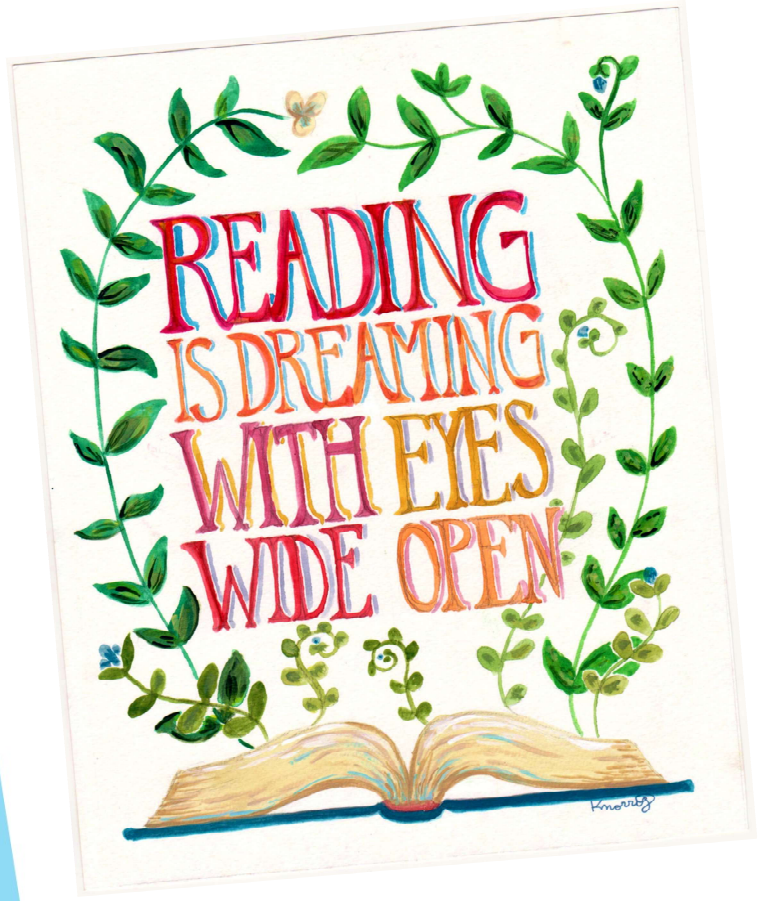
Reading in Key Stage Two

A guide for parents/carers to help support children in developing reading.


READING
IS DREAMING
WITH EYES
WIDE OPEN


The more
that you read,
the more things
you will know.
The more that you
Learn,
the more places you'll go.


KEEP READING
IT'S ONE OF THE
MOST MARVELOUS ADVENTURES
THAT ANYONE CAN HAVE
LLOYD ALEXANDER

Why Read?

- Reading is an important life skill.
- It supports learning across the curriculum.
- Reading benefits communication skills
- Support the development of writing skills
- Encourages imagination/creativity
- Supports an memory skills
- It provides an escape/reduces stress

