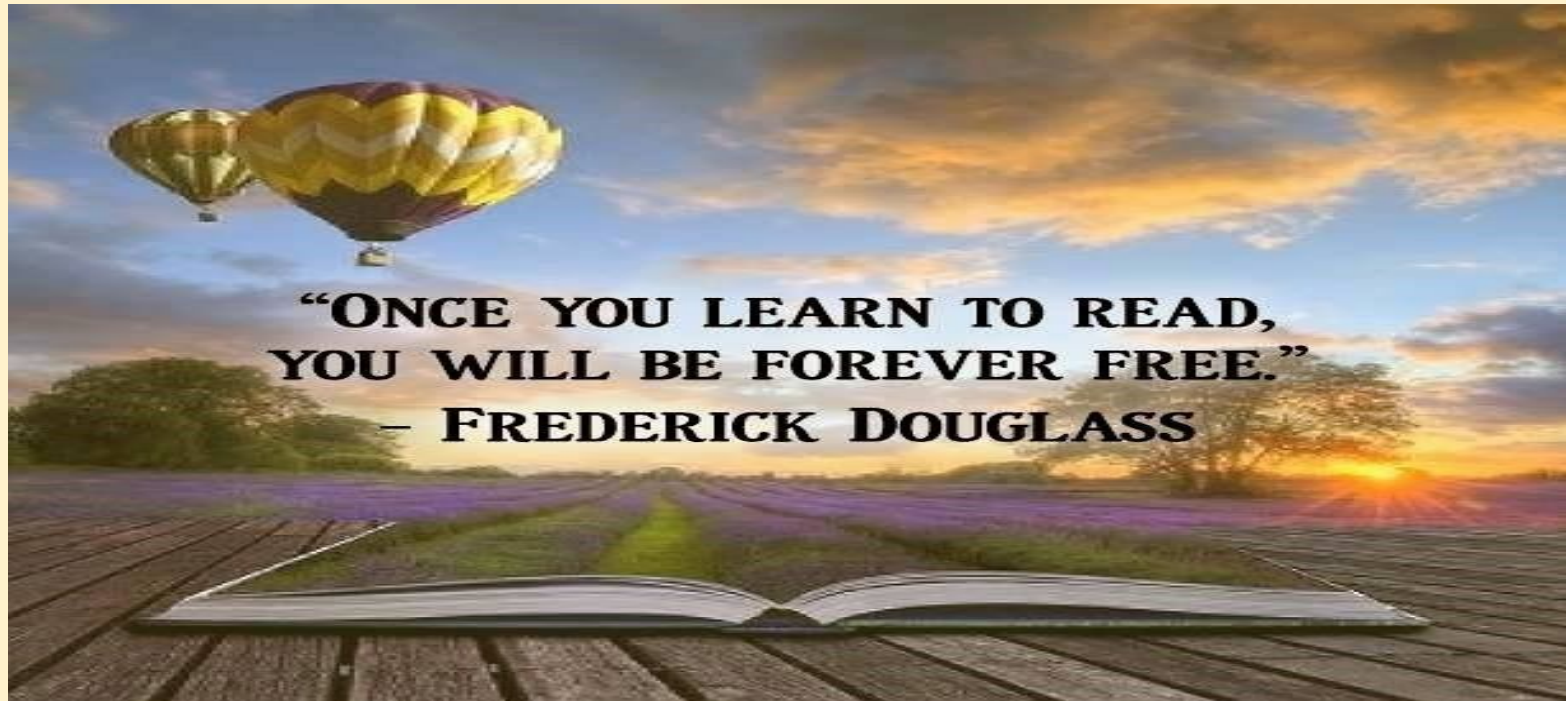


# Key Stage 2 Reading



## Aims of this Presentation

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

# The Power of Reading

- The ability to browse for information helps children to learn and to find facts. Children who read widely are curious, interested and ask questions.
- Reading encourages them to think about “if” and “why?”
- Reading different kinds of books about different people and situations helps children to make sense of the world we live in and to think about why or how others think and behave the way they do. Sometimes reading about people facing up to problems or strong feelings can help children find ways of coping with their own emotions.
- Reading is the perfect way to develop vocabulary and to become aware of how language can be used to communicate.
- Being a reader will improve your child’s spelling and writing and will provide a solid foundation for learning across the curriculum.
- Above all, giving children the opportunity to read for pleasure will last them a lifetime.

