

KS2

Reading Workshop

Thursday 19th October 2023

Aims

To explain how we teach reading and comprehension in KS2

To give ideas to how you can support your child at home

Reading for pleasure is more important for children's cognitive development than their parents' level of education and is a more powerful factor in life achievement than socio-economic background.

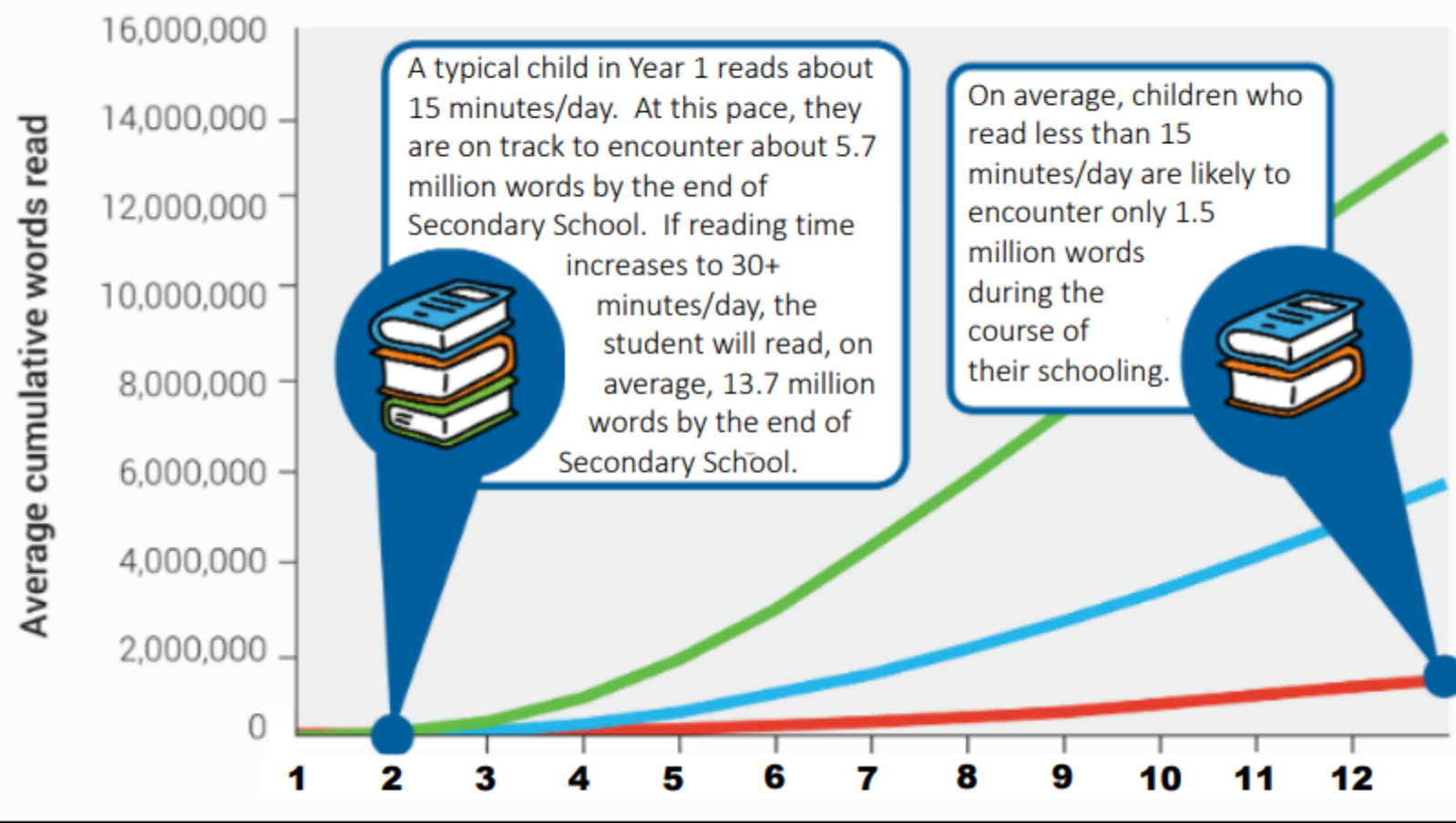
Children who read books often at age 10 and more than once a week at age 16 gain higher results in maths, vocabulary and spelling tests at age 16 than those who read less regularly.

