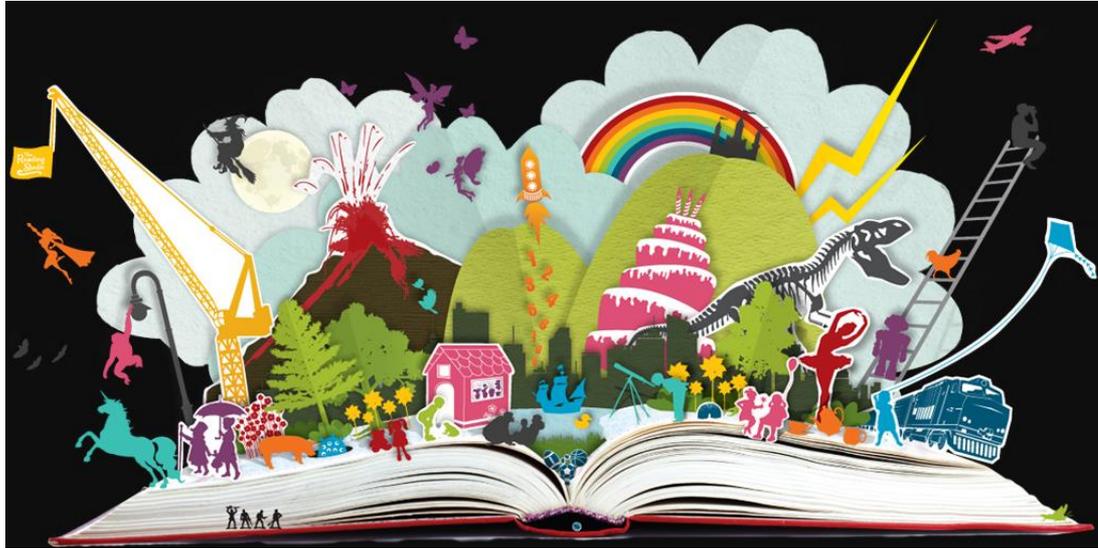


Key Stage 2 Reading

Presentation to Parents

Why Read?



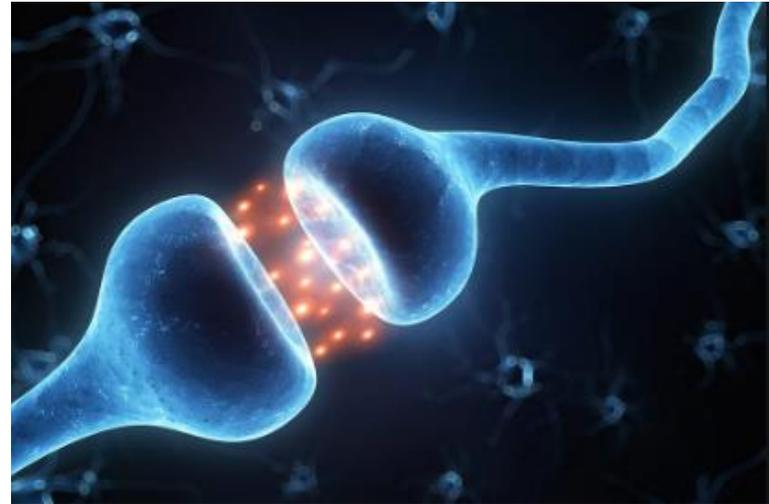
- Reading teaches children about the world around them.
- Reading develops a child's imagination - as we read our brains translate the descriptions we read of people, places and things into pictures. While we are engaged in a story we are also imagining how a character is feeling. Young children then bring this knowledge into their everyday play.
- Reading improves vocabulary and language skills - children learn new words as they read. Subconsciously, they absorb information on how to structure sentences and how to use words and other language features effectively in their writing and speaking.
- Reading helps children to develop empathy - they begin to imagine how they would feel in that situation.

Why Read?



