

“Reading is the gateway skill that makes all other learning possible.”

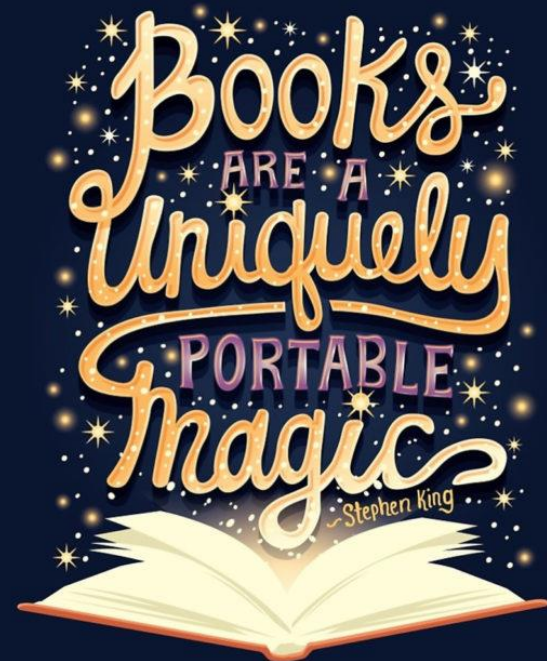
BARACK OBAMA

“

READING
is to the **MIND**
what **EXERCISE**
is to the **BODY**



”



WE
READ
To **KNOW** That
We are Not
ALONE

READING
IS
Dreaming
WITH YOUR
EYES OPEN

The **MORE** that you **READ**,
the more **THINGS** you will **KNOW**.
The **MORE** you **LEARN**,
the more **PLACES** you'll **GO!**
~ Dr. Seuss



KS2 Reading Workshop

Aims

- How do we teach your child to read and develop their comprehension?
- What are the raised expectations?
- How can I support my child to develop their reading and comprehension at home?
- Time to answer questions