Why the focus on reading for pleasure?

“Evidence suggests that reading for pleasure is an activity that has emotional and social consequences” (Clark and Rumbold, 2006).

Having books in the home is associated with both reading enjoyment and confidence. Of children who report having fewer than 10 books in their homes, 42% say they do not like reading and only 32% say they are 'very confident' readers. For children who report having over 200 books at home, only 12% say they do not like reading and 73% consider themselves 'very confident' readers.

Vocabulary exposure increases with daily reading time



How do we teach and promote reading at North Leigh?

Reading
awards

Arch readers

Story time

Whole class reading
sessions



Celebrating events such
as book weeks and
World Book Day

High
quality
class texts

Regular library visits

Author visits

Continued phonic support if
necessary

Individual
reading,
including parent
volunteers

Word Recognition

Good language
comprehension,
poor word
recognition

Good word
recognition,
good language
comprehension

Poor word
recognition,
poor language
comprehension

Good word
recognition,
poor language
comprehension

Language comprehension

Word recognition:

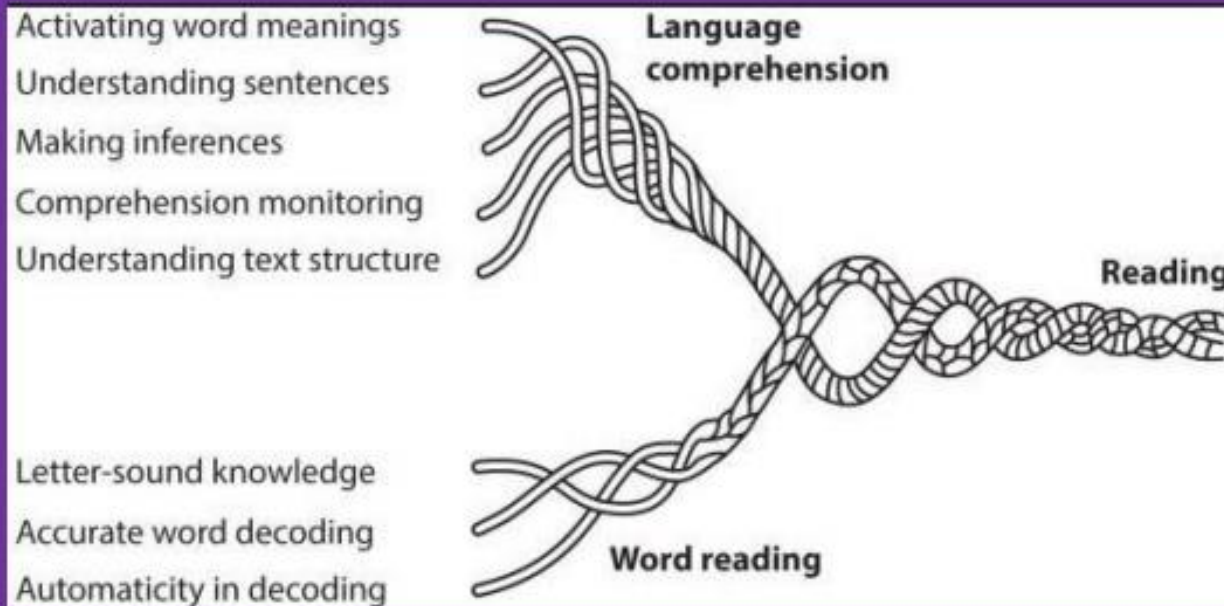
The ability to recognise
and read words.

Language comprehension:

The ability to understand the
meaning of a word.

Word Reading

How can we strengthen our children's word recognition and language comprehension to ensure they are fluent readers?



