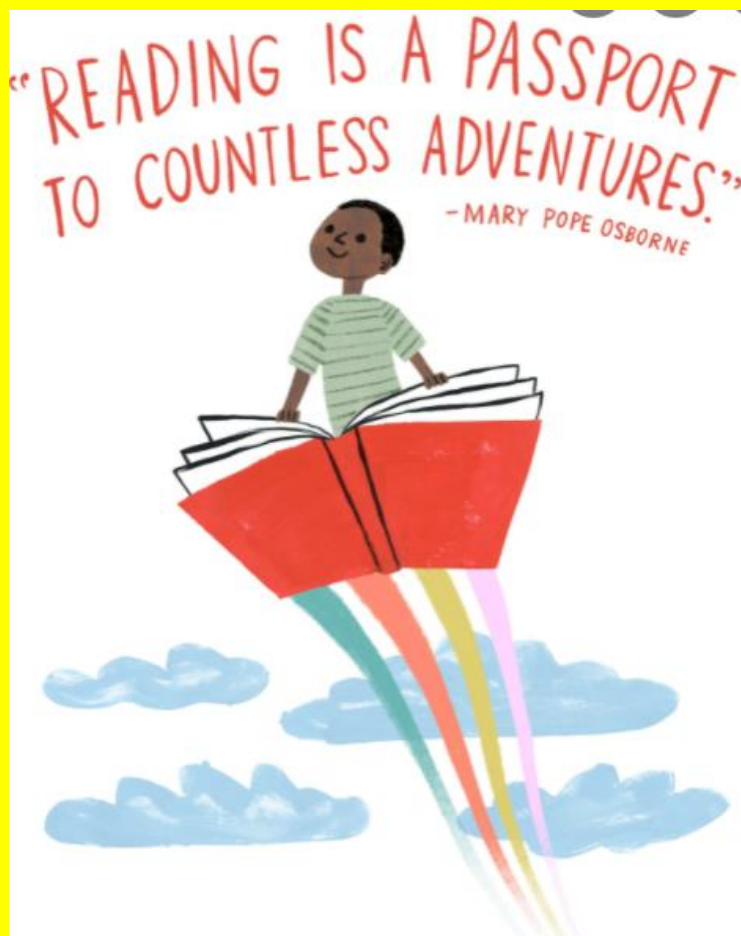


# Helping your child with their reading journey in KS2





# At St Joseph's, we value reading as an essential life skill that empowers children to reach their full potential.

We have high expectations of our children as readers and our aims are:

- to teach every child to become a fluent and confident reader
- to give children the reading skills necessary to enable their learning in all subjects
- that each child grows to enjoy reading, in order that they become lifelong readers



To help your child to achieve their full potential, we would like your support in encouraging and engaging in their reading.





## KS2 home reading expectations

- Please try and read with your child at least 5 times a week. Aim for 15-20 minutes reading time.
- It is ideal to read at a time when you can both take time to relax, enjoy and discuss the story.
- As your child progresses through KS2, it is still very important for you to listen to and discuss their reading. It is equally as important for them to have a regular chance to listen to you reading.
- Children will bring reading books home from school to read with you. In KS2, these will often be free-choice novels. Ideally, these books should also be supplemented with additional reading material at home.







# Why is it important that children continue to develop their enjoyment of reading in KS2?



Reading for pleasure has positive social and emotional consequences

There are positive links between reading enjoyment, reading frequency & levels of attainment

The more often, and the more widely, you read, the better you become at it!

Reading helps to develop empathy, language, vocabulary and imagination!

Independent reading is the best predictor of children's reading achievement overall.

Reading for pleasure vastly improves spelling, grammar, writing ability and general knowledge.

It improves concentration and builds new connections in the brain.

Reading is a great way to relax and/or spend time together.



# Why your child should hear you read:

Reading to your child can give them the opportunity to hear stories & language at a higher level than they may be able to read completely alone.

Research also shows that hearing texts read aloud is a significant source of vocabulary acquisition.

When you read with your child, they hear what fluent, expressive reading sounds like.

This, in turn, helps to make their own reading more fluent and expressive – which also helps to improve their understanding of the text.

## Reading to your child

Following along with your reading allows children the opportunity to hear and discuss whole texts, which helps them to develop reading preferences and opinions, as well as improving understanding of how texts fit together as a whole.