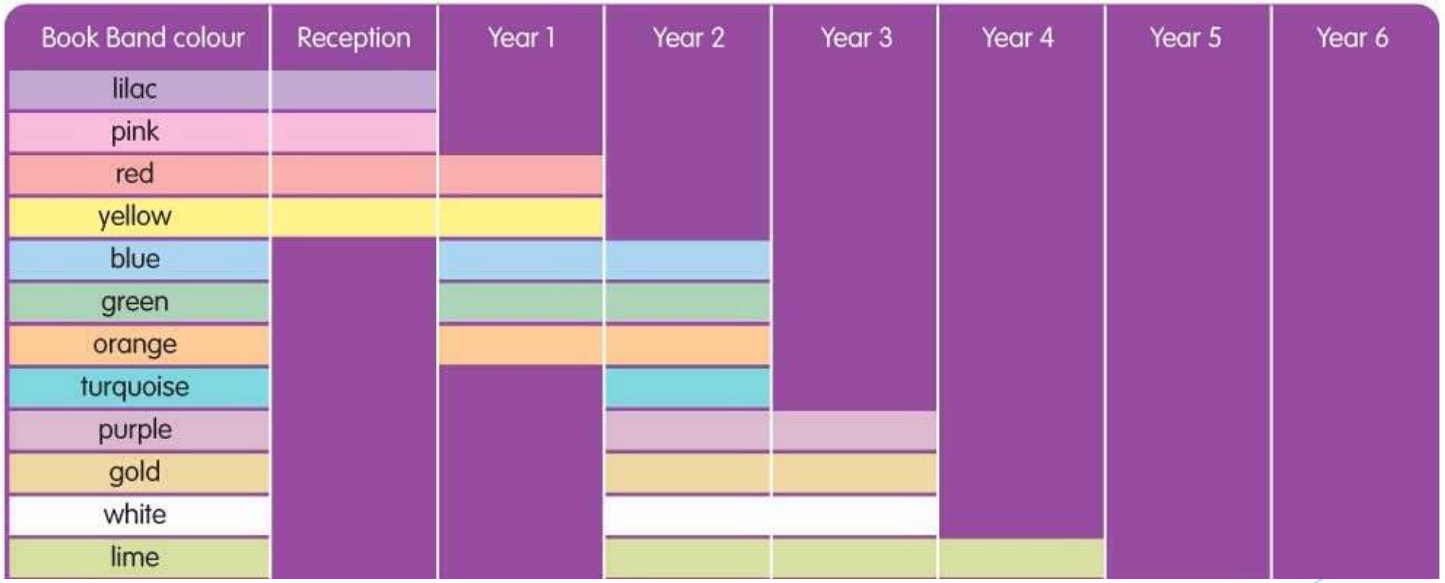


Reading for pleasure – a main focus of the English Curriculum

- Many of the national curriculum objectives for reading focus on building positive attitudes towards reading.
  - An example objective from the National Curriculum:
    - [EXS] Maintain positive attitudes to reading and understanding of what they read by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
      ↳ **GD objective:** Maintain positive attitudes to reading and understanding of what they read by continuing to read, compare and evaluate an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- 8 out of 21 of the Year 6 objects for reading focus on developing positive attitudes towards reading
- Other year groups follow a similar pattern.

School Reading Scheme

Our school reading scheme is divided into bands which the children work through as their reading skills develop. The initial bands are linked to their progress in phonics.
The children need to be able to both read the books fluently and demonstrate a good understanding (comprehension) of what they have read before teachers will move children onto the next band.
All children are assessed regularly.



Library Level – Free Readers

When a child has moved through the appropriate levels on the reading scheme, they are classed as a free-reader and they begin to choose their books from our school library. The books are divided into bands according to ability and content. We are extremely fortunate that we are able to offer a wide range of books on each of the levels.
When moving a child onto the more challenging levels, the teacher will also consider whether the content is suitable for them.

- Red Level
- Green Level
- Blue Level
- Purple Level
- Orange Level
- Silver



Our School Library

We are very fortunate to have such a well resourced library in school. Over the last academic year we have invested heavily in the library and this along with donations from the PTA ensures our library has recent titles as well as traditional favourites. We also subscribe to publications such as 'First News' which children are able to access and keep up to date with current affairs.

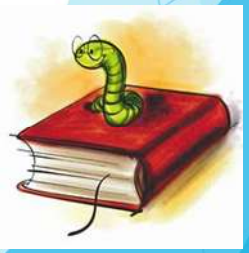
Of course no library is complete without a librarian. Our school librarian is Mrs Plater. Mrs Plater is a hive of knowledge, she is able to support the children in choosing appropriate books and recommend new books to try.

Each class has had a 'library lesson' with Mrs Plater where she runs through some new releases, shows children how to access the library and introduces them to the computer system.

Moving Levels

- Children's reading is continually assessed through a range of strategies
  - Guided Reading
  - 1:1 Reading
  - Whole Class Reading
  - Feedback in planners

Staff use all of this information to gain a full and informed picture of children's reading ability in terms of not only decoding words but crucially their comprehension of what has been read. Only when staff are confident children are ready will they be 'moved on'. As with all things in school, all children learn at different rates and have different strengths. Reading levels are never a competition or a race. Remember, developing that love of reading is key.