Reading is the **KEY** to learning



Word Recognition

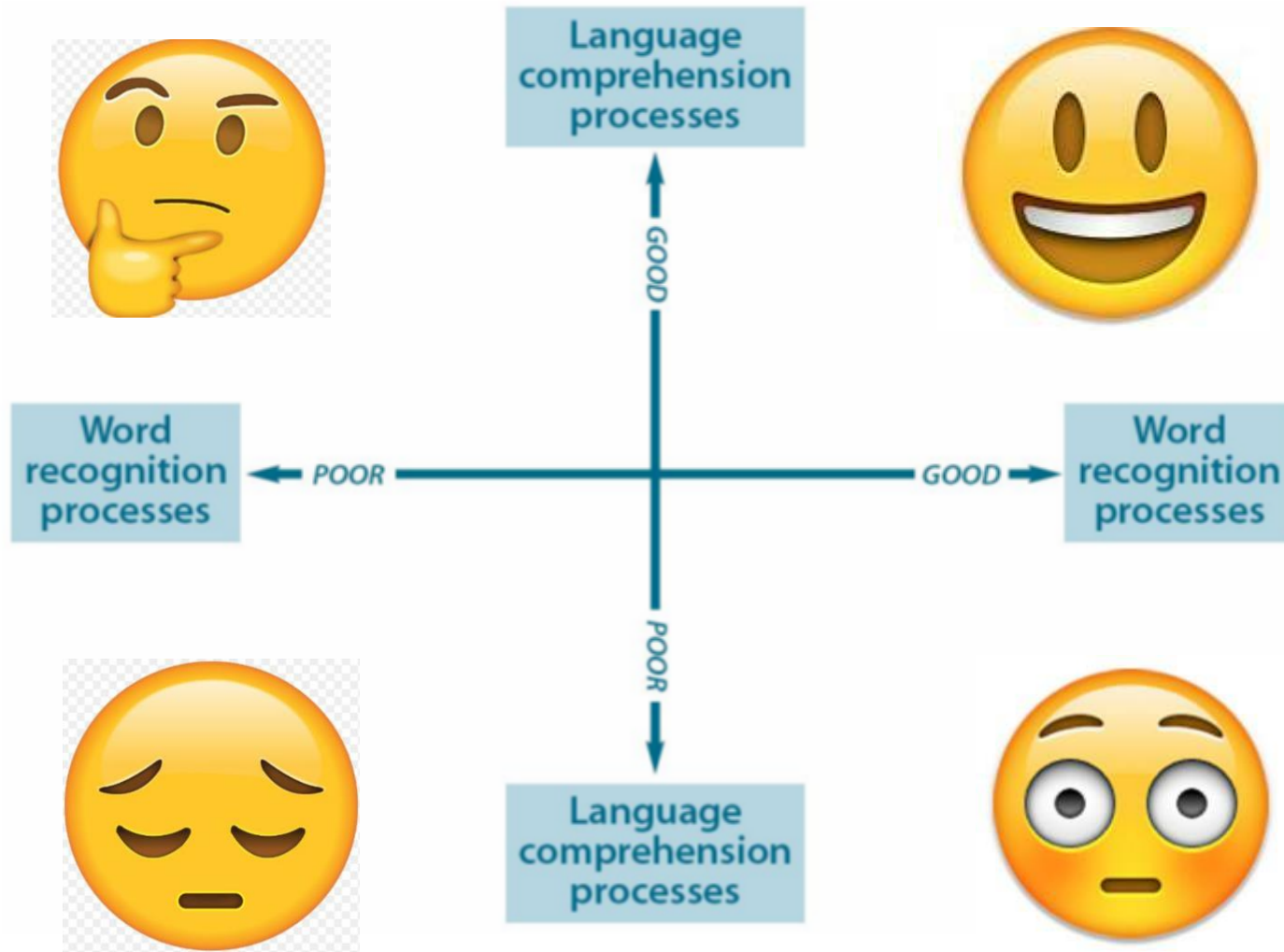
Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) the speedy recognition of familiar printed words.

Comprehension

Good comprehension draws on knowledge of vocabulary and grammar and on knowledge of the world.

Comprehension skills develop through pupils' experience of high-quality discussion.... as well as from reading and discussing a range of stories, poems and non-fiction.

The Simple View of Reading



Strong comprehension

Weak word reading

- 1-1 reading is key in developing word recognition and decoding skills
- read stories higher than their word recognition level to keep them motivated
- Focus your efforts on phonics, encourage your child to sound out and blend

Language
comprehension
processes

Strong comprehension

Strong word reading

- Choose challenging, engaging texts
- Create lots of discussion and debate
- Explore different text types, for example graphic texts, to develop inference and deduction to a higher level

Word
recognition
processes

← POOR

What type of reader is
my child?

GOOD →

Word
recognition
processes

Weak comprehension

Weak word reading

- 1-1 reading is key in developing word recognition and decoding skills
- focus on engaging your child with stories and develop comprehension skills
- phonics can make all the difference
- Reading to these children works well
- Reading fluency

Language
comprehension
processes

Weak comprehension

Strong word reading

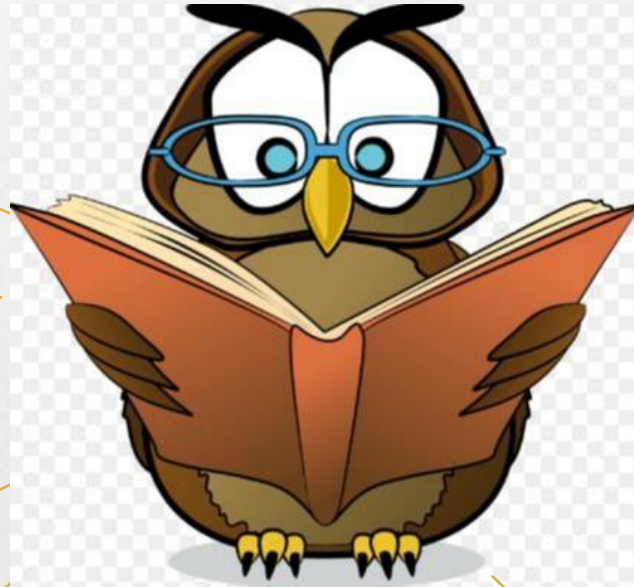
- Talk, talk, talk, talk, talk!
- Questions and discussion all develop understanding
- Reading fluency

