



# KS2 Reading

Monday 14<sup>th</sup> October



# There is a difference to being able to read and being a reader

**THE MORE YOU  
READ THE  
MORE THINGS  
YOU KNOW.**



**THE MORE THAT  
YOU LEARN THE  
MORE PLACES  
YOU'LL GO.**



We want all our children to be readers.



What reading have you done today?







# To navigate life we need to read.



The image shows a Sky TV Guide interface. At the top left, the Sky logo is visible. The current time is 7:11pm. The main heading is "ITV News London" with a sub-heading "The latest news and weather from London and the South East." and a duration of "30m". It also states "Started at 7:00pm". Below this is a grid of TV channels and their programming for the day. A sidebar on the left lists categories like "TV Guide", "HD", "+1", "Documentaries", "Kids", "Movies", "Sports", "News", "Entertainment", and "Music".

Today	7.00pm	7.30pm	8.00pm	8.30pm
ITV+1 203	ITV News London	ITV Evening News	Emmerdale	Coronation Street
Channel 4+1 204	The Simpsons	Hollyoaks	Channel 4 News	
Channel 5+1 205	Home and Away	5 News Tonight	The Yorkshire Vet Casebook	
Sky One+1 206	Futurama	The Simpsons	The Simpsons	The Simpsons
Sky Living+1 207	Air Rescue	Air Rescue	The Real A&E	
Sky Atlantic+1 208	House		CSI: Crime Scene Investigation	
W+1 209	Tipping Point		My Dream Home	
GOLD+1 210	Dad's Army	One Foot in the Grave	Porridge	



Regular reading impacts a child's success at school.  
If not addressed early the educational gap widens...

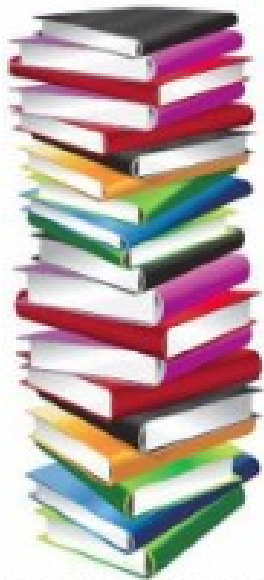
### Child A



Reads 20 minutes  
per day

3,600 minutes  
per school year

1,800,000 words  
per school year



Scores in the  
90th percentile

### Child B



Reads 5 minutes  
per day

900 minutes  
per school year

282,000 words  
per school year



Scores in the  
50th percentile

### Child C



Reads 1 minute  
per day

180 minutes  
per school year

8,000 words  
per school year



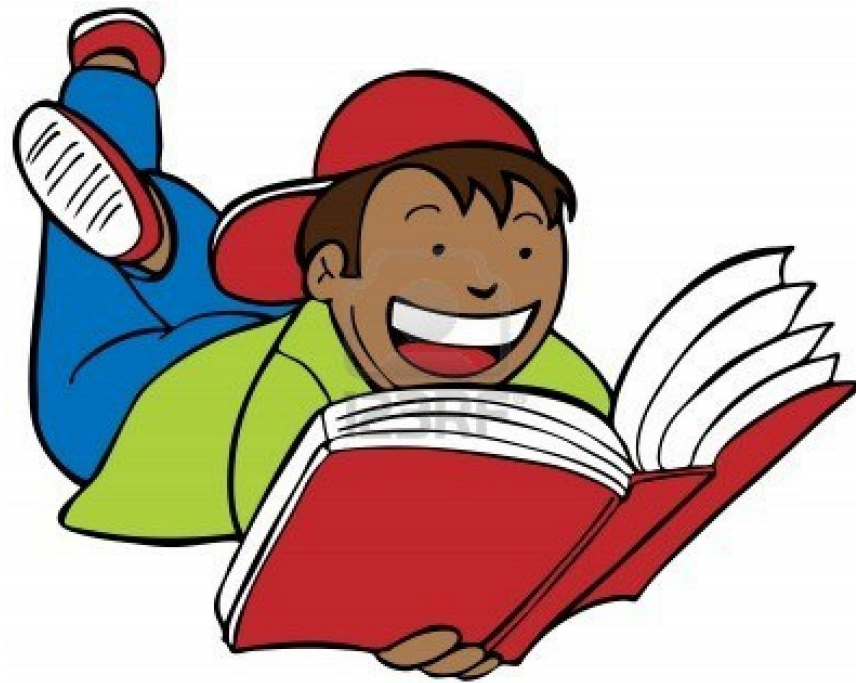
Scores in the  
10th percentile

Kumon UK (2011)