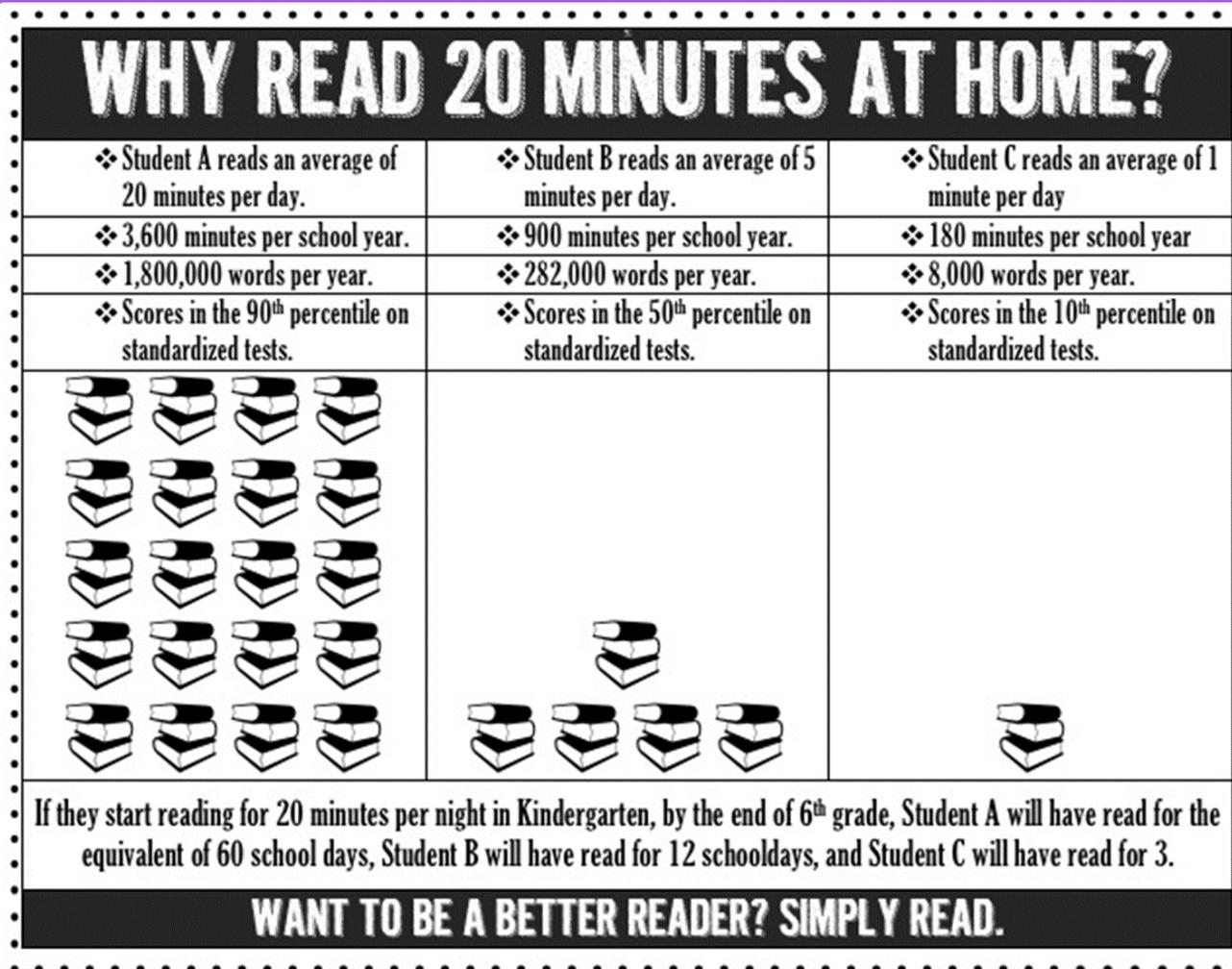
- Reading is a great way to spend time together.

Why Read?



- Children who read often and widely get better at it.
- Reading exercises our brain - reading strengthens brains connections and builds NEW connections.
- Research suggests that children who read achieve better in school in all subjects, not just English.

