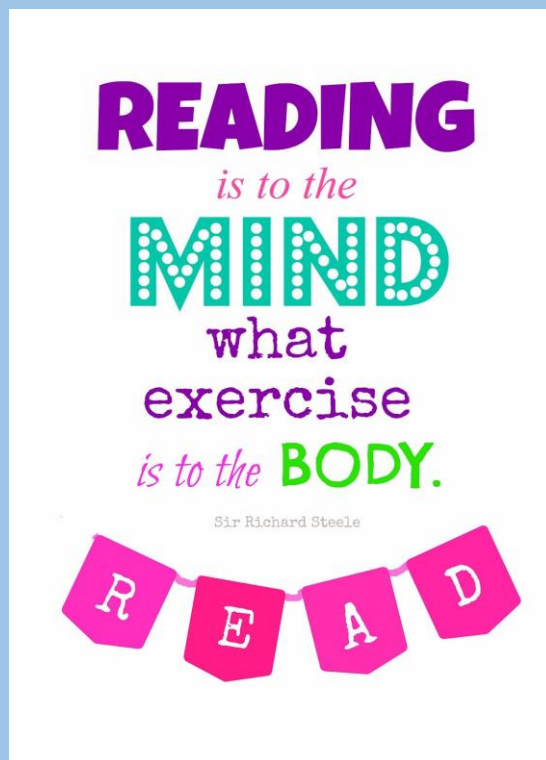




Reading at St Joseph's Roman Catholic Primary School

Reading KS2





Reading at St Joseph's Roman Catholic Primary School

The Importance of Reading

- **Reading is a gateway to learning anything about everything**
- **Reading helps you discover the world**
- **Reading develops your imagination and creativity**
- **Reading improves vocabulary and communication**
- **Reading improves concentration and reduces stress**



Reading at St Joseph's Roman Catholic Primary School

Reading in the National Curriculum

There are three main elements of reading within the National Curriculum.

1. Word Reading
2. Comprehension
3. Reading for Pleasure

This is across both fiction and non-fiction.



Reading at St Joseph's Roman Catholic Primary School

Reading in the National Curriculum

1. Word Reading

- Phonics is a way of teaching children to read quickly and skilfully. They are taught how to:
 - recognise the sounds that each individual letter makes
 - identify the sounds that different combinations of letters make - such as 'sh' or 'oo'
 - blend these sounds together from left to right to make a word
- Children can then use this knowledge to 'de-code' new words that they hear or see. This is the first important step in learning to read.
- ***These skills are used throughout our reading journeys in life where we use phonics skills to decode unfamiliar words that we meet.***



Reading at St Joseph's Roman Catholic Primary School

Reading in the National Curriculum

1. Word Reading

At the end of KS1 pupils are expected to read accurately words of two or more syllables, and most common exception words . They're expected to read words accurately and fluently in age appropriate books.

At the end of KS2 pupils are expected to fluently and effortlessly read a full range of age appropriate texts and use appropriate intonation, tone and volume when reading aloud to make meaning clear.

'It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.'



Reading in the National Curriculum

2. Comprehension

1. **Questioning** is the most important strategy – the ability to ask (and answer) questions to understand text
2. **Connecting** is making causal links within a text
3. **Summarising** is being able to pick out the main points in a text, not every detail, but being able to pick the most important or pertinent information
4. **Activating** prior knowledge encourages children to bring ideas from outside the text
5. **Predicting** is anticipating what is coming up in the text
6. **Clarifying** is checking that words or phrases have been understood
7. **Evaluating** is not part of basic comprehension per se, but having an opinion on something can help to deepen understanding
8. **Visualising** is explaining what you can see when you read a text or a description



Reading at St Joseph's Roman Catholic Primary School

Retrieval

- Engage in comprehension monitoring – does your child understand what they have read?
- Can they understand the causal link between desires, motives, actions, goals and consequences?
- For retrieval questions the answer is in the text.
- Children need to skim and scan the text for key words.



Reading at St Joseph's Roman Catholic Primary School

Retrieval

- **Example**

“Hey, our names kind of match,” she said as she chewed.

