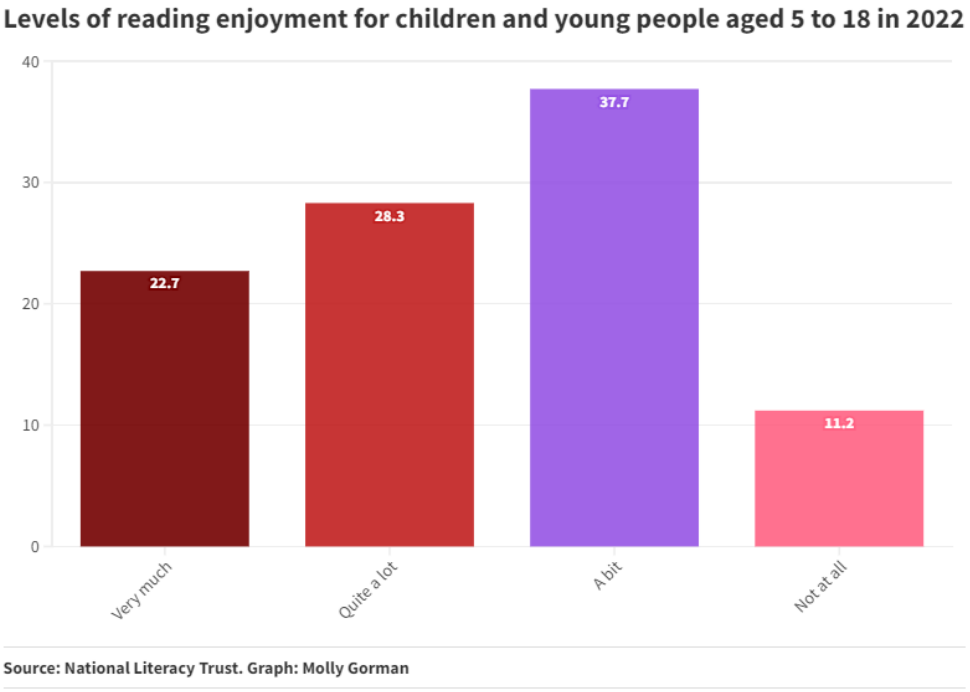
KS2 Reading Parent Workshop April 2024

Aims of this evening's workshop

- Look at what research says about the importance of reading.
- Understand the importance of fluency and how we can aid fluency.
- Understand how we teach language comprehension at Cedar Park.
- Give some key tips to help your children at home.

National Literacy Trust Research

- Lowest quantity of children aged 5-18 reading at home daily (just 26%).
- This figure was 38% in 2014.



What has caused the decline?