# How we Learn to Read

## Phonics & Word Recognition

The ability to blend letter sounds (phonemes) together to read words.

The ability to recognise words presented in and out of context.

## Understanding

The ability to understand the meaning of the words and sentences in a text.

The ability to understand the ideas, information and themes in a text.

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

## The National Curriculum Year 3 and 4

- By the beginning of year 3, pupils should be able to read books written at an age appropriate interest level.
- They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words.
- They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation.
- As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently.
- They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently.
- They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects.
- They should be learning to justify their views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4.

## National Curriculum Years 5 and 6

- By the beginning of year 5, pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. **They should be able to read most words effortlessly** and to work out how to pronounce unfamiliar written words with **increasing automaticity**.
- They should be reading **widely and frequently, outside as well as in school**, for pleasure and information. They should be able to read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read.
- During years 5 and 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing. **Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension.**

# Encouraging Reading in the Classroom

Not only do we want the children to learn how to read, we want the children to ENJOY reading. To ensure this happens in school we have:

- Reading corners that are vibrant and stimulating. They are filled with a selection of books fiction, non-fiction, magazines, poetry, graphic novels etc.
- Year groups 3-6 all have a selection of 'Key Texts' full of age-appropriate books that children are encouraged to read.
- Class novels are books that are linked to the half termly topic. They are often exciting, but challenging texts that can be used for reading and writing activities during English lessons.
- We have a well-stocked library - with a wide selection of fiction and non-fiction books.

# How we Develop Reading Skills

- Whole class reading - We use our class novel linked to our topic. We use this book to teach key reading objectives.
- One to one reading with teachers and teaching assistants - to check fluency and comprehension.
- Reading for Pleasure - Silent Reading - to promote enjoyment of reading and stamina.
- Reading across the curriculum - books linked with Religion, Science, History Geography etc.
- Reading aloud to the class - a range of different stories, poems - to promote understanding of tone and expression when reading aloud, as well as enjoyment of different books.



## Expectations Key Stage 2 SATs test Reading

- The English reading test has more focus on fictional texts.
- There is also a great emphasis on the comprehension elements of the curriculum (inference and deduction).
- The expectation for vocabulary understanding and reading stamina is high. The test consists of a reading booklet with 3 texts (approx. 2300 words) and a separate answer booklet.
- The timing of the test is one hour.
- The least demanding of the texts will come first with the following texts increasing in difficulty.
- Children need to score 29/50 to reach expected standard and 41/50 to reach greater depth.
- Last year 100% of children reached expected standard and reached greater depth.

# Understanding the Text - Reading Skills we Teach

## Reading Vipers

**V**ocabulary

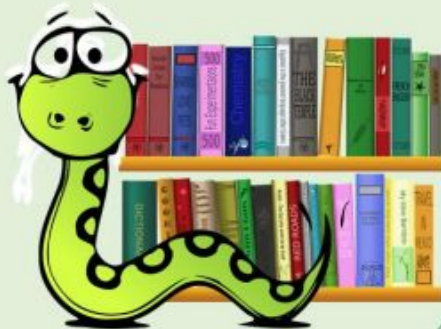
**I**nfer

**P**redict

**E**xplain

**R**etrieve

**S**equence or Summarise



## Reading Skills from National Curriculum

Give/explain the meaning of words in context

Retrieve and record information/identify key details from fiction and non-fiction

Summarise main ideas from more than one paragraph

Make inferences from the text/explain and justify inferences with evidence from the text

Predict what might happen from details stated and implied

Identify/explain how information/narrative content is related and contributes to meaning as a whole

Identify/explain how meaning is enhanced through choice of words and phrases

Make comparisons within the text

# Vocabulary



**Input - Learn and practise today's key learning**

*WALT: Identify how the author's use of language has enhanced meaning*

Read this sentence from the text and then answer the questions below.

Share your answers as a class.

As a class, provide a shared written answer to these questions.

*The goddesses glowered at him.*

**What could 'glowered' mean?** (Think about what is happening at this point in the text. Listen to this section on p8 again if necessary)

**Why are they glowering at him?**

**What does this tell you about the goddesses personalities?**



# Infer



Jason slammed the door behind him, dropped his jacket and kicked it into the corner, threw his homework across the living-room floor and headed for the fridge. As his mother would be home late from office, he spent the evening on the sofa with his feet on a tower of homework books, a slowly diminishing pizza balanced on his stomach and the TV remote in his hand. His mother found him there fast asleep at 10:30pm.

