



HORSTED SCHOOL
SAFE HAPPY SUCCESSFUL



Information for Parents

Reading at KS2

Reading opens the door to learning and to the world. It underpins everything we do and is essential to everyday life. In order to survive, we need to be able to read instructions, signs, and safety information as well as reading for pleasure.

By the time children reach KS2 most of them can read, many read fluently. Our job is to further improve their reading skills; to increase the range of texts our children read and to foster a love for reading and books.

Successful readers use many strategies to help them to understand the text:

- Phonics (sound and spelling)
- Grammatical knowledge
- Knowledge of punctuation
- Word recognition and graphic knowledge
- Knowledge of context
- Knowledge of spoken language

By the time children reach KS2 they use most of these strategies. Our job is to build on these and develop higher reading skills.

Reading in School



From year 1, children are introduced to reading VIPERS through discussion and shared reading. From Year 2 – Year 6 children are explicitly taught the skills of reading (outlined in the National Curriculum and the KS1 and KS2 test domains) using VIPERS which were created by Rob Smith (The Literacy Shed). Reading VIPERS is used as our stimulus for teaching Reading from Y2 – Y6 and used alongside our own progression grid and staff professional judgement.

Each sequence of VIPERS reading lessons follow the same structure of 4 lessons for ½ an hour a time, except in year 6 where they have 2 sessions of 1 hour at time to promote the stamina needed for the KS2 reading test. Texts are chosen based on teacher assessment of pupils and aim to increase in

Lexile level as the year progresses.

Because we know research suggests that children must be able to understand between 95- 98% of the vocabulary to fully access a piece of text, children will be explicitly taught the new vocabulary before reading the text to ensure they are familiar with any new or 'tricky' words in session 1. The teacher will have pre-read the text to identify words that they believe that children will find challenging and set vocabulary-based work for these words. This new vocabulary will be revisited throughout the week to ensure they are embedded and applied in various ways, helping to build understanding and oracy.

Once the children have been familiarised with the new vocabulary, session 2 will introduce to the children the text which will be the focus for their comprehension lessons for that week. Teachers are encouraged to select from fiction, non-fiction and poetry texts whilst also ensuring children are exposed to examples of 'classic texts' and media texts as well. The text will then be read using a variety of methods in order for children to develop their prosody: the teacher will model fluent and expressive reading, echo reading will be used, paired reading, individual reading and whole class reading so that children have the opportunity to read aloud to the rest of the class. Staff use this time as a regular opportunity to listen to the children in their class read. You may see a number of these different strategies during one session.

Subsequent lessons will focus on one content domain – often the most heavily weighted domains or the domain that the teacher has identified as having a particular weakness. In lesson 3 and 4, the content domain will be shared at the beginning of each lesson, ensuring children are familiar with the different question types and how they are required to answer them. Teachers will model skills such as scanning for key information as well as how to develop written responses to questions. Children will then work together to respond to focussed content domain questions in partners or small groups, sharing possible ways that they could write an answer and then writing answers independently.

From year 3, children complete a short, termly reading test. The test is not strictly timed but should take no longer than 20 minutes. Year 6 complete two full past SATS papers instead, to help build stamina for the hour-long reading test. The tests are marked by the teacher upon completion and analysed. This helps to identify the weaker content domains, identifies trends for groups of pupils and helps to compare performance across the year. As a result of the analysis, teachers are able to plan the termly direction of reading lessons that seeks to close gaps and improve outcomes.

What are key reading skills?



Once children have a good knowledge of phonics and word building, we move on to develop key reading skills. There are:

- Retrieval and recall
- Inference/deduction
- Structure and organisation
- Language
- Purpose and Viewpoint

- Making Links

Retrieval and Recall: Locating important information, retelling and describing events in texts.

Inference: Reading between the lines. Encourage your child to make inferences based on clues in the text and their understanding of the context of the book. This is an important skill that children need to develop and use.

Structure and organisation: Your child needs to read a variety of text types and begin to comment on the features of all text types. Discussing the presentation of the text, e.g. the use of subtitles to assist the reading of non-fiction, and the author's reason for organising the text in this way, will support your child's development.

Language: Discuss the language choices that the author has made and the effect that it has on the reader. Share alternative choices.

Purpose and viewpoint: Ask your child questions Who is the narrator of this story? Authors write for a purpose and children need to understand this and recognise that this will impact on the way the text is written. Use newspaper articles and advertisements to help understand this skill.

Making links: as adults we constantly make links between ideas and experiences. This skill involves readers being able to connect the book they are reading with real life experiences; with other books read or films watched and the context in which they are written.

Range of reading

As children get older they are expected to read a wide range of both fiction and non-fiction material.

