

# Reading Workshop KS2



# Our pledge

- To ignite a love of reading for all children
- To ensure effective and robust teaching
- To support children to learn to read effectively
- Reading success for all children
- To become confident at decoding
- To build proficient comprehension skills
- To developing a wide vocabulary
- To develop a wealth of reading strategies

# What our children say

I love our new school library! There are lots of amazing books. I love reading with my friends.

I love reading because I love finding new words and then you can find out what they mean.

I love when the teacher reads to us – it's so relaxing.

My favourite place to read is in the book corner.

I like it when Fred comes to read with us.

My favourite type of book is a story book because you can escape into your head.

# The power of reading

Creating a love of reading in children is potentially one of the most powerful ways of impacting on academic standards in school.

There can be few better ways to improve pupils chances in school, or beyond in the wider world, than to enable them to become truly independent readers.

Reading is all about acquiring meaning; for enjoyment, information and understanding.

# Reading in School

## The *Teaching* of Reading



### English programmes of study: key stages 1 and 2

National curriculum in England

### The National Curriculum

“A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them.

Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know.”

# Reading progression

Early Reader	
RWI Books	
Set A	
Set B	
Set C	Sound Blending Books
Ditty	Ditty sheets
Red	Red Books
Green	Green Books
Purple	Purple Books
Pink	Pink Books
Orange	Orange Books
Yellow	Yellow Books
Blue	Blue Books
Grey	Grey Books
Developing Reader	
Bridging Books	
Reading Age	Sticker
6-7	Green
7-8	Blue
8-9	Orange
9-10	Purple
10-11	Red
Confident Reader	
Books from home or class libraries	
<b>Independent reader</b>	Children access books from class libraries or bring in book choices from home. Teachers support reading choices by suggesting and sharing books.
Reader needing support	
<b>Interventions</b>	Comprehension Targeted reader RWI 1:1 tutoring Years R-4 RWI Fresh Start Years 5&6
<b>Support Books</b>	Barrington Stoke

# Phonics

Phonics is a way of teaching children how to read and write. It helps children hear, identify and use different sounds that distinguish one word from another in the English language.

Written language can be compared to a code, so knowing the sounds of individual letters and how those letters sound when they're combined will help children decode words as they read.

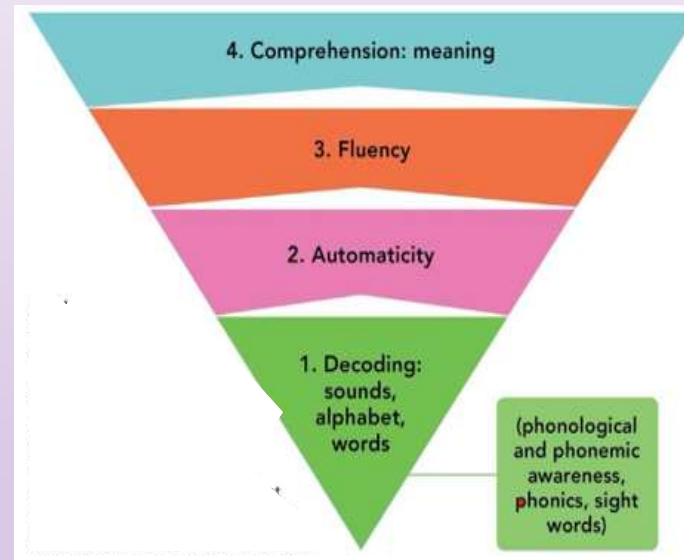
Understanding phonics will also help children know which letters to use when they are writing words.

# Reading skills and guided reading

## Phonics and Word Recognition

The ability to recognise words presented in and out of context.

The ability to blend letter sounds (phonemes) together to read words.



## Understanding

The ability to understand the meaning of the words and sentences in a text.

The ability to understand the ideas, information and themes in a text.

If a child understands what they hear, they will understand the same information when they read.

