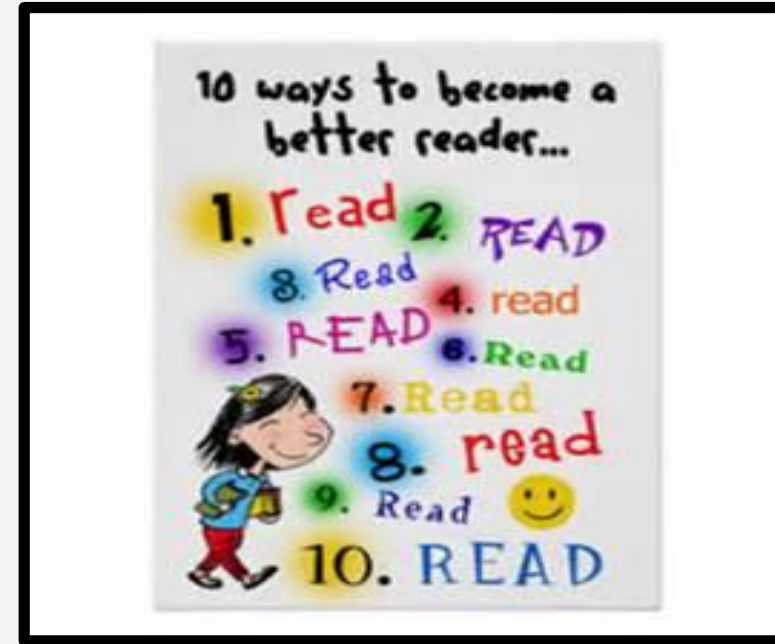
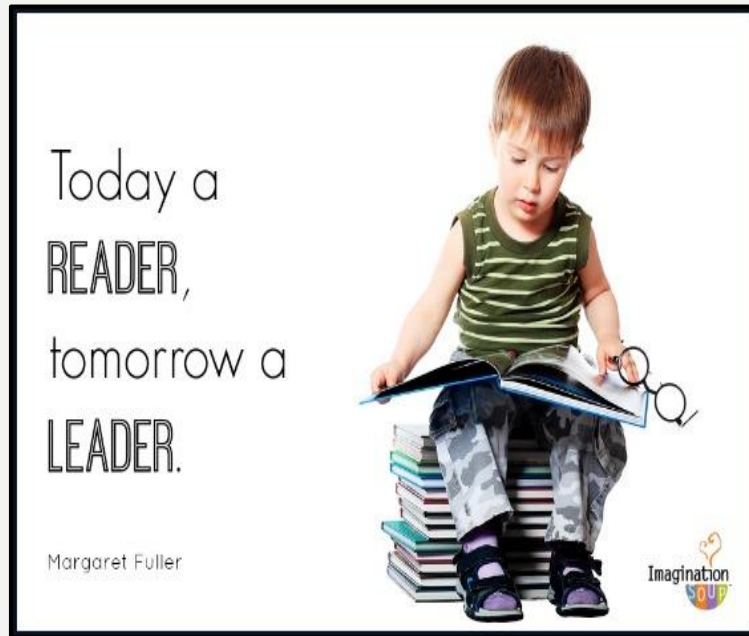




# Welcome to Key Stage 2 Reading Presentation for Parents



Please turn off your mobile phone  
or place the ringer on silent

# The aims of today's presentation

To explain how we teach reading in Key Stage 2

To explain the different aspects of reading

To explain how you can help your child at home

# 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 pupils chances in school, or beyond in the wider world than to enable them to become truly independent readers.

# READING FOR PLEASURE

- Not only do we want the children to learn how to read, we want the children to **ENJOY** reading.
- We will be introducing ERIC time (Everyone Reading In Class) to increase opportunities for children to read for pleasure.
- Reading displays and environments are vibrant and stimulating. The children want to go and read a book there.
- New books have been purchased, and have been and will be arriving throughout the academic year.
- These will be added to the reading areas to encourage even the most reluctant readers.



