



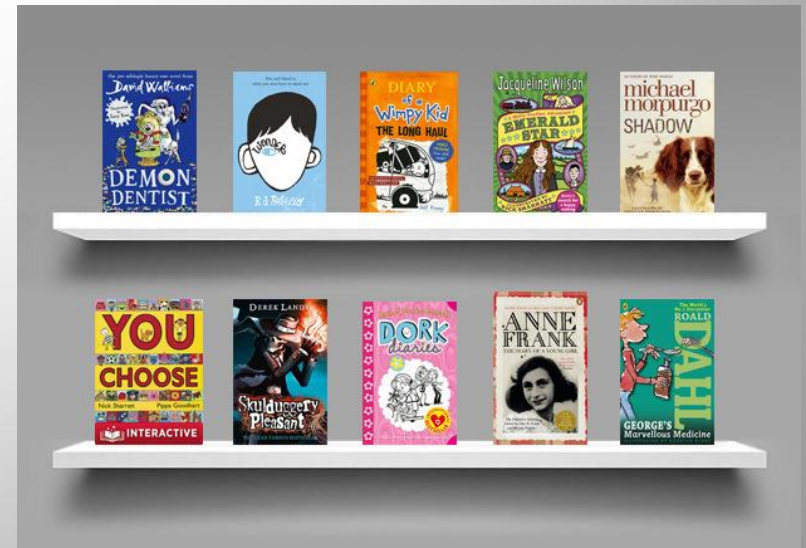
Welcome to our Reading Workshop!

September 2015



Reading in KS2

- Continuation from the Foundation Phase at whatever stage your child is at.
- As they reach KS2 some are already fluent and well on their way. So they are expected to increasingly read a wide range of both fiction and non-fiction material.



Why is literacy so important?

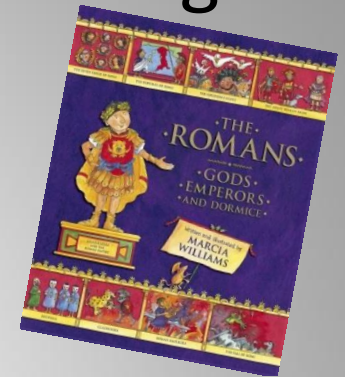
- We talk about 'literacy' being reading, writing, speaking and listening.
- All of these skills are 'mutually beneficial' and children need all of these in order to access and understand the world around them.
- Therefore reading impacts positively on all of these other skills.



What are the important elements of reading?

Reading is made up of two key elements:

- Decoding
- **Comprehension**



But reading is not a simple task. Children also need to understand all of these elements in order to be a successful reader:

- Print carries meaning
- Pictures provide the clue to what is happening in the story
- A knowledge that in the western world print is read from left to right across the page and from top to bottom
- To be able to follow contextual clues
- The ability to de-code words using a phonic alphabet
- An extensive vocabulary
- Visual recognition of repeated words

Characteristics of banded Reading scheme books

A gradual increase in difficulty in terms of:

- Number of high frequency words used
- Degree of repetition
- Number of lines on a page
- Print size
- Inclusion of technical vocabulary
- Complexity of sentence structure



Strategies for encouraging children to be independent readers

- Using the pictures for clues
- Sounding out words and blending them back together
- Read ahead/around
- Look at the first/last letters
- Look at clusters of letters
- Draw analogies with patterns of letters in words
- See reading as a social process
- **Make good guesses where appropriate**
- **Predict what the text might be about**
- **Looking for smaller words inside bigger words - breaking words down into smaller, bitesize 'chunks'**
- **Reading for meaning/sense – drawing on previous experiences**
- **Make use of punctuation cues**





The Jabberwocky

‘Twas brillig, and the slithy toves
Did gyre and gimble in the wabe:
All mimsy were the borogoves,
And the mome raths outgrabe.

"Beware the Jabberwock, my son!
The jaws that bite, the claws that catch!
Beware the Jubjub bird, and shun
The frumious Bandersnatch!"

How is reading approached at school?

- 1:1 reading
- Guided reading
- Shared reading
- Literacy lessons
- Regular story time
- Intervention programmes
- Individual quiet, personal reading time



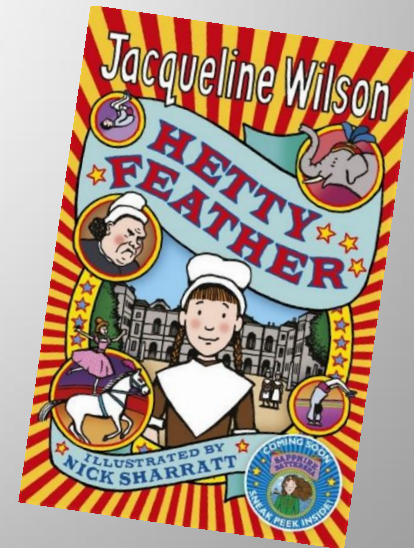
1:1 reading session

- 1:1 reading still happens in KS2 but it becomes less frequent
- Focus more on comprehension and responding to text



Guided Reading

- A group reading session usually with the teacher and between 4 and 6 children.
- Lots of benefits of this way of working – the children can learn from each other as well as the adult. There are lots of opportunities for discussion, time to listen to each other and opportunities to support each other.



