



Welcome to
Key Stage 2
Reading for
parents

10 ways to become a better reader...


1. Read 2. READ

3. Read 4. read

5. READ 6. Read

7. Read

8. read

9. Read 

10. READ



The aims of this presentation

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

Today a
READER,
tomorrow a
LEADER.



The power of reading

- ◆ Creating a love of reading in children is potentially one of the most powerful ways of improving academic standards.
- ◆ There can be few better ways to improve pupil's chances in school, or beyond in the wider world, than to enable them to become truly independent readers.

Reading for pleasure

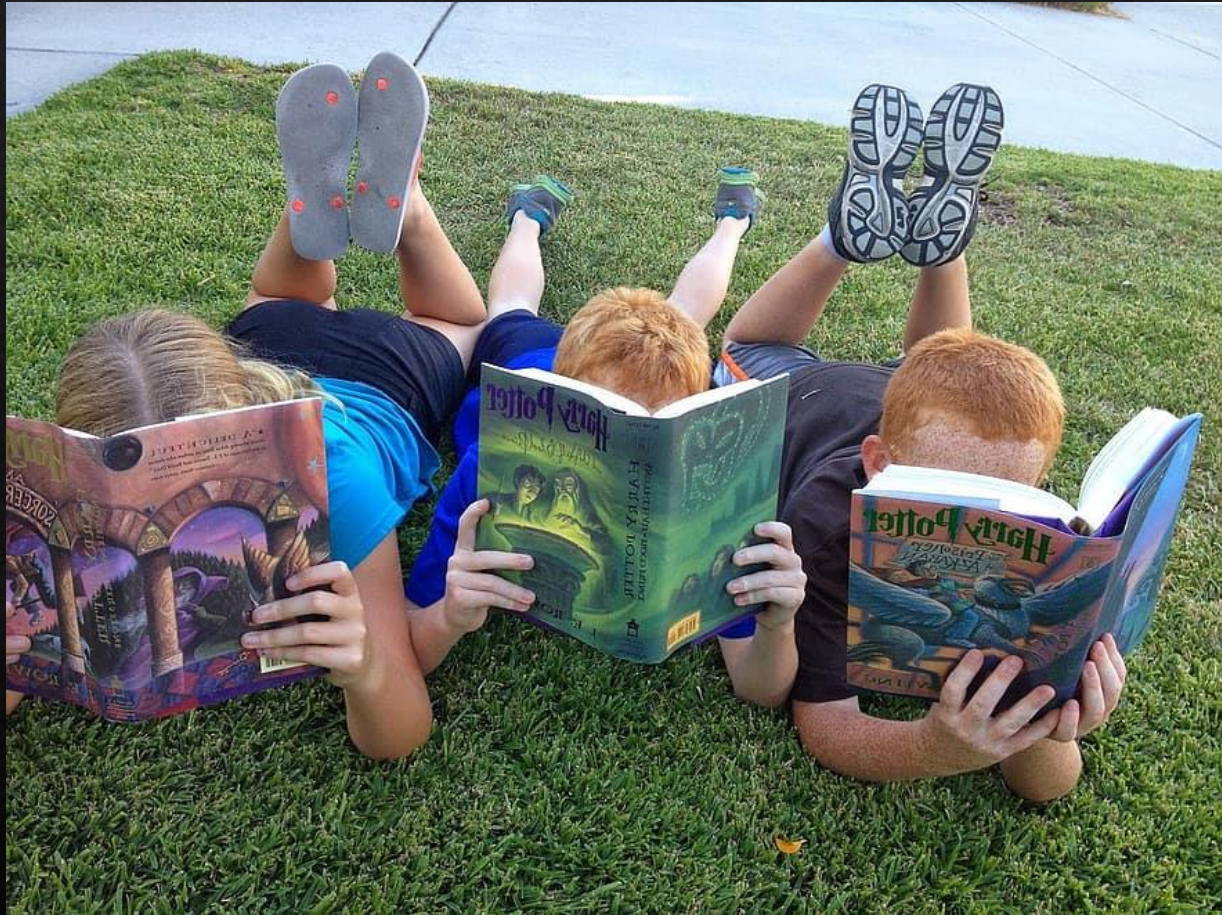
- ◆ We want children to learn how to read AND we want them to ENJOY reading.
- ◆ Within every classroom we have a range of diverse and appealing books to appeal to all. Children are aware of where to find books that are appropriate to their level of reading competence.
- ◆ Teachers read aloud to the children regularly from carefully chosen class readers.