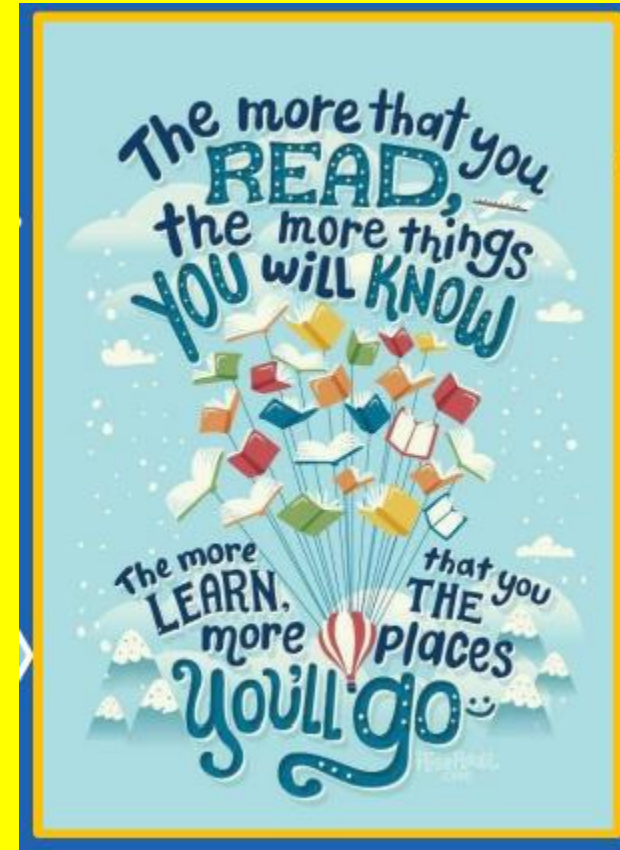


Reading together shows children the value of reading. It can also be relaxing and fun for adults and children alike.



# What can/should your child be reading at home?

- Mainly a wide variety of fiction texts of different genres from a range of authors.
- A range of other text-types. For example, non-fiction texts, magazines, newspapers, e-books and poetry.
- **Some** of their reading is likely to involve websites, blogs and other technology- this is perfectly fine in moderation
- Some of your child's reading may involve re-reading favourite texts.







# Reading at home suggestions:

Many **websites** give further **recommendations** for amazing, age-appropriate children's books (such as The Book Trust or Scholastic).

**Library**  
books and  
**online**  
libraries

**Children's newspapers,**  
- such as 'The Week  
Junior'

Children's **magazines**  
or **occasional comics**

Consider a system of **swapping books** with their friends once they're finished.



Some children may enjoy listening to **audiobooks**, or using a website or app to listen, like Amazon audible.





# Useful Websites

- The Book Trust – provides book lists and information under many different categories (e.g. books about love, books from different cultures, graphic novels etc). <https://www.booktrust.org.uk/books-and-reading/>
- Kate Greenaway Medal and Clip Carnegie Medals – the UK's oldest children's book awards. There are always outstanding new texts to be found on their shortlists! <https://carnegiegreenaway.org.uk>
- Nikki Gamble's Booklists – booklists and advice from an expert of 25 years <https://www.oxfordowl.co.uk/pages/encouraging-reading>
- 'Non-fiction' websites - some content is online and some available via print  
<https://www.bbc.co.uk/newsround> <https://www.getepic.com/>  
<https://www.natgeokids.com/uk/>
- Children's news Children's comics <https://www.firstnews.co.uk/>  
<https://www.thephoenixcomic.co.uk/>
- Oxford Owl- provides a free E-library- <https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/>







# Reading Tips

## Before Reading....

Try to make reading enjoyable, in a quiet and comfortable spot.

If it is the first time your child has read the book, look at the **cover/title/blurb** together to **predict** what it might be about

Make **links** to other books with similar authors, themes, or characters.

## When your child is reading...

Encourage them to **track** the words with their finger or a ruler, if they need to.

**Help** to decode (read) the words if needed. Give **time** and **support** to make **corrections** if they make mistakes.

**Ask** about the meaning of challenging **words**.

## Reading Tips

## When you are reading...

Read **expressively**, with meaning.

**Encourage** your child to track the words.

**Ask** about the meaning of challenging words.

**Make explicit** any thinking you may be doing. For example - *Perhaps they are angry/sad because... This odd word starts with a capital so is a name...*

## After Reading...

**Ask** about the content of what's been read – who, what, where, when, why, how?

**Discuss** the text– what did your child enjoy/like/dislike/feel/think?

Ask your child questions about the text– examples of these will be shared in a moment.

