

KS2 READING WORKSHOP

1st March

AIM OF THIS WORKSHOP

- To share our reading vision
- 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 ?

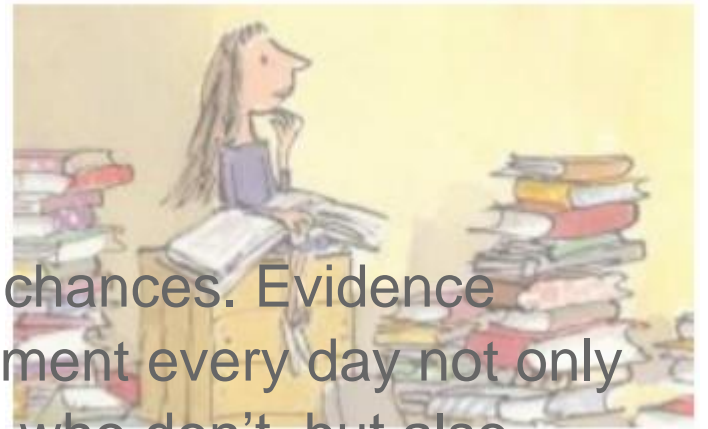
At London Meed we want every every child ...

- 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. In fact, there's evidence to suggest that reading for pleasure is more likely to determine whether a child does well at school than their social or economic background.



READING AGENCY- THE IMPACT OF READING

Reading for pleasure is more important for children's cognitive development than their parents' level of education and is a more powerful factor in life achievement than socio-economic background.

[Sullivan and Brown (2013) [Social inequalities in cognitive scores at age 16: The role of reading](#)]

16-year-olds who choose to read books for pleasure outside of school are more likely to secure managerial or professional jobs in later life

[Taylor (2011) [Reading at 16 linked to better job prospects](#)]

Children who read books often at age 10 and more than once a week at age 16 gain higher results in maths, vocabulary and spelling tests at age 16 than those who read less regularly.

[OECD (2010) [PISA 2009 Results: Learning to Learn: Student Engagement, Strategies and Practices](#) p. 32-4]

Studies have found that reading for pleasure enhances empathy, understanding of the self, and the ability to understand one's own and others' identities. For example, reading Harry Potter has been shown to improve children's attitudes toward stigmatized groups such as immigrants, refugees, and members of the LGBT community.

[Vezzali, L., Stathi, S., Giovannini, D., Capozza, D., & Trifiletti, E. (2015) [The greatest magic of Harry Potter: Reducing prejudice](#) Journal of Applied Social Psychology, 45(2), 105-121.]

An online poll of over four thousand people from a representative sample in the UK revealed that regular readers for pleasure reported fewer feelings of stress and depression than non-readers, and stronger feelings of relaxation from reading than from watching television or engaging with technology intensive activities

Studies have shown that those who read for pleasure have higher levels of self-esteem and a greater ability to cope with difficult situations. Reading for pleasure was also associated with better sleeping patterns.

[Billington, J, (2015) [Reading between the Lines: the Benefits of Reading for Pleasure](#) Quick Reads, University of Liverpool]

HOW DO WE TEACH READING AT LONDON MEED?

In school what we use several different ways to engage children in reading and to help them learn and develop the necessary skills:

- Whole Class Reading lessons including explicit modelling skills needed for comprehension and fluency and vocabulary development
- 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
- Book Corners- children engaged in recommendations
- Book Banded books appropriate to level of reading and understanding - assessed half termly
- Reading for pleasure fortnightly visits to library- variety
- Continued development phonics knowledge and revision of KS1 learning .
Encouragement to use phonic decoding as primary strategy.

NATIONAL CURRICULUM REQUIREMENTS

The National Curriculum for Key stage 2

- 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.

YEAR 3 AND 4

By the beginning of year 3, pupils should be able to read books written at an age-appropriate interest level.

They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words.

They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently.

They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently.

They should be learning to justify views with increasing independence

YEARS 5 AND 6

By the beginning of year 5, pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace.

They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly.

They should be able to prepare readings, with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words.

They should be reading widely and frequently, outside as well as in school, for pleasure and information.

They should be able to read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read

WHAT SKILLS DO WE TEACH AND WHAT IS NEEDED BY A KS2 READER?

- Curiosity about the words they read
- Enthusiasm for the language and choices of author
- Making connections within and across texts
- Broader discussion of themes
- Understanding different features of different texts types and genres



VIPERS

Reading Vipers

Vocabulary

Infer

Predict

Explain

Retrieve

Sequence or Summarise



VIPERS QUESTIONS

Explain
Retrieve
Summarise

Vocabulary

Find and explain the meaning of words in context

Example questions

- What do the words and suggest about the character, setting and mood?
- Which word tells you that....?
- Which keyword tells you about the character/setting/mood?
- Find one word in the text which means.....
- Find and highlight the word that is closest in meaning to.....
- Find a word or phrase which shows/suggests that.....



Example questions

- From the cover what do you think this text is going to be about?
- What is happening now? What happened before this? What will happen after?
- What does this paragraph suggest will happen next? What makes you think this?
- Do you think the choice of setting will influence how the plot develops?
- Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.

