

Supporting your child with Reading in Key Stage 2



Aims of the session:

- To understand the expectation of reading at the end of Y6
- To give you strategies when helping your child at home.
- To raise you child's self esteem and promote reading in a positive light, thereby raising attainment levels.

By reading with your child, you:

- Stimulate imagination
- Help develop language skills
- Help develop comprehension skills
- Demonstrate that reading is important
- Ultimately, make their lives easier



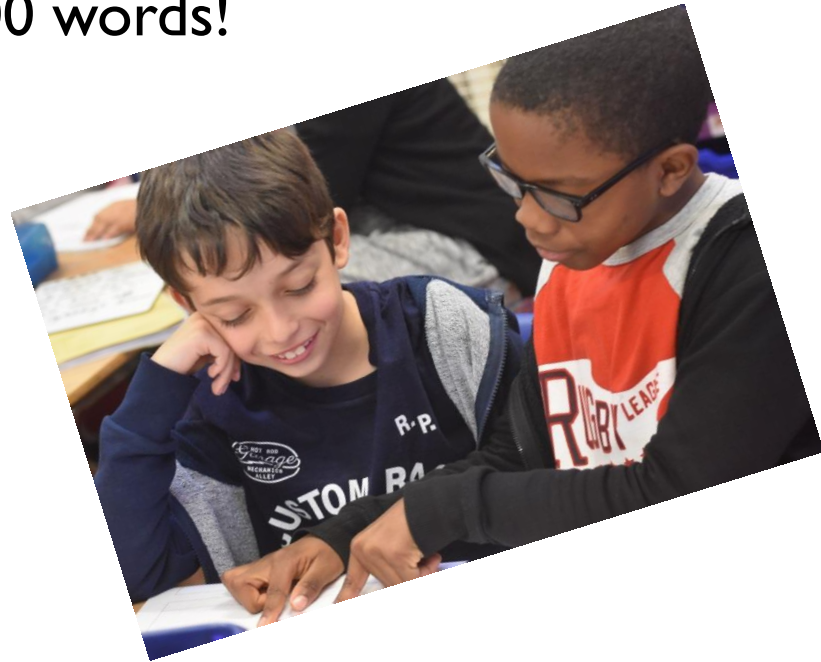
Encouraging reading for pleasure

- “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 for pleasure means reading what you chose to read, because you want to



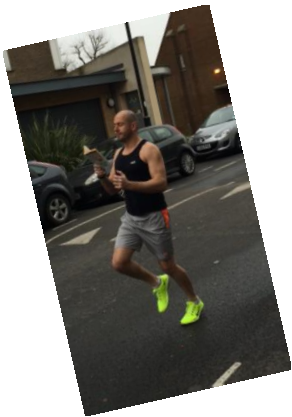
Did you know?

- A four year old can ask up to 400 why questions a day?
- At the age of 6 we have learned 50% of our vocabulary
- We learn fastest in the first 10 years of our lives
- By the age of 5, children have learned over 500 words.
- By 12, they have learned over 50,000 words!



The Top 5 Strategies to Developing Confident KS2 Readers

1. Continue to talk about reading with your child everyday. *'What are you reading?' 'Is it good?' 'What is it about?' 'What has happened so far?' 'Why do you like it?' 'What don't you like?'*
2. Introduce them to a wider range of materials- newspapers, magazines, other genres of fiction to those they usually choose, non fiction topics
3. Be a reader oneself - show them that reading is a real thing for adults
4. Still read aloud to them at times.
5. If children are not in a daily habit, encourage them and prioritize - set quiet time aside at home when TVs and devices are off - protected reading time. Make it cosy - snuggle on the sofa, provide fruit / snack.



Talking to your child

The more words your child knows, the more skills they have. By the end of Y6, having an extensive understanding of vocabulary will help them be where they need to be.

