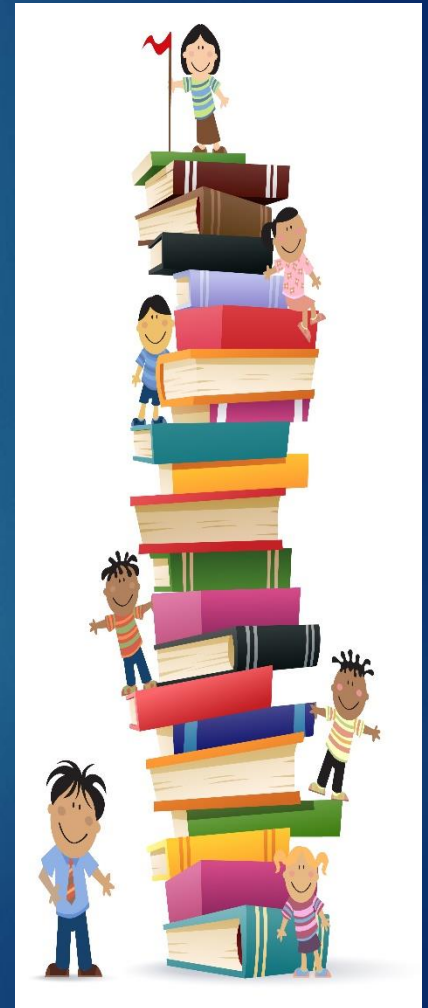


# Reading at Key Stage 2

INFORMATION FOR PARENTS



# The Aims of This Evening

- ▶ To provide an overview of the New National Curriculum for English: Reading
- ▶ To look at the different elements of reading
- ▶ To look at the types of questions used for assessment purposes
- ▶ To outline ways of helping your child with reading at home

# Why is reading important?

Reading allows pupils to develop:

- ▶ Culturally
- ▶ Emotionally
- ▶ Intellectually
- ▶ Socially
- ▶ Spiritually

# *“Reading and writing are two sides of the same coin”*

Clay (2005)

- Reading and writing are **reciprocal processes**.
- There is a direct correlation between reading for pleasure and success across the curriculum at KS4

## **Sullivan and Brown (2013)**

- Children from the same social backgrounds who had achieved the same test scores as each other both at ages 5 and 10....those who read books often at age 10 and more than once a week at age 16 gained higher results in all three tests at age 16 than those who read less regularly.
- When children read widely, they absorb the language, phrasing, vocabulary, and spelling that supports their cognitive development.

# Reading

Word reading

Comprehension

Decoding

When reading  
independently

When  
listening

At KS1 there is a huge emphasis on phonics in the early teaching of reading. By the end of primary school all pupils should be able to read fluently with confidence in any subject they will encounter in secondary school.

*“Comprehension is the ultimate goal of reading.”*

Cain, 2010

Reading comprehension is complex.

When they read, good readers...

1. Activate background knowledge
2. Make predictions/ask questions
3. Visualise when necessary
4. Identify important words/phrases/ideas
5. Monitor meaning during text reading
6. Detect understanding breakdown and use repair strategies
7. Make connections and integrate meaning
8. Use inference
9. Summarise and synthesise
10. And read frequently and widely to develop vocabulary and text experience

**The reader is active, constantly thinking.**

# What's new in the National Curriculum

- ▶ 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.
- ▶ Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.
- ▶ It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