Developing Reading

Once your child has learnt to read basic words, we move to developing and deepening reading skills. This is done through development of skills such as those below. Again, we use a range of reading experiences to achieve this and once again, reading at home is key to supporting your child's efforts in school.

- Applying phonics
- Developing reading fluency
- Using a range of strategies when reading to aid understanding
- Language, reading comprehension and enjoyment

Reading Fluency

It is a wonderful moment when your child moves from sounding out every word to saying words on sight and 'fluency' begins. In Key Stage Two, reading fluency remains a skill to develop especially as children encounter new vocabulary and genres. Fluency is more than reading quickly; the faster and more accurately children can read and decode, the more effectively they can comprehend and develop their higher order reading skills.

You can support this by encouraging the following -

- Appropriate challenge –Is your child having an appropriate balance of knowing words and still meeting those which provide challenge be it decoding or meaning?
- Punctuation – is your child able to talk about and notice punctuation, encourage your child to use it when they read, exclamations, pauses and so on?
- Pace – does your child's reading sounds like talking?
- Phrasing – is your child using a monotone voice or able to use expression?

Reading – does it make sense?

Now your child is older they might choose to read ‘in their head’, of course this is absolutely fine but it’s pertinent to still ask questions to ensure your child has the all important comprehension. It’s also still a good idea to mix this with reading aloud to you as this can support skills such as pronunciation and again allow for the lovely rich conversations regarding characters, plot, choices they make, links to own life, sharing of information and so on.

Just as with younger ages, for some children short and sweet is best for reading. For others, they will happily read for hours. Remember to do what suits, and what works on a Monday might not be the same at the end of term on a Friday! Reading should be enjoyable and not a chore to either parent or child. Pick your moment, TV off, phones away and enjoy the magic of reading transporting you both to another place!

Effective Questioning

- The questions that we ask children to develop their understanding need to be effective. Children can appear to understand a text when they really do not.
- Have a go at this exercise (just a bit of fun!!)
  - Corandic is an emurient grof with many fribs, it granks with corite, an olg which cargs like a lance. Corite grinkles several other tarances, which garkers excarp by glarcking the corite and starping it in tranker-clarped strobs.

- 1. What is corandic?
- 2. What does corandic grank with?
- 3. How do garkers excarp the tarances from the corandic?

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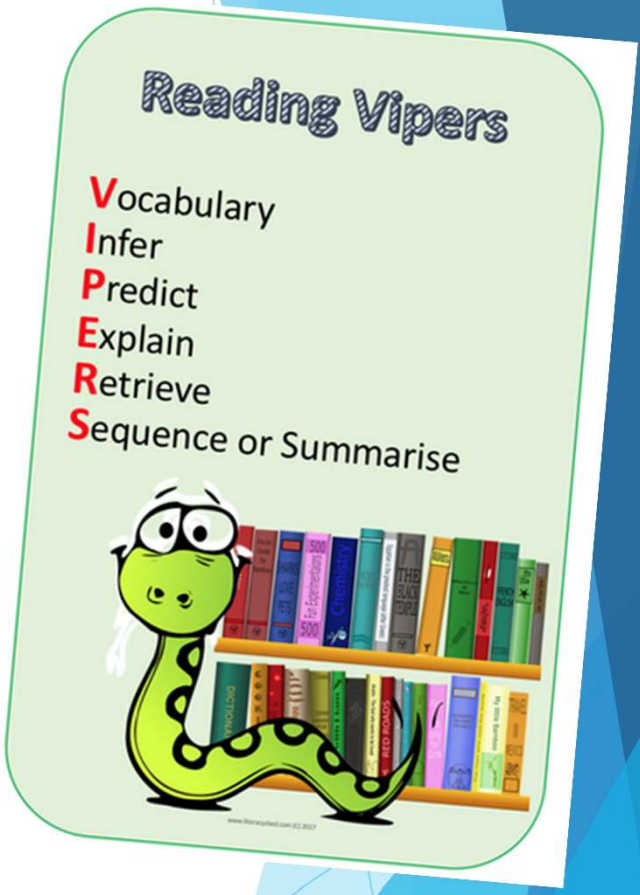
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You can answer the questions, but did you really understand the text?

