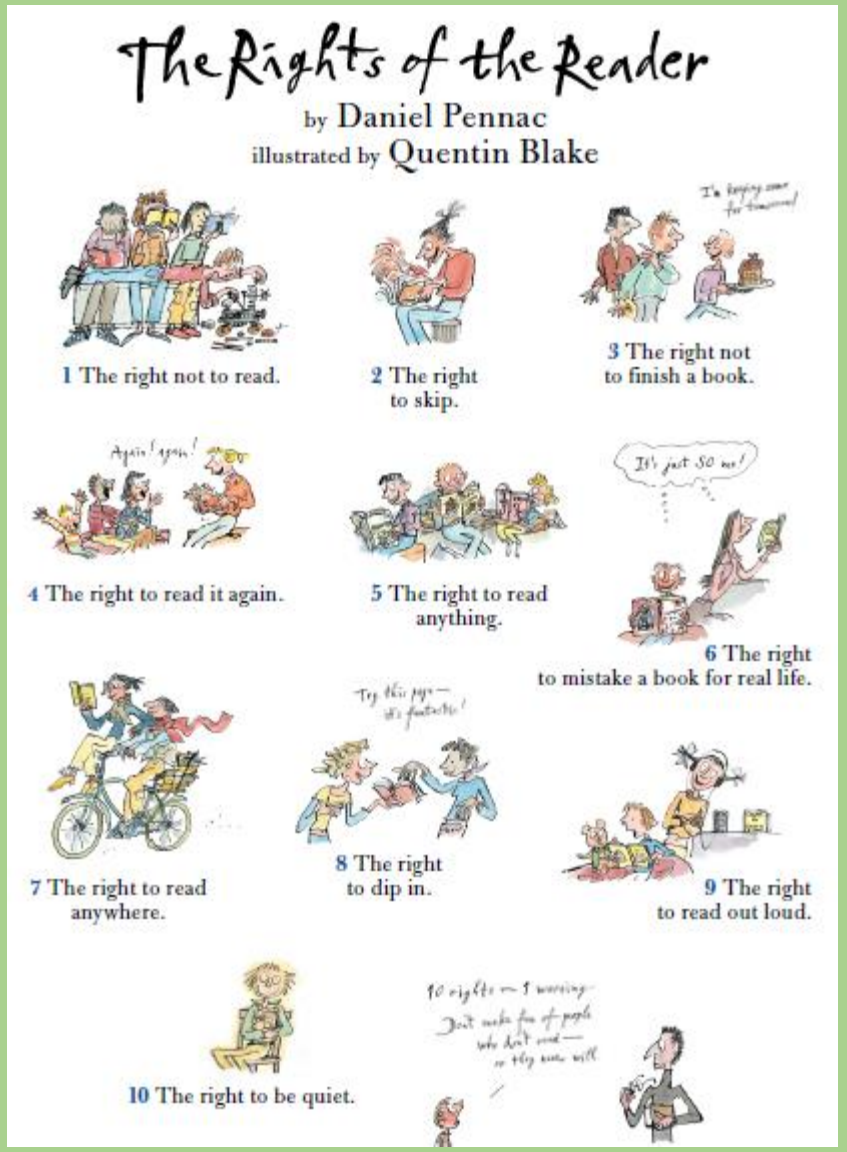
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2016 Sample KS2 Reading Test

How Can You Help At Home?

- Be a role-model. Make reading visible. Have books available in your home and let your child see you reading. Children need to see that reading is something adults do too.
- Visit the library or join the on-line library for a selection of e-books, audiobooks and magazines at https://library.reading.gov.uk/cgi-bin/spydus.exe/MSGTRN/WPAC/JOIN
- Respect the rights of the reader – see poster
- Devote time to it. Make it a quality experience, don't rush it. Show your own interest and pleasure.
- See yourself as a co-reader, take turns to read and offer support when necessary
- Talk about books – see relevant Parent Information Booklet for ideas and advice.



