

The Carey Federation - KS2 Reading

Aims of this meeting:

- To explain KS2 Reading learning in the Carey Federation.
- To discuss how you can help your child at home

In the Carey Federation we aim to...

- Promote a life long love of reading.

We believe Reading is fundamental to education. Proficiency in reading is vital for pupils' success. Through Reading, children develop communication skills for education, and for life and work in the future. Pupils who find it difficult to learn to read are likely to struggle across the curriculum.

Reading for pleasure is associated with higher levels of achievement; those who are good at reading, tend to read more; they learn more and expand their vocabulary and knowledge.

Our Intent is for all children to be able to read with fluency, understanding and for pleasure by the time they leave us.

- The Carey Federation Website

Why read? Top 10 reasons.....

1) Children who read often and widely get better at it.

2) Reading exercises our brains.

3) Reading improves concentration.

4) Reading teaches children about the world around them.

5) Reading improves vocabulary and leads to more highly-developed language skills.

Why read? Top 10 reasons.....

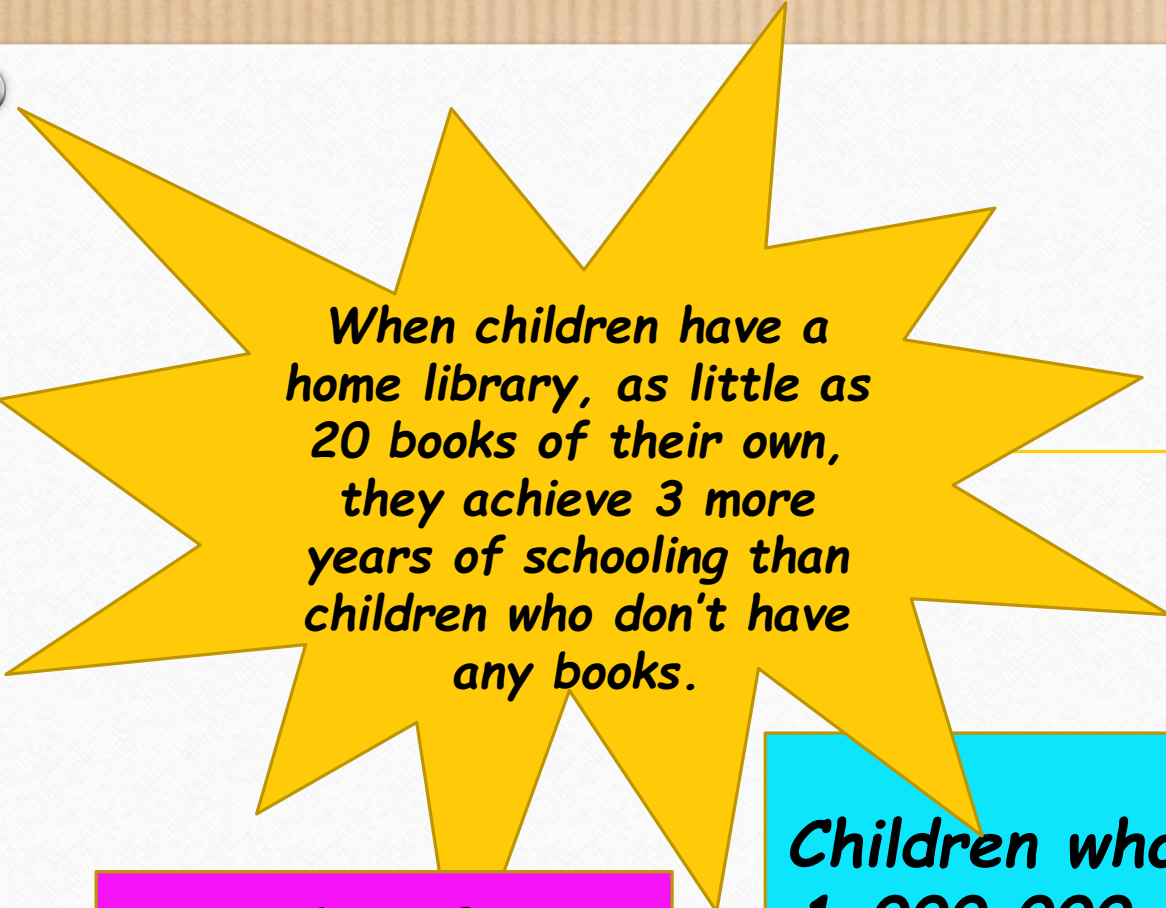
6) Reading develops a child's imagination.

7) Reading helps children develop empathy.

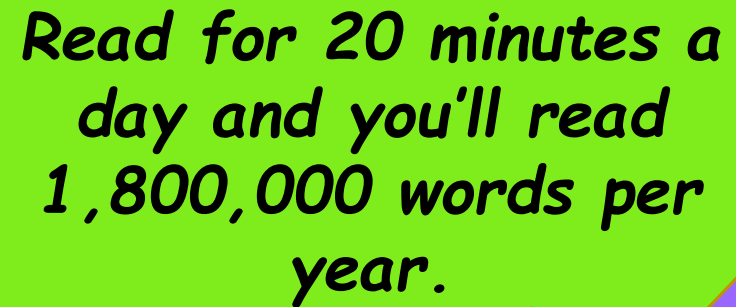
8) Children who read do better at school in all subjects.