GOOD ↑

POOR ↓



How do we teach your child to read? (Word Recognition and Comprehension)



Guided Reading

Modelling reading & fluency

Reading for Pleasure

Using the Library

Story Time

Shared reading

Letters and Sounds (phonics)

Individual Reading

Cross curricular reading opportunities

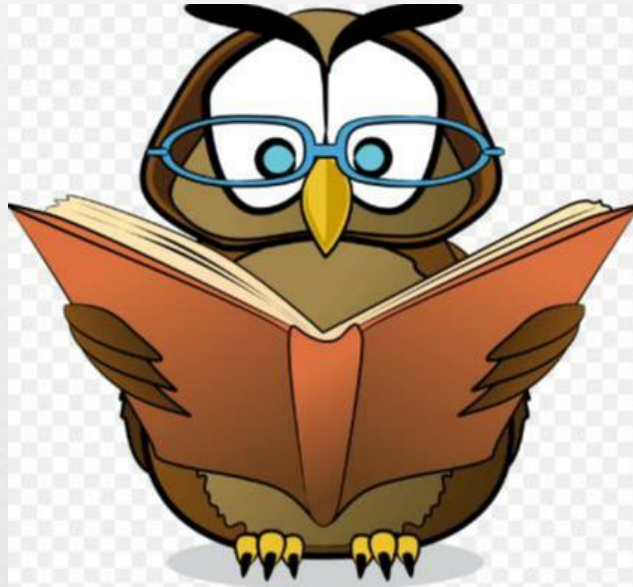


How do we teach your child to read? Fluency

text marking

modelled comprehension

performance reading



echo reading

modelled expert prosody

repeated reading



What do Whole Class Guided Reading lessons look like?

- Highly successful model - main vehicle for teaching reading (word recognition and comprehension) in Key Stage 2 across the school
- Texts each week are themed to highlight links between different texts
- Each session is carefully planned for using strategies to read independently as well as developing comprehension skills
- Questions and responses are based around our "VIPERS" acronym. Activity based responses and partner talk are encouraged as much as formal written answers.



V

ocabulary



I

nfer

P

redict



E

xplain



R

etrieve



S

equence or
summarise



Example Lesson

Vocabulary Check (in books)

- I'm the billeting officer for this area.
- With the declaration of war imminent
- It's obligatory and for the war effort.
- They all looked bewildered
- She was quite adamant
- 'You'd best come in', he said abruptly.



Example Lesson

Quick Start (on whiteboards)

- What is Tom's last name?
- What is the name of the boy sent to live with Tom?
- Why does he need to live with Tom?
- What is just outside Tom's house?
- How old, approximately, is Tom?
- What is Tom going to put on the wall?



Example Lesson

Partnered Talk

Do you think Tom is pleased that Willie shows up at his front door? How do you know?



Example Lesson

Individual Thinking (in books)



Do you think Tom took Willie in solely because he has to because of the war, or do you think he might have other reasons too? Explain your thoughts.