*Jokes, word games, phonecalls,
subtitles, talking books,
everyday chatter...*

12-18 months 20 words

2 years

3 years

4 years

5 years

6 years

8 Years

12 years

200-300 words

900-1,000 words

1,500-1,600 words

2,100-2,200 words

2,600 words expressive vocabulary (words they can use)

20,000-24,000 words receptive vocabulary (words they understand)

50,000 words receptive vocabulary

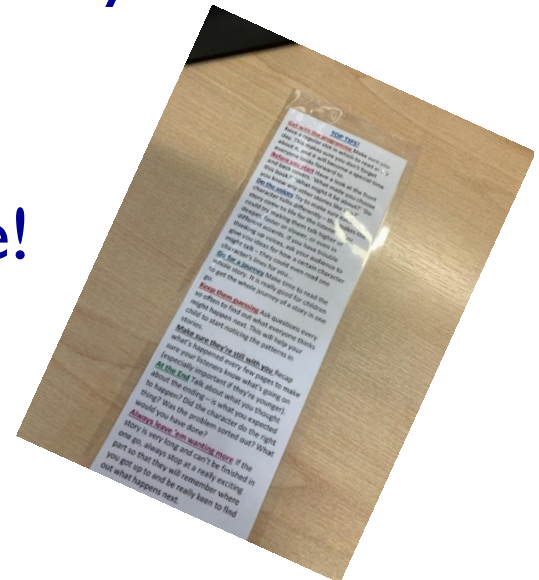
‘A child’s vocabulary is a big predictor of their future success,’ says Alice Penfold, Project Manager of the Words for Work programme at the National Literacy Trust. ‘It not only affects their chances of performing well in exams, but also their life chances.

‘For example, children who have a poor vocabulary at the age of five are four times more likely to struggle with reading as adults, and three times more prone to mental health issues.’

The Top Tip Book Mark

Some ideas....

- Have a regular reading slot
- ‘before you start....’
- Do the voices!
- Always complete a book – do the journey
- Keep them guessing
- Keep them engaged
- At the end.....leave ‘em wanting more!



The Reading Process

Word reading

Comprehension

Decoding



When reading
independently

When
listening

At KS1 there is a huge emphasis on phonics in the early teaching of reading. Throughout KS2, the focus is on fluency and developing reading confidence, understanding the skills needed to be skilled readers.

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.

How we read

Reading the
lines

(literal understanding)

Reading through
the lines

(inferential and deductive
reading)

Reading beyond
the lines

(evaluative and comparative
reading)



Inference: a subjective process where the reader determines what the author is suggesting, using background knowledge and prior experience.

Reading through
the lines

(inferential and deductive
reading)

1. Activate background knowledge
2. Make predictions/ask questions
3. Visualise when necessary
4. Identify important words/phrases/ideas
5. Make connections and integrate meaning

To use inference, we must read like a detective. We find the clues, across the text and use them to add layers of understanding, building a rich picture in our head



Make connections and integrate meaning

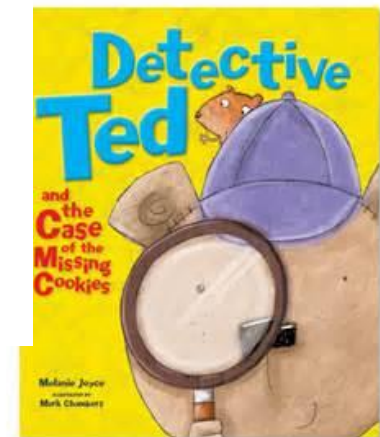
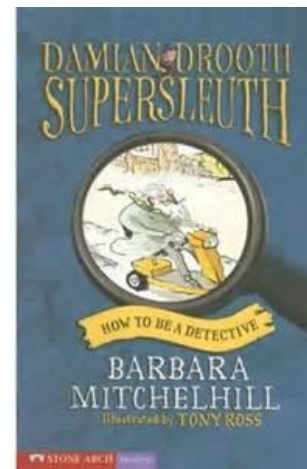
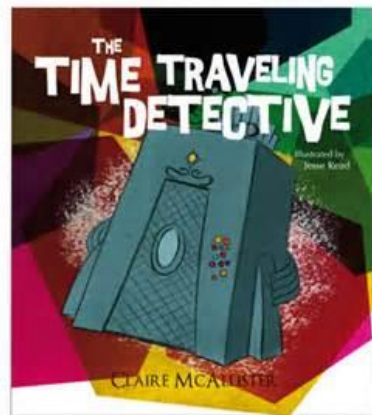
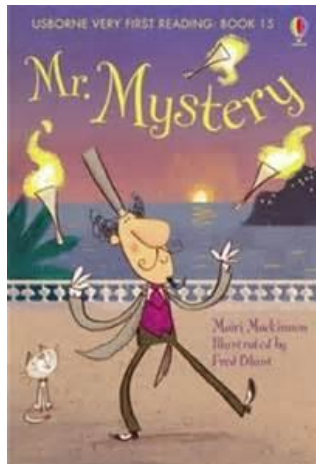
Use inference