The following day meant another late shift for his mother. So, when he let himself in, the first thing he did was retrieve the pizza box from the day before, fold his school report inside it, and shove to the bottom of the bin in the shed. Then he went to the kitchen in order to cook his mother's favourite supper.

1. How is Jason feeling when he returns home from school?

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2. How do you know how he is feeling?

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3. Do you think Jason's school report is good one?

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4. Why do you think this?

# Predict



Identify who the characters might be?

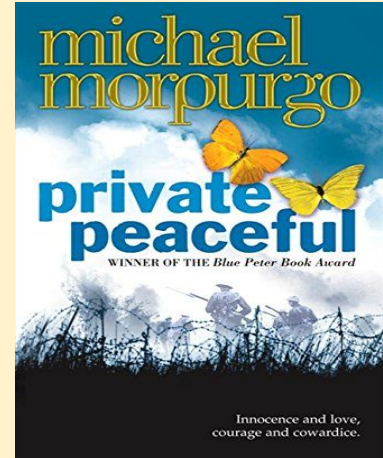
What is the setting? Look at the clues?

What might happen in this story?

What do you think the butterflies represent?

What do the words mean in the bottom right corner?

How do these words give you a clue about the story?



# Explain



**Example question:**

**What are the sirens and why are they dangerous?**

**Model** (Think about how you will open you sentence, structure your answer and explain what you know)

The sirens are.....They are dangerous because.....I know this because.....





# Retrieval



## THE WEATHER

Those people who work outside or at sea have always been affected by the weather. So it isn't surprising that we have tried in different ways to forecast sunshine, rain, fog or snow. This is especially true for our British Isles, here on the edge of the Atlantic. There have been many attempts to predict the weather, from using seaweed to computers.

1. Whose work is likely to be affected by bad weather?

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## **Emmeline Pankhurst**

Born on the 15<sup>th</sup> July 1858 in Manchester to a family in which political discussions were commonplace, Emmeline Goulden was unquestionably one of the most influential figures of the 20<sup>th</sup> century.

In 1879, she married Richard Pankhurst, a lawyer and supporter of the women's suffrage movement, i.e. the right of women to have the vote. His death in 1898 was a great shock to Emmeline.

In 1888, she supported a strike involving the women who worked at the Bryant and May matches factory, where women worked fourteen hours a day and were fined if they dropped matches on the floor. At about the same time, she was also concerned



What **two** early influences helped to form Emmeline Pankhurst's views about women's rights?

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# Summarise



What happens in this prologue?

Can you summarise the prologue in fifty words?

10 words?

1 word?

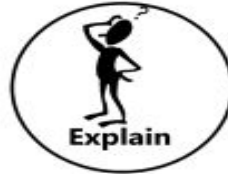




# An Example of a Starter Activity



Taken from The Arrival by Shaun Tan



What does the word 'anxious' mean?



What time is it?



Do you think they are a rich or poor family?



Why has Shaun Tan chosen sepia tones for the picture?

# Reading with your Children

Did you know that if you can't read 5% of words in a text, the meaning becomes lost? This is why it is so important to read with your child to help them overcome unfamiliar or tricky words, so that they understand what they are reading.

Reading to and with your child every evening for at least ten minutes can make a dramatic difference to a child's achievement within school. A report from the Oxford University Press highlighted the importance of parents reading with their children: 'Children who read outside of class are 13 times more likely to read above the expected level for their age'.

## How Can You Help at Home?

- 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.
- Explore different types of books; classic fiction, chapter books, short stories, joke books, poetry, non-fiction.
- Shared reading - read your favourite book, or your child's current favourite book to them.
- Read slowly, with expression, mood and tone. Use different voices for characters. Ensure they read to punctuation marks.
- Talk about what is happening in the book and what might happen next.
- Encourage your child to read at bedtime - and at any other time!
- Use open questions to help develop comprehension skills such as:

What do you like about this book?

