



## KS2 READING

What makes a really good reader?

# You make a difference!

- Parental involvement has more impact on a child's achievement than level of parents own education or household income
- Taking an interest in a child's education boosts their achievement by 15%
- Parental aspiration and attitude has a significant impact on a child's achievement
- Parental involvement in their child's reading is the most important determinant of literacy

# How many of you....

- Read to your child – every night, most nights, sometimes, never.
- Have a book by the side of your bed?
- Have books in your house?
- Buy books as presents for your child?
- Go to the library?
- Go to bookshops?

# Reading – what does research tell us?

- Reading for pleasure puts children ahead in the classroom
- Children who read for pleasure are better at maths
- 82% of children said their mother encouraged them to read.  
63% said that their father encouraged them to read
- Only 1 in 4 children said that they see their parent reading.
  - YOU ARE YOUR CHILD'S READING ROLE MODEL

# How do you support your child's reading at home?

- What works well?
- What are the challenges?



# Reading to Your Child

- Read often
- Read regularly
- Set aside special time for it
- Choose books together
- Read books that interest your child
- Use EXPRESSION
- Use funny voices/accents
- Ask your child to read the character voices/ speech bubbles
- Take it in turns to read a page
- Get an older child to read to a younger child
- Audio books



# How can you support your children's reading?

- Be patient
- Encourage and praise
- Read books/comics magazines/graphic novels that they are interested in
- Take them to the library
- Take them for an eye test
- Be a role model. If you are an enthusiastic reader they will pick up on that
- Go at your child's pace
- Set aside special reading time
- Use pictures as prompts
- Discuss books
- Use phonics

# Reading Comprehension

Reading comprehension is composed of two equally important components:

**Decoding**, or the ability to translate text into speech.

**Language comprehension**, or the ability to understand spoken language.

All struggling readers have difficulty with either language comprehension or decoding or both.



# Decoding: the ability to translate text into speech

- Pupils will need a structured programme of phonics teaching to support accurate, fluent reading of text
- For struggling readers this will need continuing in KS2



# Reading the pictures

- What do you think you know about this text? Do you know anything about the characters, the setting, the theme and the plot?



# Checking Understanding

**Before** reading a book:

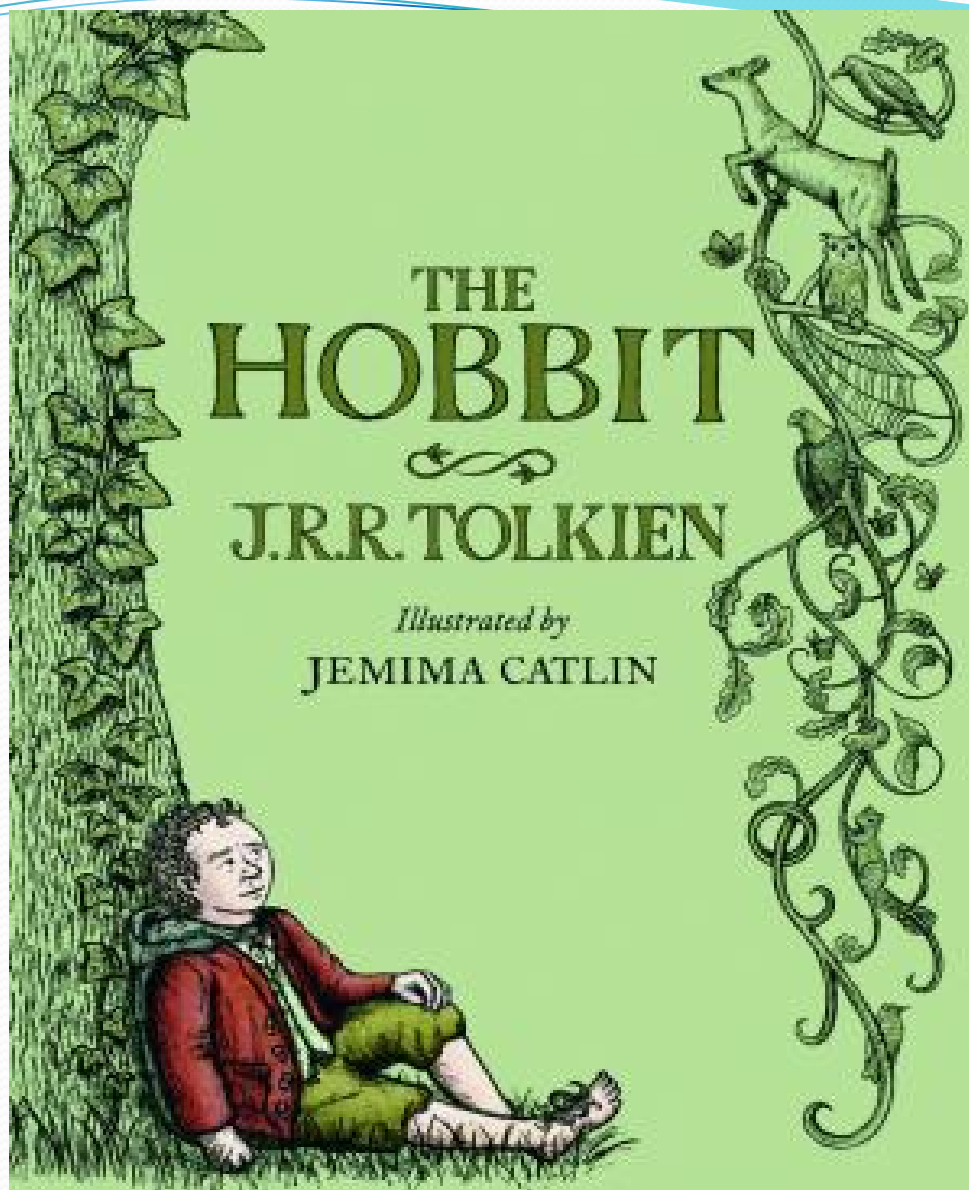
- Why did you choose this book?
- What could this book be about?