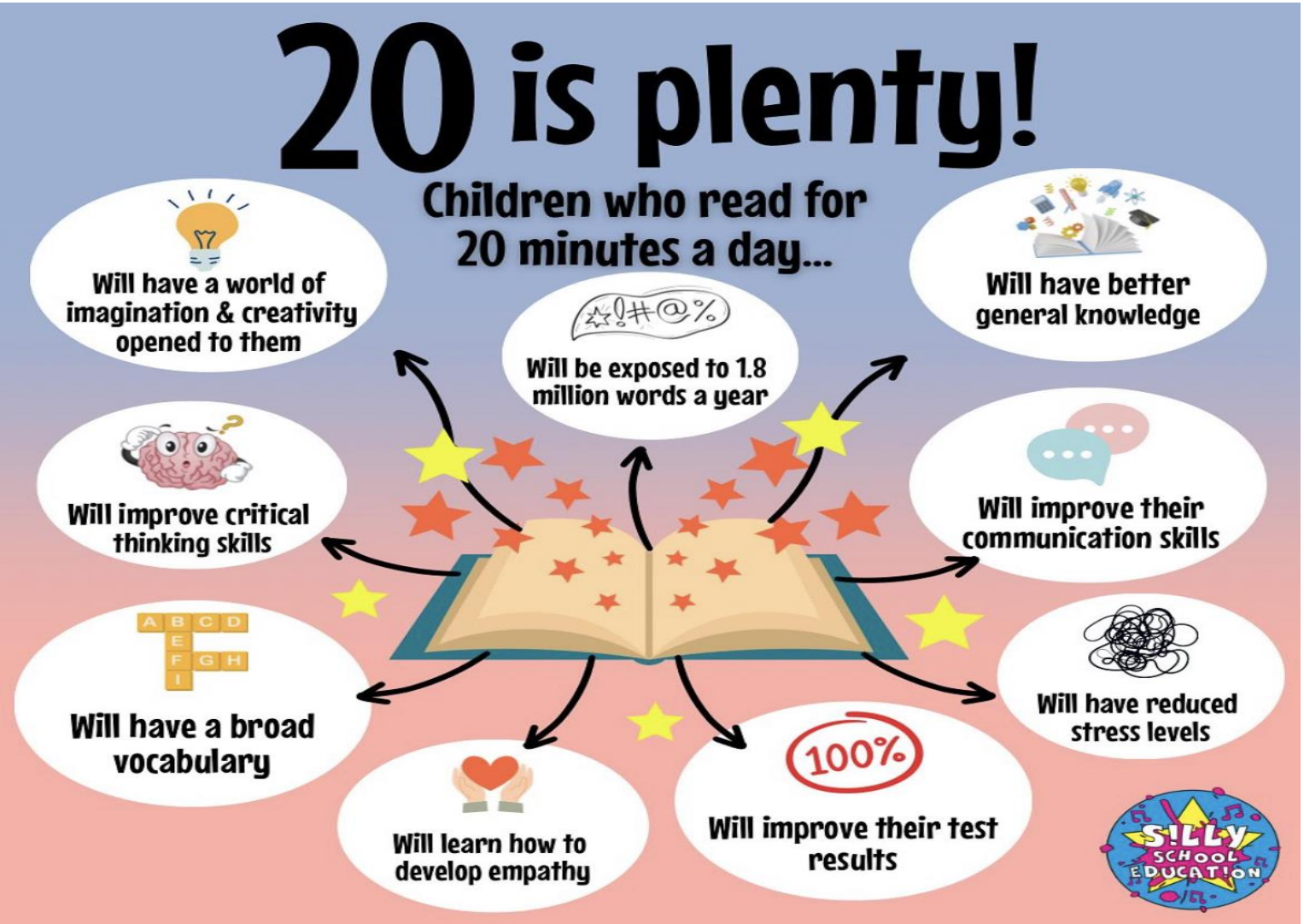
- **Games** and online distractions.
- The rise of **social media**.
- Generally finding books **'boring'.**
- **Lack of time** (parents more than children).
- **Not being read to** from an early age (home and school).
- **Not having the core skills** to be able to read for pleasure.

Why does it matter?

Amount of daily reading	20 minutes	5 minutes	1 minute
Number of minutes read per year	3600	900	180
Number of words read per year	1.8million	282,000	8000
Hours red by the end of primary school	851	212	42
Performance on tests	90%	50%	10%

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Other benefits of reading for pleasure