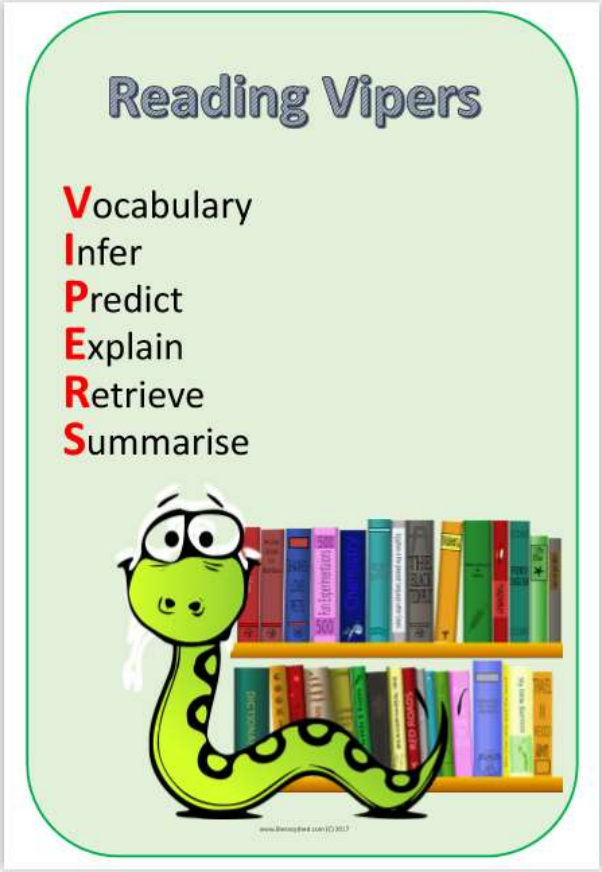
Questions

In school we often use the anacronym VIPERS (see Literacy Shed) to prompt effective questioning. This is well regarded in schools across the country. You may already be familiar with this.
By using VIPERS, staff can ensure a range of reading skills are targeted.

Example VIPERS questions you could try are next.



Effective questioning - VIPERS



KS2 Reading Vipers

Vocabulary

Find and explain the meaning of words in context

Example questions

- What do the words ..... and ..... suggest about the character, setting and mood?
- Which word tells you that....?
- Which keyword tells you about the character/setting/mood?
- Find one word in the text which means.....
- Find and highlight the word that is closest in meaning to.....
- Find a word or phrase which shows/suggests that.....



KS2 Reading Vipers

Infer

Make and justify inferences using evidence from the text.

Example questions

- Find and copy a group of words which show that…
- How do these words make the reader feel? How does this paragraph suggest this?
- How do the descriptions of …… show that they are ……..
- How can you tell that……
- What impression of …… do you get from these paragraphs?
- What voice might these characters use?
- What was …. thinking when…..
- Who is telling the story?



KS2 Reading Vipers

Predict

Predict what might happen from the details given and implied.

Example questions

- From the cover what do you think this text is going to be about?
- What is happening now? What happened before this? What will happen after?
- What does this paragraph suggest will happen next? What makes you think this?
- Do you think the choice of setting will influence how the plot develops?
- Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.



KS2 Reading Vipers

Explain

- Explain how content is related and contributes to the meaning as a whole.
- Explain how meaning is enhanced through choice of language.
- Explain the themes and patterns that develop across the text.
- Explain how information contributes to the overall experience.

Example questions

- Why is the text arranged in this way?
- What structures has the author used?
- What is the purpose of this text feature?
- Is the use of ..... effective?
- The mood of the character changes throughout the text. Find and copy the phrases which show this.
- What is the author's point of view?
- What affect does ..... have on the audience?
- How does the author engage the reader here?
- Which words and phrases did ..... effectively?
- Which section was the most interesting/exciting part?
- How are these sections linked?



