

Welcome to Key Stage 2 Reading Presentation for Parents



**A CHILD
WHO READS
WILL BE AN ADULT
WHO THINKS.**



The aims of today's presentation:



- To explain the different aspects of reading.
- To explain how we teach reading in Key Stage 2.
- To explain how you can help your child at home.

THE POWER OF READING

Creating a love of reading in children is 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.

Reading corners are vibrant and stimulating. The books within are age appropriate and in good condition. The children want to go and choose a book to read.

Class Readers have been introduced across all years, so that the teacher can read to their class. These have been carefully selected, taking in to consideration audience, diversity and enjoyment.

New books have been purchased, mainly thanks to parent donations, and have been arriving throughout the academic year.

READING IN SCHOOL

- Guided reading, three times a week
- Reading assembly once a week.
- 1:1 reading with teachers, TAs and parent volunteers
- Personal reading
- Reading across the curriculum (topic related)
- Class novels and stories (listening to the adult read)



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/ Comprehension

- 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.

Reading Skills from the National Curriculum

Give/ explain the meaning of words in context

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

Summarise main ideas from more than one paragraph

Make inferences from the text and justify inferences with evidence from the text

Predict what might happen from details stated and implied

Identify/ explain how information/ narrative content is related and contributes to meaning as a whole

Identify/ explain how meaning is enhanced through a choice of words and phrases

Make comparisons within the text

How we Teach Reading

Reading Vipers

Vocabulary

Infer

Predict

Explain

Retrieve

Sequence or Summarise



Vocabulary - find and explain the meaning of words in context

Infer - what is suggested in the text – reading between the lines

Predict - what might happen based on what has already happened

Explain - an explanation of a part of the text

Retrieve - find information in the text to answer a question

Sequence or summarise - sum up key points or sequence events



Vocabulary

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: _____



Infer

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?

2. How do you know how he is feeling?

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

4. Why do you think this?



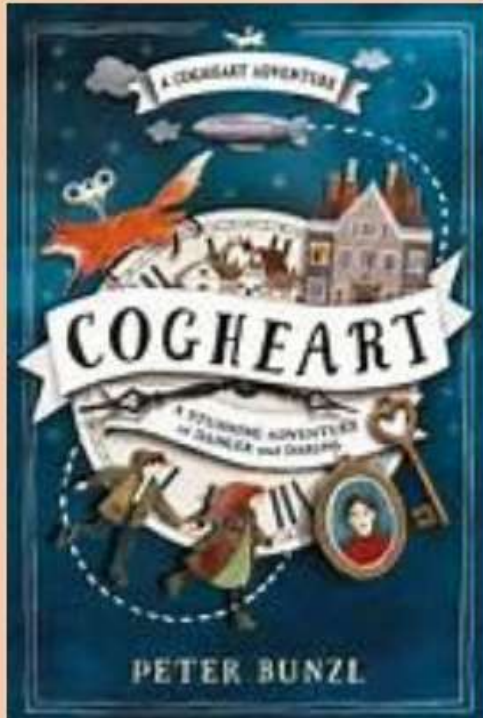
Predict

James picked up the rake and started cleaning up the piles of leaves. His mom told him he could go and play once he was done with the yard. Ten minutes passed, when James' friend Mario skated past on the sidewalk. Mario stopped and said, "Hey, James! You want to go the skate park?". James mumbled, "I can't, I have to finish the yard first!". Mario laughed a little and said, "But they are giving away free skateboards and ice cream! Are you going to pass that up?". James glanced back at his house. *Maybe she won't mind if I go for 5 minutes, he thought to himself and it's really hot out here.*

PREDICT WHAT WILL HAPPEN NEXT? Use text evidence to support your prediction. _____



Explain



Questions over a chapter:

True or false - John is selfless. Explain your answer.

How does Bunzl make this prologue exciting? Did it make you want to read more?

Who is the envelope for?



Retrieve

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?

Emmeline Pankhurst

Born on the 15th 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 20th 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?



Retrieve

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Summarise



3. Summarise the events in the opening paragraph. Answer these questions in your summary. Where is the man? What is he trying to do? How is he trying to do it?

