

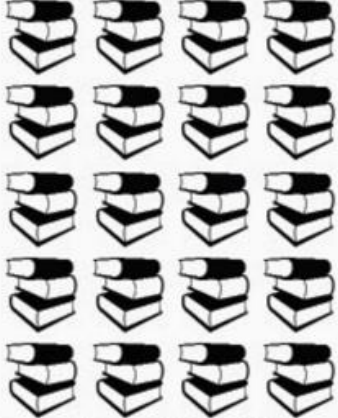




# Welcome to our KS2 Parent Reading Workshop

## Aims and Objectives:

- Look at what the research says about reading and its importance,
- Understand the importance of early reading and phonics,
- Gain a clear understanding of comprehension,
- Get hints and tips of how to support your child when reading at home.

# Why is reading for pleasure so vital?

WHY READ 20 MINUTES AT HOME?		
Student A Reads	Student B Reads	Student C Reads
❖ 20 minutes per day.	❖ 5 minutes per day.	❖ 1 minute per day
❖ 3,600 minutes per school year.	❖ 900 minutes per school year.	❖ 180 minutes per school year.
❖ 1,800,000 words per year.	❖ 282,000 words per year.	❖ 8,000 words per year.
		

If they start reading 20 minutes per night at the beginning of reception, by Year 6:

- Student A will have read for the equivalent of 60 school days
- Student B will have read for 12 school days
- Student C will have read for 3 days.

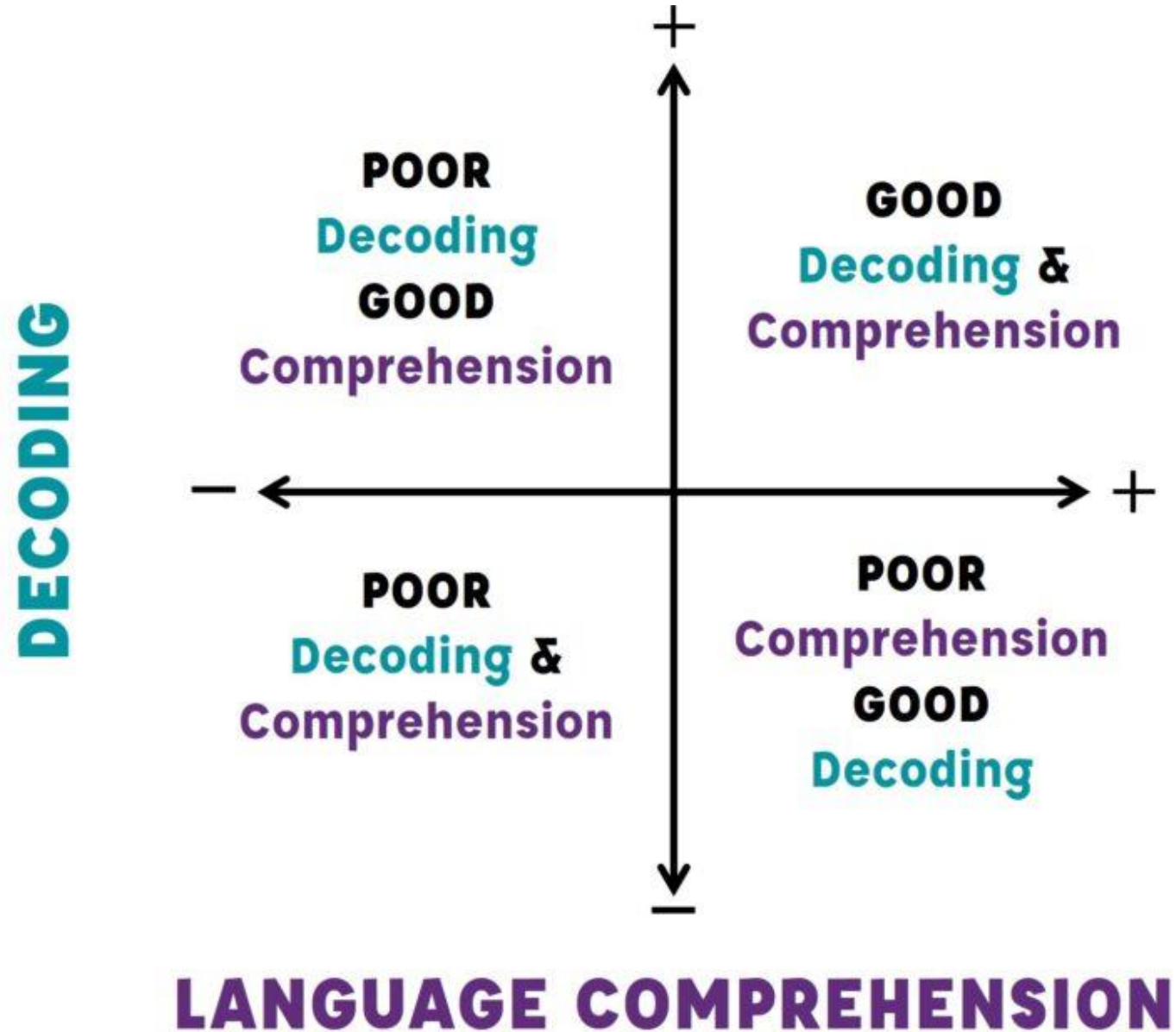
# What do we do at school?