Why Read?



- Reading improves concentration - children have to sit still and quietly so that they can focus on the story when they are reading. If they read often, they will develop the skill to do this for longer.

Why Read?

In 2013, The National Literacy Trust conducted a survey which included 11,000 children. Children who read daily outside school were **5 TIMES** more likely to perform above the expected level for their age in reading.

It's Fun! ...isn't it?

Table 1: Enjoyment of reading and reading attainment in 2013 (N = 12,690)

	<i>Below expected level %</i>	<i>At expected level %</i>	<i>Above expected level %</i>
Very much	2.8	61.1	36.2
Quite a lot	4.1	85.3	10.6
A bit	14.2	79.7	6.1
Not at all	32.8	57.5	9.1

Christina Clark , Children's and Young People's Reading in 2013, Findings from the 2013 National Literacy Trust's annual survey

What is reading?

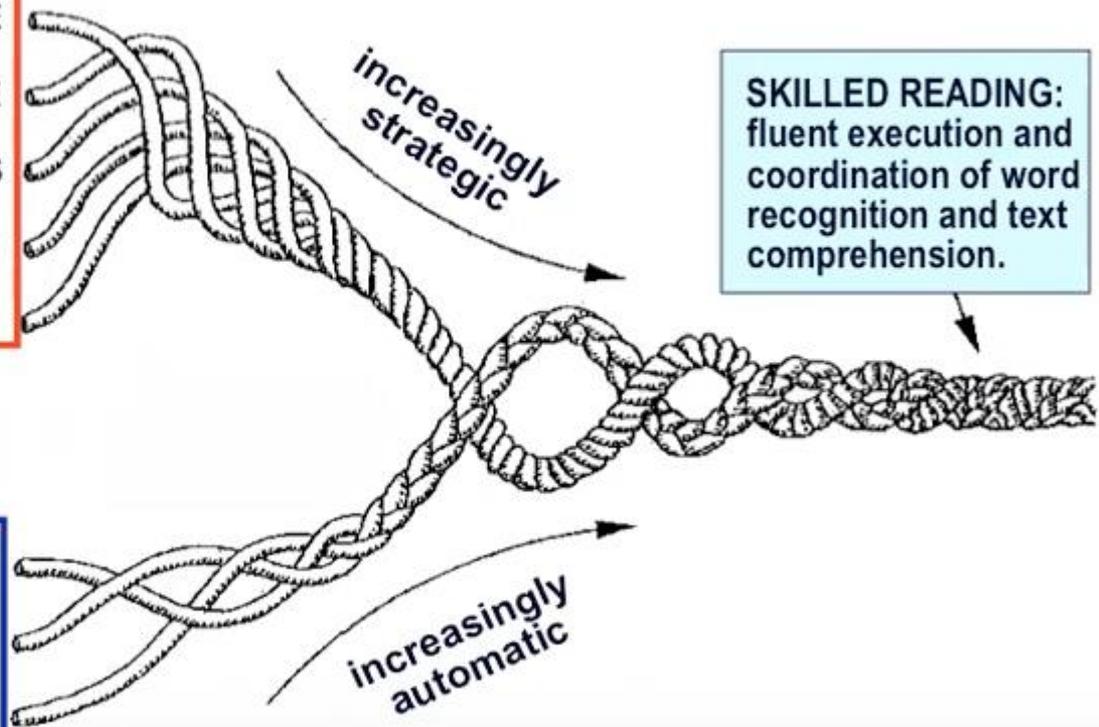
The Many Strands that are Woven into Skilled Reading (Scarborough, 2001)

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
VOCABULARY KNOWLEDGE
LANGUAGE STRUCTURES
VERBAL REASONING
LITERACY KNOWLEDGE

WORD RECOGNITION

PHON. AWARENESS
DECODING (and SPELLING)
SIGHT RECOGNITION



Reading is a multifaceted skill, gradually acquired over years of instruction and practice.