Dos and Don’ts – reading to/with your child

DO

- Read every night for at least 20 minutes.
- Explore different types of books: classic fiction, chapter books, picture books, short stories, joke books, poetry, non-fiction, newspapers and magazines
- Shared reading – read your favourite book, or your child’s favourite book to them, taking turns to read
- Model fluent reading, read with expression and intonation. Use different voices for characters. Encourage them to do the same.
- Discuss the punctuation on the page.
- Talk about what is happening and what might happen next. In a picture book, talk about what is happening in the pictures.
- Discuss the meaning of new or unfamiliar words.
- Use the KS2 Reading Knowledge Organiser /Fluency Bookmark for strategies to support word-reading
- Leave the story on a cliff-hanger!

DON’TS

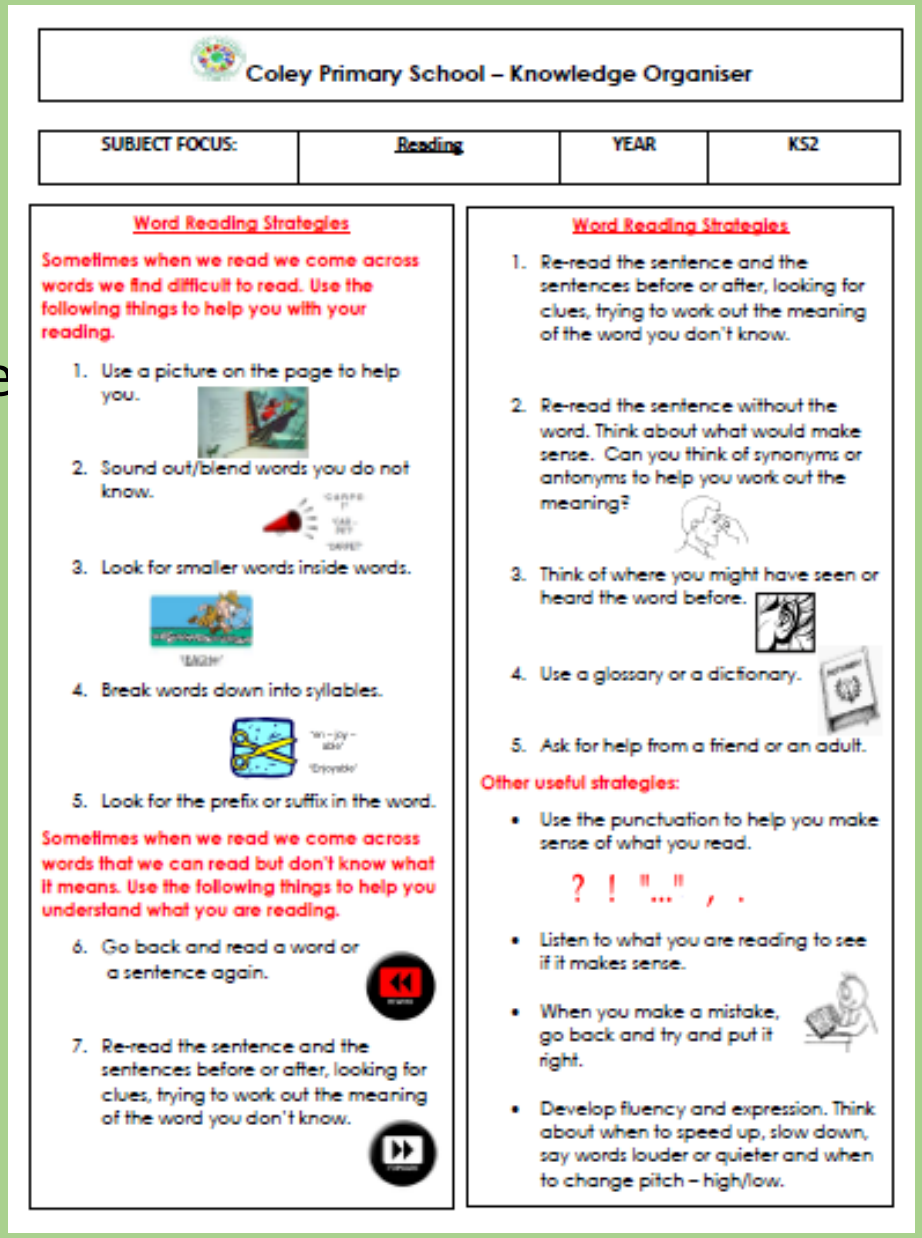
- Rush the experience, make sure you devote some time for reading.
- Ask children to read a text they haven’t chosen for themselves. Discuss reading choices.
- Insist on 100% accuracy in word-reading. Allow your child to skip a word or to, come back to it, guess what the word is. Fluency and meaning is what’s important.
- Correct errors immediately – this can stop the child’s flow or enjoyment of the text. You can always come back to words. Re-reading is important.
- Leave no time for discussion or response.