Summarise and synthesise

And read frequently and widely to
develop vocabulary and text
experience

Reading beyond
the lines

(evaluative and comparative
reading)



Inference

1. I wouldn't eat after that two-year-old if I were you.

Inference: *The two-year-old probably did something gross to the food you were about to eat or has a cold and you could catch it. Something bad will happen to you if you eat it!*

2. For Valentine's Day, my fantastic neighbor gave his wife a poem that took him about two seconds to write. Sheesh.

Inference: *My neighbor is not very considerate since he didn't take his time writing the poem.*

3. A man ran after a retreating bus, waving his briefcase frantically.

Inference:

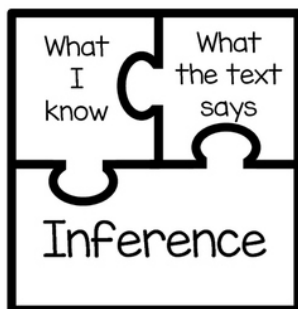
4. If she died, I wouldn't go to her funeral.

Inference:

5. Jake almost wished that he hadn't listened to the radio. He went to the closet and grabbed his umbrella even though he would feel silly carrying it to the bus stop on such a sunny morning.

Inference:

Making Inferences





Other Suggestions

- It is vitally important to carry on reading with children in KS2. Just because they can 'read', doesn't mean they have all the reading skills.
- Older children reading to younger children is powerful
- 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



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....

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



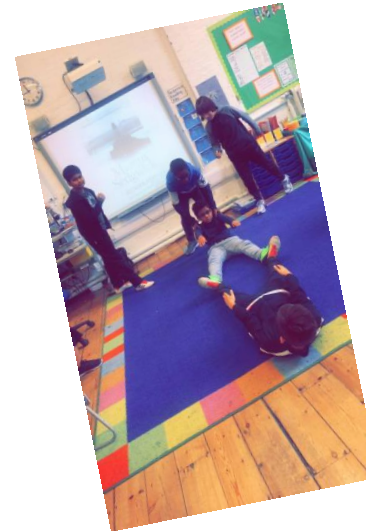
Retelling

My boss told me
to have a good day..
..so I went home.