**During** reading a book:

- Tell me what is happening in the pictures
- What might happen next?
- How might the story end?

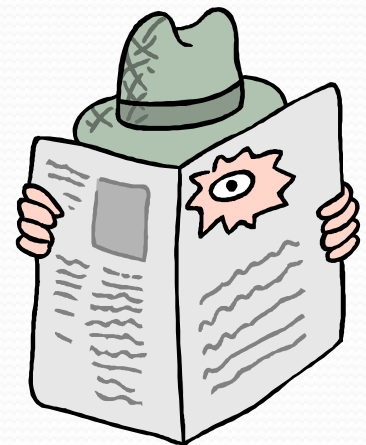
**After** reading a book:

- What happened in the story?
- What was their favourite part? Why?
- What sort of a character is...?



# AF1: Use a range of strategies including accurate decoding of text, to read for meaning

- **Decode**: Use different methods to work out what the text says (sounding out, use the pictures etc.)
- Use the pictures to help.
- Sounding out / blending words.
- Looking for smaller words inside words.
- Break words down into syllables.
- Use punctuation to make sense of what's being read.
- Go back and read it again.
- Read on to find the meaning.
- Listen to what's being read to make sure it makes

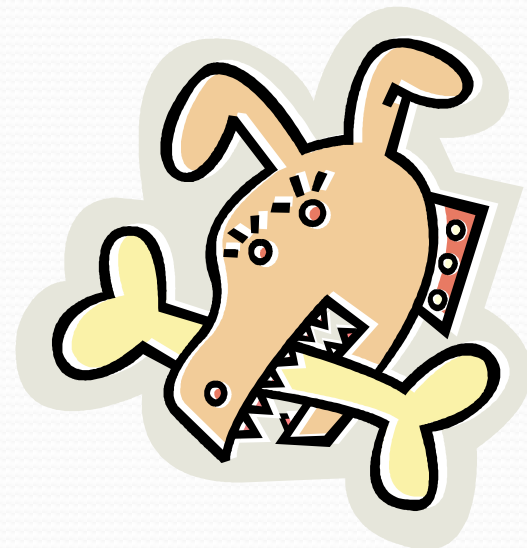


## **AF2: Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text**

- **Woof woof: Find and use details of information (who, what, where, when, why? etc.)**

For example

- **Who was in the story of Little Red Riding Hood?**
- **What did Goldilocks do first in the 3 bears' house?**
- **Why did the goats want to cross the bridge?**



## **AF3: Deduce, infer or interpret information, events or ideas from texts**

- **Hmmm: Understand what the text 'suggests' but does not directly say**

**For example:**

- **How do you know the character is sad?**
- **What do you think will happen next?**
- **How do the main character's feelings change throughout the story?**





# KS2 SATS - Reading