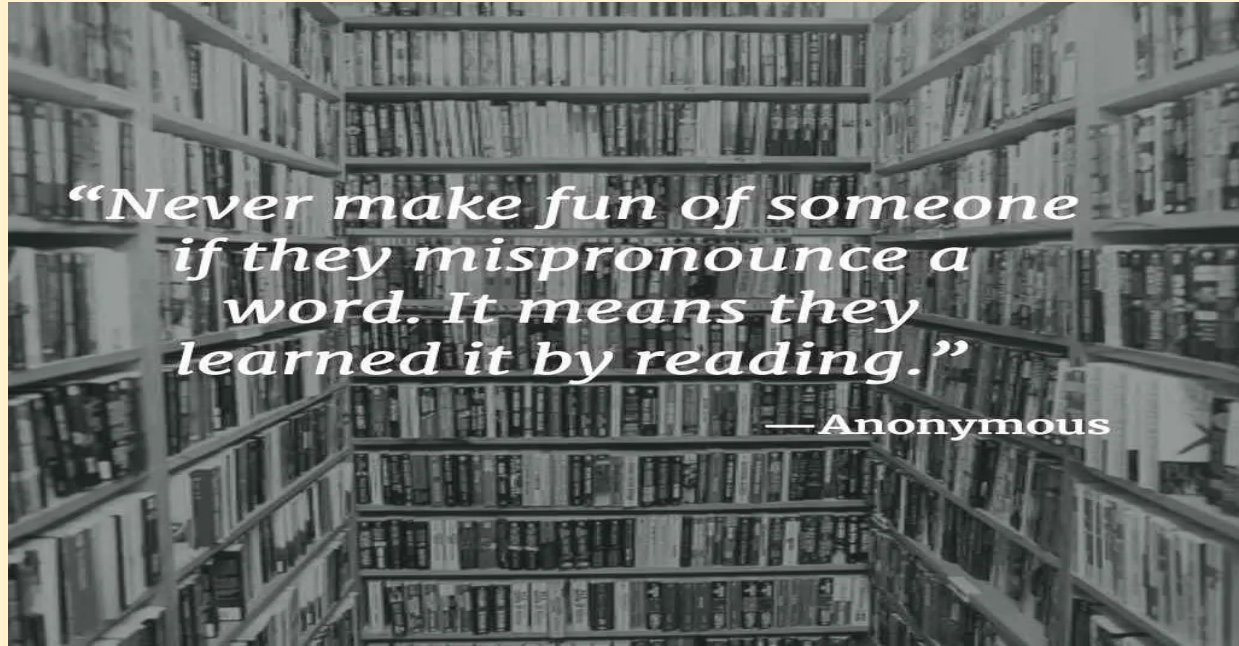
What do you like about the characters?

Why do you think this is a good story?

# Reading Homework

- Children should read every night. Children have been given a reading record so that they can record which book they are reading and very importantly jot down any words they don't know.
- Years 3 and 4 parents should check the record and add their own comment when they listen to their child read - once or twice a week. By Year 5 /6 pupils can read independently and can complete the reading record themselves, however please check your child's reading record every week, just to make sure they are reading as much as possible. It is also important that when you listen to your child read you ask comprehension questions where possible to check their understanding. Comments about how they are getting on is much appreciated. They are encouraged to choose books from their Key Text class list so that by the end of the year they have read as many recommended books as possible.
- Children are given a comprehension piece of homework weekly. This is an important part of their learning and will help them to develop their understanding. If your child is having difficulty with this homework. try to guide them to an answer rather than tell them the answers.
- Children are also encouraged to read about their class topic at home. They can use library books, computers or Kindles to find information. This will help them to deepen their subject knowledge in other lessons, and improve their general knowledge.

## Other Thoughts



*“Never make fun of someone  
if they mispronounce a  
word. It means they  
learned it by reading.”*

—Anonymous



BOOKS ARE NO  
MORE  
THREATENED  
BY KINDLE  
THAN  
STAIRS BY  
ELEVATORS.  
-STEPHEN FRY



# ADDING 10 MINUTES A DAY TO A CHILD'S READING MAKES A BIG DIFFERENCE OVER THE YEAR.

## A COMPARISON OF YEAR 5 CHILDREN



\*Adapted from Adams (2006) with baseline data from Anderson, Wilson & Fielding (1988).

### DID YOU NOTICE?

THE MORE MINUTES CHILDREN READ PER DAY, THE MORE FLUENT THEIR READING BECOMES.  
FROM 5 MINUTES TO 15 MINUTES PER NIGHT THERE IS AROUND

**A 200% INCREASE IN WORD EXPOSURE OVER ONE YEAR!**

RESEARCH SHOWS US THAT THE BENEFITS OF READING MORE  
IMPROVE PERFORMANCE IN:

**GENERAL KNOWLEDGE, VOCABULARY,  
READING COMPREHENSION, VERBAL FLUENCY  
AND SPELLING.\*\***

\*\*Cunningham and Stanovich (1998).