- Phonics from EYFS taught daily
- Guided reading sessions taught in small groups from EYFS
- Reading comprehension skills taught 5x per week in KS2
- Draw links between books and their own writing in English sessions
- Monitoring reading at home
- Read with children in school (teachers/TAs/ volunteers)
- Reading fluency interventions
- Class books
- Class libraries
- Library books linked to class topics

# What we can't do at school...

Provide the equivalent of 60 full days (1,440 hours) to practise reading during their time in school.

# Simple view of reading



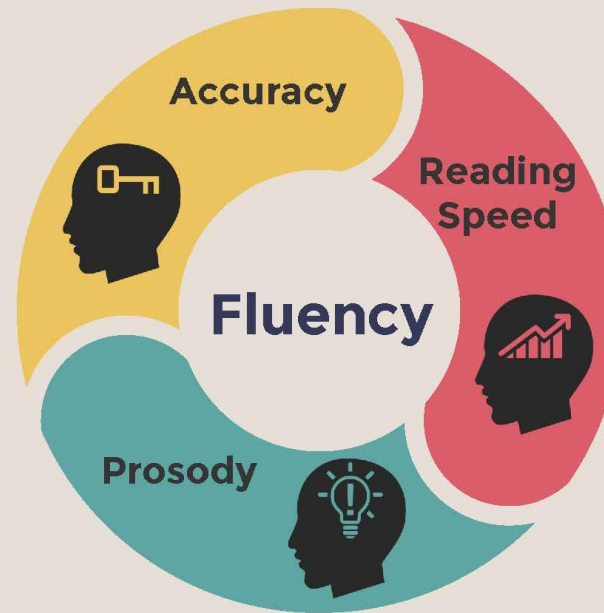
# What is fluency and why is it important?

▶ 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.

▶ Basically, 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.

## What is Fluency?

Oral reading fluency includes 3 parts.



### Accuracy

Reading with few errors.

### Reading Speed

The rate at which a student reads.

### Prosody

The skill of reading aloud with proper intonation, phrasing, and expression.

## Why should we focus on Fluency?

Fluency is not an end in itself but a critical gateway to comprehension. Fluent reading frees cognitive resources to process the meaning of what is being read.



# Echo Reading

## Bill's New Frock

It rained all through the lunch hour. The sky went grey, the windows misted over, and from overhead came the steady gunfire sound of huge raindrops pinging smartly on the skylight.

And Mrs Collins slipped into one of her dark wet-break moods.