Raised Expectations by end of KS2



Test Content

- a greater focus on fictional texts
- a greater emphasis on the **comprehension** elements, including **inference** and **deduction**
- The expectation for **vocabulary** understanding and reading **stamina** is high
- 3 texts and a separate answer booklet
- a total of 1 hour to read the 3 texts in the reading booklet and answer the questions
- Texts will increase in difficulty
- Marks out of 50; Scaled score between 80 and 120



Raised Expectations – Test Content

KS2 SATs reading papers: word count vs pass marks

Fiction Non-fiction Poetry

	2016		2017		2018		2019		2022	
Extract	Words	Marks	Words	Marks	Words	Marks	Words	Marks	Words	Marks
First	384	16	602	15	560	17	633	14	474	16
Second	768	22	709	17	214	17	632	19	538	15
Third	635	12	626	18	714	16	903	17	541	19
Total	1,787	50	1,937	50	1,488	50	2,168	50	1,553	50
Pass %	42		52		56		56		58	

2023 – 2,106 words Pass - 48%

Vocabulary

Retrieve

Sequence or summarise

Infer

Predict

Explain

Explain

Sequence or summarise

2a	2b	2c	2d	2e	2f	2g	2h
<i>Give / explain the meaning of words in context.</i>	<i>Retrieve and record information / identify key details from fiction and non-fiction.</i>	<i>Summarise main ideas from more than one paragraph.</i>	<i>Make inferences from the text / explain and justify inferences with evidence from the text.</i>	<i>Predict what might happen from details stated and implied.</i>	<i>Identify / explain how information / narrative content is related and contributes to meaning as a whole.</i>	<i>Identify / explain how meaning is enhanced through choice of words and phrases.</i>	<i>Make comparisons within the text.</i>

KS2 Reading SATs papers analysis					
Percentage of questions by content domain					
Content domain	2016	2017	2018	2019	2022
2a	20	20	20	12	10
2b	30	28	26	42	38
2c	2	4	6	2	4
2d	36	44	44	36	44
2e	6	0	0	0	2
2f	2	2	0	0	2
2g	4	2	0	6	0
2h	0	0	4	2	0

Maria and Oliver were quite a distance from the party when they found the little rowing boat in the grassy shallows of a small lake beyond the garden.

Glancing nervously behind her, Maria suggested that they row out to the island in the middle of the lake. Oliver looked at her questioningly. Maria explained that there was a secret monument on the island to one of her ancestors. This was a woman who had married a prince at the time when there was a struggle for the throne. The struggle had been between two rival families – one had a lion as its symbol, the winner had a bear.

“Come on,” Maria said impatiently.

3

Look at page 4.

How can you tell that Maria was very keen to get to the island?

For a long time Martine had only ever ridden Jemmy at night and in secret, but when her grandmother had found out about their nocturnal adventures she'd promptly banned them, on the grounds that the game reserve's deadliest animals were all in search of dinner after dark and there was nothing they'd like more than to feast on a giraffe-riding eleven-year-old. For a while Martine had defied her, but after several close calls and one terrible row with her grandmother, she had come to accept that the old lady was right. When lions were on the hunt, the game reserve was best avoided.

Another of her grandmother's rules was that Martine ride sedately at all times. 'No faster than a trot and, in fact, I'd rather you stuck to a walk,' she'd counselled sternly.

Martine had paid almost no attention. The way she saw it, Jemmy was a wild animal and it was only fair that he should have the freedom to do what came naturally, and if that meant tearing across the savannah at a giraffe's top speed of thirty-five kilometres per hour, well, there wasn't a lot she could do about it. It wasn't as if she had reins to stop him. Besides, what was the point of riding a giraffe if the most he was permitted to do was plod along like some arthritic pony from the local stables?

2 marks

(a) What evidence is there of Martine being stubborn in the way she behaved with her grandmother?

Give **two** points.

Do you think that Martine will change her behaviour on future giraffe rides?

Tick **one**.

yes

no

maybe

Explain your choice fully, using evidence from the text.

3 marks



What makes successful readers?