Research shows that 16-year-olds who read a book at least once a month were "significantly" more likely to be in a professional or managerial position at the age of 33 than those who did not read. It is thought reading has a major role to play in developing independent learners.



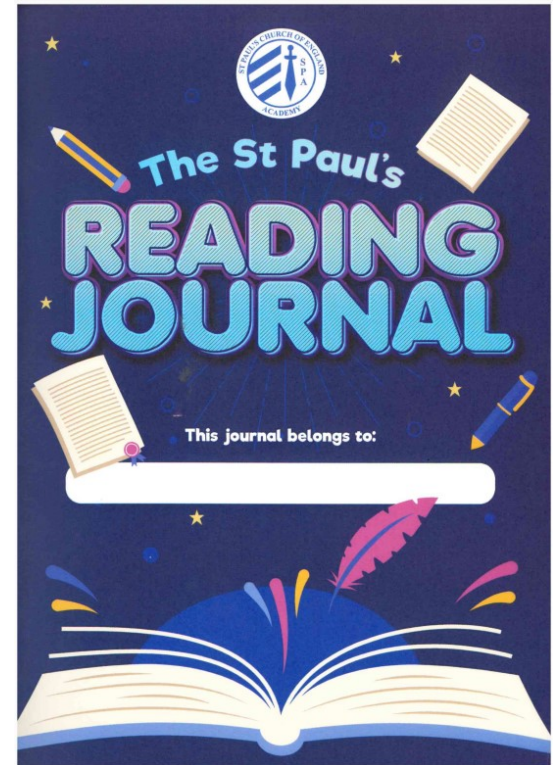
**My child can read so what  
should I do now?**





# Reading at St Paul's

Children should be able to read around 90% of their reading book fluently.



Reading Spine books are not phonetically decodable and are designed to be enjoyed together.





Even if your child is a confident reader they will still get stuck with some words.

What should you do?



Try to avoid telling your child the word.

Instead:

- Can they sound it out?
- Can they see any words within the word?
- Are there any pictures that might give them a clue?
- **Can they miss the word out and still make sense of the text?**
- **Can they substitute it with a word that they think will make sense in the text.**

## Chapter Three

Although my dad wasn't there, my earliest memories of growing up in Jamaica were [redacted] and [redacted]. I felt safe and loved. The weather was always [redacted] in Maroon Town and it was safe. The roads were not good enough for cars to drive fast, so the most dangerous things on the roads were the [redacted]. Sometimes they would block the roads in small groups, or, if they got angry, they would run after people. They ran after me a few times but I would never let them catch up with me. Like most black people in Jamaica we didn't have a lot of money, but I never felt [redacted]. In fact, I never saw how rich people lived until Mum got a job cleaning a big house up in the hills. She took me up there one day before I went to school, and I was [redacted] at what I saw. When Mum opened the gate the big red brick house was still far away, then as we walked towards it two big dogs ran in our direction, barking angrily, but Mum called their names and they calmed down. As we reached the

# Reading Fluency

Did you know that the Government state that by the time your child reaches Year 2 they should be able to read 90 words (of an age-appropriate text) in 60 seconds?

This should not be speed reading, simply reading aloud with intonation, expression and most importantly fluency.



Department  
for Education





# What is reading fluency?

**Reading fluency** is the ability to read with speed, accuracy, and proper expression.

**Does your child read like this?**

They. read. every. word. like. this.

Or maybe you know a reader who trips over words. To them, reading is awkward and painful.

Some readers will read automatically and with little stumbling. But they readlikethiswithoutabreath.

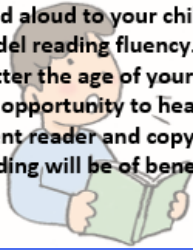
Reading fluency is when someone reads smoothly with expression, they pay attention to punctuation, and read with inflection in his voice.



