

KS2 Reading Workshop

September 23

Aim of this Workshop

- To share our reading vision
- To share how important reading is a key to success
- To share how children learn to read at London Meed and the skills they need
- To share ideas of how you can help at home to develop comprehension and fluency

What is our vision for reading ?

At London Meed we want every every child ...

- to be fluent, independent and confident readers
- to be wide -ranging readers who read a wide range of texts, genres and authors
- to develop a life-long love of reading and books



Why we believe reading is important

Reading has been shown to increase life chances. Evidence suggests that children who read for enjoyment every day not only perform better in reading tests than those who don't, but also develop a broader vocabulary, increased general knowledge and a better understanding of other cultures.



READING IN KS2

- Children from Year 3 up to Year 6 continue to have reading at the centre of all their learning. Now that they can decode accurately and fluently, they build on from these strong foundation skills.
- Children read independently, as a class and in all of their other foundation subjects (such as Geography, History, RE and Science).
- Children have the opportunity for individual quiet reading every day, reading as a whole class, and being heard read by an adult in school every day should they require the additional support.



How do children learn to reading at London Meed?

- Whole Class Reading lessons including explicit modelling skills needed for comprehension and fluency and vocabulary development x 4 a week
- English lesson based on key quality text giving opportunities for unpicking rich language and sentence structures and sharing enthusiasm for books and authors
- Daily reading aloud to the class
- ERIC time
- Book Corners- children engaged in recommendations
- Book Banded books appropriate to level of reading and understanding - assessed half termly to assess comprehension and fluency sent home
- Termly assessment to assess reading age
- Interventions/ catch up for those identified
- Reading for pleasure fortnightly visits to library/buddies- variety
- Continued development phonics knowledge and revision of KS1 learning .
Encouragement to use phonic decoding as primary strategy.

By the end of KS2

The National Curriculum for Key stage 2

110 words per minute- fluency

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words.

Reading comprehension

Welcome to the Reading House. Explore the rooms to access resources to support the different skills underpinning reading comprehension.