# Fluency

- Fluent reading supports reading comprehension. When pupils read fluently, their cognitive resources can be redirected from focusing on decoding and onto comprehending the text. For this reason, fluency is sometimes described as a bridge from word recognition to comprehension.
- If the brain's processing power isn't being used up by working out how to read a word, it can concentrate on understanding and enjoying the text.



# Comprehension

## READING VIPERS



### Vocabulary

Find and explain meaning of words in context

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

### Infer



### Infer

Make and justify inferences using evidence 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... How can you tell that.....
- What impression of ... do you get from these paragraphs?
- What voice might these characters use?
- What was ... thinking when....
- Who is telling the story?

### Predict



### Predict

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 paragraph suggest will happen next? What makes you think this?
- Do you think the choice of setting will influence how the plot develops?
- Do you think... will happen? Explain your answer using evidence from the text.

### Explain



### Explain

Explain how content is related and contributes to the meaning. Explain how meaning is enhanced through choice of language. Explain the themes and patterns that develop across the text. Explain how information contributes to the overall experience.

- Why is the text arranged in this way?
- What structures has the author used?
- What is the purpose of this text feature?
- Is the use of ... effective?
- The mood of the character changes throughout the text. Find and copy the phrases which show this.
- 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?
- Which section was the most interesting/exciting part?
- How are these sections linked?

### Retrieve



### Retrieve

Retrieve and record information and identify key details.

- How would you describe this story/text? What genre is it? How do you know?
- How did...?
- How often...?
- Who had...? Who is...? Who did...?
- What happened to...?
- What does... do?
- How ... is ...?
- What can you learn from ... from this section?
- Give one example of.....
- The story is told from whose perspective?

### Summarise



### Summarise

Summarise the main ideas from more than one paragraph

- Below are some summaries of different paragraphs from the text, number them to show the order in which they appear in the text.
- What is the main message of the text?
- Using information from the whole text, identify which statements are true.
- Which of the following would be the most suitable summary of the whole text?
- Which statement is the best summary for the whole of page..
- Look at the first two paragraphs. Which sentence below best describes the...

### Vocabulary

### Infer

### Predict

### Explain

### Retrieve

### Summarise

Being able to read does not mean you understand what you read.

Your child might sound like a good reader but may not necessarily understand what the text means.

The best way to develop understanding is to talk about texts.






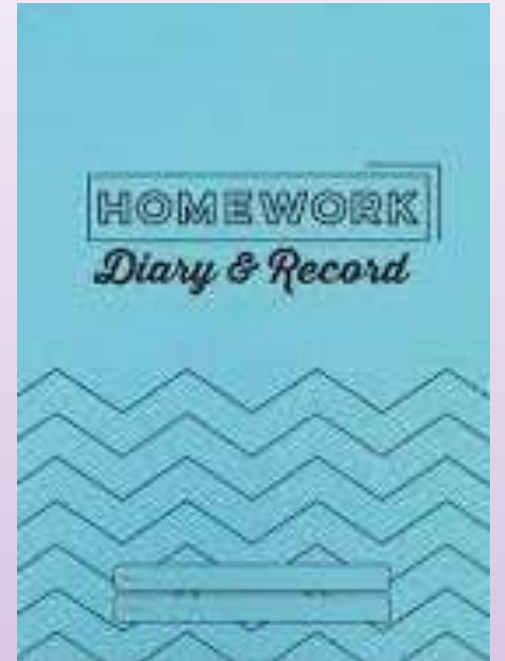
# Interventions

- Year 3 and 4 – RWI One-to-one tutoring
- Year 5 and 6 – RWI Fresh Start
- Focus groups and
- Targeted readers

# Reading at Home

Why should you read with your child?

<p><b>1,800,000 words</b></p>  <p><b>90<sup>th</sup> percentile</b></p>	<p><b>282,000 words</b></p>  <p><b>50<sup>th</sup> percentile</b></p>	<p><b>8,000 words</b></p>  <p><b>10<sup>th</sup> percentile</b></p>
<p>This child reads for 20 minutes a day.</p>	<p>This child reads for 5 minutes a day.</p>	<p>This child reads for 1 minute a day.</p>



Reading to children is an important way to help them build language skills. It exposes them to new words and ways of using language. It also helps them learn general information about the world, which makes it easier for them to succeed academically.