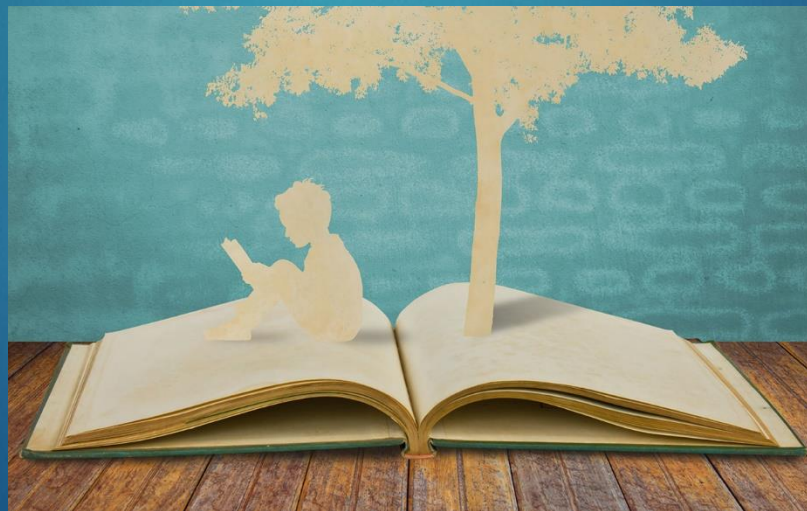


# Requirements for Years 3 and 4

- ▶ Recognise themes in what they read e.g. the triumph of good over evil.
- ▶ Use their skills learned in Key Stage 1 to continue to read for pleasure, find out information and the meaning of new words.
- ▶ Pupils should listen frequently to stories, poems, non-fiction and other writing including whole books.



- ▶ Children need to exercise choice in selecting books and be taught how to do so.
- ▶ In using non-fiction, pupils should know what information they need to look for before they begin and be clear about the task. They should be shown how to use contents pages and indexes to locate information.



# Requirements for Years 5 and 6

- ▶ Pupils should be taught to recognise themes in what they read, such as loss or heroism.
- ▶ They should have the opportunities to compare characters, consider different accounts of the same event and discuss viewpoints within a text and across more than one text.

- ▶ Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect.
- ▶ Non-fiction skills the children acquired in Lower KS2 should be applied in history, geography and science.
- ▶ Pupils should be shown how to compare characters, settings, themes and other aspects of what they read.



# Reading for Pleasure


Reading for pleasure means reading what you chose to read, because you want to.

The ethos of the new requirements is reading for pleasure, at home and at school. Research has shown that children who read for pleasure have:

- ▶ Increased literacy skills
- ▶ Better life chances
- ▶ Better health
- ▶ Increased social mobility
- ▶ Increased self-confidence
- ▶ Higher earning potential







*“Reading for pleasure is a kind of ‘doing’ too. The reader is active about choosing, browsing and selecting, and then active with playing with the possibilities in a text. More often than not, readers for pleasure will talk about what they read. They pass on their enthusiasms and raise queries, ask questions and try to answer them. ”*

*Michael Rosen, 2013*

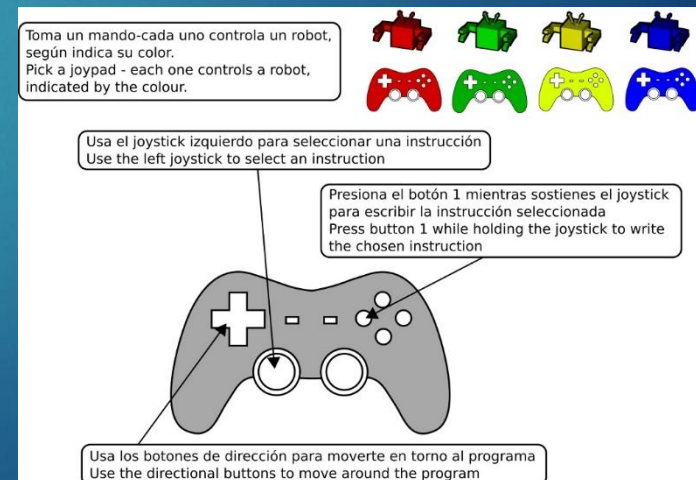
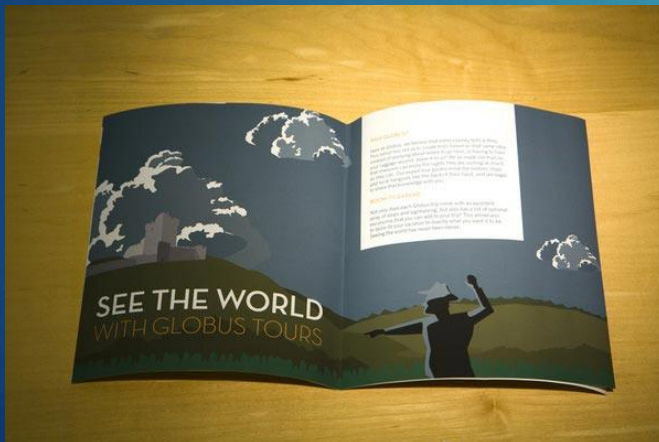
# Breadth of genres