Department

# How can I help my child to be a fluent reader?

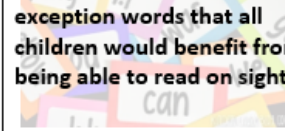
Read aloud to your child to model reading fluency. No matter the age of your child the opportunity to hear a fluent reader and copy their reading will be of benefit.



Use audio recordings of books to allow children to listen and follow along.



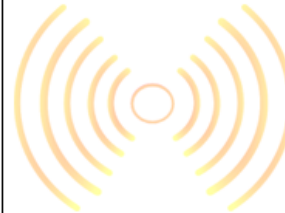
Work on your child's sight words. Attached is the list of Year 1 and 2 common exception words that all children would benefit from being able to read on sight.



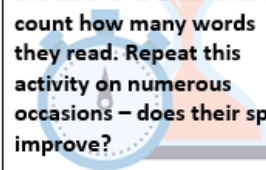
Try paired reading. When reading at home your child does not need to be the only one that reads. Take it in turns to read a page each. This will allow your child to hear fluent reading and to focus on their comprehension.



Try echo reading. Model reading a phrase with expression and get your child to repeat the phrase back using the same intonation and expression. Try this activity over a longer section of text.



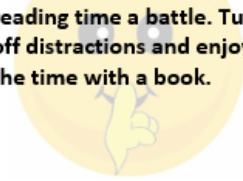
Repeat readings. Choose an engaging text no more than 100-200 words in length. Allow your child to read it through several times. They might want to time themselves and note how long it takes to read the passage. Alternatively, read the text for 1-2 minutes and count how many words they read. Repeat this activity on numerous occasions – does their speed improve?



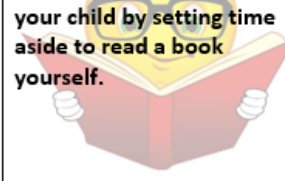
Give your child time to read. Build reading into your daily routine providing sufficient time to become engrossed and lost in a book.



Provide quiet time for reading. If your child is trying to read whilst the television and radio are still on then they will become easily distracted making reading time a battle. Turn off distractions and enjoy the time with a book.



Model being a reader. Due to the world of technology we – as adults- do most of our reading online. Do not underestimate the positive influence you can have on your child by setting time aside to read a book yourself.



# By the end of KS2 children need to be able to...

Content domain reference	
2a	give / explain the meaning of words in context
2b	retrieve and record information / identify key details from fiction and non-fiction
2c	summarise main ideas from more than one paragraph
2d	make inferences from the text / explain and justify inferences with evidence from the text
2e	predict what might happen from details stated and implied
2f	identify / explain how information / narrative content is related and contributes to meaning as a whole
2g	identify / explain how meaning is enhanced through choice of words and phrases
2h	make comparisons within the text



An Introduction to  
the Totally Pawsome  
Reading Gang





# Our Totally Pawsome Gang



Vocabulary Victor



Inference Iggy



Sequencing Sheba



Predicting Pip



Rex Retriever



Arlo the Author



Cassie the Commentator



The three reading domains that we use the most when reading are:



Vocabulary Victor



Rex Retriever

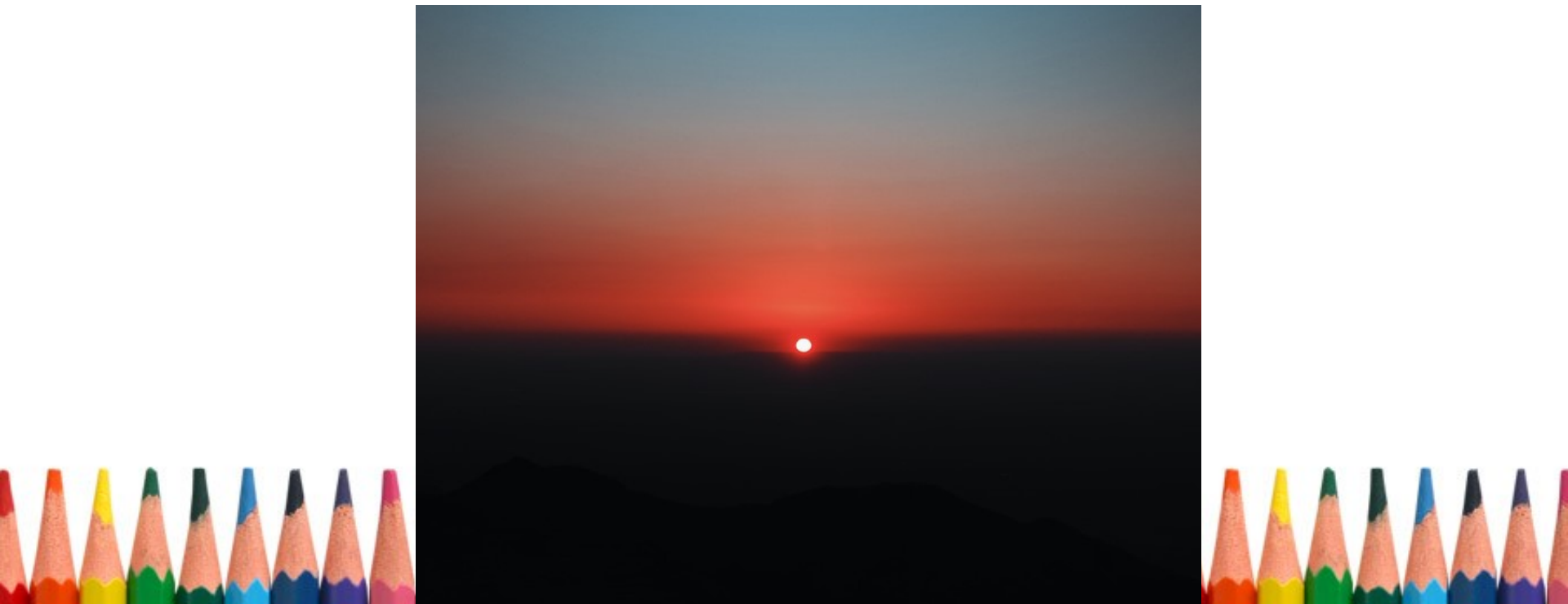


Inference Iggy



If children don't understand the words, how will they understand the context?

Don't assume they understand. Help them to broaden their language by creating a curiosity for words.





# How can you help your child?

Curiosity about language is key!

What does... tell us about the character?

Can you use the word in your own sentence?

Are there any words within that word that you recognise?

What does ... mean?

Where have you heard that word before?



Curiosity



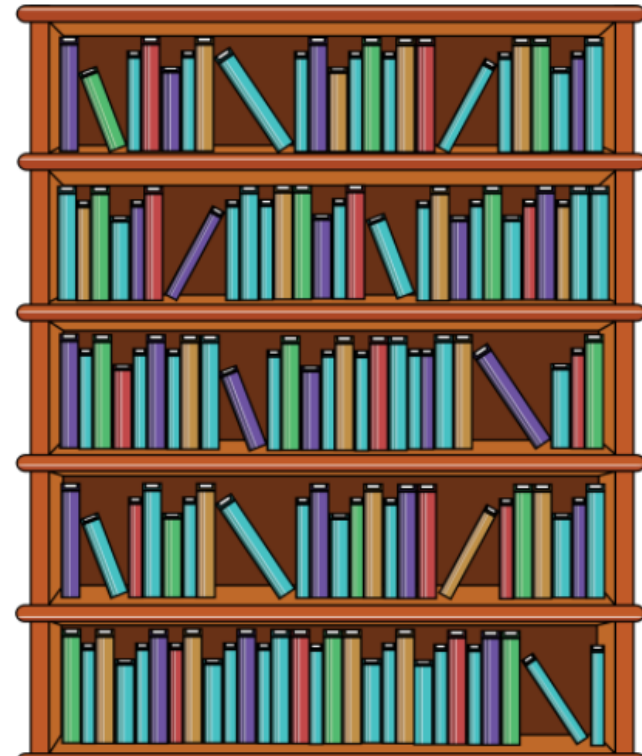
# Explain the meaning of words in context

“When Edward was exploring the bookcase, he noticed something in the dark **recesses** of the shelf.” KS2 Reading Assessment 2018

Which of the following words is closest in meaning to recesses?