The Time Machine

'I told some of you last Thursday of the principles of the Time Machine, and showed you the actual thing itself, incomplete in the workshop. There it is now, a little travel-worn, truly; and one of the ivory bars is cracked, and a brass rail bent; but the rest of it's sound enough. I expected to finish it on Friday, but on Friday, when the putting together was nearly done, I found that one of the nickel bars was exactly one inch too short, and this I had to get remade; so that the thing was not complete until this morning. It was at ten o'clock to-day that the first of all Time Machines began its career. I gave it a last tap, tried all the screws again, put one more drop of oil on the quartz rod, and sat myself in the saddle. I suppose a suicide who holds a pistol to his skull feels much the same wonder at what will come next as I felt then. I took the starting lever in one hand and the stopping one in the other, pressed the first, and almost immediately the second. I seemed to reel; I felt a nightmare sensation of falling; and, looking round, I saw the laboratory exactly as before. Had anything happened? For a moment I suspected that my intellect had tricked me. Then I noted the clock. A moment before, as it seemed, it had stood at a minute or so past ten; now it was nearly half-past three!

'I drew a breath, set my teeth, gripped the starting lever with both hands, and went off with a thud. The laboratory got hazy and went dark. Mrs. Watchett came in and walked, apparently without seeing me, towards the garden door. I suppose it took her a minute or so to traverse the place, but to me she seemed to shoot across the room like a rocket. I pressed the lever over to its extreme position. The night came like the turning out of a lamp; and in another moment came to-morrow. The laboratory grew faint and hazy, then fainter and ever fainter. To-morrow night came black, then day again, night again, day again, faster and faster still. An eddying murmur filled my ears, and a strange, dumb confusedness descended on my mind.

Extract from The Time Machine by HG Wells

I

Is a ship's
horn loud or
quiet?

E

Explain what you
would do if you
found a penguin on
your doorstep

S

In what order did
they ask these
people for
directions?

He ran down to the harbour and asked a
big ship to take them to the South Pole.
But his voice was much too small to
be heard over the ship's horn.

Which word is a
place where
ships 'park'?