Vocabulary – learn, remember and use

Vocabulary Question:

- Identify the root word and any prefixes or suffixes
- Read forward and backward to understand meaning from the context
- Substitute the word with a synonym and see if the sentence makes sense

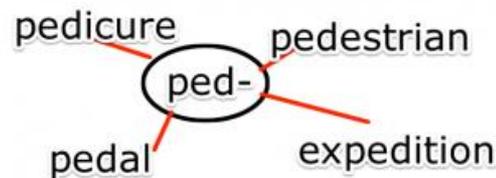
sign - Latin signum to mark, indicate, a symbol sign -- signal- signpost
- signature -design-resign assign-significant



real - reality, realise, really, unrealistic



ped = from Latin for foot pedicure, pedestrian, pedal, expedition



What is reading?

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.

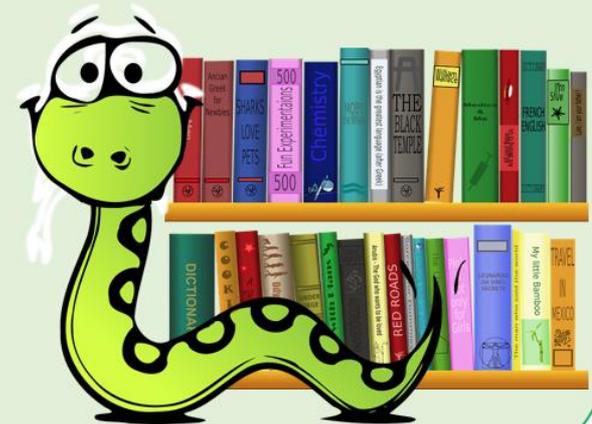
What do we teach?

Content domain reference	
2a	give / explain the meaning of words in context
2b	retrieve and record information / identify key details from fiction and non-fiction
2c	summarise main ideas from more than one paragraph
2d	make inferences from the text / explain and justify inferences with evidence from the text
2e	predict what might happen from details stated and implied
2f	identify / explain how information / narrative content is related and contributes to meaning as a whole
2g	identify / explain how meaning is enhanced through choice of words and phrases
2h	make comparisons within the text

- R How far onto the bridge was Robin when John appeared?
- V Which words show that the men appeared quickly?
- E Explain how you know that this story is set in the past.
- I What is Robin thinking/feeling when he 'let out a 'deep sigh'?
- S How does Little John earn money?

Reading Vipers

Vocabulary
Infer
Predict
Explain
Retrieve
Sequence or Summarise



What do we teach?

Good readers...



Predict



Ask questions



Clarify



Summarise



Infer



Make connections



Evaluate

Question Types and Strategies

Code Clues 	Look for clues! Circle words, think what phrases could mean, look for question words / instructions
Locate 	Find where the answers might be on the page and in the text. (Skim and scan)
Explore 	Read around —is the answer before / after that word/ phrase or sentence?
Answer 	Write the answer —to the point!
Re-read 	Re-read and check —does what you have written match the question?

What and how do we teach?

- Whole class teaching
- Focused reading activities
- Independent reading
- Reading across the curriculum
- Class novels and stories

Learning Behaviors:

- Be supportive and actively listen to others
- Discuss and explain your ideas
- Take responsibility for your own and your group's learning

Destination Reader

Introduction p. 3 Road Map

Destination
Reader



Step 5: Strategies
What strategies and tools can help us understand texts better?



Step 4: Portrait – set targets
How can we improve our reading and book level?

Step 3: What makes a good reader?
What will this look like?

Step 2: What are our reading preferences?
Which are our favourite books and authors?

Step 1: Learning Behaviours
How should we talk to one another?



We'll be taking
snapshots on the way



Destination Reader

Chapter One *the last one*

THIS STORY BEGINS within the walls of a castle, with the birth of a mouse. A small mouse. The last mouse born to his parents and the only one of his litter to be born alive.

"Where are my babies?" said the exhausted mother when the ordeal was over. "Show to me my babies."

The father mouse held the one small mouse up high.

Using one of the predicting stems, predict would you think will happen next.