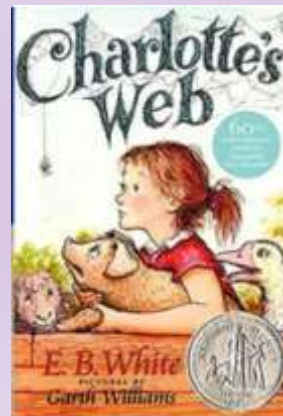
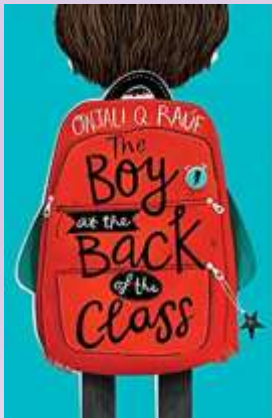
# How can you help

- Make reading visible - have books available in your home
- Share books every day – or as much possible.
- Talk about books.
- Sit and listen - don't do chores around the reader!
- Respect choices.
- Model reading.
- Choose a quiet time and give your child your full attention
- Give support if required - explain the meaning of new words;
- Talk about the text using open questions.
- Read to your child
- Let your child see you read / read as a family

# Sharing books

It is also important to read to your child. This is an opportunity for them to hear stories and be exposed to language at a higher level than when they read alone.

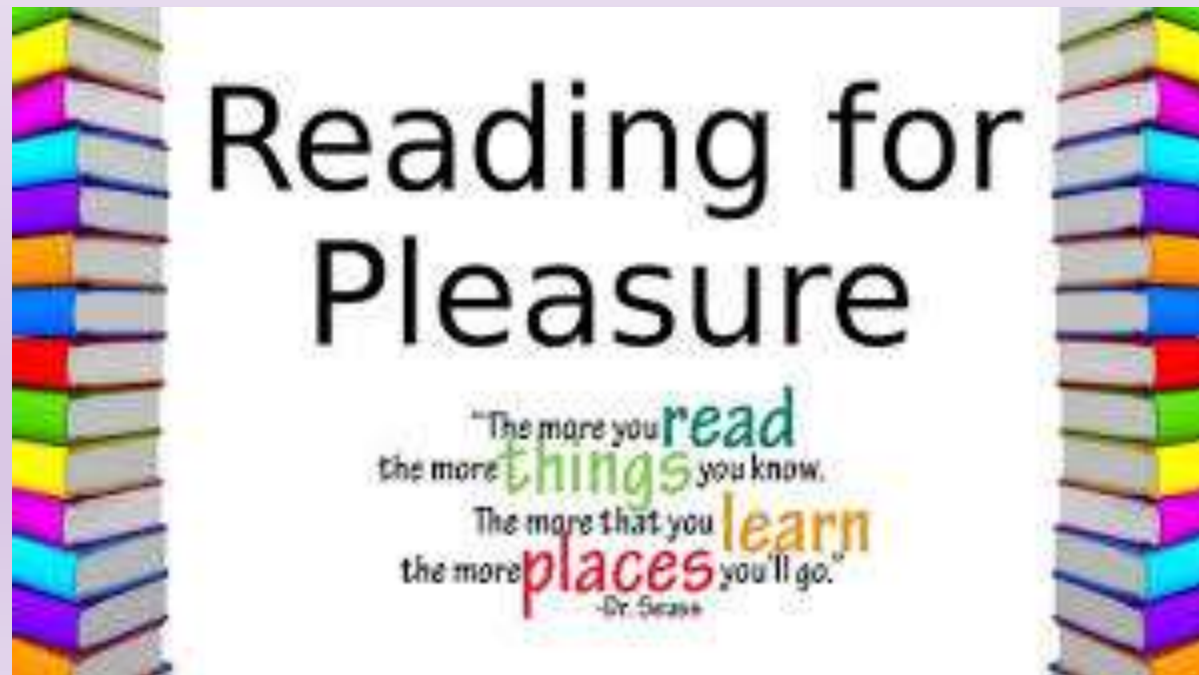
Research shows that hear texts read aloud is a significant source of vocabulary acquisition. Adult spoken language ranks lower in word complexity than that found in children's books.