9) Reading is a great form of entertainment.

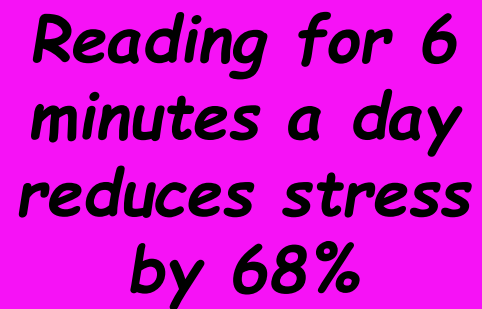
10) Reading relaxes the body and calms the mind.



When children have a home library, as little as 20 books of their own, they achieve 3 more years of schooling than children who don't have any books.



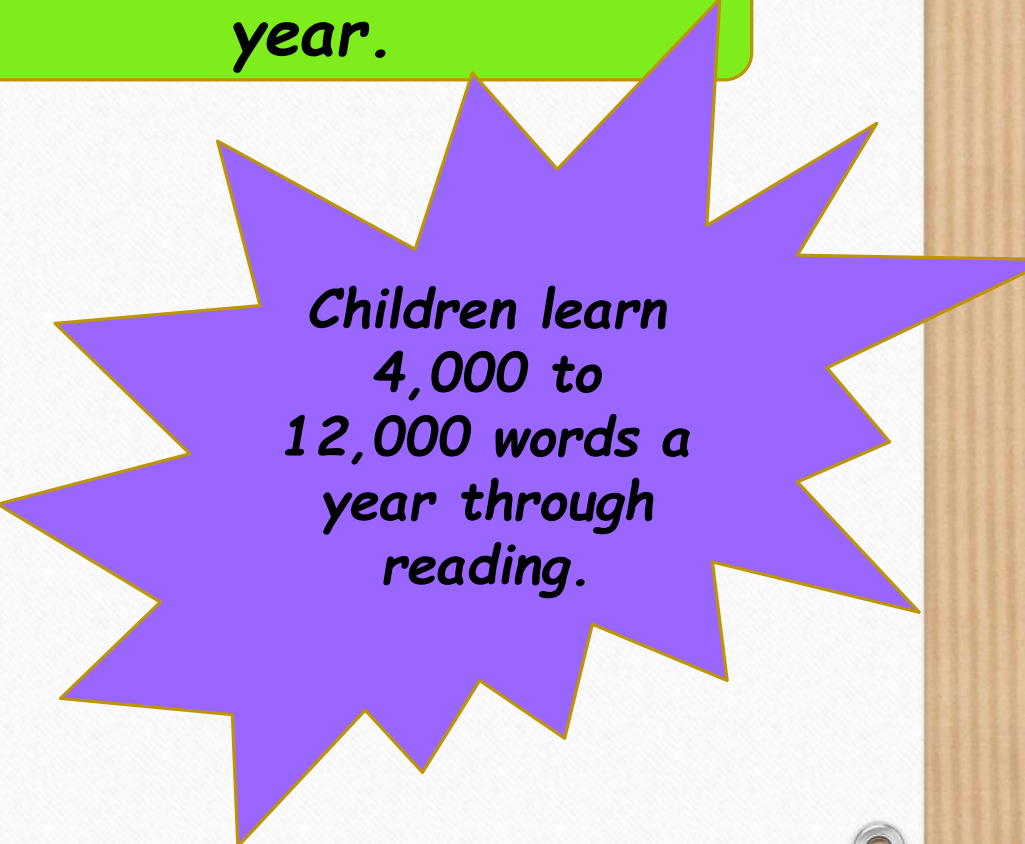
Read for 20 minutes a day and you'll read 1,800,000 words per year.



Reading for 6 minutes a day reduces stress by 68%



Children who read 1,000,000 words a year are in the top 2% of reading achievement.



Children learn 4,000 to 12,000 words a year through reading.

The National Curriculum

- The programmes of study for reading at key stages 1 and 2 consist of 2 dimensions:
- word reading
- comprehension (both listening and reading)