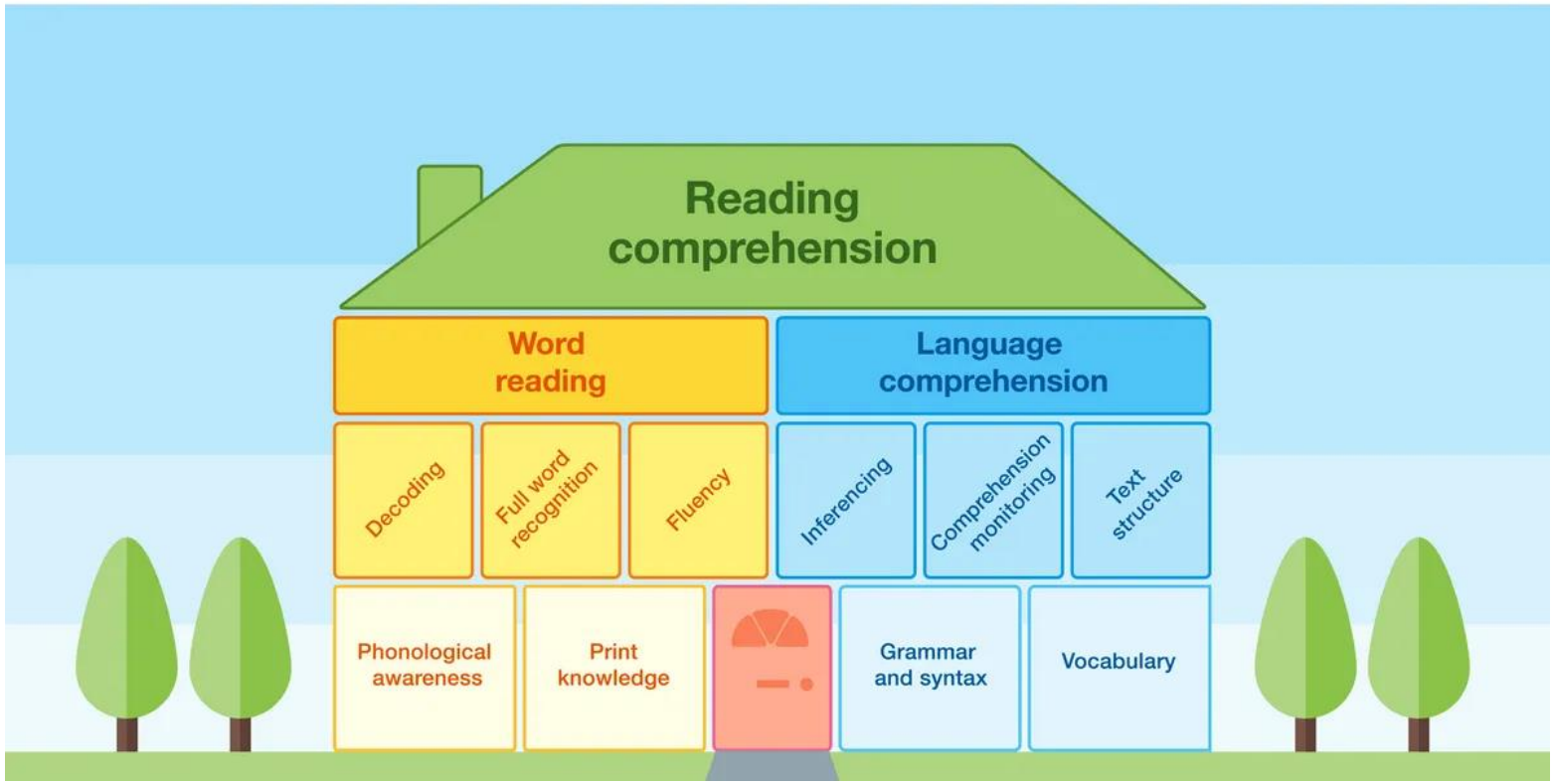


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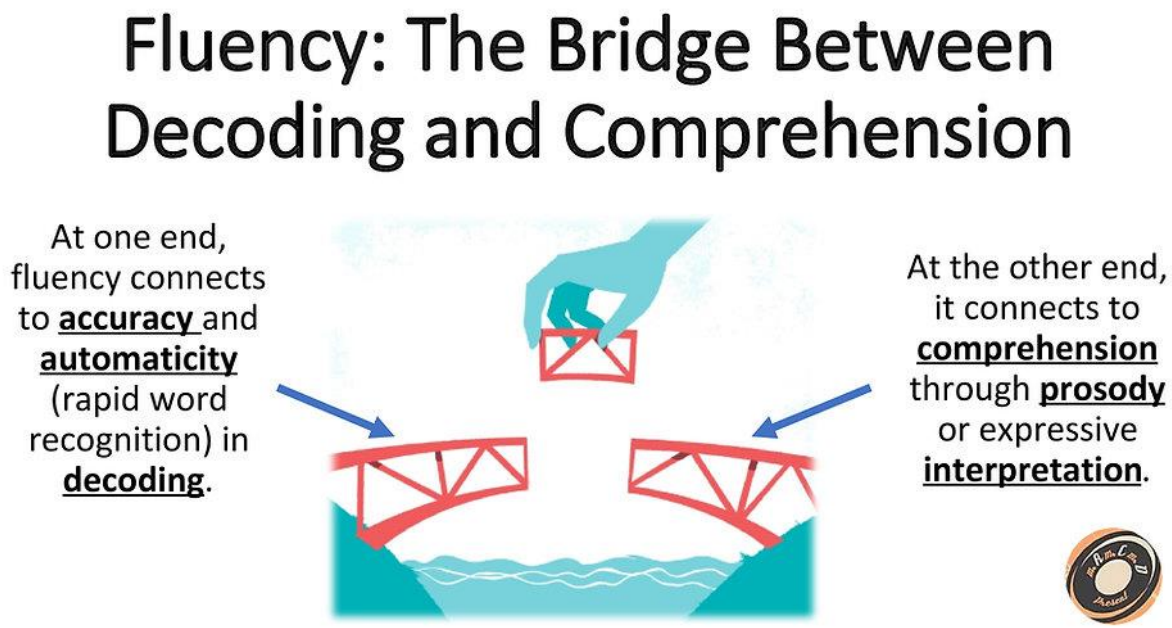
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How do we teach reading?



Fluency is key

- Reading with accuracy
- Reading with speed or automaticity
- Reading with prosody



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Building blocks to reading enjoyment

1. Word Reading- phonics
2. Fluency- accuracy, automaticity, prosody
3. Comprehension
4. Reading enjoyment

How to help with fluency

1. Reading out loud regularly. This can be a previously seen book.
2. Read and follow. At Cedar Park, we call this Teacher Read.
3. Echo Reading. When an adult reads a section of a book using the required accuracy, automaticity and prosody. The child copies.
4. Call and Response.

The Last Slice

It was Saturday afternoon. We all stared at the last slice of pizza. It was cheesy and gooey with rich, red tomato sauce on a crispy crust.

It sat alone in the middle of the table, still warm, just waiting for someone to gobble it down.

Finally, Mum said, "That was delicious, but I couldn't eat another bite."



"I've had enough to eat, too," said Dad.

That left the three of us, and the dog. I looked at Josh. He looked at me, and we both looked at Ella.

"What happens to the last slice?" asked Josh.

"I'm still hungry," said Ella.

"But I want to ..." I started to say.



Too late! It was gone. The dog had stolen the last slice from right under our noses.

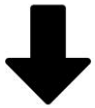
Mum and Dad laughed and said, "I think the dog saved the day!"