Shared Reading

- Teacher can model using different strategies to work out new words and encourage the children to do the same.
- Lots of talk and discussion can be generated here with the class about what the children have read.
- Helps to focus on spelling patterns, sentence structure/types of words/grammar/comprehension.

Intervention programmes

- Some children may need some extra support to 'Catch Up' to their potential.
- There are a range of "reading intervention programmes" available. The one used at our school is called "Catch Up Literacy".
- Pupils on this programme receive two 1:1 focused reading sessions per week. Programme has a much greater success if children read regularly at home.

Reading at home

- What works well for you?
- Choosing an appropriate time, can it be consistent?
- Make sure your child is ready for reading (e.g. not too tired)
- Choose a nice place to read
- Reading shouldn't be a battle!
- A little often...every day, wherever possible.... It doesn't always have to be a book.



How can I encourage my child to read more?

- Sharing books
- Read while you are out and about
- Read yourself! Talk about your reading.
- Visit your library
- Make time to read
- Don't just read story books ... poetry, plays, comics, magazines, signs etc
- Let your child read with younger children
- Talk about what they are reading.

Using reading diaries

- Use of this changes as the children move through their reading journey.
- Please feel free to use the record for all books you share with your child at home not just their 'reading book'.
- This does not have to be completed every night
- There is a section in the back of the diary where children can comment when they complete a book.
- Each teacher uses the diaries differently and they are used progressively, with the oldest children taking their own responsibility for completing them.

Higher Order Reading Skills

- In Key Stage 2, our job is to further improve pupil's reading skills by developing **higher order reading skills**; to increase the range of texts children read and to continue to foster a love for reading and books.

So what are Higher order reading skills?

- **Decoding:** this is the skill that has been covered already and deals with the varying strategies used by children to make sense of the words on the page.
- **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.
- **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.

So what are Higher Order Reading Skills?

- **Inference/Deduction:** reading between the lines, using clues in the text and understanding of the context helps them to develop this important skill.
- **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.
- **Purpose and viewpoint:** Who is the narrator of this story? What does the writer of this biography feel about his/her subject?
- **Making links:** as adults, we are constantly making links between ideas and experiences.

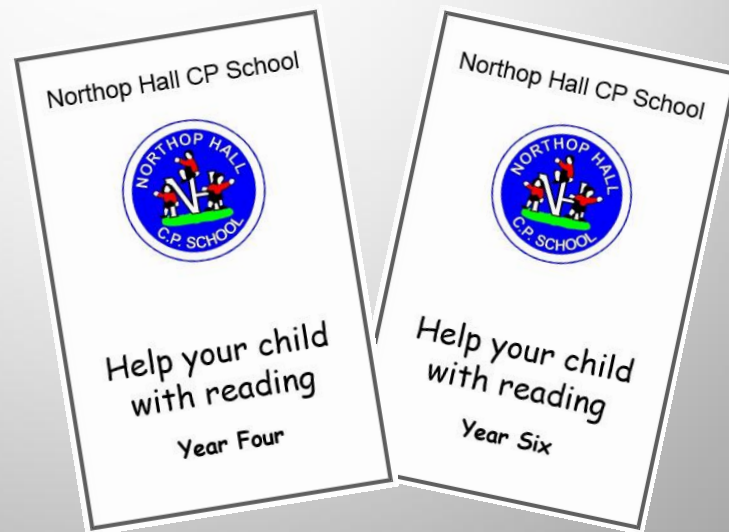
Examples of 'Reading' in KS2

- Identify features of different text types: fiction and increasingly non-fiction
- Creating character profiles, identifying characteristics
- Predicting what happens next
- Identifying punctuation, grammar and its effect on the reader
- Inference and deduction
- Following instructions
- Skimming and scanning for information or answers
- Retrieving and collating information for written work or presentations

Asking questions

- 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?

The Year group reading information leaflet will give you more ideas about this.



National Reading Tests

- These are all about understanding of vocabulary and comprehension
- Children read text unaided and then answer a range of different types of question
- There is a time limit
- They take place across Wales in May each year
- Concentration skills are important so being used to reading in a quiet, focused way is beneficial
- They are levelled according to actual age not year group

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

- 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. The purpose may be to develop comprehension rather than just read words accurately.

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)

Reading research



- **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.**

The study... 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.

- **Children's on-screen reading overtakes reading in print (The National Literacy Trust), but it's not necessarily a good thing.'**

'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.'

Any questions?

- Thank you for attending!
- Any questions?