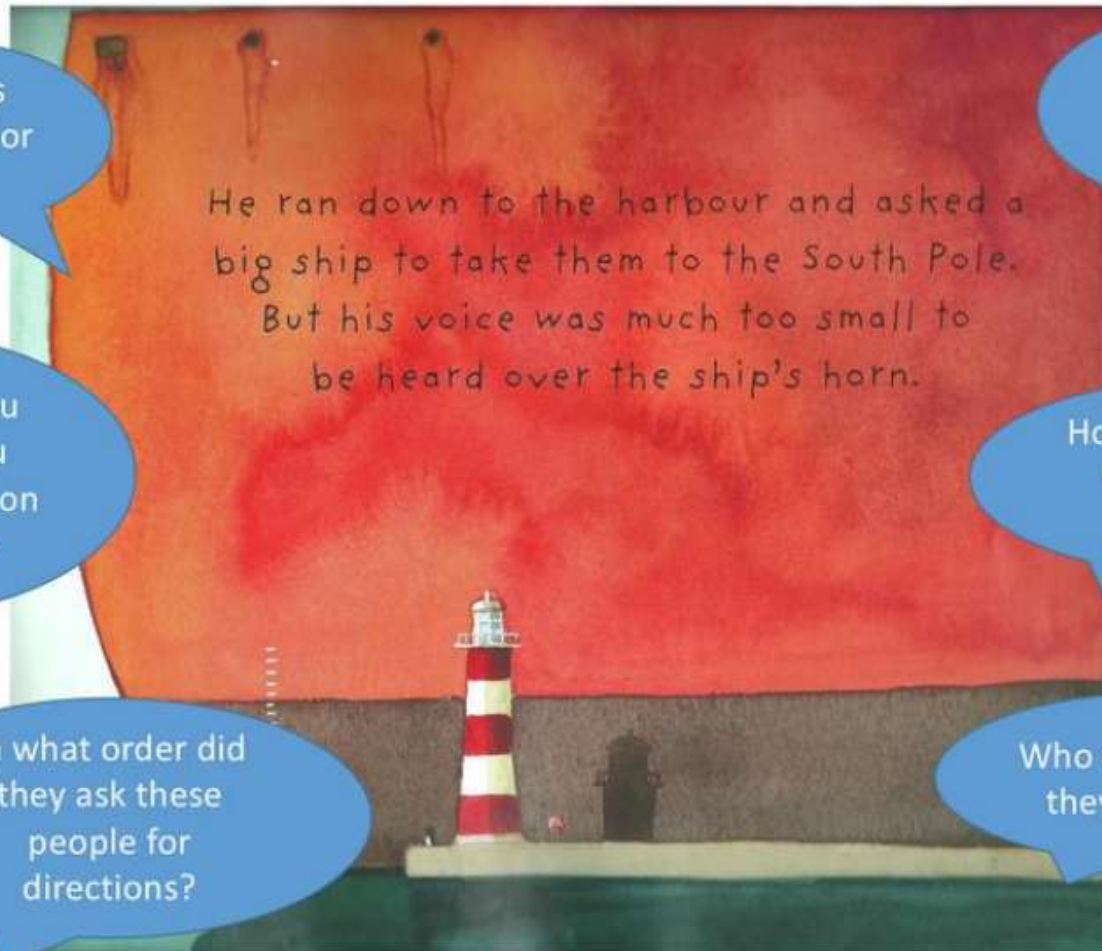
V

How did they get
down to the
harbour?

R

Who do you think
they ask next?

P



Some examples from the Ashley Booth scheme for Guided Reading that we follow at St Jude's:

Year 3: Why Are Tomatoes a Fruit?

Vocabulary check

- red and ripe
- That's because scientifically speaking tomatoes are fruits
- we have to look at the scientific definition
- One reason plants make fruit is so they can disperse their seeds
- Culinary vs. scientific

1. Phonology

What sound does it start with?
b, c, t

Clap the syllables.

What word does it rhyme with?

Action

2. Semantics (meaning)

What category is it?

Where can it be found?

What do we do with it?

Define it.
What is a...?
What do you know about the word?

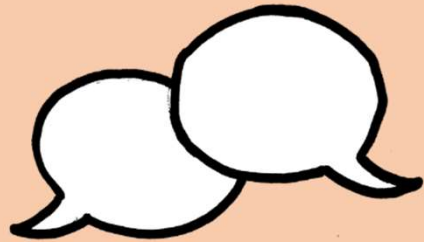
3. Put it in a sentence

Word Picture

Context

Disperse

Some examples from the Ashley Booth scheme for Guided Reading that we follow at St Jude's:



Partnered Talk

'Let's bite into the explanation'

What two meanings could this sentence have in this text?

Why has the author decided to use it?



Solo work

Why Are Tomatoes a Fruit?

Summarise the differences between fruits and vegetables in two sentences.

A fruit

A vegetable

Some examples from the Ashley Booth scheme for Guided Reading that we follow at St Jude's:

Year 6: Extract from **The Good Thieves** by Katherine Rundell

Vocabulary check

- as the boat crested a wave the
- the scandalised cry
- It's walls adorned with pictures
- It's facade arched
- protruded from its wall
- and Vita went tearing down the hall
- now he was gaunt and his eyes had drawn back

Individual thinking

CHAPTER ONE

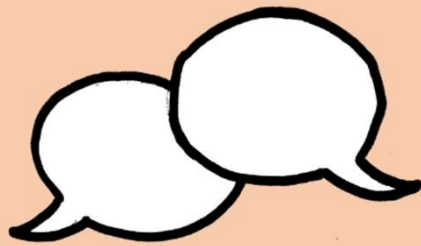
Vita set her jaw and nodded at the city in greeting, as a boxer greets an opponent before a fight.

She stood alone on the deck of the ship. The sea was wild and stormy, casting salt spray thirty feet into the air, and all the other passengers on the ocean liner, including her mother, had taken sensible refuge in their cabins.

But it is not always sensible to be sensible.

What is the impact of this opening on the reader?

