

KS2: Supporting Reading at home



Wednesday 22nd September 2021

- Theory of reading at home vs not reading at home
- How we support reading at school
- Supporting children when reading at home
- Choosing appropriate texts
- School expectations for reading at home
- Support available

Benefits of Reading for Pleasure:

Students who read for pleasure make significantly more progress in spelling and maths than children who read very little (*Sullivan and Brown 2013*);

Children who read for pleasure have an increased breadth and depth of vocabulary (*Angelos & McGriff, 2002*);

- Estimate of a 30 million word gap between those who engage in English (conversation, book talk) compared to those who do not (*Heart and Risley, 1990*);

Improved general knowledge (*Cunningham & Stanovich, 1998*) and a greater understanding of other cultures (*Meek, 1991*);

Better mental well-being compared to those who do not read for pleasure. (*Clark, C. and Teravainen-Goff, A. (2018). **Mental wellbeing, reading and writing.***

We value everything that you do for your children. Thank you.

The teaching of reading at school:



In KS2, we follow the our Reading Dog sequence.

Each reading dog asks children to use a different skill when comprehending: vocabulary in context; authors vocabulary choice; retrieving information; inference; prediction; summarising and commenting.

We believe that children should be immersed in to texts through conversation so our Guided Reading lessons provide the opportunities for children to discuss their texts to partners, groups and their teachers.

Understanding reading through conversation is the message we want to send home as well.

Choosing texts:

When it comes to instilling a love of reading, it doesn't really matter what you read. The important thing is that we all help to inspire our children to feel confident and comfortable reading.

Key Messages:

- Discuss with your child what they would want to read: non-fiction, football fiction, comedy, comics. It's all okay.
- If your child is bringing home the same type of book, it's ok. We all have our favourites.
- Congratulate your child for reading, build up their confidence and allow them to see themselves as a reader.

Our library is full of books, across many different genres. Come and ask for a look for some guidance.



Choosing texts:

If your child is an avid reader then it is often easy to fall in to the trap of reading books beneath your actual reading level.

At school, we have created these 50 Recommended Reads for each year group. Within the lists, there are books to suit different styles of texts and may introduce your children to new authors.

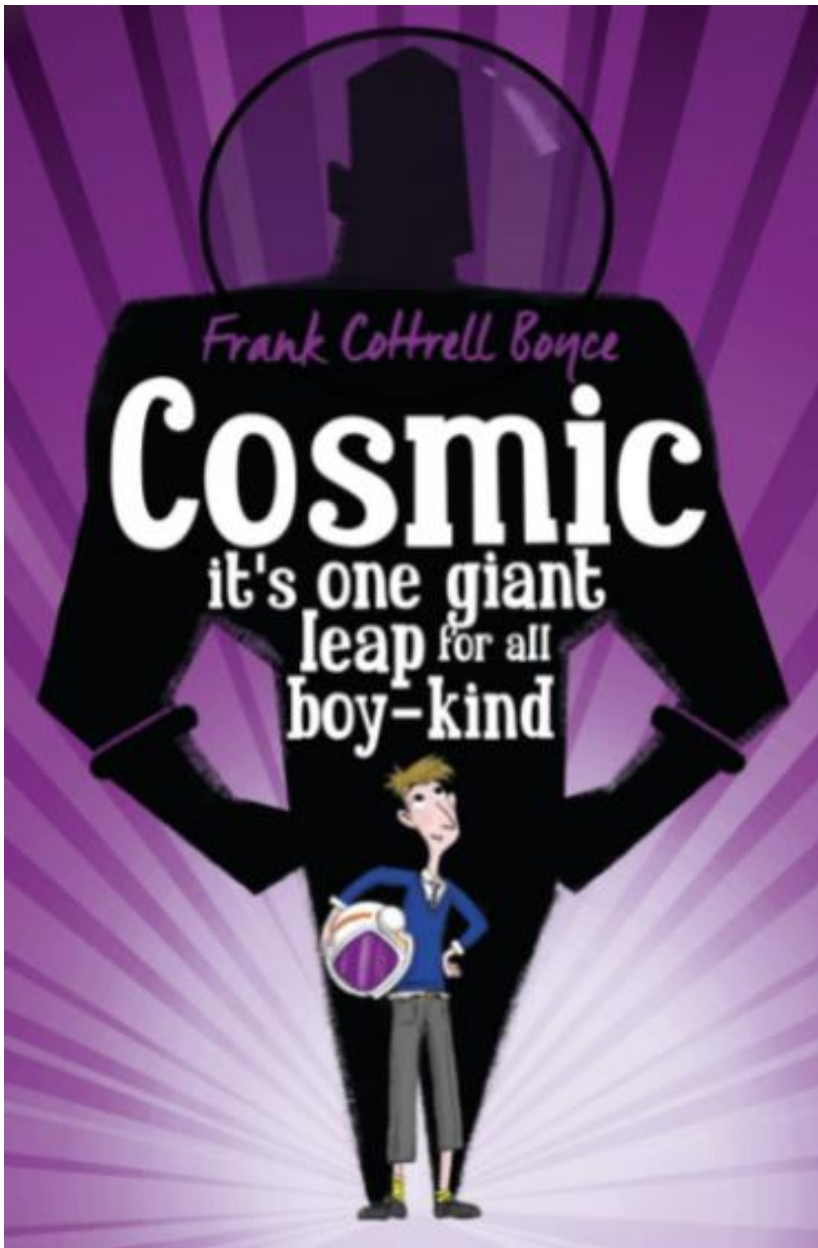
If you are unsure on whether a book is too low/ too high for your child, we suggest reading the first page and seeing how confident they are when word reading - 90% - 95% accuracy is our suggestion.