KS2 Reading Vipers

Retrieve

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

Example questions

- How would you describe this story/text? What genre is it? How do you know?
- How did...?
- How often...?
- Who had...? Who is...? Who did....?
- What happened to...?
- What does.... do?
- How ..... is .....?
- What can you learn from ..... from this section?
- Give one example of.....
- The story is told from whose perspective?



KS2 Reading Vipers

Summarise

Summarise the main ideas from more than one paragraph

Example questions

- Can you number these events 1-5 in the order that they happened?
- What happened after .....?
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapter headings come in the story?



Vocabulary	Infer	Predict	Explain	Retrieve	Summarise
Find and explain the meaning of words in context. 	Make and justify inferences using evidence from the text. 	Predict what will happen based from the details given or implied. 	Explain how content is related and contributed to the meaning as a whole. Explain how meaning is enhanced through choice of language. Explain the themes and patterns that develop across the text. Explain how information contributes to the overall experience. 	Retrieve and record information and identify key details from fiction and non-fiction. 	Summarise the main ideas from more than one paragraph. 
Example questions • What do the words ..... and ..... suggest about the character, setting and mood? • Which word tells you that....? • Which keyword tells you about the character/setting/mood? • Find one word in the text which means..... • Find and highlight the word that is closest in meaning to..... • Find a word or phrase which shows/suggests that.....	Example questions • Find and copy a group of words which show that... • How do these words make the reader feel? How does this paragraph suggest this? • How do the descriptions of ..... show that they are ..... • How can you tell that..... • What impression of ..... do you get from these paragraphs? • What voice might these characters use? • What was .... thinking when..... • Who is telling the story?	Example questions • From the cover what do you think this text is going to be about? • What is happening now? What happened before this? What will happen after? • What does this paragraph suggest will happen next? What makes you think this? • Do you think the choice of setting will influence how the plot develops? • Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.	Example questions • Why is the text arranged in this way? • What structures has the author used? • What is the purpose of this text feature? • Is the use of ..... effective? • The mood of the character changes throughout the text. • Find and copy the phrases which show this. • What is the author's point of view? • What affect does ..... have on the audience? • How does the author engage the reader here? • Which words and phrases did ..... effectively? • Which section was the most interesting/exciting part? • How are these sections linked?	Example questions • How would you describe this story/text? What genre is it? How do you know? • How did...? • How often...? • Who had...? Who is...? Who did....? • What happened to...? • What does.... do? • How ..... is .....? • What can you learn from ..... from this section? • Give one example of..... • The story is told from whose perspective?	Example questions • Can you number these events 1-5 in the order that they happened? • What happened after .....? • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/ middle/end of the story? • In what order do these chapter headings come in the story?

Changing Books

- Books are changed regularly in each of the Key Stage Two classes.
- Each class has a library day when books can be changed.
- Children can also choose to read books from home if they wish to.

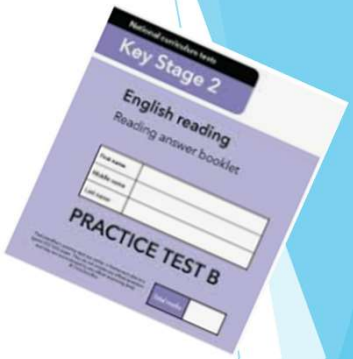
Every Opportunity

It is important that children are given every opportunity to read – not just their books from school.

- Don't overlook non-fiction books
- Borrow books from the library
- Watch a film – discuss what the children have seen. Talk about characters, plot etc. Predict what might happen next and discuss reasons.
- Baking - ask your child to read the recipe instructions
- On a drive – read the directions/look for signs
- Magazines
- Newspapers
- Be a reading role model. Children will imitate what they see at home, if you can demonstrate an enjoyment of reading, your child is more likely to be enthused to do the same.

Key Stage 2 SATs

IF you would like to know more about the SATS expectations, the following may be of interest.



- Take a look –

Sample and past papers are

available online-

https://www.gov.uk/government/collections/national-curriculum-assessments-practice-materials

Please remember, learning to read should be a wonderful experience and yes it involves hard work and time but it opens up a magical world for the reader as well as being an important life skill.

Staff are always available if you have any questions, please do get in touch.