I guess she could tell I didn't know what she meant.

“Summer? August?” she said, smiling, her eyes wide open, as she waited for me to get it.

“Oh yeah,” I said, after a second.

“We can make this the ‘summer only’ lunch table,” she said.

“Only kids with summer names can sit here. Let's see, is there anyone here named June or July?”

What does Summer say as she chews her food.



Reading at St Joseph's Roman Catholic Primary School

Inference Making

- Questioning underpins inference making, often through asking questions such as *'Why?'* or *'How do you know?'*. Children's own questions about a text – *'Why does...?'*, *'Why is...?'* – encourage inferences to be made.
- **Inferring** is a bit like being a detective. You have to find the clues to work out the hidden information.
- Children are asked to look for clues within a text and justify their answers with evidence.



Reading at St Joseph's Roman Catholic Primary School

Inference Making

- **Example**

E.g. Like a sleeper waking from a dream, he looked around , dazed.

This tells us that at the end of the story Michael felt that ...

Tick one.

- he wanted the experience to continue.
- he had experienced something similar before.
- the experience was unreal.
- the experience was worrying.



Reading at St Joseph's Roman Catholic Primary School

Prediction

- What do you think will happen next?
- What do you think will happen in the next chapter/page?
- Why do you think that?
- What evidence is there to suggest this?
- Were your predictions correct?
- How did you confirm your predictions?



Reading at St Joseph's Roman Catholic Primary School

Summarising

- What are the main events in the story so far?
- Where does the story take place?
- What is happening at the beginning/middle/end of the book?
- Where did the character live?
- What are the main ideas from this page/chapter/text?
- What is the main idea/theme of this poem?
- What are the main points made in this section of the text?
- Can you give a direct quote from the text that proves that...?



Reading at St Joseph's Roman Catholic Primary School

QUESTIONING IS KEY

- What type of text is this book? (Fiction/Non-Fiction)
- Have you read any other books by this author?
- What do you think the book will be about? (Prediction)
- Can you find an example of an adjective/adverb on this page?
- Why did [the character] feel sad?
- What do you think might happen next? Why? (Based on what read so far)
- What does the word [insert word] mean?
- What is another word for [word]?
- Why did {character] do that?
- What features can you see on the page? (Non-Fiction)



Reading at St Joseph's Roman Catholic Primary School

Reading in the National Curriculum

3. Reading for Pleasure

- There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development (cited in Clark and Rumbold, 2006).
- Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002).
- There is a positive link between positive attitudes towards reading and scoring well on reading assessments (Twist et al, 2007).
- Evidence suggests that reading for pleasure is an activity that has emotional and social consequences (Clark and Rumbold, 2006).



Reading at St Joseph's Roman Catholic Primary School

Reading in the National Curriculum

A child who reads at home for 20 minutes a day will hear 1,800,000 words per year and will likely score 90% on standardised tests.

In comparison a child who reads at home for 5 minutes a day will hear 282,000 words per year and will likely score 50% on standardised tests.

A child who reads at home for 1 minute a day will hear 8,000 words per year and will likely score 10% on standardised tests.





Reading at St Joseph's Roman Catholic Primary School

Reading at school

- **Guided Reading**

Children take part in individual reading and small group discussion and work on different reading skills. Children are grouped according to their reading levels.

- **Shared Reading**

Children take part in an interactive reading experience where they join in or share the reading of a book while guided and supported by the teacher.

- **Independent reading**

Children are given time to independently read for pleasure and discuss their reading with their peers.

- **Reading aloud**

Teachers read aloud to children and model tone, intonation and expression.



Reading at St Joseph's Roman Catholic Primary School

Reading at school

- **Book areas**

All classes have access to a book area in class. Reading materials include fiction, non-fiction and poetry books. There are books linked to learning at school as well as class interests.

- **School library**

All classes have a timetabled library session. Pupils can browse the selection of books and choose books to read for pleasure. There are a selection of 'challenge' books for pupils to read. Pupil librarians and staff support children with their book choices. The library is also open at lunch times for those children who want to use it for research or for somewhere quiet to sit and read.