Children are expected to read:

- ▶ Recounts – stories, letter, autobiography, diary or journal, newspaper report, magazine article and science experiment.
- ▶ Report – information leaflet, tourist guide, encyclopaedia entry, non-fiction book and letter.
- ▶ Discussion – newspaper editorial, non-fiction book, debate and leaflet or article giving a balanced account of an issue.

- Explanation – technical manual (e.g. instructions for computer game), question and answer articles, write up of science experiments, websites.
- Persuasion – advertisement, catalogue, travel brochure, poster or flier, book blurb and letter.
- Instructions – recipe, non-fiction book, timetable, list of rules, posters, notices, signs and instructions on packaging.





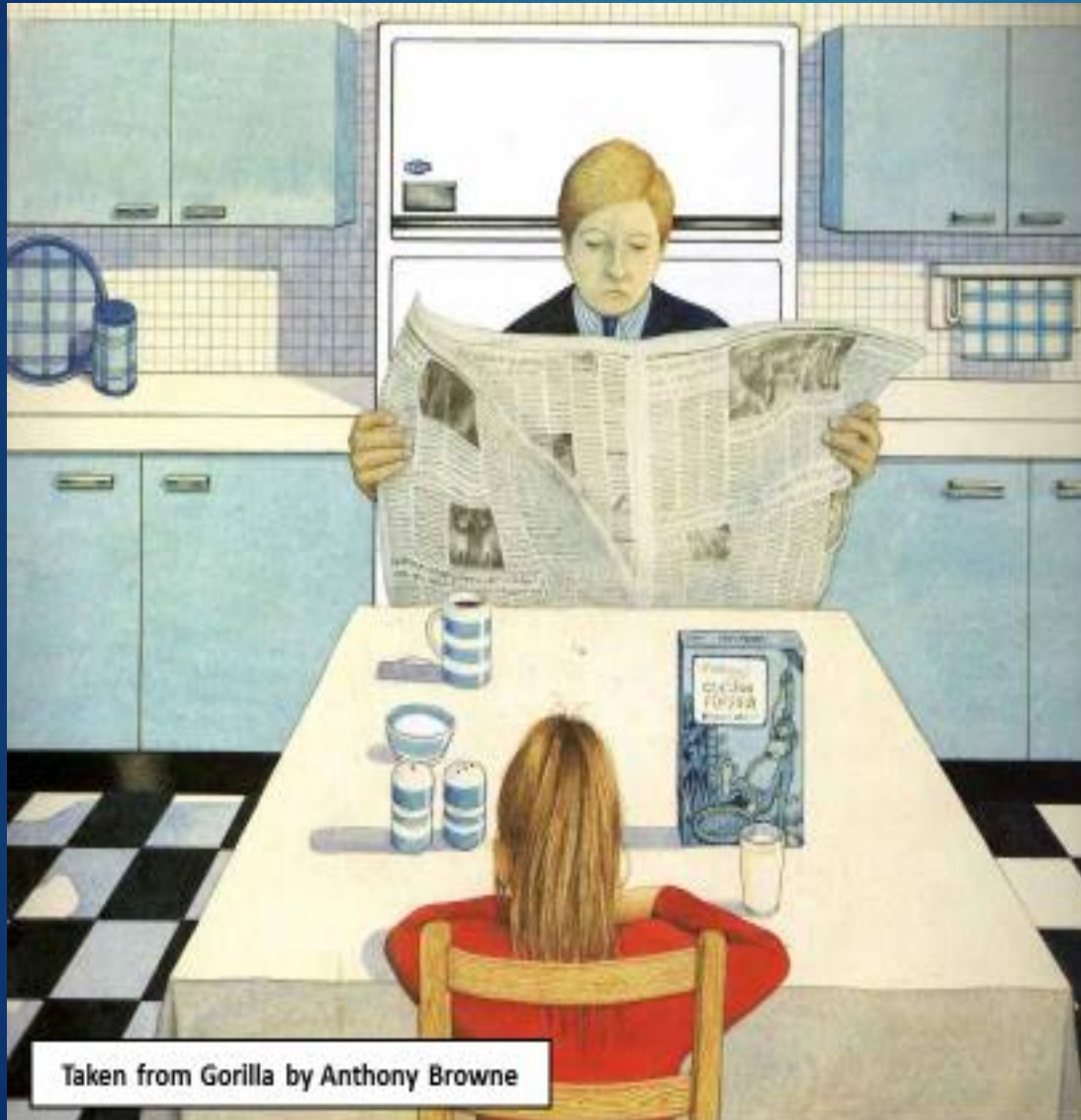
# Types of Reading

- ▶ Book bands.
- ▶ Free Readers.
- ▶ Reading to an adult at home.
- ▶ Story time.