Quality Questioning

Ideas for questions appropriate to the National Curriculum objectives for each year group can be found in the relevant Parent Information Booklet, however, the following questions can be used to engage your child in discussion. Try to use open questions where possible. For example:

What do you like about this book?
What do you like about the characters?
Why do you think this is a good story?
How do you think the characters are feeling?
What do you think will happen next?

Further questions can be found on the KS2 Knowledge Organiser and ideas on how to talk about books.



Coley Primary School – Knowledge Organiser

SUBJECT FOCUS:	Reading	YEAR	KS2

Word Reading Strategies

Sometimes when we read we come across words we find difficult to read. Use the following things to help you with your reading.

1. Use a picture on the page to help you.
2. Sound out/blend words you do not know.
3. Look for smaller words inside words.
4. Break words down into syllables.
5. Look for the prefix or suffix in the word.

Sometimes when we read we come across words that we can read but don't know what it means. Use the following things to help you understand what you are reading.

6. Go back and read a word or a sentence again.
7. Re-read the sentence and the sentences before or after, looking for clues, trying to work out the meaning of the word you don't know.

Word Reading Strategies

1. Re-read the sentence and the sentences before or after, looking for clues, trying to work out the meaning of the word you don't know.
2. Re-read the sentence without the word. Think about what would make sense. Can you think of synonyms or antonyms to help you work out the meaning?
3. Think of where you might have seen or heard the word before.
4. Use a glossary or a dictionary.
5. Ask for help from a friend or an adult.

Other useful strategies:

- Use the punctuation to help you make sense of what you read.

  ? ! " ... " , .
- Listen to what you are reading to see if it makes sense.
- When you make a mistake, go back and try and put it right.
- Develop fluency and expression. Think about when to speed up, slow down, say words louder or quieter and when to change pitch – high/low.

Word Reading Strategies

The KS2 Reading Knowledge Organiser has a range of strategies for children to use when they come across a word they find difficult to read. Here are just a selection:

Sound out/blend phonemes



Look for clues in the pictures



Break the word down into syllables/smaller parts

The theatre put on a new pantomime.

pan + to + mime = pantomime

Mohammed has a new Labrador puppy.

Lab + ra + dor = Labrador

Does it look/sound like a word you already know?

I think I just saw a louse!

mouse house louse

Her father was a tyrant and a bully.

giant reliant tyrant

Read to the end of the sentence, then go back to see if you can work it out

The electricity was not working so Bivan and Jordan could not use the kettle or the oven.

Lily wrinkled her freckled nose as she trudged along at the back of the line.

The money was insufficient to pay either the rent or for food.

If your child really struggles over a word it is sometimes best just to tell them.

Final Thought

Why Your Child Can't Skip Their 20 Minutes of Reading Tonight

	Child A	Child B	Child C
In one night	Reads 20 minutes per night, 5 times per week	Reads 4 minutes per night, 5 times per week	Reads 1 minutes per night, or not at all
In one week	100 minutes of reading	20 minutes of reading	5 minutes of reading
In one month	400 minutes of reading	80 minutes of reading	20 minutes of reading
In one school year (195 days)	3,900 minutes of reading	780 minutes of reading	195 minutes of reading
By the end of Y6	27,300 minutes of reading	5,460 minutes of reading	1,365 minutes of reading
Number of words	Approximately, 1,950,000 words 	Approximately, 300,000 words 	Approximately, 8,700 words 
Outcomes in standardised tests	Scores in the 90th percentile, meaning scoring better than 90% of the people who took the test.	Scores in the 50th percentile meaning scoring better than 50% of the people who took the test.	Scores in the 10th percentile meaning scoring better than 10% of the people who took the test.

Which child would you expect to read better?
Which child would you expect to know more?
Which child would you expect to have a better vocabulary?
Which child would you expect to write better?
Which child would you expect to be more successful in school and in life?



Reading widely and often increases children's vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds into the imagination and opens up a treasure-house of wonder and joy for curious young minds.

DfE Programmes of Study – English – Key Stages 1 and 2