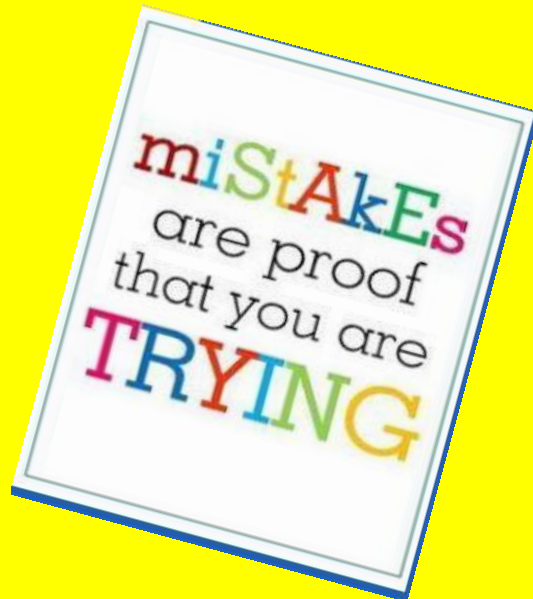




# Reading for pleasure will bring challenge...



When reading for pleasure, both with books from school and books from home, there will be times when children choose texts that they are not able to fully read or comprehend by themselves. This is to be expected as children grow as readers.



Supporting children to enjoy these texts is an important part of helping them to learn - and it is a perfect excuse to read and enjoy the book together!





# Encouraging reluctant readers



- Let your child choose the book they want to read.
- Find texts that might 'hook' them into reading – for example, books linked to a hobby of theirs, sports books, humorous or scary books, graphic novels or non-fiction.
- Children naturally copy modelled behaviours. Show them how enjoyable reading can be – if you don't already, let them see you enjoying books.
- Sometimes it can be a simple matter of font or the look of a page that puts children off reading – many publishers have created texts specifically with this in mind (e.g. Barrington Stoke's 'superreadable' books).
- Keep reading to your child. This can encourage a love of stories which can lead to reading more later.



# How we read in school:

Session	A	B	C	D	E
1 Wed	Free Reading	Comprehension	Follow up	CT	Non-Fiction
2 Thurs	Non-Fiction	Free Reading	Comprehension	Follow up	CT
3 Fri	CT	Non-Fiction	Free Reading	Comprehension	Follow up

Year 5 and 6 use the same reading strategies explained in the next slides but they do it as a whole class and not in smaller groups.

Year 4 are now beginning whole class reading sessions also.



## Example of just one session with CT:

- Round 1 - modelling from the teacher, a lot of adult talk
- Round 2 - prompting from the teacher, less adult talk
- Round 3 - children take over, hardly any teacher talk

# Predict

## Predict

### Use the language of discussion

- I think we will find out more about...
- I think (name character) will ... and ....
- We will learn how...
- I think this bit is interesting. I think the next few paragraphs will tell us something more about it, like ...
- From looking at the pictures and scanning the captions, I think...
- I think that .... introduced in the last section is important and ....
- Well, building on what happened at the end of the last chapter ..

### Model useful reading behaviours

- Point out what clues you're using to make a prediction
- Model showing how you think about/use/collate what you already know to make a prediction

### Prompt readers to use these strategies

- Look closely at titles, sub headings, illustrations and headings – *they give a quick way into the text*
- Scan the text for key words or repeated use of particular words – *they are often useful clues*
- Skim read (letting your eye run across the text quickly) the first sentence of the next paragraph – *you'll often get a sense of what is coming from the lead-in sentence of a paragraph*
- Pull together information from what you've read so far (collate) and think about it. Does that suggest what is likely to happen? *Thinking about what you've read prepares you for what is coming next.*
- Link what you know about this topic to what you have read. What does that suggest for what is coming? *Good readers draw on what they know in order to understand something new that they are reading.*

# CHAPTER 1



JULY 12, 1916  
ELM HILLS, NEW JERSEY  
IN THE MATAWAN CREEK

A feeling of terror came over ten-year-old Chet Roscow, a chill deep down in his bones. He had been swimming in the Matawan Creek by himself. But he had the idea that someone — or something — was watching him.



# Clarify

## Clarify

### Use the language of discussion

- I'm not sure I understand..... What does..... mean?
- Can someone help me by explaining just what ( ) is?

As children become familiar with clarifying, they will start to use these sorts of phrases to identify their own uncertainties.