- ▶ Reading is not just about the traditional book.
- ▶ Library.

# Our Reading Lessons



# Our Whole Class Reading lessons start with a RIC or ERIC



What does the word 'ignored' mean?



How many items are on the kitchen table?



What sort of man do you think Hannah's father is?



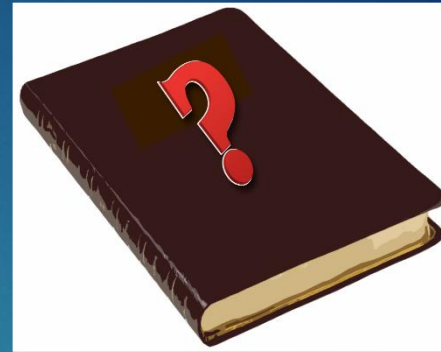
Why has Anthony Browne chosen blue for the kitchen?

# Rugby World Cup 2015 - Team Talk

▶ <https://www.youtube.com/watch?v=bl9ahNhH3C>  
C

- ▶ R: Who do you think the manager is talking to at the beginning of the advert? Who is he actually talking to?
- ▶ I: How are the different groups of people feeling in the changing rooms? How can you tell?
- ▶ C: What metaphor does the manager use at the start of the talk? Why does the manager refer to all the people in the changing room as a 'team'? What would this word usually refer to? Why has he chosen this word?