**Read, read,
read and more
reading!**

Reading Fluency

Fluency is a child's ability to read a book or other text with accuracy, at a reasonable rate, and with appropriate expression. Reading fluency is important because it provides a bridge between word recognition and comprehension.

Model

Read aloud to your child to provide a good example of fluent reading. Make it fun by using an expressive voice and intonation.

Partner Reading

You and your child take turns reading. Select reading material that is at your child's success level. You are the model for both fluency and personal expression.

Choral Reading

You and your child read together at the same time. You should be slightly ahead (i.e., a couple of milliseconds) of your child. Even though it appears that the reading is happening simultaneously, you are actually leading and your child is following.

Repetition

- Once you have complied reading material, encourage your child to reread his favorites. Try to make it fun! This could include reading in a different location (e.g., on a swing or in the bathtub) or using different voices.
- Repeated readings not only improve fluency, but comprehension and using intonation as well.

What do Whole Class Reading lessons look like?

Good quality class texts are carefully chosen by the teacher.

Children are then taught reading skills, by the teacher, every day.

Teachers follow structured weekly plans, and are able to develop various aspects of reading and comprehension skills with the whole class.

Reading fluency is also taught.

Teachers will cover both fiction and non-fiction texts.



During a typical session the teacher will share what the content domain/s the children will be focusing on for that session.

Teachers carefully select vocabulary words they want the children to learn that week. These will be taught, over learnt and embedded throughout the rest of the week during VIPER sessions and across the wider school day to allow for children to use these words in different contexts.

Reading Vipers

Vocabulary
Interpret
Predict
Explain
Retrieve
Summarise



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KS2 Reading Vipers

Vipers is a range of reading prompts based on the 2016 reading content domains found in the National Curriculum Test Framework documents which can be found online here: <https://www.gov.uk/government/publications/key-stage-2-english-reading-test-framework>

Vipers heading	Content Domain reference	Content Domain Description
Vocabulary	2a	Give/explain the meaning of words in context
Infer	2d	Make inference from the text/ explain and justify using evidence from the text.
Predict	2e	Predict what might happen from the details stated and implied.
Explain	2f, 2g, 2h,	Identify/explain how information/narrative content is related and contributes to the meaning as a whole. Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within the text
Retrieve	2b	Retrieve and record key information/key details from fiction and non-fiction
Summarise	2c	Summarise main ideas from more than one paragraph



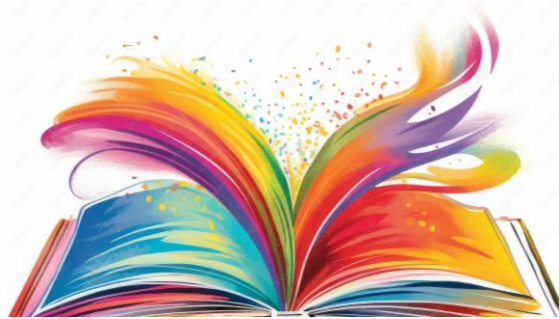
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What makes a successful reader?

Large vocabulary - children with largest vocabularies are most successful with comprehension.

Being able to make predictions. (What do you think will happen next? Why do you think that? What clues in the text lead you to think that?)

Self monitoring – to seek clarification. (I'm puzzled by... can anyone explain why?)



Summarising – a good indication someone has understood what they have read. (plot/theme/character)

Asking/answering different types of questions
(literal/inference/deduction/opinion)

Readers need to ask questions – during and after reading (Good readers internalise questions – adult support can draw these out and develop)

How can you support your child at home?

Being a role model – get caught reading!

Read, read, and
read some more!

Hear your
child read
(Daily -
Reading
Diaries)

Support them in
choosing new books
to read



Asking effective questions

Enjoying a wide range
of materials: Picture
books (all ages!)
Newspapers
Magazines and Audio
books

Encourage wide reading – range
of genres

Your child is never too old to read to you or for you to read to them!

Further Support

The School Reading List

Book Trust

TES 100 Fiction Books All Children Should Read

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