



# KS2 Reading Workshop

Wednesday 1<sup>st</sup> May 2019

## Aims of the session

- ▶ *To develop a greater understanding of how to support your child in becoming a confident and fluent reader.*
- ▶ *To explore the progress of reading from Year 3 to Year 6.*
- ▶ *To develop a bank of key strategies for reading development.*

*A parent is a child's  
first and longest  
serving teacher.*



Can you remember your early  
reading experiences?

What was your favourite book  
when you were younger?



# Be a reading role model



# Why is reading important?

## Why read?

Sharing books and stories with your child is fun!

It is a great way to build special memories and moments with your child, and can easily become a favourite part of the day.

It also helps children:

- ▶ *Understand the world around them.*
- ▶ *Develop social and emotional skills.*
- ▶ *Build confidence in their communication skills.*
- ▶ *Strengthen their bond with you and other family members.*
- ▶ *Learn to recognise words*
- ▶ *Become aware of how to hold a book and turn pages*
- ▶ *Expand their vocabulary*



# Independent reading





# Why talk about a book?

This is your reading journal, which is yours to decorate and personalise. The journal is a space for you to reflect on what you have read and you can choose to do this how you wish and will not be marked by your teacher.

When reading with your adult or by yourself the VIPER questions are available on the back page, which will support your book discussions and will help you to reflect on what you have read.

Below are suggestions for book reflection activities:

Vocabulary	Inference	Prediction	Explanation	Retrieval
Use the dictionary to look up 6 words that you do not know and write their meaning.	Which character did you like the most? Explain why.	Looking at the front cover of the book and reading the blurb, make a prediction about the story.	Write a blurb for the story.	Make a fact file about one of the characters.
Choose a page and write a list of all the adjective/nouns/verbs.	Read a passage and list the words and phrases used to create an atmosphere.	Read the first chapter. Has your prediction changed? Why?	Write about your favourite part of the story and explain why.	Design a wanted poster for a character in the story. Remember to describe them well.
Choose a page/book and write down any new vocabulary that you will try to use in your own writing.	Think of 5 questions you would like to ask one of the characters. Swap with someone and answer in character.	When you have met the main character/s in the book make a prediction about what they will do? Why do you think this?	Which character would you like to be? Why?	Make a list of questions you ask yourself as you read. Pick a character. How does this character treat other people? Explain and use phrases from the text to support.
Choose a description of a character in the book that you could turn into a simile or metaphor.	What kind of person is the main character? Would you like to be friends with them? Why? Why not?	Before the last few pages of the book, write or draw your prediction. Once finished read on to check.	Finish this idea: "I love the way the author..." be complete and give examples to support your opinion.	Make a fact file about one of the characters.

## Questions to support your child's understanding

### Vocabulary

Find and explain the meaning of words in context.

- What do the words ..... 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 the word that is closest in meaning to...
- Find a word or phrase which shows/suggests that...

### Inference

Read between the lines to make inferences from the text.

- Find and copy a group of words which show that...
- How do these words make the reader feel?
- How do the descriptions of ... show that they are...
- What impression of ... do you get from these paragraphs?
- What was ... thinking when...

### Prediction

Predict what might happen from the details given and implied.

- 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 suggest will happen next? What makes you think this?
- What do you think will happen? Explain your answer using evidence from the text.

### Explanation

Explain how content is related and contributes to the meaning as a whole; how meaning is enhanced through choice of language.

- Why is the text arranged in this way?
- Is the use of ... effective?
- How does the mood of the character change throughout the text?
- What is the author's point of view?
- What affect does ... have on the audience?
- How does the author engage the reader here?
- Which words and phrases did ... effectively?

### Retrieval

Retrieve and record information and identify key details from fiction and non-fiction.

- How would you describe this text? What genre is it? How do you know?
- How did ...?
- Who had ...? Who is ...? Who did ...?
- What happened to ...?
- What can you learn from ?? from this section?

### Summary

Summarise the main ideas from more than one paragraph.

- Can you number these events 1-5 in the order that they happened?
- What happened after ...?
- Can you summarise in a sentence the opening/middle/end of the story?

Use the comprehension prompting questions in your child's reading record to assist you with asking a variety of questions.



