

KEY STAGE TWO
STAY AND
LEARN

Helping your child
with reading at home

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READING AT KS2

As our children move on from the early stages of reading, reading at home can become a bit like flossing; we all know there are benefits – but life sometimes gets in the way.

AIMS OF STAY and LEARN for READING at KS2

To promote the importance of reading regularly at home

To gain an understanding of the reading skills we are developing in school at KS2 and how you can support your child at home.

WHY READING MATTERS

It is fun! You can meet new people; have adventures; lose yourself; go to all sorts of places; find out about the world and yourself. Laugh ... and cry.

Not everyone agrees with this – we need to help them catch the reading bug

Reading is essential for children to broaden their communication skills, knowledge and understanding; if you don't read, you limit your education and your future prospects.

But this hard hard to disagree with.

- **Reading improves concentration.**
- **Reading is exercise for the brain (improves neural pathways)**
- **Reading teaches children about language and helps them to communicate.**
- **Reading can make children more empathetic.**
- **Reading encourages creativity.**
- **Reading at home improves parent-child relationships**

This is what research tells us



**The more that you read
the more things you will know.**

**The more that you learn
the more places you'll go.**

- Dr. Seuss

READING IN SCHOOL AT KS2: WHEN

Independent reading – usually at the beginning of the day or afternoon sessions.

Paired reading – reading and discussing information or passages with a partner in English, Creative Curriculum, Science etc.

Guided Reading – reading and discussing in a group with an adult.

Shared Reading – whole class reading a text together, often displayed on smartboard and whole class/paired discussion. Often in English.

Library Time – class library in every classroom. School library weekly – support with choosing books.

Reading Comprehension – discussion and written comprehension in English.

READING AT SCHOOL AT KS2: LEARNING

NOT AN EXHAUSTIVE LIST

- Decoding (phonics, sounding out words)
- Information retrieval
- Personal response
- Vocabulary – meanings (synonyms, antonyms)
- Development of ideas, themes, characterisation
- Varied texts – forms, genres, purpose and audience
- Structure and organisation of a text
- Author's intentions and purpose
- Author's choice of language and techniques
- Retrieving information from a text
- Inferential understanding
- Links with social, historical and literary context

READING SCHEME (#ITSNOTARACE)

The Reading Scheme helps create readers who will become ...

Important to provide a secure basis for confident reading in the future.

Continues to develop vital phonic skills particularly in Year 3 and 4

Secure
Fluent
Confident
Independent

Can also read freely chosen books alongside the reading scheme/be read more challenging books

The highest reading scheme bands are often more challenging than freely chosen general books

... readers in Year 6

WHY READING AT HOME MATTERS



WHY READING AT HOME MATTERS

In school we have many opportunities to read but the school day is busy and sometimes reading just needs a slower pace!

Reading is more than learning to decode or comprehend what is being read – there is an emotional context which reading at home nurtures.



Becoming a good independent reader takes many, many hours of practise. You can't read too much!

Reading with someone you love helps you to associate the emotion with reading – helps you learn to love reading.

READING AT HOME

- Make it a regular activity in your home. All of us have different schedules – it must be something which works for you all.
- Children can read to you. Help them with decoding tricky words/misconceptions but encourage their fluency.
- Sharing the reading of a book. Good if they are beginning to develop reading stamina and read longer/more challenging books.
- You reading to your child. Especially good for reading more challenging books which children can't read confidently on their own yet.

READING AT HOME (CONT.)

- Your child reading independently and talking to you about their reading. More flexible as you can talk at any time!
- You talking about what you are reading with your child. There are obvious caveats here! But this is great for modelling how enjoyable reading can be.
- Discussing stories, films, the news – all provide opportunities to understand vocabulary, plot, characters and ideas.

DISCUSSING READING

There are no rules really.

Showing an interest in what children are reading is a huge part of this.

The more you do this, the more natural the conversation becomes.

The book marks to the right might give you some ideas.

Sign planners weekly and you are welcome to make any comments on reading or discussions here too.

Questions to ask your child when reading - Key Stage 2

Before reading the book:

- What do you think this story will be about?
- What might happen in the story?
- What genre will this story be? E.g. fantasy, comedy, horror.
- What does the blurb tell us?

During the reading of the book:

- What has happened so far? Is it what you expected to happen?
- What might happen next?
- How do you think the story might end?
- Who is your favourite/ character/character you like least? Why?
- Find 2 sentences, which describe the setting.
- Is the plot fast or slow moving? Find some evidence in the text, which supports your view.
- Do you know what that word means?
- Why do you think the author used that word/phrase?

Questions to ask your child when reading - Key Stage 2

At the end of the book:

- Which part of the story is your favourite / least favourite? Why?
- Would you change any part of the story? How?
- Would you change any of the characters? How?
- Which part of the story was the funniest, scariest, saddest, and happiest? Find some evidence in the text to support your opinion.
- Would you like to read another book by this author? Why?
- Does your opinion of this character change during the story? How? Why?
- If you met one of the characters from the story, what would you say to him / her?
- Find 2 things the author wrote about this character that made him / her likeable or unlikeable?



VOCABULARY

- Age related expectations for children are more challenging than a few years ago. They need use and understand a more rich and challenging vocabulary.
- A focus for whole school development this year is to enrich and expand vocabulary.

We want children to be curious and aware of new words they encounter – and to try to use them in their spoken and written work.

- Reading at home will primarily be about enjoyment, fluency and understanding. However, encouraging children to be curious and discover new vocabulary (in books and elsewhere) will help to support them across the range of activities in the curriculum.

WHAT CAN I READ NEXT?

- <https://www.lovereadings4kids.co.uk/genre/7/7-plus-readers.html>
- <https://www.goodreads.com/list/tag/childrens>
- Ask a librarian – in school or at local library
- Use the internet
- Apps