### Model useful reading behaviours

How to take your ideas about the meaning of a word or phrase back to the sentence it was in, in order to check that it makes sense

### Prompt readers to use these strategies

- Re-read the sentence. *The context may make the meaning clearer.*
- Read on to the end of the sentence, the next sentence or the end of the paragraph. *The word may be explained or its meaning may become clearer.*
- Link the unknown word to a word you already know (or part of a word) that is like it. Does that help with the meaning?
- Check in the glossary if there is one
- Use a dictionary (at the end of the paragraph or section) to find the most appropriate meaning



# CHAPTER 1



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# Question

## Question

### Use the language of discussion

- I'm not sure I understand why ...
- Why does it say ... ?
- Why does that ... happen?
- Is there anything you don't understand?

There is a detailed list of questions on p. 33,34

### Model useful reading behaviours

How to asking different sorts of questions.

Encourage children to identify parts that are confusing them or they don't understand.

How to build on someone else's ideas and contributions, bringing other people into the discussion

How to find relevant information to answer a question

The way to answer questions which require an inference or putting together information from different parts of the text (deduction)

How to link suggested answers back to the text

### Prompt readers to use these strategies to answer questions

Think about what was read before. Were there any clues that could help you answer that question? *Linking information together helps when answering questions.*

Just skim through that section again to see if there is an answer to that question.

Scan the text to where the character says... What does that tell us about ....

Is there anything (from other things we've read, seen or discussed) which would help here? *Bringing in prior knowledge helps children answer questions.*

Have we ever come across anything like this before?

Just re-read that sentence again. I think that might help to answer the question.

I think you're on the right track – but could you add ... (or could someone add the bit about ...)

Re-read that section, sometimes just reading again helps you grasp the important information

# CHAPTER 1



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# Summary

Summarise	
<p><b>Use the language of discussion</b></p> <ul style="list-style-type: none"><li>• I think the most important points were</li><li>• In this section we found out ...</li><li>• So the story moved on and we learnt that</li><li>• The most important information was ... because ...</li><li>• I predicted that we would find out ... but actually ...</li><li>• My two key points from this section would be</li><li>• You have only told me about the .... , is that all we have read about?</li><li>• We learnt first ... and then</li></ul>	<p><b>Prompt readers to use these strategies</b></p> <p>Scan for or highlight the most important words in the section</p> <p>Re-read the first and last sentences in each paragraph <i>the opening and closing sentences of a paragraph often carry the most important information</i></p> <p>Use the sub headings to get an overview of the important information</p> <p>Identify 2 or 3 important sentences and try putting them into your own words</p>
<p><b>Model useful reading behaviours</b></p> <p>How to draw on the discussion in the clarify and question stages to use in the summary.</p> <p>Finding the most important information and putting it into your own words</p> <p>Demonstrate how to decide what is the most important information</p>	



# Round 2 and 3 – less adult more child talk

## Predict

### Use the language of discussion

- I think we will find out more about...
- I think (name character) will ... and ....
- We will learn how...
- I think this bit is interesting. I think the next few paragraphs will tell us something more about it, like ...
- From looking at the pictures and scanning the captions, I think...
- I think that .... introduced in the last section is important and ....
- Well, building on what happened at the end of the last chapter ..

## Clarify

### Use the language of discussion

- I'm not sure I understand..... What does..... mean?
- Can someone help me by explaining just what ( ) is?

As children become familiar with clarifying, they will start to use these sorts of phrases to identify their own uncertainties.

## Question

### Use the language of discussion

- I'm not sure I understand why ...
- Why does it say ... ?
- Why does that ... happen?
- Is there anything you don't understand?

## Summarise

### Use the language of discussion

- I think the most important points were
- In this section we found out ...
- So the story moved on and we learnt that
- The most important information was ... because ...
- I predicted that we would find out ... but actually ...
- My two key points from this section would be
- You have only told me about the .... , is that all we have read about?
- We learnt first ... and then

In class:  
follow  
up  
group:

Date:	Text:	Pages:
Prediction before reading (can you give a reason for your prediction?)		
Clarify	Question	
Summary:		

# Non Fiction group:

Date:	Text:	Pages:
Clarify		Question
Summary:		

# Free Reading group:

Date:	Text:	Pages:
Summary of what I have read:		
My prediction of what will happen next: :		



# Comprehension group:

- The children will independently read a short text and answer questions.
- We are really focussing on inference style questioning as the children should use clues from the text to find out something the author hasn't told them (reading between the lines!) e.g. 'I think the girl will miss her friend because she wiped away tears when she said goodbye to them.'
- The texts we choose will be a range of fiction, non fiction and poetry.

## Predict



I will think what the chapter is about.

I will think what might happen next.