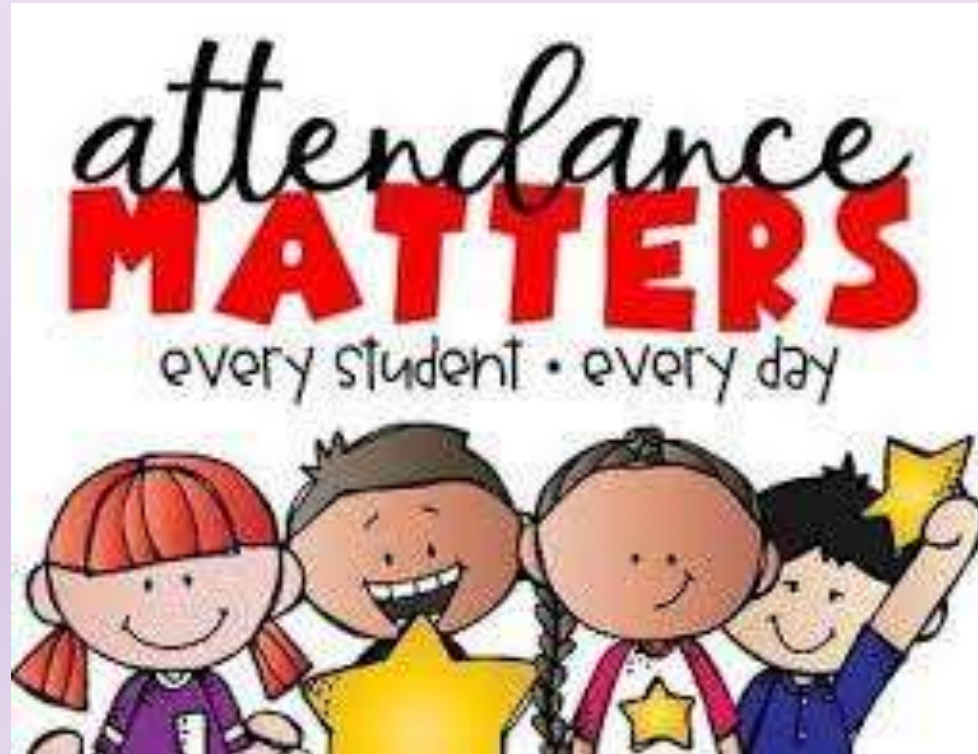
# Reading for pleasure

- Reading for pleasure engages the imagination. Research shows it has other far-reaching benefits such as improving literacy, social skills, and health and learning outcomes.



# Attendance

- Every moment in school counts.