Everyone knew the signs: the eyebrows knitting together over her nose; the line across her forehead deepening to furrows; her lips thinning into tightened purse strings.



# What underpins reading comprehension?

2a	2b	2c	2d	2e	2f	2g	2h
<i>Give or explain the meaning of words in context.</i>	<i>Retrieve and record information or identify key details from fiction and non-fiction.</i>	<i>Summarise main ideas from more than one paragraph.</i>	<i>Make inferences from the text or explain and justify inferences with evidence from the text.</i>	<i>Predict what might happen from details stated and implied.</i>	<i>Identify and / or explain how information or narrative content is related and contributes to meaning as a whole.</i>	<i>Identify and / or explain how meaning is enhanced through choice of words and phrases.</i>	<i>Make comparisons within the text.</i>

These are the assessment criteria for reading at the end of KS2. If a child has a fluent ability in these skills, they will be a strong and capable reader.

# Explain the meaning of words in context

What are bluebottles? Let's pretend for a moment...

What evidence can you find in the text?

- They are dead- they must have been alive so likely an animal.
- Scattered on his hair and shoulders- must be very small so maybe an insect?

## **DON'T IGNORE THE OBVIOUS!**

Let's try that again... What are woodlice?

- Inside a garage so not particularly big
- Living in a dark and damp place
- Millions of them- must be small to have so many
- Scattered away- what kind of animals would move like that? Etc...

# To retrieve information from a text

Specific questions based on explicit information. The answer will be a fact taken right out of the text.

List three items found in the garage.

What kind of building is he entering?

What was the man wearing?

# To summarise the ideas of a text

What is the 'gist' of the text?

What is each paragraph telling you?

Paragraph 1- describing the outside of the building

Paragraph 2- describing the inside of the building

Paragraph 3- explaining how the character is feeling and how he encountered the strange man etc...

# To make inferences using evidence from the text

What do the facts that you have retrieved actually tell you?

This is based on the implicit as opposed to the explicit...

Fact/ explicit	Inference/ implicit
'there were dozens of massive planks nailed across the entrance'	Someone owns the garage and doesn't want people to go inside.
The timbers holding the roof were rotten and the roof was sagging in	The garage is unsafe and shouldn't be entered. The author is building up tension.
He was covered in dust and webs like everything else and his face was thin and pale. Dead bluebottles were scattered on his hair and shoulders.	He hasn't moved for a long time. Could be unable to?

# To make predictions based on evidence from the text

..... evidence from the text. This is the most difficult bit of this skill.

- Based on what you know, what might happen next?
- Is that plausible?
- What makes you think this?

To identify why information has been added

To investigate how meaning is enhanced  
through language

These are very similar and refer to the language  
the author has chosen.

Who are the audience and what effect is the  
author trying to have?

Why have they used these specific words? What  
are they trying to achieve?



To identify why information has been added

To investigate how meaning is enhanced through language

Think about the more subtle nuances of the text. What kind of scene/ atmosphere is the author trying to set?

*There was a little window in one of the walls but it was filthy and there were rolls of cracked lino standing in front of it.*

As if to prove a point...

*There was a large window in one of the walls. The sunlight came flooding in and danced on the wall opposite.*

# To make comparisons within a text

Think about two different characters or settings within the book. Consider how they have been described to allow us to see the contrast between the two.

Harry	Draco
<ul style="list-style-type: none"><li>• description of the cupboard under the stairs</li><li>• 'smaller and skinnier than he really was because all he had to wear were Dudley's old clothes</li><li>• Bought lots of sweets and shared them with Ron</li></ul>	<ul style="list-style-type: none"><li>• Pale, pointy face</li><li>• he had a bored, drawling voice</li><li>• Father says it's a crime if I don't get picked...</li><li>• Said the boy with a slight sneer</li><li>• 'our kind'</li></ul>

What does this tell us?

Which character is the author painting to be good?