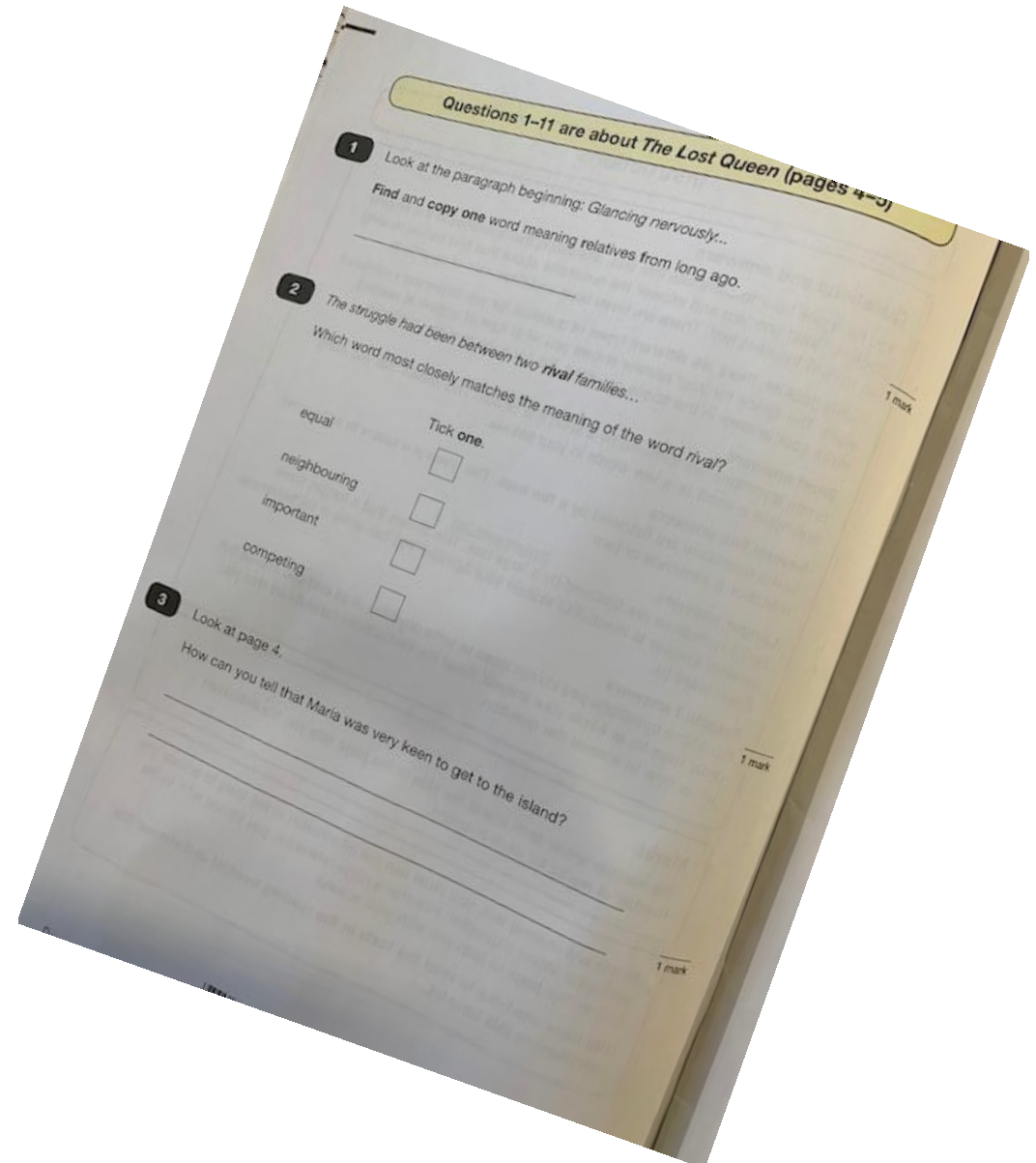
- Good readers do not remember the exact words of a text, they remember the 'gist'
- In order to retell a story, you have to be able to pick out the important parts of the story (summarise) and put them into your own words (synthesise)
- Encourage children to use the language of the story they have been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

Reading – End of Year 6

- To read at the required pace for Y6.
- Swiftly select evidence from across different sections of the text to support opinions and predictions.
- Give a view about how choice of vocabulary, structure, etc. conveys purpose in writing.
- Distinguish between fact and opinion.
- Appreciate how a set of sentences has been arranged to create maximum effect.
- Recognise:
 - complex sentences with more than one subordinate clause,
 - phrases which add detail to sentences.
- Explain how a writer has used words, phrases and sentences to create particular effects or atmosphere.
- Skim and scan to aide note-taking.
- Infer meaning through what is suggested.



Key Stage 2 SATS



In summary...

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

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?

Talk

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

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



<https://schoolreadinglist.co.uk/category/reading-lists-for-ks1-school-pupils/>

<https://schoolreadinglist.co.uk/reading-lists-for-ks1-school-pupils/100-best-picture-books-to-read-before-you-are-5-years-old/>

<https://schoolreadinglist.co.uk/category/reading-lists-for-ks2-school-pupils/>

<https://www.readbrightly.com>

<https://www.booktrust.org.uk/books-and-reading/our-recommendations/>

<https://www.lovereadings4kids.co.uk/browse-by-age>

<https://www.theguardian.com/books/2017/dec/02/the-best-childrens-books-2017>