Reading in school

- ◆ Guided reading.
- ◆ Independent reading with teachers, Tas and volunteers.
- ◆ Reading across the curriculum.
- ◆ Class readers – story time with the adult reading aloud

Becoming an independent reader requires two skills

- ◆ Phonics and word recognition.
- ◆ Understanding



Being able to read doesn't mean that you understand what you read.

Your child may sound like a good reader but may not necessarily understand what the text means.

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

DFE Programmes of English Key Stages 1 & 2

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

%age of total marks

Vocab - 10-26

Infer- 16- 50

Predict - 0-6

Explain- 0-18

Retrieve- 16- 50

Summarise 2-12

Reading Vipers

Vocabulary

Infer

Predict

Explain

Retrieve

Sequence or Summarise





Vocabulary

It was in Ben's nature to be patient.

In this sentence, does nature mean:

1. Animals and plants
2. Character
3. hospital



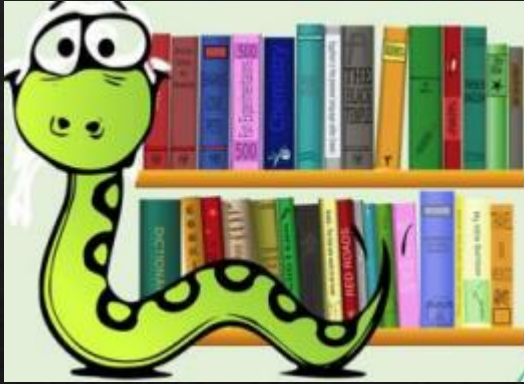
Infer

How is Jason feeling when he returns home from school?

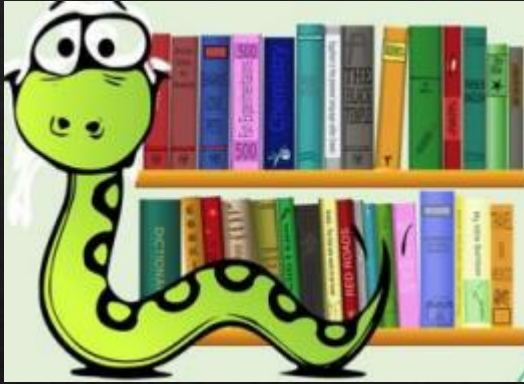
Jason slammed the door behind him, dropped his jacket and kicked it into the corner, **threw his** homework across the **living-room** floor and **headed** for the fridge. As his **mother** would be home late from office, he spent the evening on the sofa with his feet on a tower of homework books, a 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.**

Predict



Predict what will happen next.
Use text evidence to support
your prediction?



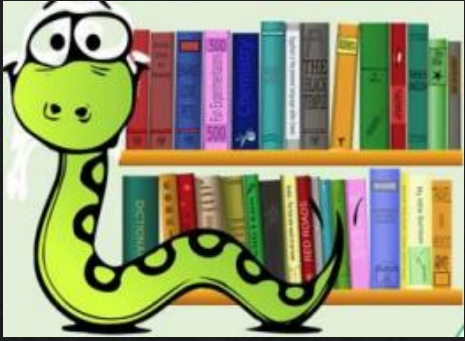
Explain

Questions over a chapter:

True or false – John is selfless.

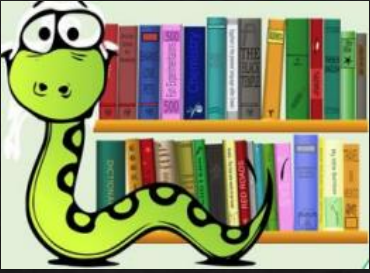
Explain your answer.

How does Bunzl make this prologue exciting?



Retrieve

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



Summarise

Summarise the events in the opening paragraph. Answer these questions in your summary. Where is the man? What is he trying to do? How is he trying to do it?

I

Is a ships horn loud or quiet?

Which word is a place where ships 'park?'

V

He ran down to the harbour and asked a big ship to take them to the South Pole. But his voice was much too small to be heard over the ship's horn.

E

Explain what you would do if you found a penguin on your doorstep

How did they get down to the harbour?