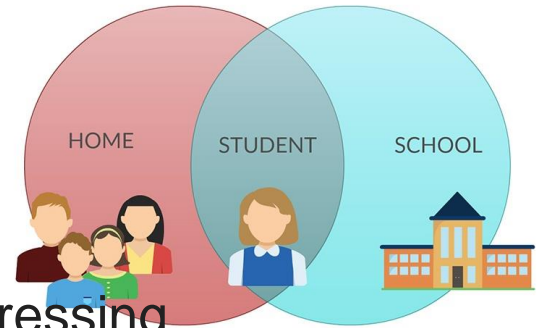
Infer

Make and justify inferences using evidence from the text.

Example questions

- Find and copy a group of words which show that...
- How do these words make the reader feel? How does this paragraph suggest this?
- How do the descriptions of show that they are

WORKING TOGETHER PARTNERSHIP



As child moves through KS2, they are progressing from phonics and decoding individual words to a bigger world of reading requiring the combination of more and more complex skills.

As they become more fluent, it becomes a more tricky bit as parent to navigate. They are less likely to want to read out loud at home for great lengths of time. However, it still vitally important that you continue to monitor, discuss and share.

READING AT HOME



- Listen to your child read aloud for just a short section of 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?
- Can they relate what they've read to other texts or authors, or experiences in their own life?
- Remember, it is still important that your child continues to hear stories or books read aloud.

ACTIVITY :

We are going to share an extract together. 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... Follow as I read..

Which words might you check vocabulary understanding of?

Now think what you might ask me if I was your child.

Discuss as a table... post it note ... 3 questions

Little Green Turtle

Terry turtle was feeling grumpy. His mum had given him a chore to do, but all he wanted to do was to lounge around the coral reef and play with his friends. His mum wasn't budging.

"You need to go and see your grandma," she said. "She's injured her tail and can't leave her bed at the minute. You need to take her this basket of food and see that she is comfortable."

Terry groaned but accepted defeat. When his mum was in this kind of mood, there wasn't any point in arguing.

"Don't forget to keep an eye out for those slippery eels," his mum said as he swam out of the door. Didn't she realise that he was growing up fast? He didn't need her warning him about eels anymore. He could take care of himself.

Granny Turtle lived in a small cave underneath a patch of coral on the other side of the reef. To get there, Terry had to swim through a tangled mess of seaweed called Kelp Forest. Each strand stretched from the sandy ocean bed all the way to the crashing waves overhead. Terry hated Kelp Forest, but he'd never tell anybody that. He didn't like the way that the drifting ropes wrapped around each other and blocked out most of the light.

Today, Terry was determined to race through the forest as quickly as he could. When he was halfway through, he felt something rub along the back of his neck. He spun around to see a piece of kelp float away into the shadows. He giggled at his own nerves and turned around. Suddenly, he was staring into the black-eyed face of a moray eel. Terry let out a little squeak and gulped.

"My, my! What do we have here?" the eel said. Its voice sounded like a hiss.

"I'm just taking this food to my grandma," Terry said. His voice didn't sound as strong as it normally did.

"Let me take it for you. I'll save you the bother."

Terry didn't wait to answer the eel. Instead, he paddled as quickly as he could and shot off into the

shadowy forest. When he was certain that the eel hadn't followed him, he made his way to Granny Turtle's house. He didn't bother to let her know that he was there. Instead, he shot straight into the cave and over to her bed. "I've brought you some food," he said.

"Thank you," said Granny Turtle, although her voice sounded different. Terry thought it must be because she was unwell.

He looked a little closer. "What black eyes you have," he said nervously.

He looked even closer. "What pale skin you have, Grandma," he said cautiously.

He edged closer still and took a good look at his grandma. "What yellow teeth you have-" he began.

"Let me stop you right there, Terry," Granny Turtle said, as she sat up in her bed. "You try lying in bed for days and see how colourful your eyes and skin are. I haven't managed to brush my teeth either! Now, don't be so rude and pass me the food!"

Together, Terry and Granny Turtle gobbled all of the food in the basket. Afterwards, Terry helped his grandma to brush her teeth!

WHAT WORKS WELL AS PARENTS TO HELP DEVELOP READING SKILLS

Think of a time when reading with your child has gone well.

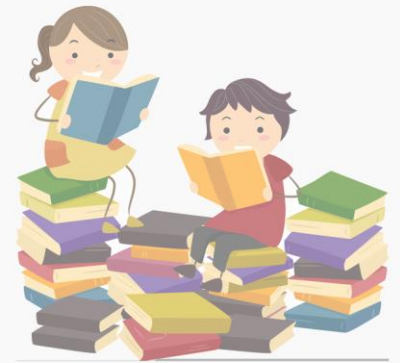
What happened and why? Discuss with your table..

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
- 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.



HOW CAN I HELP AT HOME? AS YOU READ-



- 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
- Try exaggerate or place emphasis on words especially repetition and use your facial expressions too
- Turn off the TV
- 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
- Ask questions. Where did we get to? Can you remember what happened? What do you think will happen? Why?

HOW CAN I HELP AT HOME? HELP

My child is reluctant to read with me.

Take turns to read a page each

Find something they are interested in often non fiction 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

See London Meed guide for suggested reads...

ANY QUESTIONS?

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