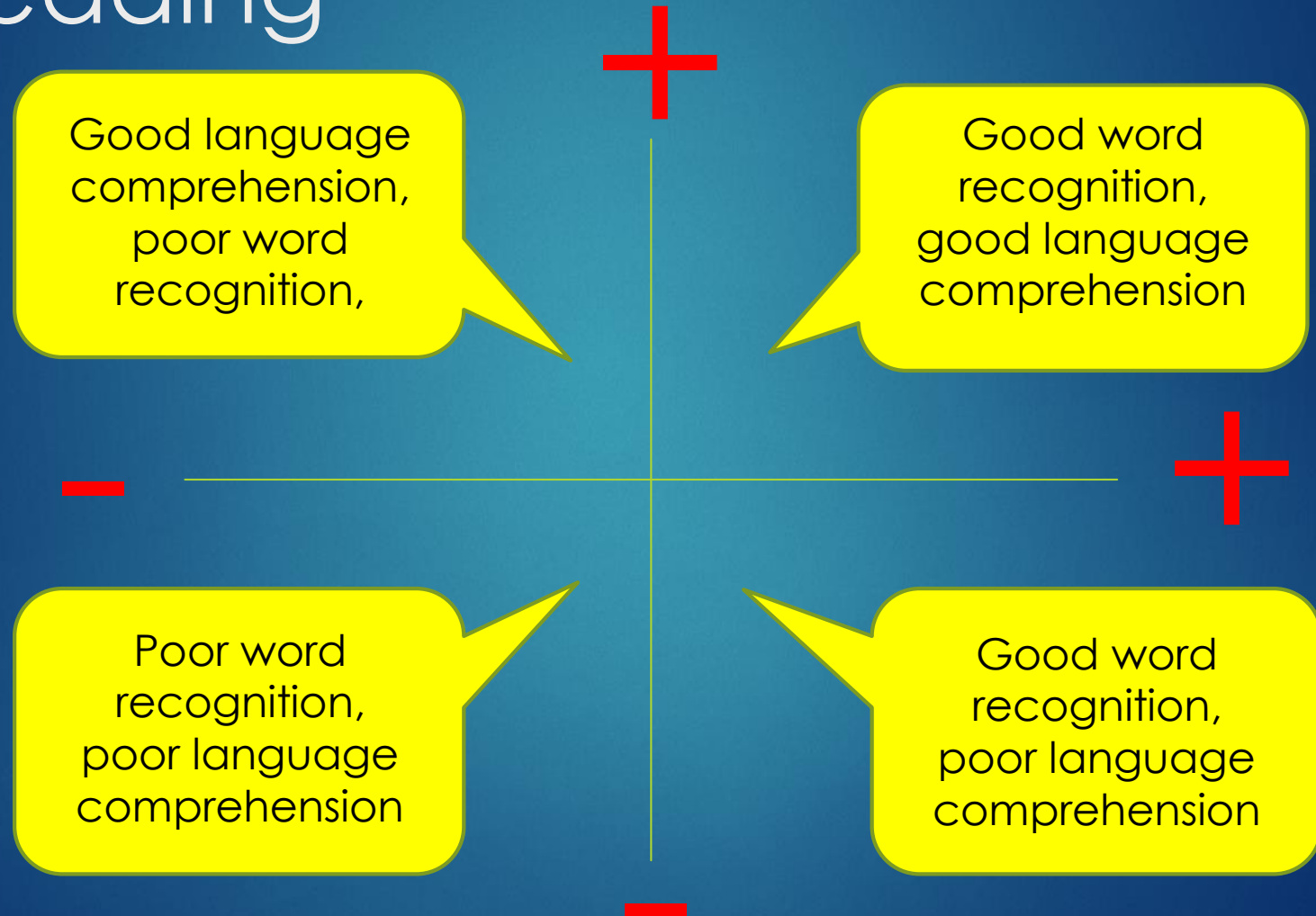
# Whole Class Text



- ▶ This may be extracts from a book or the class may work through a book chapter by chapter (we try to do a mixture of both so that children have experiences of whole texts).
- ▶ Children in Upper Key Stage 2 may also 'read' short films as texts using those retrieval, inference and deduction skills.
- ▶ Although the text is the same, questions and activities are differentiated carefully to match the children's needs and abilities and to try to ensure that we are challenging all children.



# The Simple View of Reading



# So, how can we help?

- Inference depends on a child bringing their knowledge and experience of the world to help interpret the text...

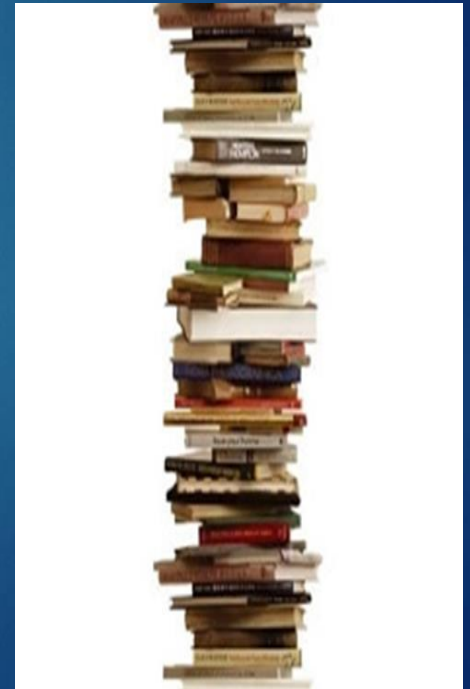
**Get out and about!**





# Encouraging reading for pleasure

- ▶ “Study after study has shown that performance on tests of reading comprehension is heavily influenced by the amount of **self-selected free voluntary reading** that children do” Michael Rosen