# READING IN SCHOOL

- Guided reading
- Independent reading
- Personal reading
- Focused reading activities
- Reading across the curriculum
- Class novels and stories (listening to the adult read)



*The hearing of reading is NOT the teaching of reading.*

# READING REQUIRES TWO SKILLS

## Phonics & Word Recognition

The ability to blend letter sounds (phonemes) together to read words.

The ability to recognise words presented in and out of context.



## Understanding

The ability to understand the **meaning of the words** and sentences in a text.

The ability to **understand the ideas, information and themes** in a text.

If a child understands what they hear, they will understand the same information when they read.

# COMPREHENSION – (UNDERSTANDING)

Le droit à l'éducation, ce n'est pas uniquement le droit d'aller à l'école : c'est aussi **le droit d'avoir la même chance de réussir à l'école, que l'on soit riche ou pauvre.**

- Being able to read does not mean you understand what you read.
- Your child might sound like a good reader but may not necessarily understand what the text means.

# READING SKILLS AND THE NEW CURRICULUM

- New National Curriculum has been introduced to develop ‘mastery’ skills.
- The old National Curriculum and its levels has been blamed for pushing children through levels without embedding vital skills, knowledge and understanding.

*“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.”*

*DfE Programmes of English Key Stages 1 and 2*



<u>Reading Skills from National Curriculum</u>	<u>%age of total mark</u>
Give/explain the meaning of words in context	10–20%
Retrieve and record information/identify key details from fiction and non-fiction	16–50%
Summarise main ideas from more than one paragraph	2–12%
Make inferences from the text/explain and justify inferences with evidence from the text	16–50%
Predict what might happen from details stated and implied	0–6%
Identify/explain how information/narrative content is related and contributes to meaning as a whole	0–6%
Identify/explain how meaning is enhanced through choice of words and phrases	0–6%
Make comparisons within the text	0–6%

# RETRIEVE AND RECORD INFORMATION/IDENTIFY KEY DETAILS FROM FICTION AND NON-FICTION

## THE WEATHER

Those people who work outside or at sea have always been affected by the weather. So it isn't surprising that we have tried in different ways to forecast sunshine, rain, fog or snow. This is especially true for our British Isles, here on the edge of the Atlantic. There have been many attempts to predict the weather, from using seaweed to computers.



1. Whose work is likely to be affected by bad weather?

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2. Why might we in the British Isles be interested in the weather forecast?

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# RETRIEVE AND RECORD INFORMATION/IDENTIFY KEY DETAILS FROM FICTION AND NON-FICTION

## Emmeline Pankhurst

Born on the 15<sup>th</sup> July 1858 in Manchester to a family in which political discussions were commonplace, Emmeline Goulden was unquestionably one of the most influential figures of the 20<sup>th</sup> century.

In 1879, she married Richard Pankhurst, a lawyer and supporter of the women's suffrage movement, i.e. the right of women to have the vote. His death in 1898 was a great shock to Emmeline.

In 1888, she supported a strike involving the women who worked at the Bryant and May matches factory, where women worked fourteen hours a day and were fined if they dropped matches on the floor. At about the same time, she was also concerned



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

# MAKE INFERENCES FROM THE TEXT/EXPLAIN AND JUSTIFY INFERENCES WITH EVIDENCE FROM THE TEXT

## DETECTIVE WORK



Look for the clues in this text and work on the answers:

**Sam checked the calendar. "Tomorrow," she said, "it will be Monday 24<sup>th</sup> – my birthday. Hooray!" She clapped her hands. Opening the curtains, she grumbled. "I do hope the weather improves by then."**



1. Is Sam a girl or a boy? \_\_\_\_\_
2. How do you know? \_\_\_\_\_
3. What day is it? \_\_\_\_\_
4. How does Sam feel before the curtains are opened? \_\_\_\_\_  
\_\_\_\_\_
5. How can you tell how Sam feels? \_\_\_\_\_

# MAKE INFERENCES FROM THE TEXT/EXPLAIN AND JUSTIFY INFERENCES WITH EVIDENCE FROM THE TEXT

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.

1. How is Jason feeling when he returns home from school?

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2. How do you know how he is feeling?