Predicting



- *I wonder if*
- *I predict*
- *I think that*
- *I bet that*
- *I imagine*
- *The next part will be about*

because

Picking Books – Your job is to get your child to love reading! No pressure...



Picking Books – Camden Reading Road Map



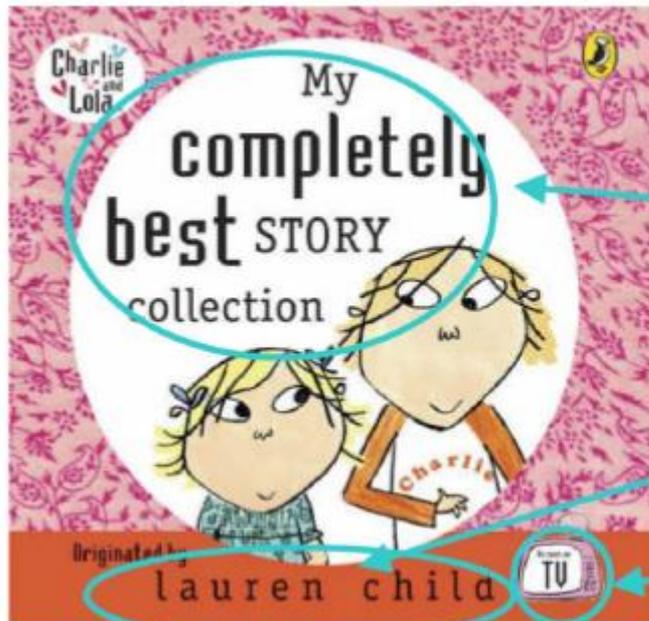
Reading Road Map

- 60 books
- Books use a traffic light system:
 - red = more challenging
 - Yellow = challenging
 - Green = less challenging
- 10 genres
- Start wherever you like

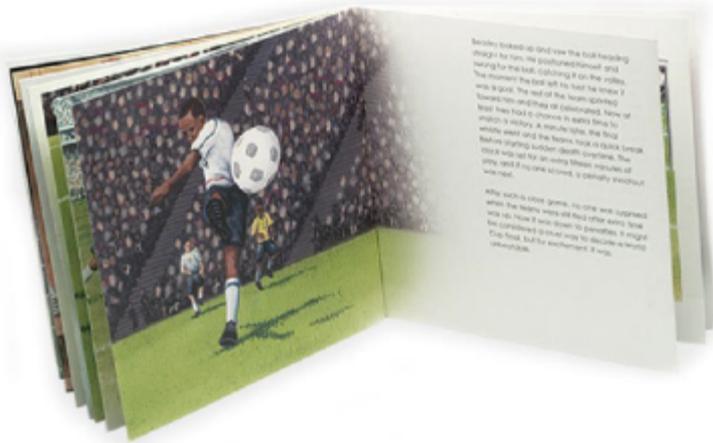


- When you read 5 books you receive a Bronze Certificate
- When you read 10 books you receive a Silver Certificate
- When you read 20 books you receive a Gold Certificate
- When you read 40 books you receive a Platinum Certificate

Top Tips for Choosing a Book



- ★ Cover – Does the cover look exciting?
- ★ Title – Does it sound interesting?
- ★ Blurb – When I read the blurb, does it sound interesting? **(Look on the back of the book!)**
- ★ Author – Have I heard of this author? Do I like other books she's written?
- ★ Key words – Does it say "based on a TV show" or "mystery" or other things I like?



- ★ Genre – Do I like this type of book (for example comic or mystery)?
- ★ “Dip in” – Choose a page and read it. Do I like what I read?
- ★ Caution keywords – Do I see any words that tell me I won't like the book?
- ★ Types of characters – Are there characters I might not like (aliens, old fashioned people)?

