



Reading in KS2

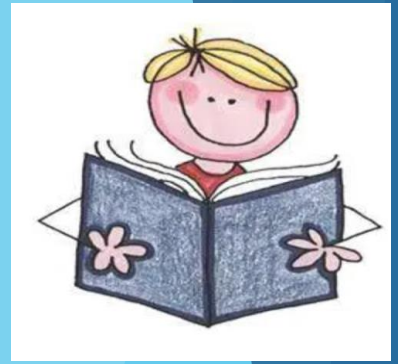
Tuesday 1st October

Aims

- ▶ Why reading?
- ▶ Daily Reading
- ▶ Accelerated Reader
- ▶ Reading for pleasure
- ▶ Prompts when reading at home
- ▶ Questions

The Importance of Reading in KS2

- ▶ Most children are able to read by the time they enter Year 3 - it is now our responsibility to make sure they develop as 'readers'. (We will still continue to support those who still need to master the basics of reading).
- ▶ Evidence suggests that children who read for enjoyment every day not only perform better in reading tests than those who don't, but also develop a broader vocabulary, increased general knowledge and a better understanding of other cultures.
- ▶ As global learning company Pearson says, "Reading for pleasure is more likely to determine whether a child does well at school than their social or economic background".
- ▶ The UK government's Education Research Standards Team tells us, "Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment."

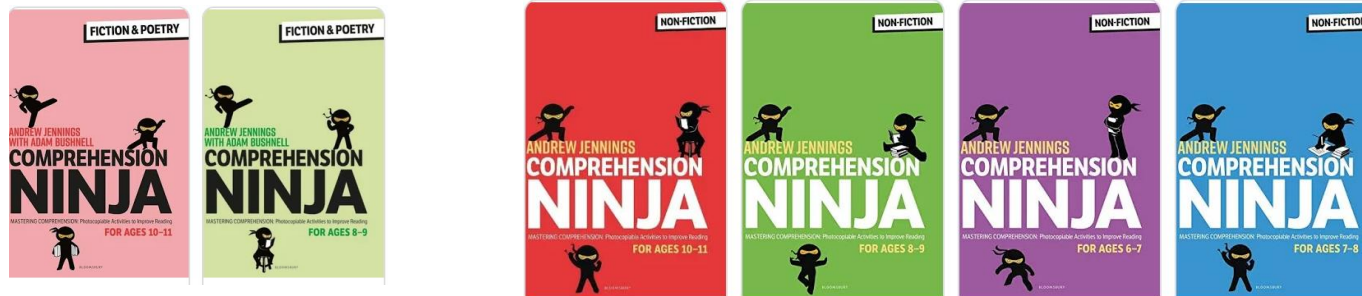


Our aim as a school

- ▶ At Cardinal Newman, reading is a top priority and is a key driver within our curriculum.
- ▶ It is our intention to ensure that by the end of their primary education, all pupils can read fluently and with confidence in any subject.
- ▶ We intend all children to leave our school with a rich vocabulary that provides them with the ability to play and manipulate language, recognising the nuance of meaning and how language can be used for a range of purposes.
- ▶ We want children to have the confidence to be able to communicate effectively in a variety of situations' both now and in the future.

Daily Reading Teaching

- ▶ In order to develop our pupils reading further we have reorganised our timetable to make more time for reading.
- ▶ All pupils work on a different text each week at the start of the day exploring vocabulary and developing comprehension skills.
- ▶ This may include: looking at meaning of words, finding synonyms and antonyms, deciding whether a point is fact or opinion, sequencing parts of stories.
- ▶ We use Comprehension Ninja to support us with this as texts as it includes both fiction and non-fiction texts.



Daily Reading in class

▶ **Monday:**

Learn to read aloud-focus on learning to read every single word aloud and fluently and read as a story teller. Teacher models reading first. Whole class reading together/ choral reading.

▶ **Tuesday:**

Vocabulary – Pick out and explore unfamiliar and interesting words. Explore together and display in the classroom to refer back to as the week goes on.

▶ **Wednesday:**

Comprehension skill focus 1 (Find and copy/Sequence/True and False/Matching/5ws)

▶ **Thursday:**

Comprehension skill focus 2 (Find and copy/Sequence/True and False/Matching/5ws)

▶ **Friday:**

Recap, consolidate and focus on explanation questions. (What impression do you get of.....