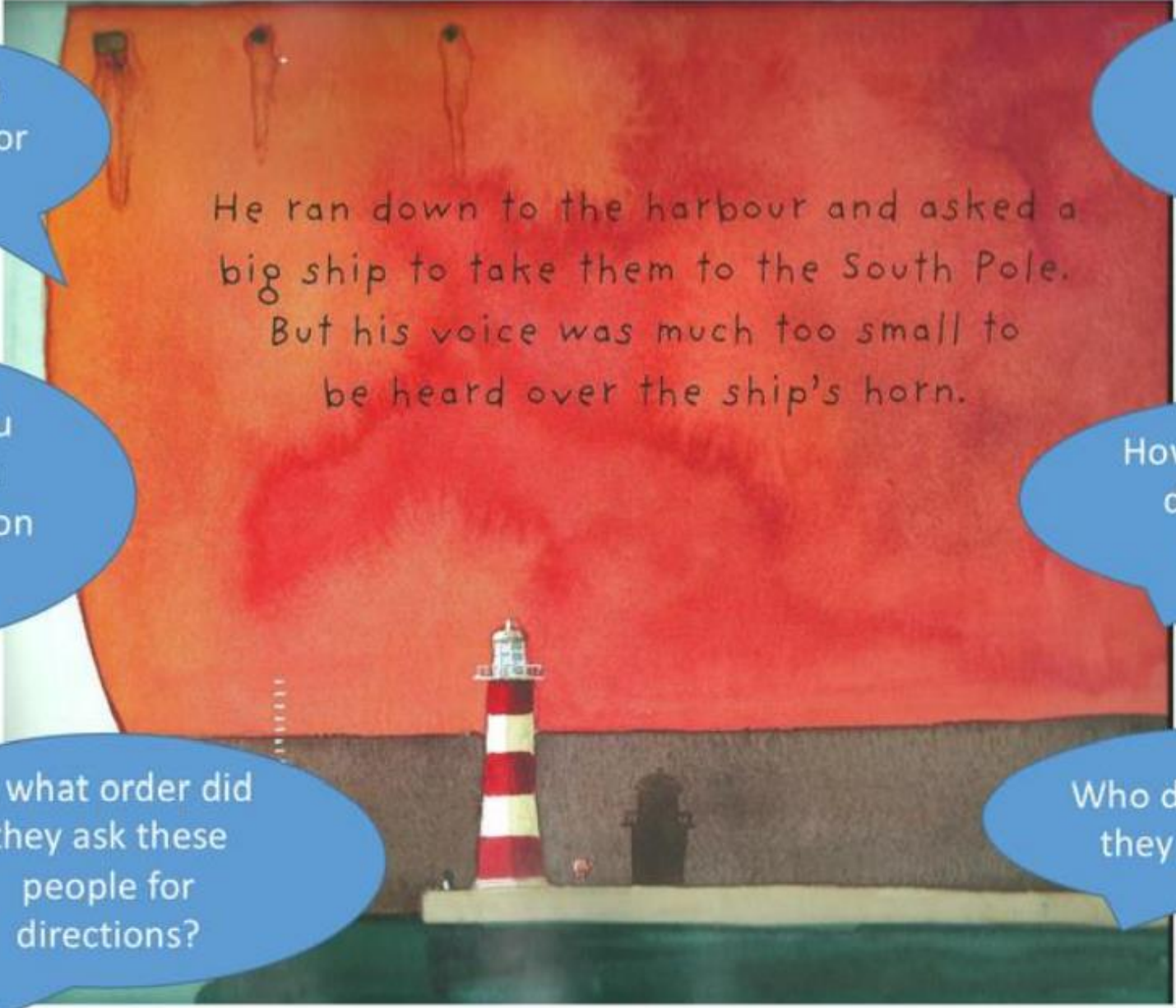
R

S

In what order did they ask these people for directions?

Who do you think they ask next?

P



How can you help at home?

- ◆ Make sure adults are seen reading and have books available in your home.
- ◆ Talk about books and reading.
- ◆ Sit and listen.
- ◆ Respect choices.
- ◆ Encourage you child to read – at any time!
- ◆ Visit the library.

How to read to / with your child.

- ◆ ·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 and what might happen next.
- ◆ ·Leave the story on a cliff-hanger!

Quality questioning

Closed questions

Do you like this book?

Open questions

What do you like about this book?

Quality questioning

Closed questions

Is this a good story?

Open questions

Why do you think this is a good story?

Quality questioning

Closed questions

Can you see how this limits your child's responses/thinking?

Open questions

Can you see how much more effective open questions are in deepening your child's responses/understanding??

One final thought

Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech.

Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.

DfE Programmes of English Key Stages 1 and 2

Student "A"
reads **20 minutes**
each day

3600 minutes in
a school year

1,800,000 words



Student "B"
reads **5 minutes**
each day

900 minutes in
a school year

282,000 words



Student "C"
reads **1 minute**
each day

180 minutes in
a school year

8,000 words