# The importance of reading to your child



# READING

not just for school . . .  
but for life



# When should we read?

Share stories whenever you can find the time.

Reading for just ten minutes a day with your child makes a huge difference.

Take books with you so you always have a story to share. You can read on the train or bus, or even if you are waiting in a queue together.

When you are outside, take time to notice what is going on around you. Make up stories about what you see with your child.

Bedtime is the perfect time to read together. It helps create a routine and can make going to bed something your child looks forward to. It is a special time for a parent and child to share.



# Where should we read?

Find a quiet place with no distractions.

Turn off televisions, radios, computers and tablets.

Take time to look at each page. You don't need to make sure your child gets every word right. It is ok for both of you to make mistakes!

Let them talk to you about the words and their meaning. If there are pictures, explore them together as this helps them look for meaning and to think about what they see happening on the page.

Don't forget to smile. If you feel comfortable try pulling funny faces, making animal noises and putting on character voices - these always make children giggle!



# What if English isn't my first language?

## **You don't have to only read books in English.**

Carry on sharing books, stories and rhymes in your first language!

- Your child may use English words – you can still reply or repeat what they have said in your own language. Children love the sound of your voice and can cope with two languages.
- Sharing stories is about more than just learning to read – it's about snuggling up and spending time together.





# Reading & Technology

**Digital books and story apps are great fun!**

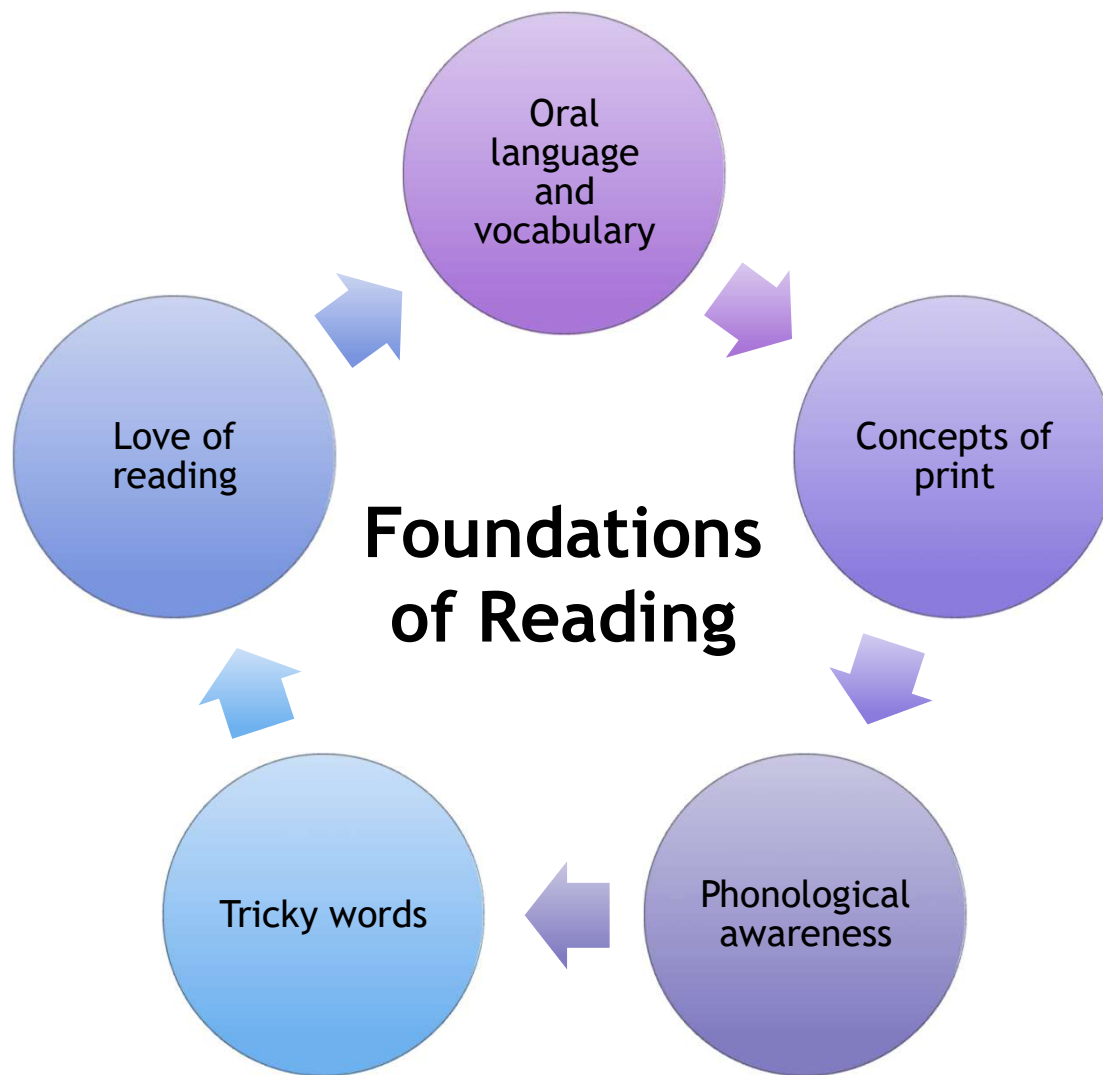
When you are reading using a tablet or a computer, stay with your child. Talk to them about what they are doing, and help them use the device.