# Reading with children

- ▶ It is vitally important to carry on reading with children in KS2
- ▶ Share a book, page by page, or chapter by chapter, poem by poem
- ▶ Explore a more sophisticated picture book
- ▶ Read the same story independently...then discuss the text, watch the film, or go to the theatre and make comparisons
- ▶ [www.storynory.com](http://www.storynory.com)

(free audio stories)



# Good readers ask questions...

- ▶ When we read, we make predictions, ask ourselves questions about the text and then look out for the answer.
- ▶ If the answer is not what we expect, we are prompted to go back and check.
- ▶ It is more powerful if we can get children to ask the questions themselves....




# Open question starters....

- ▶ I wonder if....
- ▶ I wonder why...
- ▶ Tell me about....
- ▶ Why do you think....
- ▶ Tell me more
- ▶ How do you know....



# Questions for the Very Able Reader.

- ▶ Find a short quotation to show that the writer feels ..... .
- ▶ How does the writer use the opening paragraph to put across a sense of ..... ?
- ▶ What can you say about the final sentence in the text? Why do you think the writer used this sentence?
- ▶ Which words are meant to stand out? Why has the writer made these words stand out?

- 
- ▶ Why has the writer chosen to use the words ..... and ..... ?
  - ▶ What does the phrase ..... bring to the text?
  - ▶ Why has the writer chosen to use first, second or third person narration?
  - ▶ How are we as readers supposed to react to the text?



# Zooming In and Zooming Out!

- ▶ Zooming in – look closely at words, phrases and whole sentences.
- ▶ Zooming out – evaluate the effect of a text on a reader and offer a confident explanation of the overall structure of a text.



# Retelling is an important skill

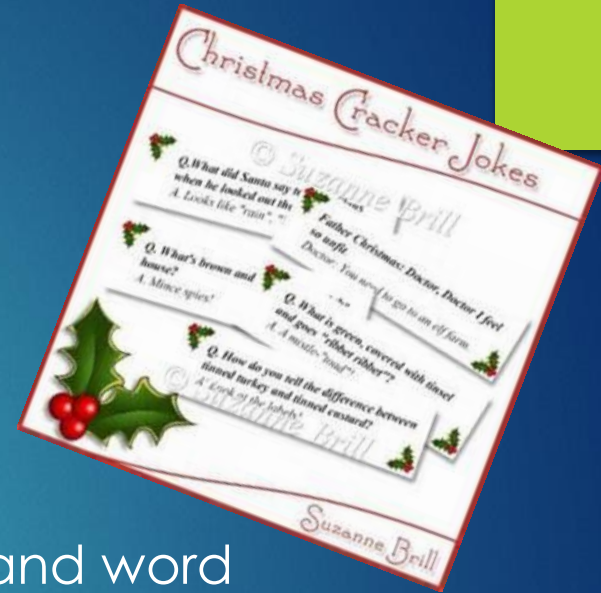
- ▶ Good readers do not remember the exact words of a text, they remember the '**gist**'
- ▶ In order to retell a story, you have to be able to pick out the important parts of the story (summarise) and put them into your own words (synthesise)
- ▶ Encourage children to use the language of the story they have been reading

# Talk is important!

- ▶ **Listening comprehension and reading comprehension use the same skills**
- ▶ Vocabulary building is essential – what words mean, what phrases mean, words that mean the same, words that mean different things
- ▶ Children need to learn the “*language of written text*”