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3. Do you think Jason's school report is good one?

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4. Why do you think this?

# GIVE/EXPLAIN THE MEANING OF WORDS IN CONTEXT

Use the rest of the sentence to work out the meaning of the words in bold. Put a tick in the circle next to your answer.

1. It was in Captain Nell's **nature** to be patient.

In this sentence, does **nature** mean:



animals and plants

character

hospital

4. Jamila's plan to tightrope-walk across the ravine is quite **audacious**.

foolish

ingenious

bold

Explanation: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



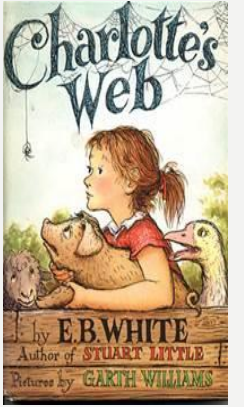
# HOW CAN YOU HELP AT HOME?

- Make reading visible; have books available in your home and let your child see you reading.
- Boys need to see that reading is something men do.
- Talk about books.
- Sit and listen - don't do chores around the reader!
- Respect choices.
- Encourage your child to read at bedtime - and at any other time!



# READING TO/WITH YOUR CHILDREN

- Explore different types of books; classic fiction, chapter books, short stories, joke books, poetry, non-fiction.
- Read your favorite book, or your child's current favourite book.
- Read slowly, with expression. Use different voices for characters.
- Talk about what is happening and what might happen next.
- Leave the story on a cliffhanger!





# QUALITY QUESTIONING

## Closed Questions

- Do you like this book?
- Do you like this character?
- Is this a good story?
- Do you like this kind of story?

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

## Open Questions

- What do you like about this book?
- What do you like about the characters?
- Why do you think this is a good story?

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

# QUALITY QUESTIONING



## Key Stage 2 Comprehension Questions

- \* Where did ...
- \* Why did ...
- \* When ...
- \* Which ...
- \* Who ...
- \* How does \_\_\_\_\_ feel
- \* Where does the story take place?
- \* Who was the character that ...



- \* Why do you think ....
- \* Why was \_\_\_\_\_ important in this story?
- \* Tell me about what sort of character \_\_\_\_\_ was from the things they did/said.
- \* Which is the most interesting/funniest/scariest part of the story?
- \* Tell me about one important event that happened that could not be left out. Why was it important?

# READING UNKNOWN WORDS

**What strategies can I use to help my child?**

- Blending phonemes
- Looking for clues in pictures
- Splitting the words into smaller parts or syllables
- Spotting if it looks like a word you already know
- Reading to the end of the sentence then going back to see if you can work the word out

# BLEND PHONEMES

chimpanzee

nectar

# LOOK FOR CLUES IN THE PICTURES

The man asked for his putter.



I was so sick of gardening that I decided to lay gravel.



# SPLIT THE WORDS UP INTO SMALLER PARTS

The theatre put on a pantomime.

pan + to + mime = pantomime

Mohammed has a new Labrador puppy.

Lab + ra + dor = Labrador

# DOES IT LOOK/SOUND LIKE ANOTHER WORD?

I think I just saw a louse!

mouse

house

louse

The golfer asked for the putter to finish his game.

butter

gutter

cutter

# READ TO THE END OF THE SENTENCE THEN GO BACK TO WORK IT OUT?

- The electricity was not working so Bivan and Jordan could not use the kettle or the oven.
- A good irrigation system would help trees and other vegetation to grow in desert climates.



# READING UNKNOWN WORDS

ALWAYS MAKE SURE YOUR CHILD UNDERSTANDS ANY NEW OR UNFAMILIAR WORDS.

- The best way to develop understanding is to talk about texts.



# ONE FINAL THOUGHT

Student "A"	Student "B"	Student "C"
reads <b>20 minutes</b> each day	reads <b>5 minutes</b> each day	reads <b>1 minute</b> each day
3600 minutes in a school year	900 minutes in a school year	180 minutes in a school year

1,800,000 words



282,000 words



8,000 words



*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*