Some examples from the Ashley Booth scheme for Guided Reading that we follow at St Jude's:



Partnered Talk

Vita's stomach clenched as she saw tears rise up in her grandfather's eyes.

What emotions would Vita be experiencing?

Solo work

Part of the story	Emotion	Evidence from the text
On the deck of the ship – first sight of the city		
Seagull and crow fighting		
In the cab driving through Manhattan		
Arriving at Grandpa's flat		
Seeing Grandpa in the doorway		
Vita is sent to her room		

SATs Reading comprehension

Three texts – one hour to read and answer questions



Contents	
The Parsnips	pages 4–6
My Circus Life	pages 8–9
A Traveller in Time	pages 10–11

HOW CAN YOU HELP AT HOME?

Make reading visible; have books available in your home and let your child see you reading. Children need to see that reading is something adults do too.

- Talk about books.
- Sit and listen.
- Respect choices.
- Visit the library.
- Read to and with your child.
- 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.
- Shared reading - read your favourite book, or your child's current favourite book to them.
- Read slowly, with expression, mood and tone. Use different voices for characters.
- Talk about what is happening and what might happen next.
- Leave the story on a cliff-hanger!

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?



Encouraging reading at home



Our expectations at St Jude's are that children read at home at least three times per week, and that their planner is signed by an adult.

To encourage and reward the children, we are introducing an incentive!

Children who complete their reading each week will receive a raffle ticket.

The raffle tickets will be collected together, and a lower school and upper school winner will be selected each half term.

There will be prizes!

Finally...

Benefits of reading include:

1. Reading Exercises the Brain

While reading, we have to remember different characters and settings that belong to a given story. Even if you enjoy reading a book in one sitting, you have to remember the details throughout the time you take to read the book. Therefore, reading is a workout for your brain that improves memory function.

2. Reading is a Form of (free) Entertainment

Did you know that most of the popular TV shows and movies are based on books? So why not indulge in the original form of entertainment by immersing yourself in reading.

3. Reading Improves Concentration and the Ability to Focus

We can all agree that reading cannot happen without focus and in order to fully understand the story, we have to concentrate on each page that we read. In a world where gadgets are only getting faster and shortening our attention span, we need to constantly practise concentration and focus. Reading is one of the few activities that requires your undivided attention, therefore, improving your ability to concentrate.

4. Reading Improves Literacy

Have you ever read a book where you came across an unfamiliar word? Books have the power to improve your vocabulary by introducing you to new words. The more you read, the more your vocabulary grows, along with your ability to effectively communicate. Additionally, reading improves writing skills by helping the reader understand and learn different writing styles.

5. Reading Improves Sleep

By creating a bedtime routine that includes reading, you can signal to your body that it is time to sleep. Now, more than ever, we rely on increased screen time to get through the day. Therefore, by setting your phone aside and picking up a book, you are telling your brain that it is time to quiet down. Moreover, since reading helps you de-stress, doing so right before bed helps calm your mind and anxiety and improve the quality of sleep.

6. Reading Increases General Knowledge

Books are always filled with fun and interesting facts. Whether you read fiction or non-fictions, books have the ability to provide us with information we would've otherwise not known. Reading a variety of topics can make you a more knowledgeable person, in turn improving your conversation skills.

7. Reading is Motivational

By reading books about protagonists who have overcome challenges, we are oftentimes encouraged to do the same. The right book can motivate you to never give up and stay positive.

8. Reading Reduces Stress

Reading has the power to transport you to another world and away from the monotonous daily routine. By doing so, reading can decrease stress, lower heart rate and reduce blood pressure.

9. Reading Sets a Positive Example

Reading is a key component of early literacy development and you can set an example of just how crucial this is by modelling the behaviour yourself. Children are excellent at mimicking the adults around them which means that if you regularly set aside some "me time" for reading, your children will learn to do the same.

10. Reading Teaches Empathy

Books allow us to experience realities outside of our lives. They teach us to relate to others by often putting us in the shoes of the narrator. This simple technique is called empathy. Empathy is defined as the ability to understand and share the feelings of another. Reading builds on empathy by constantly presenting us with thoughts and scenarios outside of our perspective.