Word reading

Decoding →

Full word recognition →

Fluency →

Phonological awareness →

Print knowledge →

Language comprehension

Inferencing →

Comprehension monitoring →

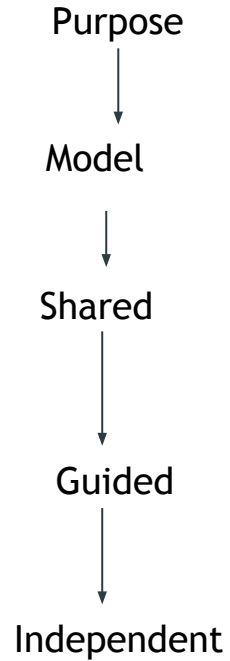
Text structure →

Grammar and syntax →

Vocabulary →



Whole Class Reading

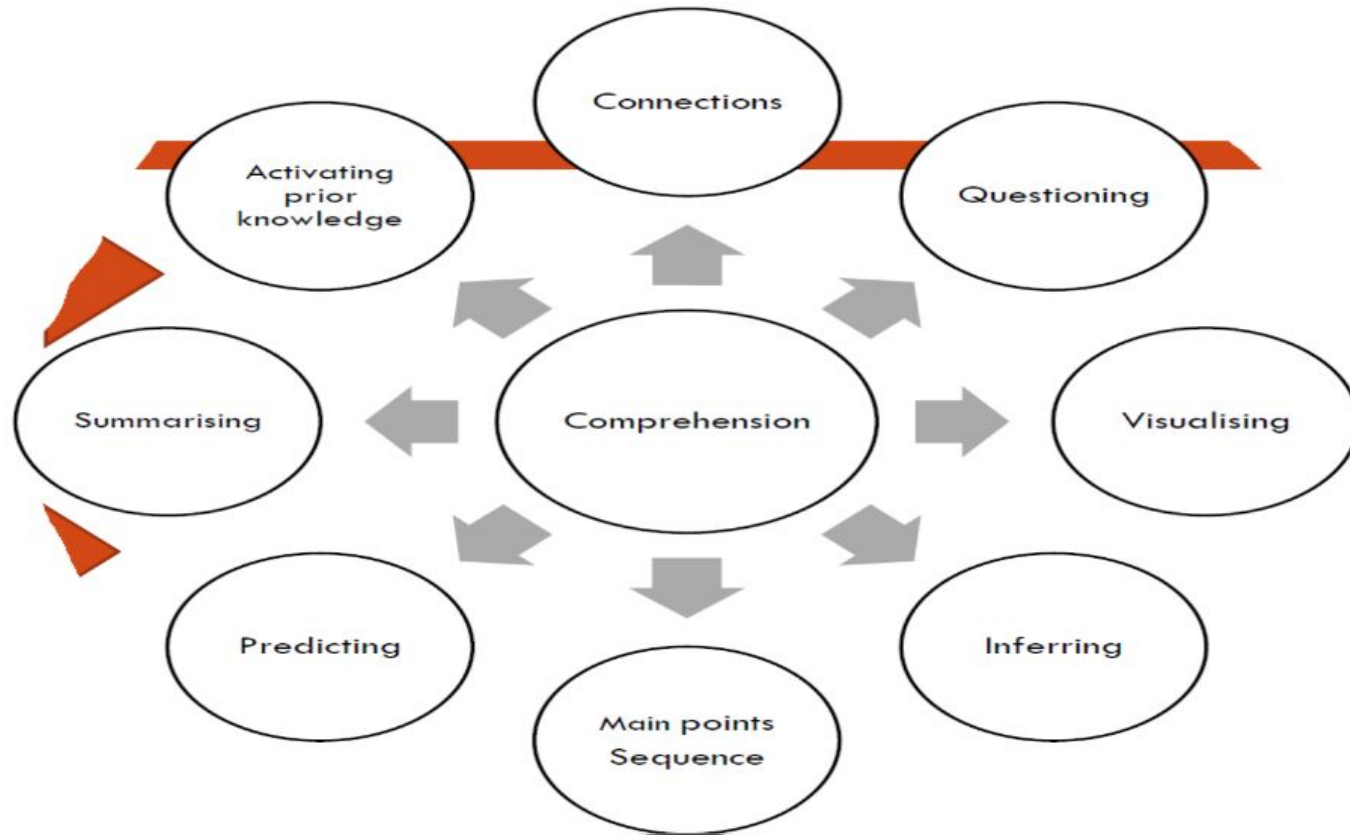


Fluency

Choral
Paired
Echo



Developing good comprehenders



Helping children make connections

We are learning to:

Make connections when we are reading



In the text

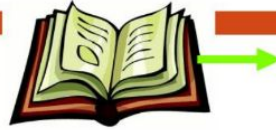


Personal experiences



Other things I know

Making Connections



This reminds me of...
in my life...



This reminds me of ...
in another text
I have read



This reminds me of
... in the real world.

In the text is says...

Activity:

We are going to share an extract together.

First, I will help children to make connections to other books/stories and then check key vocabulary.

I am going to be the adult at first and model reading a section out loud, take notice of fluency, emphasis, change of tone and voices...

Paired read/choral read...

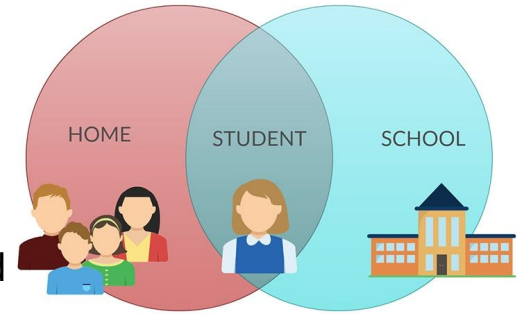
Which words might you check vocabulary understanding of?

Working together partnership

In summary, as your child moves through KS2, they are progressing from phonics and decoding individual words to becoming a fluent reader. However, they are beginning to join to a more extensive world of reading requiring the combination of more and more complex skills as they develop into comprehenders.

As they become more fluent, it becomes a more tricky bit as parent to navigate. Some may be less likely to want to read out loud at home for great lengths of time. Conversely, increased confidence may enhance their enjoyment of reading aloud. However, it still vitally important that you continue to read, monitor, question, discuss and share.

Reading records are a way of monitoring children's reading diet and how often they are reading- can be anything. 4 x a week at least



Reading at Home



- Listen to your child read aloud for just a short section their book, for example a page at a time.
- Use this opportunity to then discuss, or ask questions about what they have just read (please see elsewhere in this guide for suggestions of questions to ask).
- If your child has read silently, ask them to recount what they have just read. Can they explain what has happened in their own words? Develop summarising
- Can they relate what they've read to other texts or authors, or experiences in their own life? Make connections
- Remember, it is still important that your child continues to hear stories or books read aloud. Enjoy reading together share funny voices

How can I help at home?

- As you read, bring characters to life- model reading fluently and use different voices for different characters. Discuss the character's reactions, motivations and link to real life. Be role model - your child should see you reading
- Try exaggerate or place emphasis on words especially repetition and use your facial expressions too
- Turn off the TV/screens- Make space-(Place and time)
- Try audio books in the car or on phones can build listening and skills and understanding of language and stories plots
- Share poems and books that rhyme



How can I help at home? General

- Make books part of family life. Model enjoying books for pleasure and have lots of books around. Remember reading can be magazines, papers, comics, recipes, instructions etc... Discuss different authors and books
- Join the local library - allow them to pick own books and encourage their interests.
- Remember all reading is good. Book Banded books for practise but can also be magazines, leaflets, comics etc. Rereading is ok! It increases number of words that can be read at a glance- build up reading miles
- Choose a good time for your child- bedtime may not be best for them to read to you, but great for you reading to them. Take time to enjoy it together and find somewhere cosy and comfortable
- Read again and again... rehearsing language and sentence structures - helps build fluency and confidence.





