

Reading in KS2

Reading in KS2 continues from where the children are at, although we need to take into consideration 6 weeks holiday, changing environment and teacher.

By the time children reach KS2 most of them can read, many read fluently and they are expected to increasingly read a wide range of both fiction and non-fiction material.

Our job is to further improve their reading skills by developing **higher order reading skills**; to increase the range of texts children read and to foster a love for reading and books. Successful readers use many strategies to help them to understand the text.

- Phonic (sounds and spelling)
- Grammatical knowledge
- Knowledge of punctuation
- Word recognition and graphic knowledge
- Knowledge of context
- Knowledge of spoken language

By the time children reach KS2 they use many of these strategies. Our job is to build on these and develop higher order reading skills.

So what are Higher order reading skills?

Once children have a good knowledge of phonics and word building we move on to develop higher order reading skills.

Decoding: this is the skill that parents are generally most familiar with, and deals with the varying strategies used by children to make sense of the words on the page. Even fluent readers can be stumped by an unfamiliar word, and it is useful at these times to discuss the range of strategies used to make a sensible guess.

Retrieval and recall: early readers need to develop this skill, in order to locate important information and to retell stories and describe events.

Skimming and scanning-to read quickly to get an overview of the story or to look for particular points in the text. A skill that we use all the time when reading newspapers, magazines and even important documents etc...

Structure and organisation: as children read a wider range of text types, they need to be able to comment on the features of each and how they are organised. Discussing the presentation of the text, e.g. the use of subtitles to assist reading of a non-fiction text, and the author's reason for organising the text in this way, will support children's development in this area. Making links between the *purpose* of the text and its *organisation* is a useful place to start.

Inference/Deduction: reading between the lines. Encouraging children to make inferences/deductions based on clues in the text and their understanding of the context of the book will help them to develop this important skill. This is ultimately how we most enjoy fiction, and 'get engrossed in characters and plot. What will happen next? Who did that? What is the character like really?

Language: specifically, thinking about the language choices made by writers, their possible reasons for making those choices and the effect the choices have on the reader. Discussing alternative choices and their effects can be a good way to begin discussion about the author's language and an opportunity to develop vocabulary generally.

Purpose and viewpoint: Who is the narrator of this story? What does the writer of this biography feel about his/her subject? Children need to understand that writers write for a purpose, and to be able to recognise that this will have an impact on the way a text is written. Newspapers and advertisements are perfect examples of this and can lead to lots of lively discussions.

Making links: as adults, we are constantly making links between ideas and experiences. Good readers connect the book they are reading with real life experiences; with other books read and stories heard; with films; and with the context in which they were written.

How can I help my child?

Children have very busy lives today and reading sometimes gets forgotten once they are more fluent. However even if children can read fluently it is still important that they still read daily. It is a great help if parents can encourage their children to read—even if it is only for 15 minutes a day—and discuss aspects of the book with them. Show children that you value reading, let them see you reading, share books with them. The greatest encouragement for your child is to see you - their most influential role model - reading.

Parents often wonder how they can help to develop the reading skills of children who are already fluent readers. The best way is to continue to share books with your child, regularly listening to them read, sometimes reading to or with them, but also discussing books read in increasing depth.

Talk about the characters, about the plot, about the important parts of the story, about what they have learnt from the information, about their feelings as they read the story, why the author wrote the book or chose some of the language...

For Example

- Which part of the story did you like best? Why?
- What do you think will happen next?
- Would you like X as a friend? Why?
- What do you think X should have done when..?
- How do you think the story will end?
- Was the information detailed enough?

We can give you examples of ideas for other types of questions that can prompt discussion about their reading.

Of course it is not necessary to ask every question each time your child reads as this could make reading a chore, but they may prove to be useful prompts to start a discussion.

Also it doesn't have to be you asking the questions. Why not turn the tables and let your child ask you about your reading material? (Be careful here!)

What do I do if my child picks a book that is too difficult for them to read independently?

Children can enjoy more difficult books – even if they can't read them on their own. Read parts of it to them and talk about the ideas and pictures if there are any.

Some books may appear too easy, although it is now more about the content and understanding it than decoding the actual words.

How can I find the right book?

- Talk with your child and find out what sort of books he or she enjoys.
- Ask your child's teacher for tips on what they should/could be reading
- Talk with other parents and find out which books their children are enjoying reading.
- Find out about recommended books at libraries, bookshops and on book websites. (We can give you some examples)

How can I encourage my child to read more?

Sharing Books

Sharing a book with a child, no matter how old, can be fun! There are many ways to share a book, some of which are particularly suitable for reluctant readers or children who have chosen a book that is too difficult for them to read independently.

- An adult reads to a child.
- A child can read to an adult or older sibling.
- An adult can share the reading, line by line, paragraph by paragraph, page by page or chapter by chapter.
- The adult and the child can read together.
- Or you can try a mixture of the above.

Read while you are out and about – There are many opportunities to read when you are out in the car, taking a walk or shopping in town. Encourage your child to help you by reading signs and guiding the way.

Read yourself! It's great for your child to see you as a reader too! This could be anything from books, letters and e-mails to receipts, newspapers and magazines.

Visit your library – it's free to join! As well as taking out story books, use visits to the library as a time to find books about your child's hobbies and interests.

Make time to read – Set aside a time for reading for the family – after school or before bedtime. Encourage independent reading but don't be afraid to still tell a bedtime story.

Don't just read books – Variety is great! Encourage your child to read newspapers, TV guides, comics, poems, shopping lists, road signs and magazines. Ask your child to find out information from the Yellow Pages, the Internet, cookery books, etc.

Let your child read with younger children – Encourage them to read to other members of the family.

Talk about what they are reading. – Make time to discuss what they like or don't like about the book they are reading.

Recent reading research

As little as ten minutes a day can make a significant difference to achievement levels.

A new report from the Oxford University Press has highlighted the importance of parents reading with their children. As little as ten minutes a day can make a significant difference to achievement levels. The report, *Books Beyond Bedtime*, also draws on research which shows that children who read outside of class are 13 times more likely to read above the expected level for their age.

Study provides evidence that reading for pleasure boosts children's academic performance

Children who read for pleasure are likely to do significantly better at school than their peers, according to new research from the Institute of Education (IOE).

The IOE study, which is believed to be the first to examine the effect of reading for pleasure on cognitive development over time, found that children who read for pleasure made more progress in maths, vocabulary and spelling between the ages of 10 and 16 than those who rarely read. Researchers found that children who receive bedtime stories from their parents as infants perform better than those who go without.

Children's on-screen reading overtakes reading in print (The National Literacy Trust)

For the first time children are reading more on computers and other electronic devices than they are reading books, magazines, newspapers and comics. This is potentially detrimental to children's reading levels as those who read daily only on-screen are much less likely to be good readers than those who read in print. We are calling for a healthier reading balance using both books and technological devices.

- Children who read on an iPad or Kindle are falling behind in the classroom as figures showed for the first time the majority of youngsters now prefer ebooks to printed versions.
- Jonathan Douglas, the director of the National Literacy Trust, said: 'While we welcome the positive impact which technology has on bringing further reading opportunities to young people, it's crucial that reading in print is not cast aside.'
- 'We are concerned by our finding that children who only read on-screen are significantly less likely to enjoy reading and less likely to be strong readers.'
- 'Good reading skills and reading for pleasure are closely linked to children's success at school and beyond. We need to encourage children to become avid readers, whatever format they choose.'