Tick one.

- Wood
- Space
- Contents
- Design



Vocabulary Victor



# I can retrieve and record information

- To understand a text your brain must hold onto some key information.
- In order to become better at this skill children need to be taught and practise.



**What can you see?**



# Retrieve and record information

Ensure children can recall events and **details** from the text.

What does ... do?

How did ... do that?

Who did...?

The story is told from whose perspective?

Who is...?

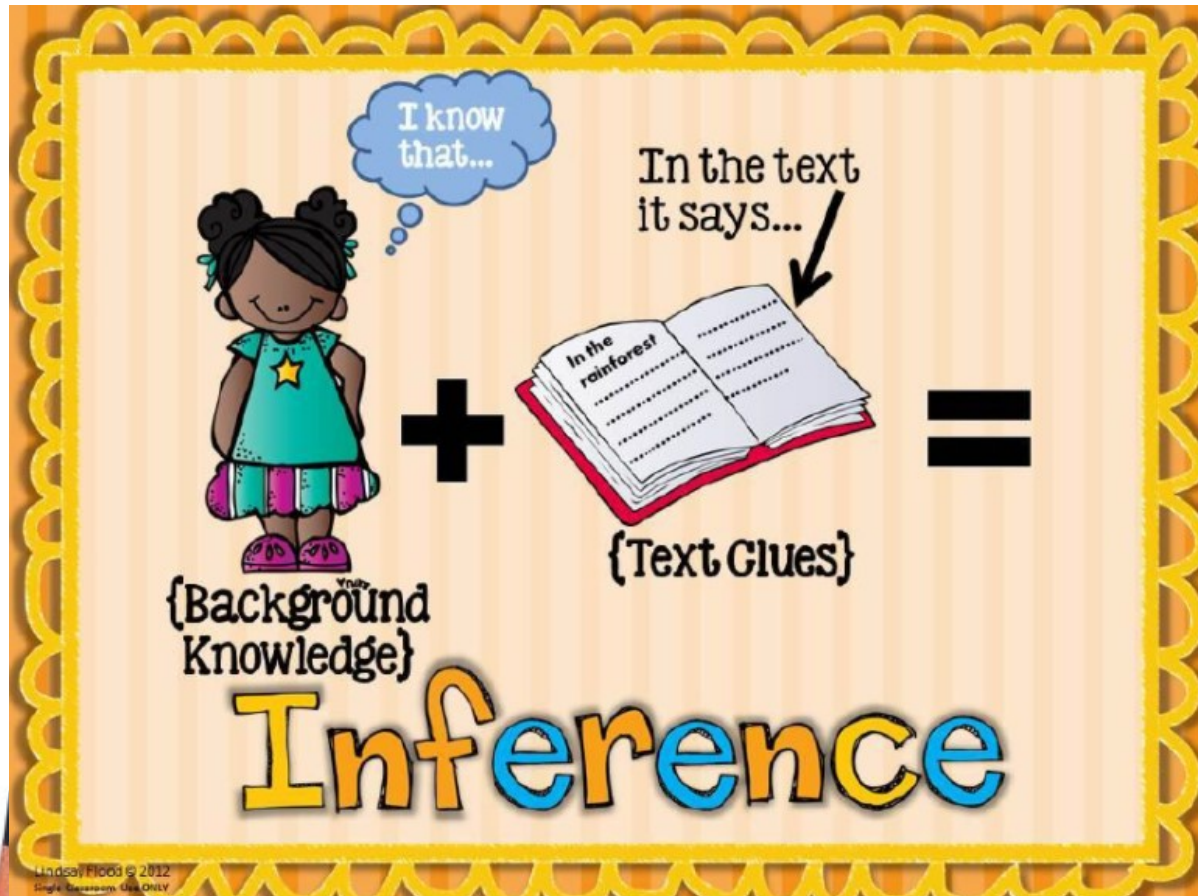


Curiosity





# Inferring is a skill many children find more challenging



**I observe... this suggests...**



**What can  
you infer?**



# Inference questions

What impression do you get of the main character?

