

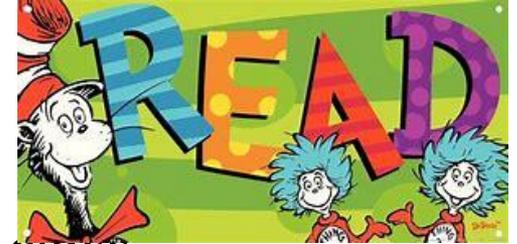
The MORE
that you read,
the MORE things
you will know.
The MORE that you
LEARN,
the MORE places you'll go.



Supporting your child with their reading – KS2

- Evidence suggests that there is a **positive relationship between reading frequency, reading enjoyment and attainment. (Rumbold and Clarke)**
- Regularly reading stories or novels outside of school is associated with higher scores in reading assessments and other curriculum areas.
- Evidence suggests that **reading for pleasure is an activity that has a positive impact on emotional and social well being.**
- Other benefits to reading for pleasure include: text **comprehension** and **grammar**, increased **vocabulary**, **positive** reading attitudes, **pleasure** in reading in later life, increased general knowledge.

Reading at school



Guided Reading – (Within literacy)

Individual reading and small group or whole class discussion

High quality texts

Shared Reading – (Across the curriculum)

Sharing of key texts and information – questioning, predicting, explaining.

Independent reading - (Across the curriculum)

Dedicated 20 minutes of AR time each day

Reading for research

(supported by class teacher where necessary)

What can and should your children read?

Like most people, I spend a vast amount of time each day reading a wide range of texts. Most are read from the computer screen rather than books. On a typical day I might read: letters and emails, text messages, reports, menus, train timetables, television schedules and anything on the website of Rushden and Diamonds FC... What is immediately clear from a list such as this is how much more is expected of readers than 30 years ago. The skills needed to read a novel at home are vastly different from those required to search on the internet, read and compose a text message or review a number of different reports on a handheld device such as a BlackBerry...Thirty years ago we would perhaps not have recognised the notion that we 'read' media texts such as television and film... Increasingly, texts that were exclusively verbal such as newspapers, are extending the notion of visual literacy. Many texts, including those enjoyed by children, now express meaning through both verbal and non-verbal or visual means. As technological changes multiply, therefore, each generation needs to rethink the concepts of literacy and reading.²¹

Chief inspector of Ofsted, *English*

Reading at home with your child

- Expectation: ideally 15 minutes per day.
- Try to build this into your daily routine.
- Have a quiet, comfortable space your child (and you) can read in.
- Read with your child and read to your child.
- Remember, both reading and hearing texts read aloud are important.

The following ideas are helpful in understanding what we do in school and the skills involved in reading, but the most important thing is to develop an enjoyment of reading.

We can teach reading skills in school. We want your support in encouraging independent reading and in engaging in your child's reading.

Reading at Home

Share more advanced books with your child

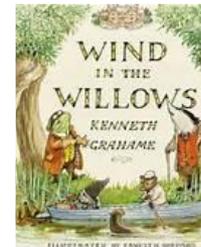
It is so important to continue to read to your child at home (even in year 5 and 6).

This is an opportunity for them to hear stories and language at a higher level than they can read alone. Research shows that hearing texts read aloud is a significant source of vocabulary acquisition.

Use audio books/ Amazon Audible.

Continue to listen to your child read (even in year 5 and 6)

- **Talk** about vocabulary ensure words are understood
- **Discuss** the characters/what is happening in the book
- **Predict** what may come next
- **Share** opinions
- **Question** understanding - Comprehension