If you are unsure on what your child should be reading, contact us and we can support you.

50 Recommended Reads for... Year 3

50 Recommended Reads for... Year 4

50 Recommended Reads for... Year 6



Using the front cover:

The front cover of a book is a great way to engage and hook interest as it is littered with clues for children to infer and make predictions.

- What does the word 'cosmic' mean?
- Who might the person on the front cover be?
- Why may he be holding a helmet?
- "*It's one giant leap for all boy-kind*" are you aware of any phrases similar to this?
- What do you think is going to happen in this text?

Word reading:

Reading a word and understanding a word are two different things. Whilst reading, we get children to identify the vocabulary that they do not understand. Using our Vocabulary Victor skill, we get children to list suitable synonyms to replace the word to develop the meaning.

Its poison is one of the most powerful known and can cause paralysis or death. It is so [REDACTED] that an amount smaller than a grain of salt can kill a human. One frog carries enough poison to kill about 100 people. Native hunters use it on the tips of their arrows which is how the frog got its name.

Our missing word is **potent**. What other words could go there and our sentence still make sense?



Sharing the reading is also a great way to encourage reading. It is important that children see others enjoying reading.

- Take it in turns
- Do the voices and create the characters.

Developing comprehension:

Vocabulary Questions with Victor

- What does this word/phrase/sentence tell you about the character/setting/mood?
- By writing in this way, what effect has the author created?
- What other words/phrases could the author have used here?
- How has the author made you feel by writing...?



Inference Questions with Iggy

- What do you think.... means? Why do you think that?
- Why do you think...?
- How do you think...?
- Can you explain why...?
- What do these words mean and why do you think that the author chose them?



Retrieval Questions with Rex

- Who are the characters in this text?
- When / where is this story set? How do you know?
- Which part of the story best describes the setting?
- What do you think is happening here?
- What might this mean?



Prediction Questions with Pip

- Can you think of another story with a similar theme?
- Which stories have openings like this? Do you think that this story will develop the same way?
- Why did the author choose this setting? Will that influence the story?



Summarising Questions with Sheba

- What is the main point in this paragraph?
- Sum up what has happened so far in X words or less.
- Which is the most important point in these paragraphs?
- Do any sections/paragraphs deal with the same themes?



Compare, Contrast and Comment with Cassie

- What is similar/different about two characters?
- Explain why... did that.
- Describe different characters' reactions to the same event.
- Is this as good as...?
- Which... is better and why?



Be an Author with Arlo

- What does the word... tell you about...?
- Find two ways that the author tells you...
- What do you think the author meant by...?



- Which words do you think are most important? Why?
- Which words do you like the most? Why?
- How has the author made you feel happy/sad/angry/frustrated?



Once a child can read the text, the focus of reading changes. Children need both word reading and comprehension to fully understand a text.

Discussions with your children about what they have read is important for developing their comprehension and critical thinking skills.

Reading bookmarks, which are based around our reading dogs, can give parents a variety of ideas to engage your child with what they have read. It demonstrates the many different strands of comprehension.


Question STEMs are used to give ideas about the types of questions they should be asking.



Give the children opportunities to find the evidence within the text.

You believe the character is feeling sad, where in the text does it suggest that?



Reading 25s and home-learning:

We believe that reading for a minimum 15 minutes, 3 times a week is enough for your child to develop their reading fluency and comprehension skills.

Reading 25 	
Date:	Initial:

-  Make sure your child isn't tired, hungry or desperate to watch their favourite TV programme when you read to them. Sit with them for a short time every day and read a book with them on a subject that interests them, whether that's cars, animals or sports. Don't expect them to read it for themselves. Just show them how interesting it is to be able to read so that they want to do it for themselves.
-  For many children, especially boys as they get older, non-fiction books are more interesting than fiction, so it may be as simple as changing the type of books you are reading together. Talk to your child's teacher or a local children's librarian to see what books are available that match your child's interests.
-  **Give plenty of praise.** Let your child know how pleased you are when he or she looks at a book. Show interest in what they have chosen. Children really do develop at their own rates when it comes to reading.

Research shows that boys are less likely to enjoy reading than girls. More boys than girls struggle with reading and writing at school and boys are more likely to say they don't spend any time reading outside the classroom. But there are ways you can help:

-  It's important to **make sure that you're reading something with your child which interests them.** Many boys like non-fiction books, so try asking at your local library for recommendations – it may be that he'll enjoy reading Horrible Histories, Minecraft books or the Guinness Book of Records more than fiction.
-  Role models are also important. **Make sure boys see the male role models in their lives reading,** even if it's a newspaper, so that it seems familiar and they can copy their reading behaviour.

Are you able to volunteer as a listening ear?

We would love to have more adults in school, listening to children read.

In school support:

Please do contact all members of staff if you feel like you need some support. If you want any copies of anything we have talked about – please leave your child's name and year group in the chat and we will email them to you.

English Team:

Mr Jones (UKS2 Phase Leader)

Mrs Watson (LKS2 Phase Leader)

Miss Burgess (KS1 Phase Leader + Phonics)

Reading Assistants:

Ms K (UKS2)

Mrs Holland (LKS2)

Miss Galvin (KS1)

Any questions?

Thank you for coming!

Happy Reading!