How does the character feel and how do you know?

Why did a character do something?

Why does a character feel a certain way?





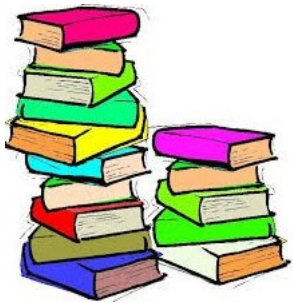
# Help children make links

Text to self knowledge



Text to world knowledge

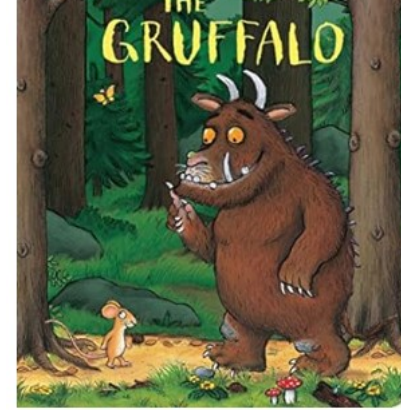
Text to text knowledge





# Book Talk

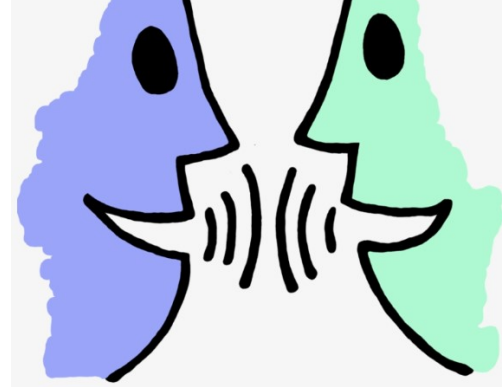
## Dinner Party



If the characters in your book sat down at your dinner party who would you sit next to each other and why? Who would you want to sit next to? What would you ask them?

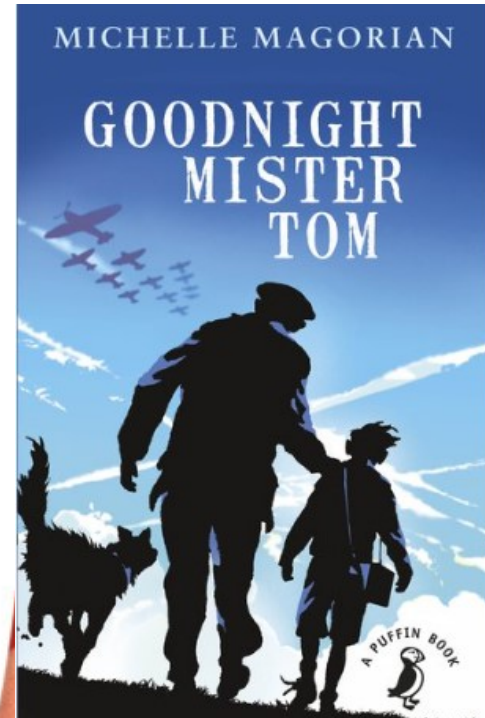


# Book Talk

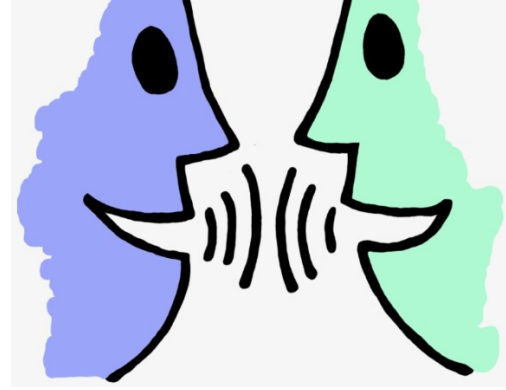


## Pocket Money

If (named character) from your book had some pocket money what would they buy and why? If they had £10? £50?