- **Lunch time reading**

There is an area in the playground set up for pupils to read their books if they choose. Children can talk about their reading with their peers. We have reading leaders who support the younger readers.



Reading at St Joseph's Roman Catholic Primary School

Reading at school

- **Reading challenges**

Reading challenges are set throughout the year including 'The Summer Reading Challenge', 'The Extreme Reading Challenge' and the 'Who Am I? Challenge'.

St. Joseph's Summer Reading Challenge 2021

This summer your challenge is to read as many books from the provided set list as you can. When each book has been read complete a book review on the attached sheet to tell everyone what you think.

In September bring your finished book reviews in to your new teacher who will then award certificates for bronze, silver, gold or platinum.



*The more that you read,
the more things you will know.
The more that you learn,
the more places you'll go.*

EXTREME READING CHALLENGE

Don't forget to take part in our 'Extreme Reading Challenge' and take photographs of yourself reading in an unusual place. This challenge is open to **all** members of St. Joseph's community including pupils, parents and staff. Photographs will be shared in September and the best photographs will receive a prize and a place on our Wall of Fame!



EXTREME
Get Caught Reading

Who am I?

I was born in 1946 and grew up near Halifax in a small village called Hipperholme in Yorkshire.

I am the writer and illustrator of children's books, mainly picture books.

I have written and illustrated nearly 40 books.



From 2009 to 2011 I was Children's Laureate.

As a child I would spend hours drawing and painting with my father.

I wrote and illustrated my first children's book in 1976 called 'Through the Magic Mirror'.

When I was growing up I wanted to be a journalist or a cartoonist.

Some of my books like 'Gorilla' and 'The Tunnel' were based on things that happened in my own childhood.

I am most famous for my illustrations and am particularly known for including gorillas as I like the contrast between their strength and their gentleness.



Reading at St Joseph's Roman Catholic Primary School

Adults as readers

- **Friday morning read**

Teachers and TA's read their own books in front of the children to model themselves as readers.

- **Assembly**

Adults share their reading recommendations with children during assembly times.

- **Book talk**

Adults talk to the children about their reading and share experiences.



Reading at St Joseph's Roman Catholic Primary School

Reading at home

- **Expectation**

- ☐ All children are given a levelled book to read at home. The expectation is for them to read for at least 20 minutes per day.
- ☐ All children must fill in their Reading Records daily and keep with their levelled book in their book bag
- Try to build this into your daily routine.
- Have a quiet, comfortable space your child (and you) can read in.
- Read with your child and read in front of your child. (Remember, both reading and hearing texts read aloud are important.)



Reading at St Joseph's Roman Catholic Primary School

Reading at home

Top tips – before, during and after reading:

Remember, try to avoid a pressurised environment around reading. The following ideas might be helpful in understanding what we do in school and the skills involved in reading, but the most important thing is to develop an enjoyment of reading. We can teach reading skills in school. We want your support in encouraging independent reading and in engaging in your child's reading.

- Before reading: If it is the first time your child has read the book, look at the cover and title with them to predict what they think the book might be about. Make links to other books read with similar themes, the same characters and/or similar authors/illustrators. Give them time to flick through the book and read the blurb.
- During reading: Ask children about the content of what they have read – who, what, where, when, why, how?
- After reading: Ask children to summarise what they have read, what they have liked/ disliked about the book, what they think about the author's style, if they would like to read another book by the same author or in the same series.



Reading at St Joseph's Roman Catholic Primary School

Reading at home

What can you do?

- Ensure your child is completing their daily reading and filling in their Reading Record.
- Talk to your child about their reading. Question them about reading.
- Read with your child.
- Join the local library.
- Use the school website to keep up to date with reading at school.
- Talk to your child's teacher about any reading concerns.
- Encourage your child to take part in reading activities.
- Look at 'Reading Cloud' with your child.

<https://www.readingcloud.net/>



Reading at St Joseph's Roman Catholic Primary School

Thank you for coming and supporting your child on their reading journey.

- Please take a handout of useful resources

The MORE
that you read,
the MORE things
you will know.
The MORE that you
Learn,
the MORE places you'll go.