Explain why..... How is a _____atmosphere created
character to start and end of the story

Compare ____

Accelerated Reader

- ▶ We use a system called Accelerated Reader to monitor reading.
- ▶ At the start of each term all pupils in KS2 complete a STAR READING test to determine their reading age/ ZPD range - the range of books from which they can choose books from. All books in the library and thousands of others have been graded to help us find books at an appropriate reading level for your children.
- ▶ The children then read a book and once completed do an accelerated reader quiz of between 5 -10 questions. This helps us to monitor how successfully they have read the book and gives them points to help motivate them.
- ▶ As the children gain reading points they move through different stages as a reader : ready reader, independent reader, rising reader super reader, advanced reader, star reader, classic reader, honours reader.
- ▶ Certificates are awarded for each stage and we are delighted to inform you that every Key Stage 2 child achieved their first certificate by the end of last term. Some progressed much further.





Accelerated Reader

▶ Example of AR questions

One morning as the others woke up, Elmer ---.

- A sang songs
- B did a rain dance
- C slipped away
- D took a mud bath

Before her visit to the local history museum, Daria had never thought about the people who had built her town. She thought of people who had paved the road she travelled on every day, and others who had laid the very foundations of the city. Daria benefited from their work every day. She now understood what people meant by wanting to give something back to the community.

What is the theme of this passage?

- 1 appreciation for one's community
- 2 not having to work hard
- 3 supporting museums with donations


Finding Books on Accelerated Reader

- ▶ If you want to buy a book for your child/ have books at home / want to visit the library you can check whether it is within your child's range using the accelerated reader bookfinder.

RENAISSANCE
Accelerated Reader Bookfinder™

United Kingdom & Ireland

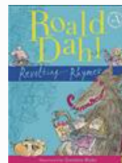
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- ▶ <https://www.arbookfind.co.uk/>



Roald Dahl's Revolting Rhymes

Dahl, Roald
AR Quiz No. 216096 EN Fiction
IL: **MY** - BL: **4.4** - AR Pts: **1.0**
AR Quiz Types: **RP**
Rating: ★★★★★

A humorous retelling in verse of six well-known known fairy tales featuring surprise endings in place of the traditional happily-ever-after.

Assessment at the end of Key Stage 2

- ▶ Reading attainment and progress is monitored/ assessed throughout Key stage 2 by class teachers and interventions are put into place for those pupils not making the expected progress.
- ▶ At the end of Year 6 children's reading is assessed as part of their SATS assessments. This determines whether or not the child has made the government's expected attainment for 11 year old or not and is reported in the national media.
- ▶ Our Year 6 attainment has always been significantly above the national data for reading but we are not complacent and it is our aim to enable all children to reach the expected outcome.

2022 national curriculum tests

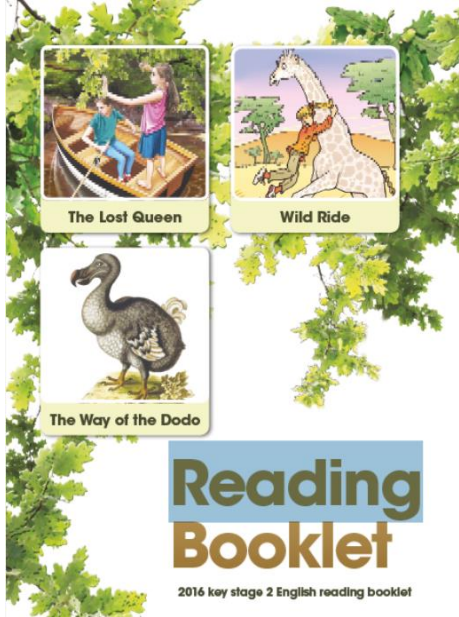
Key stage 2

English reading

Reading answer booklet

First name					
Middle name					
Last name					
Date of birth	Day		Month		Year
School name					
DfE number					

Year 6 Reading Assessment



22 She came. And I still **vividly recall**...

What do the words *vividly recall* mean?

2 marks

38 Look at page 10.
What impressions do you get of Em Sharp at this point in the extract?
Give **two** impressions, using evidence from the text to support your answer.

Impression	Evidence

3 marks

15 Using information from the text, tick one box in each row to show whether each statement is a **fact** or an **opinion**.

	Fact	Opinion
Giant pandas are fascinating animals.		
Giant pandas' main food in the wild is bamboo.		
Giant panda cubs weigh about 150g when born.		

1 mark

5 Number these facts about the life of the giant panda cub from 1–5 in the order in which they happen.

The first one has been done for you.