# Book Talk



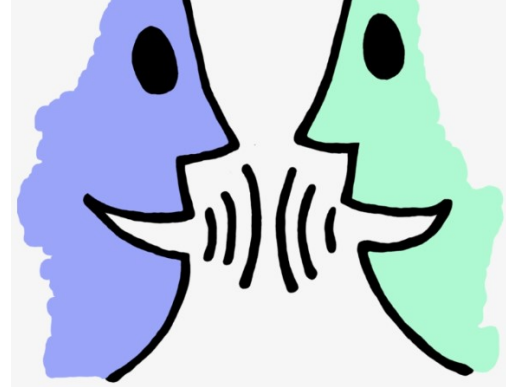
## Presents

If you could buy one present for each character in your book what would it be and why?



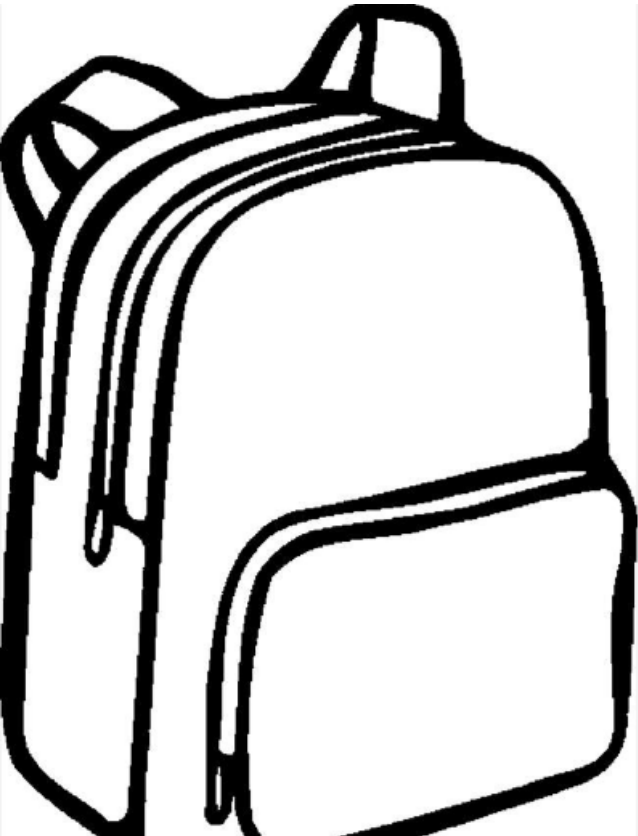


# Book Talk



## Backpack

If you found a character's backpack what items would be inside? Why?





# St Paul's Reading Spine

These are changed every 3 weeks!

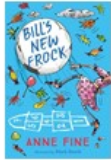

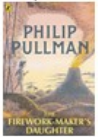

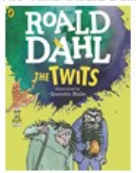





Reading for  
pleasure

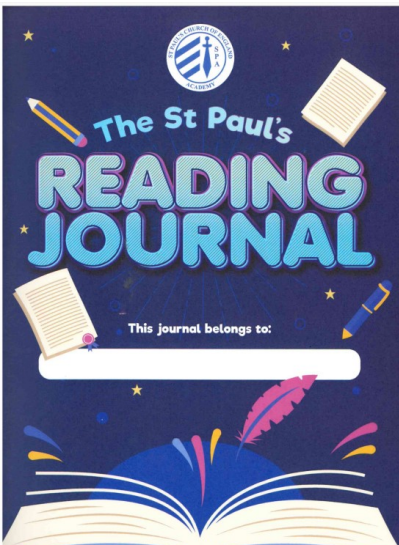


Year 4 Reading Spine



10 books all Year Four children should experience and enjoy!

Bill's New Frock (Anne Fine) 	Charlotte's Web (E.B. White) 	The Firework Maker's Daughter (Philip Pullman) 
Why the Whales Came (Michael Morpurgo) 	The Twits (Roald Dahl) 	The Suitcase Kid (Jacqueline Wilson) 
Billionaire Boy (David Walliams) 	The Amazing Story of Adolphus Tips (Michael Morpurgo) 	Cliffhanger (Jacqueline Wilson) 
George's Marvellous Medicine (Roald Dahl) 	Has your child read all 10 books?  Have you got a family favourite?	