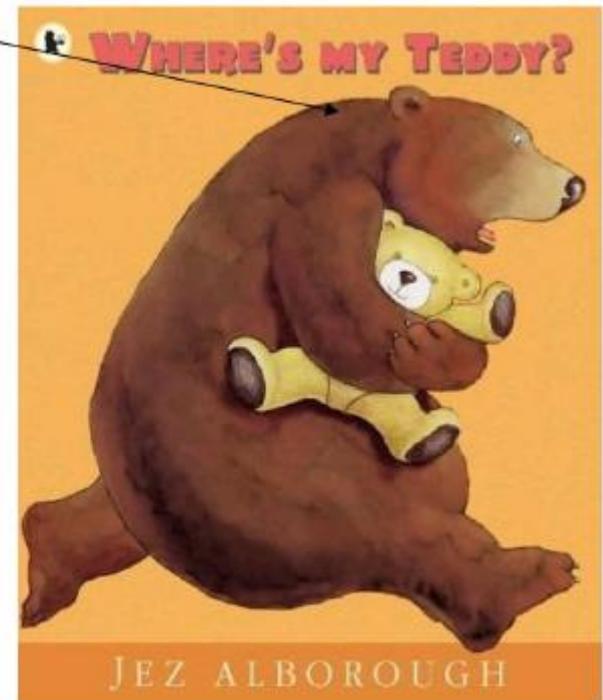
Don't forget to check – Can I read it?

- ★ Five-finger method – Read a page. Hold up my hand. Each time I can't read a word, put down a finger. If all my fingers are down on one page- I should choose another book
- ★ Check in – ask my teacher, or parent, or librarian if this is a good book for me

- ★ Subject
 - Do I like this character?
 - e.g. Do I like teddy bears?
 - Are there characters I might not like?
- ★ Sharing
 - Is this a book I'd like being read?
 - Do I have a toy like this at home?
 - Maybe my toy would like to hear it too!

Toys love being held by you when you're having a story, especially if it's about someone like them!

- ★ "Dip in"
 - Are the pictures nice inside?
 - Can I tell the story from the pictures?
 - Can I enjoy it on my own?
- ★ Check in
 - Ask my teacher, parent or librarian if this is a good book for me



Encourage your child to try different authors and types of books (see lists below for recommended authors and like for like authors)

Reading to your child

- Introduce your children to different types of books; classic fiction, chapter books, short stories, joke books, poetry, non-fiction.
- Read them the book that was your favourite when you were a child.
- Read slowly, with expression. Try to use different and funny voices for characters.
- Follow the words and read the story using the pictures.
- Talk about what is happening and what might happen next. Leave the story on a cliffhanger!

Talking about books – it's not a test!

Before reading the book:

What do you think this story will be about? (Look at the front cover, the author and the title)

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 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?

How would you feel? What would you do?

What have you learned about in your book?

Find 2 sentences, which describe the setting.

Is the plot fast or slow moving?

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 change any of the characters? How?

Which part of the story was the funniest, scariest, saddest, and happiest? Find some evidence in the text to support your opinion.

Would you like to read another book by this author? Why?

Does your opinion of this character change during the story? How? Why?

If you met one of the characters from the story, what would you say to him / her?

Find 2 things the author wrote about this character that made him / her likeable or unlikeable?

Questions

- Do you like this book?
- Do you like this character?
- It's a good story isn't it?
- Do you like reading?
- Are you good at reading?
- Do you like this kind of story?



- What do you like about this book?
- What do you think of this character?
- Why do you think this is a good story?
- What's great about reading?
- Why are you a good reader?
- What is it about these stories that you like so much?

Change these questions so that the answers cannot be *yes* or *no*.

Stop on a cliff hanger and predict what will happen next

...About what will happen next

How characters will feel

How it will make the reader feel

What if he/she had made a different choice



After Reading

If you could go into space with one person, who would you pick?

If you were going to write a sequel, what would happen?

If you were going to give it an alternative title what would it be?

Name one similarity and one difference between this text and the last text you read.

If one character was going to go on the X factor, who would it be and why?

Can you retell the story in 30 words or less?

Can you retell the story backwards?

Who would you like to be in the text?

Who would your family or friends be if they were a character in the text?