- A cub eats bamboo for the first time.
- A cub leaves its mother.
- A cub develops black spots.
- A cub weighs 31 to 36 kilograms.
- A cub weighs about the same as an apple. **1**

1 mark

2 According to some scientists, how does giant pandas' fur help them to survive in the wild?

1 mark

3 Look at page 4.

Pandas *can grow up to 1.5 metres and weigh up to 150 kilograms*.

What else in the text tells us that giant pandas could be dangerous animals?

1 mark

Shared/ Paired Reading

‘Only 32% of British children are read to daily by an adult’

‘Most parents stop reading to their children by the age of eight.’

‘Only 19% of 8-10 year olds have a book read to them daily by an adult.’

- ▶ An opportunity to read books that are above their reading age.
- ▶ Share your favourites – explore together
- ▶ Shared reading – can they read some/ you read some?
- ▶ Model to children techniques – self correcting/ use of voice/ fluency
- ▶ Explore series & films together etc

The Reader Teacher



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Back to Key Stage Book Lists Lower Key Stage 2 (Year 3 & Year 4) Ages 7+



See Recommended Read-Alouds for
Lower Key Stage 2

See Recommended for Reluctant
Readers for Lower Key Stage 2

See Recommended Non-fiction for Lower
Key Stage 2

See Recommended Picture Book and
Graphic Novels for Lower Key Stage 2

See Recommended Poetry for Lower Key
Stage 2

#BOOKMATCH

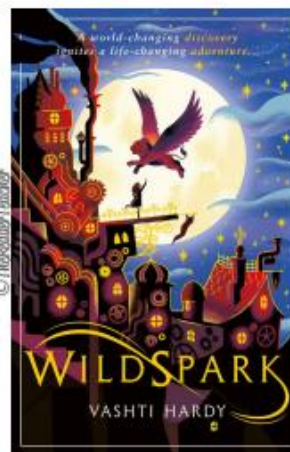
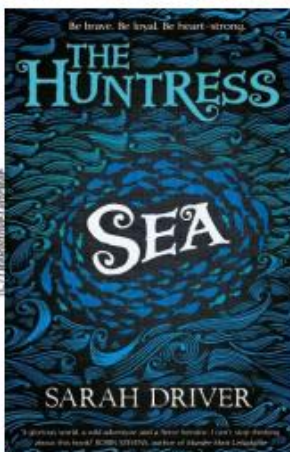
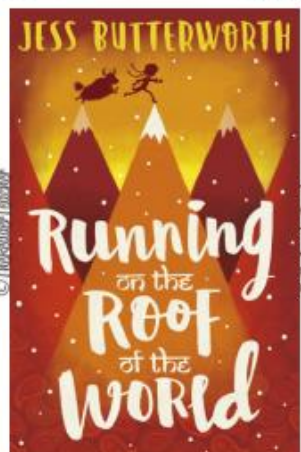
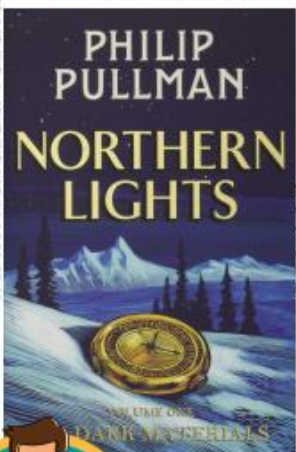
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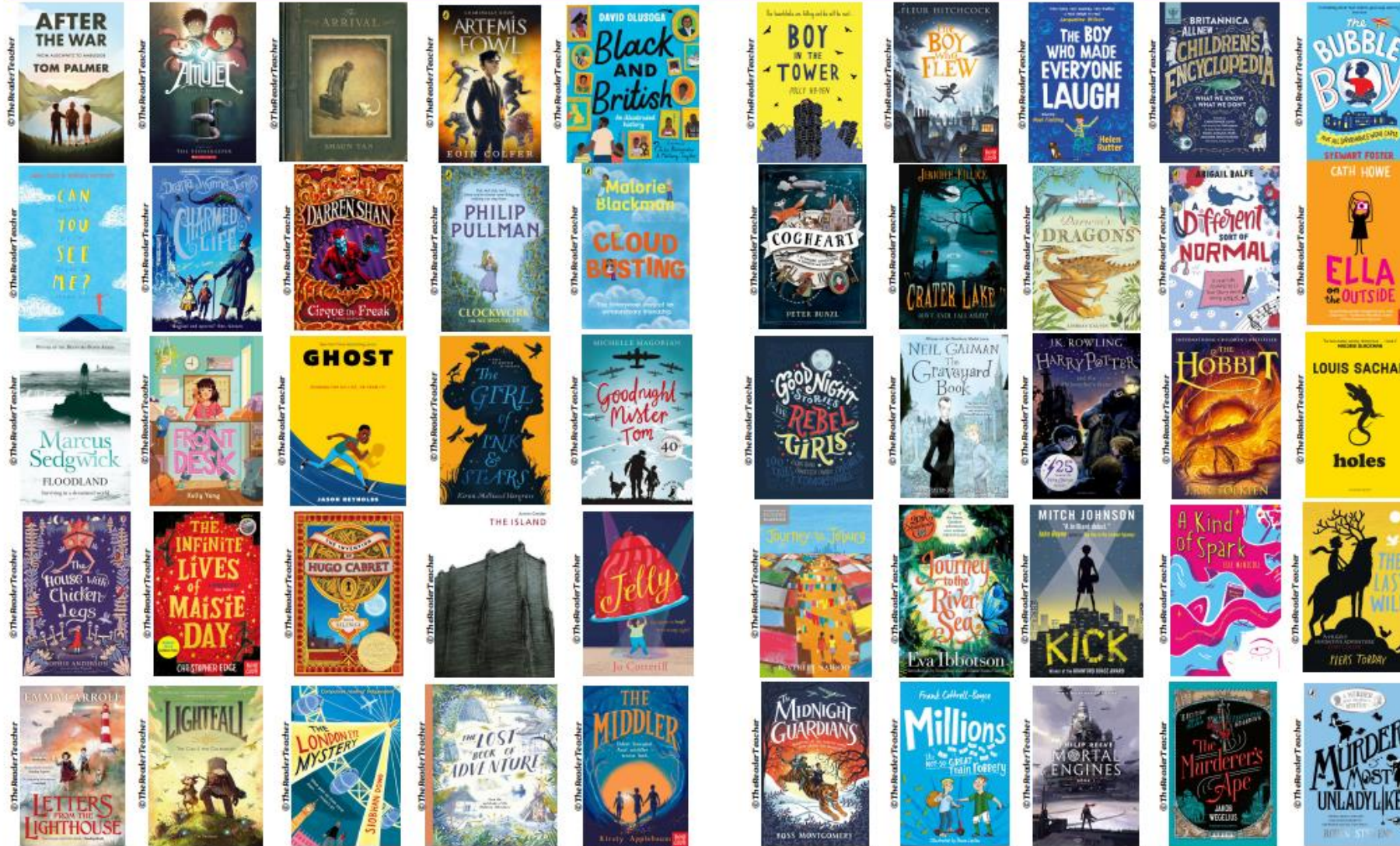
The Reader Teacher