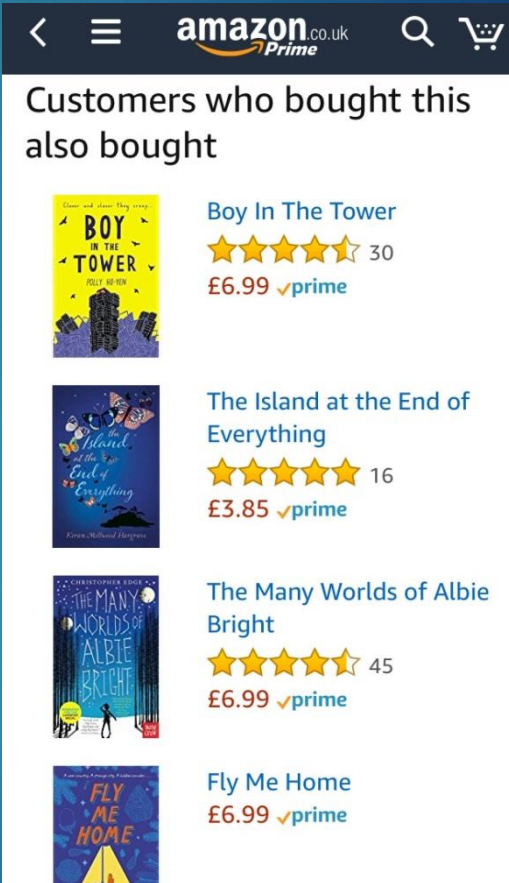
# Share Jokes

- ▶ Tell jokes, explain jokes
- ▶ Especially the ones with terrible puns and word play.
- ▶ Jokes help develop a child's depth of vocabulary and understanding of grammar

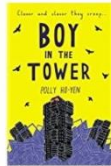

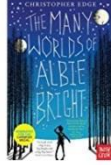
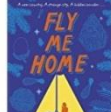


# Book Recommendations

- ▶ Booktrust website
- ▶ Waterstones
- ▶ Amazon.co.uk
- ▶ The Guardian
- ▶ Goodreads.com
- ▶ Your local library



The screenshot shows the Amazon.co.uk mobile app interface. At the top is a navigation bar with a back arrow, a menu icon, the Amazon Prime logo, a search icon, and a shopping cart icon. Below the navigation bar, the text "Customers who bought this also bought" is displayed. A list of four book recommendations follows, each with a book cover, title, star rating, number of reviews, price, and the Prime logo.

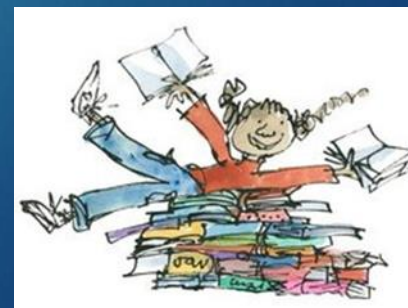
Book Cover	Title	Rating	Reviews	Price	Prime
	Boy In The Tower	★★★★★	30	£6.99	✓prime
	The Island at the End of Everything	★★★★★	16	£3.85	✓prime
	The Many Worlds of Albie Bright	★★★★★	45	£6.99	✓prime
	Fly Me Home	★★★★★		£6.99	✓prime

# Finding Books

- ▶ Lovereadingforkids.co.uk
- ▶ Federation of Children's Book Groups
- ▶ [www.booktrust.org.uk](http://www.booktrust.org.uk)
- ▶ Children's Best Book Guide
- ▶ National Literacy Trust

<http://www.wordsforlife.org.uk/>

- ▶ Blogs....
- ▶ <http://www.thebookpeople.co.uk/blog/index.php/tag/childrens-books/>
- ▶ Other children

The logo for LoveReading, featuring the word "LoveReading" in a bold, black, sans-serif font. The letter "o" in "Love" is replaced by a red heart symbol.



# In summary...

Get out and about...  
develop as much **life experience** as possible.

## Talk

### Ask questions...

Explore what words mean, play with language,  
**Encourage children to ask questions**



### Provide reading mileage

Lots and lots of books, magazines, texts, newspapers; opportunities to read

Tell **jokes**, why are they funny?

Watch adverts, what are they saying?

### Model reading

Try reading the same book to discuss it  
Read articles from the newspaper together



Thank you for coming!