- It is a good idea to put the device into 'Airplane Mode' before giving it to a child to avoid any unexpected costs or internet access.
- Ask the same questions about the story that you would with a printed book.



***Use apps and online reading to support reading aloud not instead of reading aloud.***





**Language opens doors. It unlocks the world of reading and the imagination, the excitement of writing, the capacity to explore new subjects and releases our potential to learn and grow as an individual.**

*Why Closing the Word Gap Matters: Oxford Language Report - Foreward by Jane Harley*

# Oracy

Developing pupils' language capability to support their reading and writing.

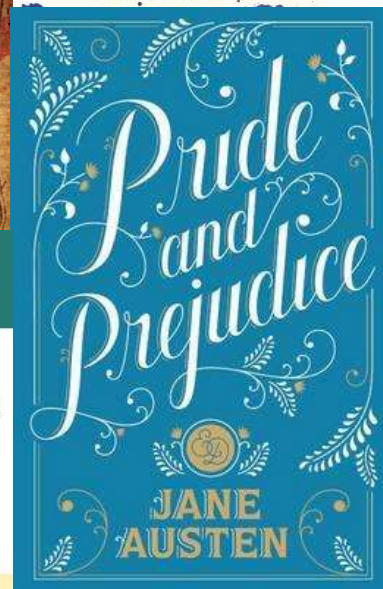
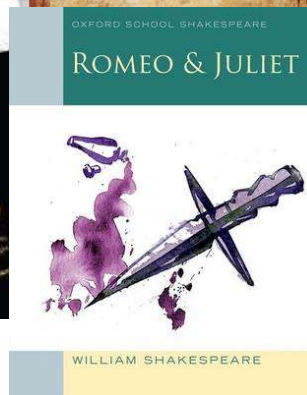
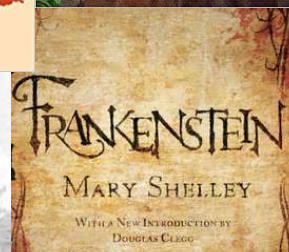
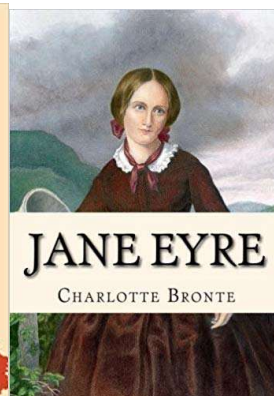
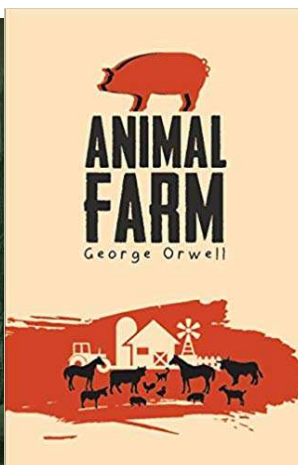
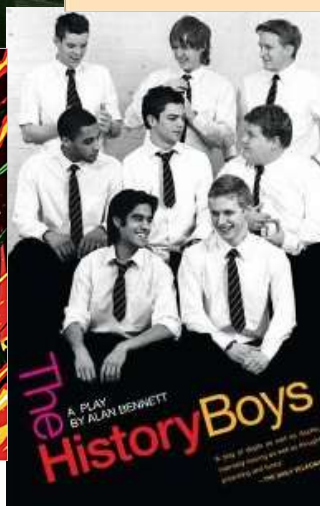
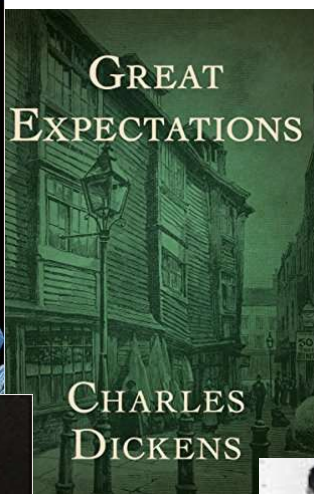
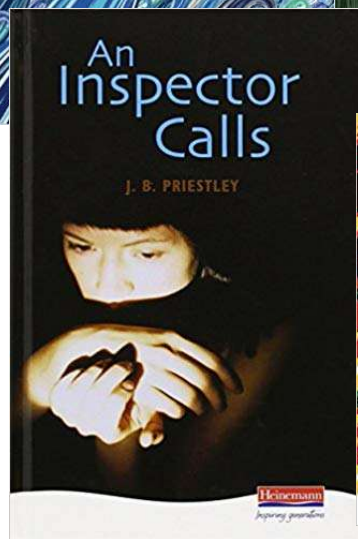
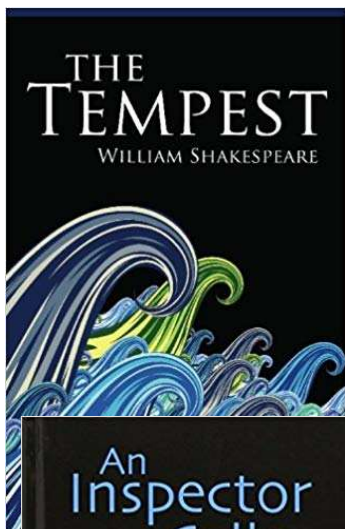
Purposeful speaking and listening activities support the development of pupils' language capability and provides a foundation for thinking and communication.