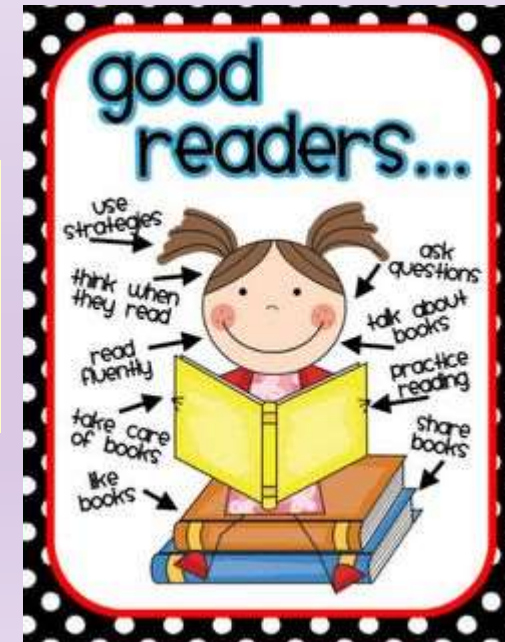
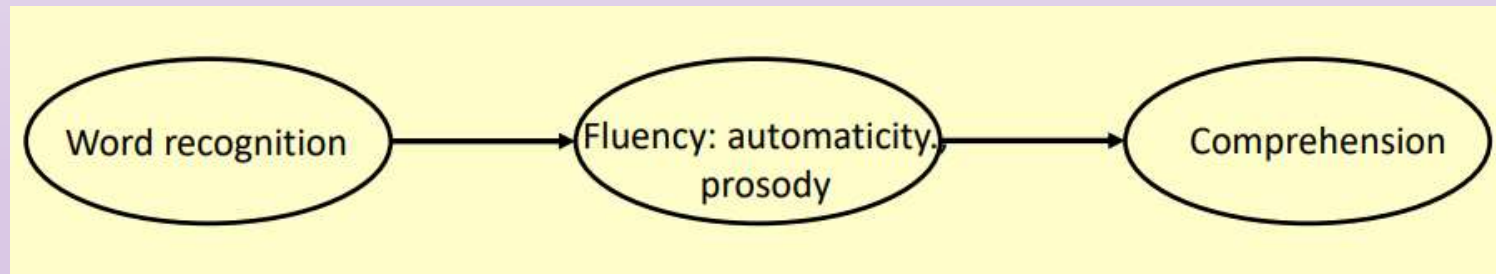
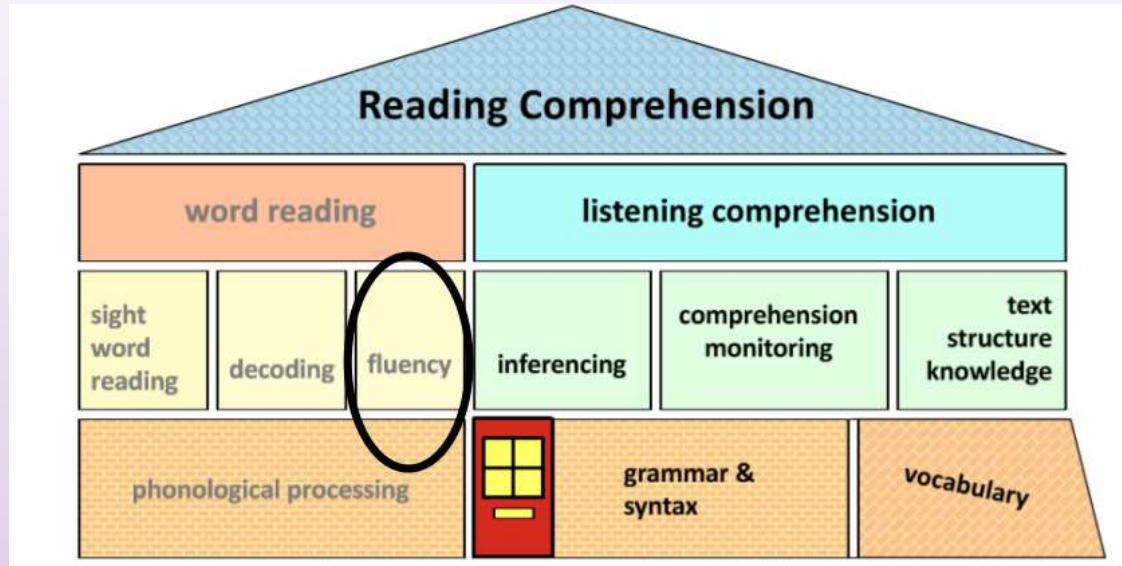
# Homework expectations

As part of their weekly homework challenge, we encourage children to read regularly at home and ask that you sign their reading comment book at least 3 times every week.

We want you to be committed to:

- Reception, Year 1 and Year 2 children will need to read at least 3 x a week for 10 minutes
- Year 3 & 4 children will need to read at least 3 x a week for 20 minutes
- Year 5 & 6 children will need to read at least 3 x a week for 30 minutes.

# Successful readers



# Key take always

- Reading is essential.
- Comprehension matters
- VIPERS
- Reading at home
- Book talk
- Reading for pleasure
- Attendance matters
- Working in partnership