Match these adjectives with the character they describe:

- Brave - Stubborn
- Admirable - Kind

Who would you recommend this text to and why?

Your Turn!

What questions might you ask?

The Mystery of the Colour Thief by Ewa Jozefkowicz

He came out of nowhere, a man in the smoke. He was nothing more than a shadow at first, a smudge of black in the grey. But as he loomed closer, he grew bigger, became more solid. My heart was a drum. He was shouting at me, but the sound bounced off my ears in eerie echoes. His long arms reached out. He was so close that I could smell him - a mix of sweat and burning rubber. He leaned in...

3.05 a.m.



The luminous figures stared back at me in the dark. The glow of a street lamp seeped through the wooden slats of my blinds. It was quiet. The man had gone. A nightmare. Though somewhere in the depths of my mind I knew that it was more than a nightmare.

How to Help Your Child with Reading

- Build this into your daily routine: have a quiet, comfortable space your child (and you) can read in.
- Try and get into a routine that you will sustain. Read a little at a time but often, rather than rarely but for long periods of time! 20 minutes minimum. You may need a small reward to begin with...
- Ensure your child sees you reading regularly whether it's a book, newspaper or magazine as it will instill a love of reading. Consider reading at the same time.
- Enjoy stories together – reading stories to your child is important no matter how well they read. Even though your child may now be a fluent reader, it is still important to hear them read aloud every day.
- Encourage your child to read to younger brothers and sisters to make them feel like the 'expert.'
- Talk about the story before, during and afterwards – discuss the plot, the characters, their feelings and actions, how it makes you feel, predict what will happen and encourage your child to have their own opinions.
- All reading is valuable – it doesn't have to be just stories. Encourage your child to read a range of texts such as comics, newspapers, non-fiction, plays and poetry etc. Help them pick their new book.
- Visit the local library - it's free!

Good books to read aloud

Ages 5 to 8

<i>Cinderboy</i>	Laurence Anholt
<i>Revolting Rhymes</i>	Roald Dahl
<i>Diary of a Killer Cat</i>	Anne Fine
<i>Wonder Goal</i>	Michael Foreman
<i>Eat Your Peas</i>	Kes Gray
<i>The Tiger Who Came to Tea</i>	Judith Kerr
<i>Good News, Bad News; Goal! and Suddenly</i>	Colin McNaughton
<i>Big Bad Raps</i>	Tony Mitton
<i>The Worst Witch</i>	Jill Murphy
<i>The Adventures of Captain Underpants</i>	Dav Pilkey
<i>The World Came to My Place Today</i>	Jo Readman
<i>Mixed Up Fairy Tales</i>	Hilary Robinson and Nick Sharratt
<i>Squids Will Be Squids or The Stinky Cheese Man and Other Fairly Stupid Tales</i>	John Scieszka
<i>Shark in the Park</i>	Nick Sharratt
<i>Horrid Henry's Big Bad Book</i>	Francesca Simon
<i>The 100 Mile An Hour Dog</i>	Jeremy Strong
<i>The Story of Tracy Beaker</i>	Jacqueline Wilson

Ages 9 to 11

<i>Awful End</i>	Philip Ardagh
<i>Seriously Silly Stories collection (Cinderboy and Rumply Crumply Stinky Pin are particular favourites)</i>	Laurence Anholt
<i>Cloudbusting</i>	Malorie Blackman
<i>Artemis Fowl</i>	Eoin Colfer
<i>Millions</i>	Frank Cottrell Boyce
<i>The Giggler Treatment</i>	Roddy Doyle
<i>Aesop's Funky Fables</i>	Vivian French and Korky Paul
<i>Falcon's Malteser, Granny and Stormbreaker</i>	Anthony Horowitz
<i>The Thief Lord</i>	Cornelia Funke
<i>Thirteen Unexpected Tales</i>	Paul Jennings
<i>The Killer Underpants</i>	Michael Lawrence
<i>Wolf Brother</i>	Michelle Paver
<i>Short and Shocking</i>	Maggie Pearson
<i>Clockwork and I Was a Rat</i>	Phillip Pullman
<i>Mortal Engines</i>	Philip Reeve
<i>The Bad Beginning</i>	Lemony Snicket
<i>The Story of Tracy Beaker</i>	Jacqueline Wilson

Encourage your child to read a series of books from a favourite author or books on topics of interests, especially to keep reluctant readers interested in reading.