- Large vocabulary - children with largest vocabularies are most successful with comprehension.
- Being able to identify new vocabulary.
- Being able to make predictions. (What do you think will happen next? Why do you think that? What clues in the text lead you to think that?)
- Self monitoring - to seek clarification. (I'm puzzled by... can anyone explain why?)
- Readers need to ask questions - during and after reading (Good readers internalise questions - adult support can draw these out and develop)
- Asking/answering different types of questions (literal/inference/deduction/opinion)
- Summarising - a good indication someone has understood what they have read. (plot/theme/character)
- ***Guided reading and comprehension lessons are rich and meaningful contexts in which children develop these skills. These skills can also be developed at home with your support!***



How can I support my child with reading at home?

Reading to
your
child/sharing
books

Hear your child read
(Daily - Reading
Logs)

Give support and
encouragement

Being a role
model - get
caught reading!

Asking
effective
questions

Reinforcing taught
phonemes/sight words

Enjoying a wide range
of materials:
Picture books (all
ages!)
Newspapers
Magazines
E-books (Bug Club)
Audio books

Using Libraries

Encourage wide
reading - range of
genres



Your child is never too old to read to you or for you to read to them!

Make reading a pleasure! Make it fun!
Encourage your child to enjoy books everyday!



How to ask effective questions.

There are different types of questions. To have a good comprehension skills your child needs to develop their ability to respond to all of these.



Literal

The looking and finding question



Inference

The clue question



Deduction/Opinion

The thinking question – goes beyond the text. This connects the text to the World.

Inference: Children often find it hard to provide the evidence needed to support their point.

Deduction/Opinion: If children have poor domain knowledge, they find this type of question really difficult!

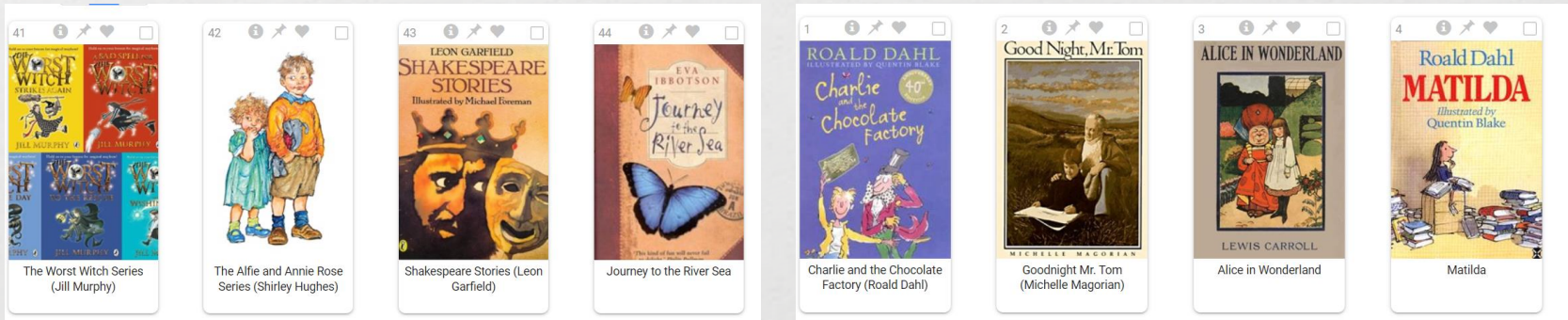
Recommended Reads

Where to start.....?

<https://schoolreadinglist.co.uk/category/reading-lists-for-ks2-school-pupils/>

<https://www.booktrust.org.uk/books-and-reading/our-recommendations/>

<https://www.listchallenges.com/tes-100-fiction-books-all-children-should-read>



Finally...

Supporting your child to read is the most important thing you can do to help your child succeed!

Your child's ability to read directly impacts their ability to write!

Reading together is fun and helps build relationships!

The impact lasts a lifetime. Successful readers tend to be more imaginative and confident!

Children learn by example, so if they see you reading, they are likely to want to join in.

Talk, talk, talk! More able readers are better speakers. The wider and richer your child's vocabulary and knowledge and experience of the world around them, the better their comprehension will be!

Any questions?