National Curriculum domains

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

Reading Vipers

Vocabulary

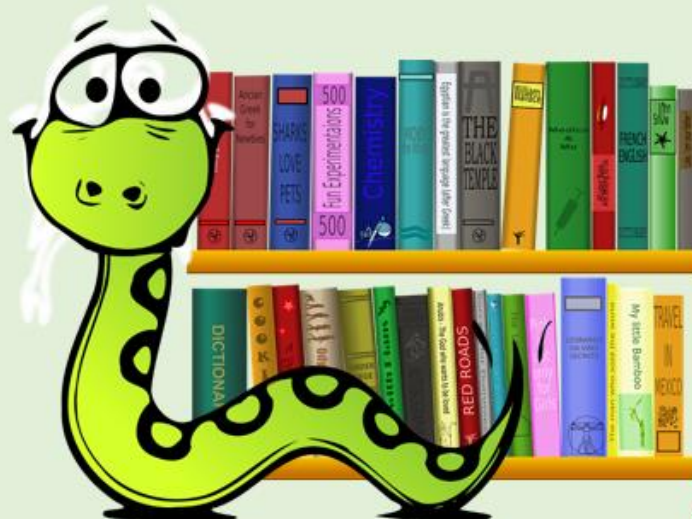
Infer

Predict

Explain

Retrieve

Summarise



Vipers heading	Content Domain reference	Content Domain Description
Vocabulary	2a	Give/explain the meaning of words in context
Infer	2d	Make inference from the text/ explain and justify using evidence from the text.
Predict	2e	Predict what might happen from the details stated and implied.
Explain	2f, 2g, 2h,	Identify/explain how information/narrative content is related and contributes to the meaning as a whole. Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within the text
Retrieve	2b	Retrieve and record key information/key details from fiction and non-fiction
Summarise	2c	Summarise main ideas from more than one paragraph

Vocabulary - find and explain the meaning of words in context (2a)

Example questions

- 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 - make and justify inferences using evidence from the text (2d)

Example questions

- Find and copy a group of words which show that...
- How do these words make the reader feel? How does this paragraph suggest this?
- How do the descriptions of show that they are
- 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 what might happen from the details given and implied (2e)

Example questions

- 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? Yes, no or maybe? Explain your answer using evidence from the text.

Explain (2f, 2g, 2h)

- Explain how content is related and contributes to the meaning as a whole.
- 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.

Explain

Example questions

- 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 and record information and identify key details from fiction and non-fiction (2b)

Example questions

- 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 the main ideas from more than one paragraph (2c)

Example questions

- Can you number these events 1-5 in the order that they happened?
- What happened after?
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapter headings come in the story?

Reading opportunities in KS2

- High quality text used to deliver English teaching sequence - cross curricular
- Topic texts
- 1:1
- Independent
- Story time
- Whole class reading

What is whole class reading?

Instead of guided reading groups and a carousel of activities, pupils have daily reading lessons as a whole class. These lessons:

- Are built around the teacher reading high-quality and challenging texts, which are dissected by the class through high-level questioning and discussion.
- Include a range of activities - not all of which have to have a written outcome - that enable pupils to develop their vocabulary and comprehension skills.

Why do we believe it is better than guided reading?

- Pupils are regularly immersed in high-quality children's literature
- Pupils are able to improve speaking and listening skills, as well as developing comprehension skills.
- More time is given to modelling skills rather than just assessing ability.
- Behaviour for learning is improved as all pupils are engaged in the lesson

How does it work?

- The teacher selects a high-quality piece of children's literature or non-fiction text that will challenge all pupils. It should be at a level beyond that at which they can read independently. The text can be linked to a relevant topic and used to benefit other subjects.
- The learning objective for the session is the same for all pupils. Pupils will have access to the same activities and levels of questioning but with differing levels of support provided depending on pupil needs.
- The teacher reads the text to the class, modelling fluency, intonation and comprehension, and pupils follow the text with their own copy. There is opportunity for choral, paired and independent reading.

How does it work continued.....

- The teacher uses skillful questioning and discussion to help pupils get to grips with new vocabulary and develop their understanding of the text.
- Pupils work on activities that help them to develop their comprehension of the text. Depending on the activity, pupils may work in mixed-ability groups, pairs or by themselves. Activities do not always need a written outcome, for example drama may be used to help children explore a character through role-play, debates or freeze frames.
- The teacher makes assessments throughout to inform planning of future sessions.

How does it work continued.....

- How the domains are taught varies depending on the text or needs of the class. There may be a particular domain in focus for half a term, so it can be explored in great depth (although all domains will be covered) or different domains can be taught each session.
- Sometimes more than one domain will be covered in a lesson, but there will be one in focus and covered in more depth.

The power of the whole class read

Rupert Knight 2019

The whole class read, whether it's a longer novel or a picture book, is an essential part of the Primary school classroom. It is one very important way that we can model our enthusiasm for reading and for books and create magic and excitement around the special joy of reading a good book. Your enthusiasm for reading as a class teacher is one of the most important things that you can do in your classroom and research shows that it has more of a positive effect on reading achievement and the life-long love of reading than any other reading intervention. As Teresa Cremin argues, being a teacher that reads and has a love of and good knowledge of books is one of the single most important things that you can do as a Primary teacher.

Independent reading

- At the start of KS2 (year 3) books may be roughly banded to give pupils support with choosing books to read.
- Even though they are free readers, staff closely monitor what pupils are reading to ensure over time they read a range of text types which are suitably challenging but not too difficult.
- Often pupils will want to choose a long book thought to be popular with their peers but these are not usually suitable.
- Pupils can choose books from home as their reading book.

Reading at home

- X 5 per week - with an adult not just independently
- Talk about the book - use the support questions from the domains
- Visit your local library
- Read to your child

Video clips - 'why read to your child?' and 'Ten things to think about when you read to your child'.

Any questions?

<https://www.teachpal.co.uk/free-ebooks-for-children/>