Fiction

Adventure
Historical
Fantasy
Science Fiction
Mystery
Horror
Myths and Legends

Non Fiction

Newspapers and Magazines
Diaries
Journals
Biographies/autobiographies
Letter
Leaflets
Signs and Posters



Reading Records

Every child's reading should be recorded in their homework diary. This is useful for keeping a note of the page your child has read up to and which books they have read. More importantly it is a means of helping children to develop their key reading skills by giving a quick description of how well they read. Children are expected to read with a parent at least three times a week. Discussing the book with your child is extremely important. Possible questions and discussion topics are printed on the inside covers of the school's reading books or you might like to draw from these:

Before reading the book:

- What do you think this story is about?
- What might happen in the story?
- What genre will this story be? E.g. fantasy, comedy, horror.
- What do we call the writing on the back of the book? (Blurb) or what does the blurb tell us?

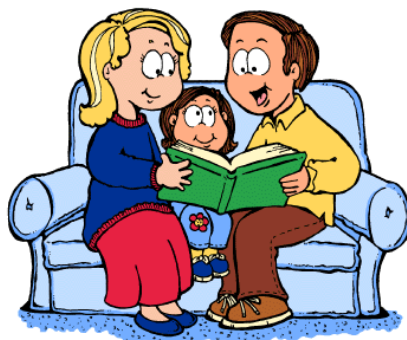
During the reading of the book:

- What has happened so far? Is it what you have expected to happen?
- What might happen next?
- How do you think the story might end?
- Who is your favourite character? Why?
- Who is the character you like least? Why?
- Find 2 sentences, which describe the setting.
- Is the plot fast or slow moving? Find some evidence in the text, which supports your view.

At the end of the book:

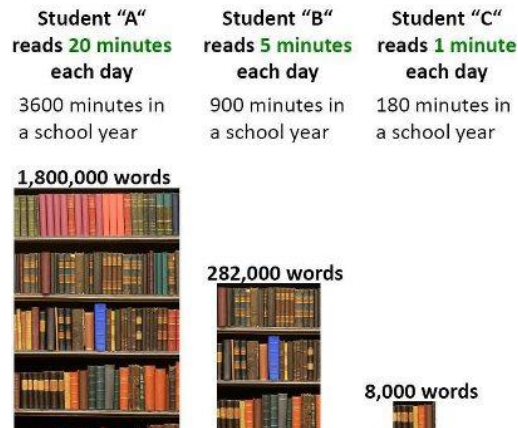
- Which part of the story is your favourite/least favourite? Why?
- Would you change any part of the story? How?
- Would you like to read another book by this author? Why?
- Does your opinion of this character change during the story? How? Why?
- Find two things the author wrote about this character that made him/her likeable or unlikeable?

How can I help my child?



Children have very busy lives today and reading can sometimes get forgotten. However, even if children can read fluently, it is still important that they read daily. It is a great help if parents can encourage their children to read - even if it is only for 15 minutes a day - and discuss aspects of the book with them. Show children that you value reading. Let them see you reading. Share books with them. Encourage them to read a wide range of texts from a variety of authors. Perhaps join the local library.

Why Can't I Skip My 20 Minutes of Reading Tonight?



What if my child struggles or is a reluctant reader?

Some children do not find reading easy. They struggle to read the words or to understand the meaning. Children develop at different rates and it may be that in time your child will be an accomplished reader. However some children do find reading challenging and may need some special help from a structured phonic reading program. If you think your child finds reading difficult, discuss your concerns with the class teacher in the first instance. He/she will discuss the problem with the special needs co-ordinator and a program will be drawn up to help your child. Help from outside agencies will be sought if necessary.



If your child is a reluctant reader, the following may help:

- Try not to worry as your tensions may pass onto your child.
- If your child is reluctant to read, be encouraging e.g. you read a page, they read a page. Praise your child for trying hard at their reading. Let them know it's all right to make mistakes. Turn off the TV! It's easier for your child to concentrate if there are no distractions.
- Other ideas - ask them to read the recipe for something you're cooking or information from a newspaper.
- Read to your child in a relaxed, cosy setting. Make it a pleasant, special, one to one experience.
- Allow your child to read books which are easy and then gradually move to more challenging material when your child is ready. Let them read their favourites. It's good practice to read the same books over and over again. Ask lots of questions. Check they understand the story by asking them questions about what happens. Use the pictures to explain what's

happening.

- If your child has a busy social life allow him/her to read for 15 minutes before going to sleep.
- Let your child see you reading.
- Give them time. Let them make a guess before you tell them the word. Help them to get the first sound or try breaking the word up into smaller sections. Point with a finger. Encourage them to follow the words with their finger. Don't make them try too hard! It doesn't matter if you have to tell them the word sometimes.
- Don't read for too long. A good ten minutes is better than a difficult half hour.

Into the Future

Reading can be a wonderful, relaxing experience and can open up a whole new world for our children. Even in this technological age we need to be able to read, and read a variety of styles and texts. As children progress through the education system, more demands will be made upon them. As parents and teachers we must help our children to become accomplished readers but we also want them to enjoy the experience so that they can go forward into the world with confidence and a skill for life.

Happy Reading