Recommendations from the Government



On the first reading:

- Make reading aloud feel like a treat. Make it a special quiet time and cuddle up so you can both see the book.
- Show curiosity about what you're going to read: 'This book looks interesting. It's about an angry child. I wonder how angry he gets...'
- Read through the whole story the first time without stopping too much. Let the story weave its own magic.
- Read with enjoyment. If you're not enjoying it, your child won't.



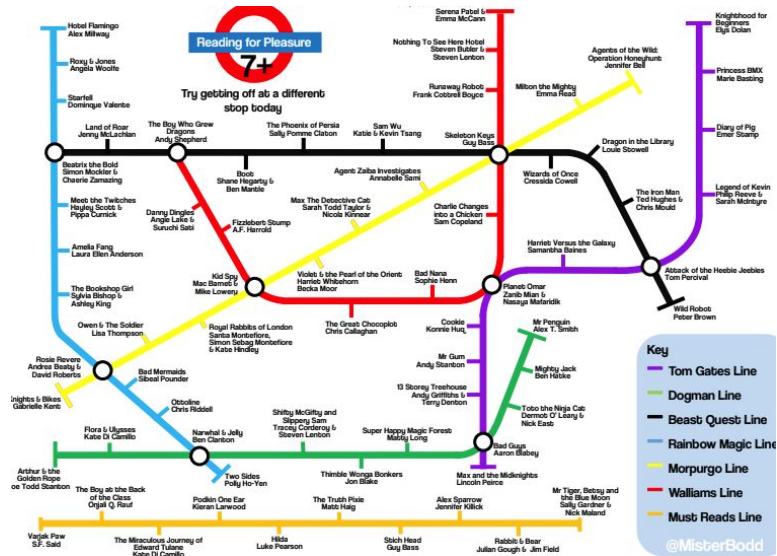
Some key questions to ask.
Remember a little and
often.

Ask them to read a page
and then you read a page.

Discussion about their
reading is still vital even
further into KS2

- Who is the author ? /main characters? (What do we know about them?)
- Does this book remind you of any others - why?
- What has happened so far?
- What is happening at this point?
- What will happen next? - why?
- What does this word mean?
- How does this character feel?| why-how do we know?

Activity: Please look at the books around the room. Ask our volunteers to read with you. Try asking them some of the questions. Also look at the resources -



Animal books
Suitable for Key Stage 1—Key Stage 3

- Cloude series:** Alex T Smith. Adventures of talking dog and his pet sock.
- Certain Pug:** Pug series. Laura James & Eglantine Ceulemans. Join Pug and Lady Miranda and see what trouble Pug gets himself into.
- Rabbit & Bear series:** Julian Gough & Jim Field. An unlikely friendship and their fun in the woods.
- Hotel Flamingo:** Alex Milway. Anna owns a hotel where everyone is welcome. Come in and meet the guests.
- Piggy Handsome:** Pip Jones & Adam Stower. Join Piggy on his quest for the fame that he deserves.
- Harry Stevenson:** Harry Stevenson. Harry may be a small guinea pig, but he has BIG adventures!
- Dave Pigeon series:** Swapna Haddow & Sheena Dempsey. This is Dave's story about how he defeated mean cat!
- Beetle Boy series:** M.C. Leonard. Can Darius solve the mystery of his missing dad with the help of a giant beetle called Boxer?
- 1. Cosmo:** Carlie Sorrosht. Told through the eyes of the family dog, Can Cosmo get the family together?
- PAX:** Sara Pennypacker. Pax has been separated.
- The Last Wild trilogy:** Piers Torday. Kester is the only hope of saving the animals but it won't be easy!
- Call Me Alastair:** Cory Leonardo. Alastair is a parrot and he has been separated from his sister. Will he ever see her again?

How can I HELP at HOME?

My child is reluctant to read with me.

Take turns to read a page each

Set a time - somewhere comfortable

Find something they are interested in- often non-fiction is a way in...

Books online - oxford owl free E-books

Find something funny

Graphic Novels

Read for a purpose - e.g. how to...

My child will only read books

Series are great way to develop newly fluent readers' confidence

Books trust - If I loved then I will love....

Books for topics website lots of recommendations







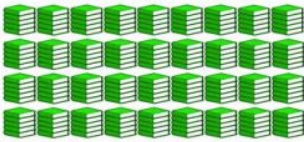


Ask class teacher for other similar recommendations

Finally “London Meed is a learning community where we aim to be the best we can be.”

Together we can help your child to be the best readers they can be.

Our Values

Bravery Curiosity Resilience Community Respect

Child A reads for 20 minutes per night, 5 times a week 	Child B reads for 4 minutes per night...or not at all 
In one week: 100 minutes of reading 	In one week: 20 minutes of reading 
In one month: 400 minutes of reading 	In one month: 80 minutes of reading 
In one school year (9 months): 3,600 minutes of reading 	In one school year (9 months): 720 minutes of reading 
By the end of year 6: 28,800 minutes of reading (80 school days) 	By the end of year 6: 5,760 minutes of reading (16 school days) 