Reading Vipers

Vocabulary

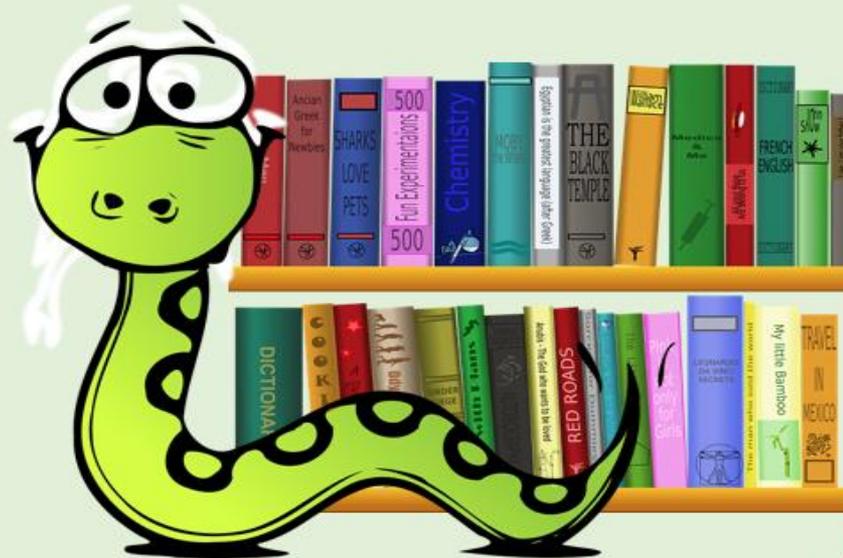
Infer

Predict

Explain

Retrieve

Sequence or Summarise



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?



These reading skills can be used to support reading at home both when listening to your child read their Accelerated Reader book and when you are reading to them.

Retrieve

- Engage in comprehension monitoring –does you child understand what they have read?
- Can they understand the causal link between desires, motives, actions, goals and consequences?
- For retrieval questions the answer is in the text.
- Children need to **skim** and **scan** for **key words**.

Infer

- Children have to search for hidden clues in the text (often show not tell e.g. her mouth dropped open).
- Relies on own understanding of world / experiences and on understanding of language.

How did Ahmed feel?

Sukie was a stubborn character.
True or false? Explain your choice

Why did the man feel impatient?

In what way was the club like a family?

The importance of reading stamina

This is to develop

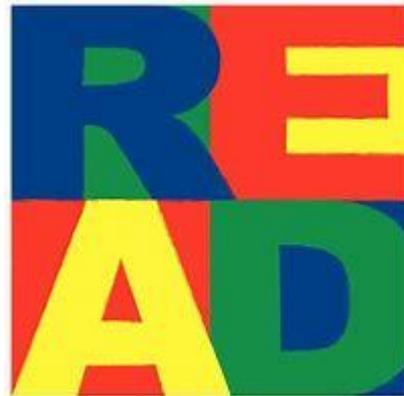
- Independence
- Pace
- Scanning and skimming skills
- Confidence



End of KS2 expectations

Accelerated Reader

Information for Parents



What is Accelerated Reader?

- Star tests
- ZPD and reading range
- Reading quizzes
- Vocabulary quizzes
- Monitoring in school
- Home connect - Planners

How do we use AR

- Monitor how much your child is reading
- Engaged reading time per day
- How successful your child is with reading quizzes
- To challenge vocabulary
- To identify individual strengths and areas of weakness
- To support assessment of reading

AR Rewards

Words Read	Reward
2500	Certificate and book worm book mark
5000	Certificate
10,000	Certificate and collector bookmark
25,000	Certificate and pencil
50,000	Certificate
100,000	Bronze badge and certificate
250,000	Certificate and keyring
500,000	Silver badge and certificate
750,000	Gold badge and certificate
1,000,000	£5 Book voucher and millionaires certificate
2,000,000	£5 Amazon gift card and certificate
3,000,000	£10 Book voucher and certificate



<https://ukhosted33.renlearn.co.uk/1894504/HomeConnect/>

Home Connect

- **Email setup**
- **Quizzes, points, book level**
- **Marking period**
- **Vocabulary**
- **“My Bookshelf”**
- **AR Book Finder**

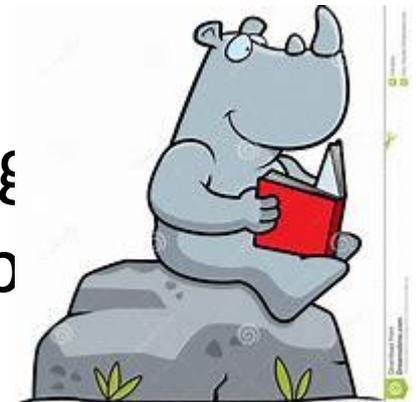
What are you going to do as a result of this workshop?

Please take a moment to consider any key points you will take away from this workshop.

How will you use home connect?

When you get home, can you share your learning from this session with any other adults who read with your child?

The sooner you implement something seen today, the sooner it will have a positive impact on your child as a reader.



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