# St Paul's Reading Spine journals

I enjoyed reading this Book my favorite part  
is when Kat uses her magic finger on people.



I loved reading to  
my Dog Nata.



Anaeyan Year 3 21.2.23



My favourite parts of the story was when Smudge and Charlie went on the swing and slide.



Tarther

21/5/21



Thousand hopeful  
wigs.

he sewed  
and stitched  
and  
hammered.

A beautiful  
illustration - thank  
you.

Did his dad not remember him,  
Another call a limited him



I really enjoyed this book because it was based on war and my favorite characters are Carrie and her brother Mick. I mostly enjoyed chapter 2 because it was funny. I would give this book a 9/10. I

I hope others who have this book will enjoy it just like I have. 😊

# Home reading books

Your child should be able to read at least 90% of this book independently.

Mixture of fiction and non-fiction texts.

Closely matched to your child's reading ability.

Age appropriate.



Collins  
**BIG CAT**



# Reading Records



- We expect children to read everyday.
- Reading records are collected in on a Monday and Friday (in KS2)– these are checked by staff and children not reading are asked to read at playtime.
- Record how much your child has read and sign their reading record. Any additional comments are very helpful.
- If a book is too hard, easy or unenjoyable please let us know and we will change it.
- In KS2 children select their own reading books.





# Anything goes

To be a successful reader you need to read.





# Top Tips

Make it fun!



Make it part of everyday routine

Enjoy books together

Model a positive attitude to reading



# Take home

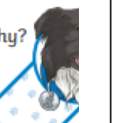
- What does this word/phrase/sentence tell you about the character/setting/mood?
- By writing..., what effect has the author created? Do you think they intended to?
- What other words/phrases could the author have used here? Why?
- How has the author made you/ this character feel by writing...? Why?



- Retrieval Questions with Rex**
- Find the... in this text. Is it anywhere else?
  - When/where is this story set? Find evidence in the text.
  - Find the part of the story that best describes the setting.
  - What do you think is happening here? Why?
  - Who is telling this story?



- Summarising Questions with Sheba**
- What is the main point in this paragraph? Is it mentioned anywhere else?
  - Sum up what has happened so far in... words/seconds or less.
  - Which is the most important point in these paragraphs? Why?
  - Do any sections/paragraphs deal with the same themes?






- Be an Author with Arlo**
- What does the word... tell you about... How?
  - Find two ways that the author tells you...
    - What do you think the author meant by...?



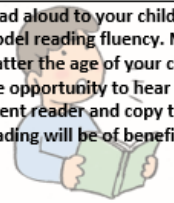

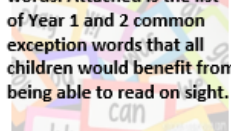
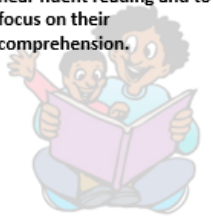



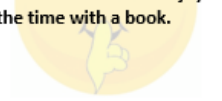
## Book Talk



Here are a few ideas to get your children talking about books at home.

<p><b><u>Dinner Party</u></b></p> <p>If characters from your book were to sit down at a dinner party who would you sit next to each other and why? Where would you want to sit?</p>  <p><b><u>Presents</u></b></p> <p>If you could buy a present for one character in your book what would you buy? Why did you select that character?</p> 	<p><b><u>Pocket Money</u></b></p> <p>If a character from your book was given some pocket money what would they buy and why?</p>  <p><b><u>Backpack</u></b></p> <p>If you found a character's backpack what items would be in it? Why?</p> 	<p><b><u>One-word Description</u></b></p> <p>Can you describe each character from your book in one word? Why did you choose that word?</p>  <p><b><u>1 Wish</u></b></p> <p>If you could grant 1 wish to any character in your book what would it be and why?</p> 
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## How to help your child with their reading fluency

<p>Read aloud to your child to model reading fluency. No matter the age of your child the opportunity to hear a fluent reader and copy their reading will be of benefit.</p> 	<p>Use audio recordings of books to allow children to listen and follow along.</p> 	<p>Work on your child's sight words. Attached is the list of Year 1 and 2 common exception words that all children would benefit from being able to read on sight.</p> 
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