I can:

- Use the title
- Use the headings
- Use the illustrations
- Use what I already know
- Use what I have already read.

The last chapter ...

In the last part... but ...

In the next paragraph ...

The headings tell me ...

I will read the text to check my predictions.

I can change my predictions as the author gives me more information.

## Clarify



I will write down the words or phrases I do not understand.

I will find out what they mean.

I can:

- Stop and think what the author wants to tell me
- Re-read or read on to find clues
- Picture it in my mind
- Think about what I already know
- Make sure I am using the punctuation. , ? ! " " ,
- Read faster or slower
- Look for the base word
- Try another word which makes sense
- Use a dictionary

## Question



I will ask questions to help me understand what I have read.

I will think of questions while I am reading the text.

- What ...? When ...?
- Where ...? Who ...?
- Why is ... important?
- Why did ... do that?
- What are the differences between ...?
- What would you do?
- What do you think about .....?
- What are the reasons for?
- Is ... fact or fiction? How do you know?
- How do you feel about the character?
- What part was most interesting? Why?
- How is the author making us feel excited/scared ...?

## Summarise



I will identify the main idea in the text.

I will say what the page is about in two sentences.

I will leave out the small details.

I will use headings, titles, and the topic sentence.

I can say things like:

- This page is about ...
- The main point of this paragraph is
- The main idea is ...
- The next idea is ...
- The most important information is ...
- In this part of the story ...
- The author is telling me
- The author wants us to think .....



## Other key skills developed through dialogue when reading together:

### Inferring

The children should use clues from the text to find out something the author hasn't told them (reading between the lines!) e.g. 'I think the girl will miss her friend because she wiped away tears when she said goodbye to them.'

### Making connections (text-to-text, text-to-self, text-to world)

Children should make connections to the text with regards to personal experiences, make connections to other texts they have read and to the world e.g. "Something similar happened to me when...'

### Evaluating

The children should comment on what they like/dislike about the book, consider what could be improved, consider the author's viewpoint etc e.g. "I like the way the author uses adjectives to describe the wolf."





## Example Questions (these can support questioning at home)



### Inference

How can you tell that...?

What impression do you get of...?

How do you know that...?

What evidence is there of...?

Explain what...suggests about...

Why did...?

Explain how...

How does...suggest that...?

How do these words make the reader feel?

What in the text tells us that...?

What evidence is there of...?

How do you think...felt when...?

What kind of person do you think...was?

Explain how...felt about...

Explain what this description suggests about...?







## Example Questions

### Summarising

What is the main message of the text?

Using information from the whole text...

What was the main message of paragraph...?

Can you retell the text in your own words?

What are the most important events or ideas in this text?

What order did the events happen in?

If you were to write a review of this text, what would you say?

What is the main point of this text?

What key words would you write down to help you summarise this text?



### Predicting

What clues can you get from the visuals and graphics in this text?

What might happen next?

What clues help you to make this prediction?

Has your prediction been confirmed?

Do you need to modify your prediction?

What information from your own life helped you make your prediction?





## Example Questions

### Clarifying

What does the word...mean?  
What word means the same as...?  
Can you explain what...?  
Why does (character's name)...?  
What does the word..... imply?

### Evaluating

Do you agree that.....? Explain  
What did you like...?  
What did you dislike...?  
Is there anything that can be improved?  
Did you find anything difficult/confusing?  
Would you recommend this book? To who? Why?





## Example Questions

### Questioning

What questions do you have?

What would you like to know more about?

How did this text make you feel?

What do you think...?

What would you like to ask the author?



### Making connections

Does this text remind you of something else you have read?

Has something like this ever happened to you?

Is this text similar to something happening in the world?

How did your connection help you understand the text?

How are you the same or different to the characters in the book?

How does this text relate to your life?

Is this text the same or different to the types of texts you like to read?





## Pupil Voice:

- "I love reading lessons because I get to read a range of stories that I wouldn't always choose to read."
- "When I get to have the Non Fiction reading time I really enjoy it because I get to recap what I am learning in my History or Geography lessons and I also like to read new things."
- "I love to read out loud and our teacher shows us how to use expression."







## Pupil Voice:

"Clarifying helps us because I can use new words in my own stories."

"When we do whole class reading we can have debates about our predictions and our thoughts on the characters."



# Thank you for listening

Let their pages be ever turning,  
Let the words run on and on.

May their eyes be ever reading,  
Their imagination, ever strong.

Let their mind remain wide open,  
To the discoveries within.  
May they never lose their passion,  
For a story to begin.