Great Authors (see [loveread4kids](http://loveread4kids.com) for more!)

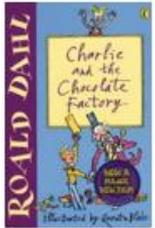
Some suitable authors for KS2

Year 3 /4	Year 5/6
Nigel Hinton	Berlie Doherty
Berlie Doherty	Michael Morpurgo
Francesca Simon	Shaun Tan
Roald Dahl	RJ Palacio
Gillian Cross	Philip Pullman
Clive King	Eva Ibbotson
Dick King Smith	Frank Cottrell Boyce
Jill Murphy	Louis Sacher
Philippa Pearce	CS Lewis
Cressida Cowell	David Almond
Ted Hughes	David Walliams
Emily Gravett	Philip Ridley
Jenny Nimmo	Grace Nichols

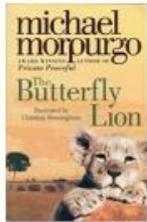
Anne Fine	Francesca Simon	JK Rowling	Anthony Horowitz
Geraldine Mc Caughrean	John Gant	Jill Murphy	Charlie Higson
Jacqueline Wilson	Lauren Child	Eva Ibbotson	Robert Muchamore
Dick King Smith	Andy Stanton	Diane Wynne Jones	Eleanor Up dale
Cathy Cassidy	Chris Riddell	Darren Shan	Philip Reeve
Sarah Singleton	Alan Ahlberg	Ursula K Le Guin	Joe Craig
Adele Geras	Jan Mark	Jenny Nimmo	Marcus Sedgewick
Malorie Blackman	John Dougherty	Duncan Pile	
Michael Morpurgo	Dav Pilkey	Nigel Hinton	

Great Books – I will attach a list!

100 Books To Read In Year 3 and 4



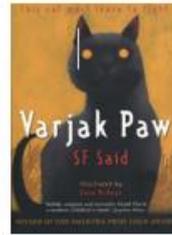
Charlie and the
Chocolate Factory
Roald Dahl



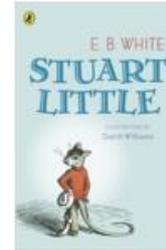
The Butterfly Lion
Michael Morpurgo



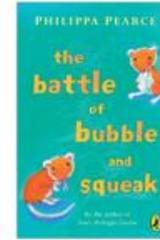
The Iron Man
Ted Hughes



Varjak Paw
SF Sair



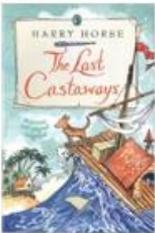
Stuart Little
E B White



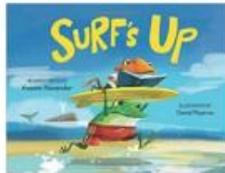
The Battle of Bubble and
Squeak
Phillips Pearce



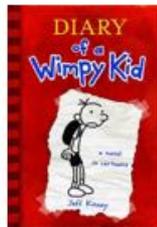
War Game
Michael Foreman



The Last Castaways
Harry Horse



Surf's Up
Kwame Alexander



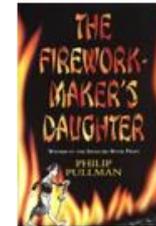
Diary Of A Wimpy Kid
Jeff Kinney



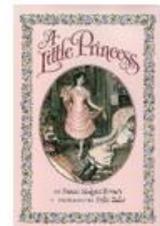
The Railway Children
E Nesbit



The Yearling
Marjorie Rawlings



The Firework-Maker's
Daughter
Phillia Pullman



A Little Princess
Frances Hodgson
Burnett

Questions?