www.TheReaderTeacher.com/Years6

Top 100 Recommended Reads for Year 6

for ages 10-11+

Poster



Scan this QR code to purchase the pack through Reading Rocks!



For more primary school recommended reads booklists, visit TheReaderTeacher.com

Some prompts when reading at home

- Are they reading in an expressive way or is their reading rather flat and mechanical?
- Are they using punctuation to help them to read e.g. pausing at commas and full stops, lifting their voice for a question mark?
- Are they using expression to make the meaning clear?
- How are they reading when characters speak?

Suggest that you take it in turns to each read a page. When it's your turn, think about the points above so that you can model how to read aloud so that it's interesting for the listener.

You can build your child's comprehension – their ability to understand what they are reading – by talking to them. In a story you can talk about events, about the characters and about where and when the story is set. Think about this as having a chat about the book, one reader to another, rather than an interrogation.

So, ask questions that encourage your child to predict what they think might happen and to reflect on what has happened already. Keep these questions open – in other words, ask questions that don't require a yes/no answer. For example, if you ask '*How did you feel when ...?*' you are more likely to get a fuller, more reflective answer than asking '*Did you like it when ...?*'.

Ask about their favourite characters and how the characters change in the story. Ask how they think they would have felt or reacted if they were that character in that situation. Encourage them to give reasons for their answers.

You can invite them to 'jump into' the book: to put themselves into a situation and explore what they can see, what they can hear, what they can smell and how they might feel.

You can also use the following prompts to help with your book chat:

- *Tell me what you liked about the book*
- *Tell me about something you didn't like*
- *Tell me about something that puzzled you or that you didn't understand*
- *Tell me about something that this book made you think about or reminded you of*

There are no right or wrong answers to these prompts so you can then respond to your child's thoughts with your own ideas.