These may include:

- ▶ reading books aloud and discussing them;
- ▶ activities that extend pupils' expressive and receptive vocabulary;
- ▶ collaborative learning activities where pupils can share their thought processes;
- ▶ structured questioning to develop reading comprehension;
- ▶ modelling inference-making by thinking aloud; and
- ▶ pupils articulating their ideas verbally before they start writing.

*Improving Literacy in KS2 - Education Endowment Fund*





# Supporting your child with oral language

- ▶ Talk about the things you see in your neighbourhood, on trips around town, or on television. These conversations help build a child's understanding of her world.
- ▶ Make time for discussion - of a TV programme, a news item, a film, during a walk, over a meal, in the car, at bath-time
- ▶ When reading, pause to ask questions or comment on the story. Ask, "Why do you think he did that?" or "What do you think is going to happen next?"
- ▶ Use interesting and new words with your child. For example, "This cookie is *scrumptious*! It is really good!" or "I can see you're *reluctant* to leave, but we can come back tomorrow."
- ▶ Tell your children stories from your own life, or about the day they were born. This helps develop their personal and cultural identity.





*“A child who is not at the expected standard in language at the age of five is 11 times less likely to achieve the expected level in Maths at age 11.”*

Department for Education, 2017

<https://www.gov.uk/government/speeches/justine-greening-our-ambition-is-to-leave-no-community-behind>



## A final thought

WHY READ 20 MINUTES AT HOME?		
Student A Reads	Student B Reads	Student C Reads
❖ 20 minutes per day.	❖ 5 minutes per day.	❖ 1 minute per day
❖ 3,600 minutes per school year.	❖ 900 minutes per school year.	❖ 180 minutes per school year.
❖ 1,800,000 words per year.	❖ 282,000 words per year.	❖ 8,000 words per year.