Building blocks to reading enjoyment

1. Word Reading- phonics



2. Fluency- accuracy, automaticity, prosody

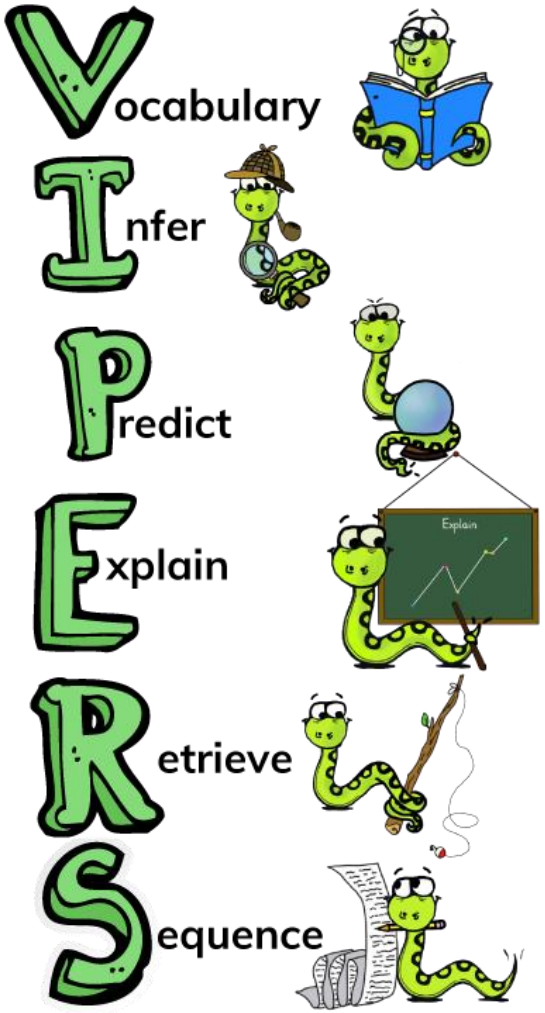


3. Comprehension



4. Reading enjoyment

Comprehension



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Vocabulary

- Mr Ali **Loathes** wearing a tie as he finds it uncomfortable.

- We may know what the word ‘loathes’ means but we encourage a child to work out the meaning of the word using the context of the sentences.

Inference

- The bike lay on the floor next to her as she held her leg and cried.
- We could infer that she has fallen off her bike.
- My stomach rumbled as the smell of the pie wafted from the kitchen.
- We could infer that this person is hungry.

Predict

- Beowulf snatched his sword from the armoury and ran towards the mountains.
- What do you predict Beowulf is going to do? What evidence have you used to make your prediction?

Explain

- Identify and explain how the author's content contributes to the meaning of a text.
- Ident and explain how meaning is enhanced by choice of vocabulary.
- Make comparisons within a text.

- Which character in the chapter do you think has displayed the most courage. **Explain** your reasons using examples from the text.

Retrieve

- This is often the starting point when discussing a text. It is picking up **exact, factual** information straight from the text:
- Characters' names
- What they ate for dinner
- The colour of the car
- The time they left for school

Summarise or Sequence

- Summarise the main ideas from a paragraph, chapter or book.
- What heading would be appropriate for this paragraph?
- What genre is this narrative?
- Put these events in order.

Ask your child questions about the book

Key Reading Comprehension Questions – **Year 4**		
	Key Reading Skills	**Example Questions**
Vocabulary	• Using dictionaries to check the meaning of words that they have read • Use a thesaurus to find synonyms • Discuss why words have been chosen and the effect these have on the reader • Explain how words can capture the interest of the reader • Discuss new and unusual vocabulary and clarify the meaning of these • Find the meaning of new words using the context of the sentence.	• Can you find the meaning or a word with a similar meaning in a dictionary or thesaurus? • What does this word/phrase/sentence tell you about the character/setting/mood? • By writing…, what effect has the author created? • Do you think they intended to? • What other words/phrases could the author have used here? Why? How has the author…? • Which word is closest in meaning to…
Inference	• Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (I know this because questions) • Infer characters' feelings, thoughts and motives from their stated actions. • Consolidate the skill of justifying them using a specific reference point in the text • Use more than one piece of evidence to justify their answer	• What do you think…. means? • Why do you think that? Could it be anything else? • I think….; do you agree? Why / why not? • How do you think….? • Can you explain why…..? • Can you explain why based on two different pieces of evidence? • What do these words mean and why do you think that the author chose them? • Find and copy a group of words which show that… • What impression of …do you get from this paragraph?
Prediction	• Justify predictions using evidence from the text. • Use relevant prior knowledge as well as details from the text to form predictions and to justify them. • Monitor these predictions and compare them with the text as they read on	• Can you think of another text with a similar theme? How do their plots differ? • Which stories have openings like this? Do you think that this story will develop the same way? • Why did the author choose this setting? Will that influence the story? • What does this paragraph suggest what will happen next? • Do you think … will happen? Explain your answers with evidence from the text
Explanation	• Discussing words and phrases that capture the reader's interest and imagination • Identifying how language, structure, and presentation contribute to meaning • Recognise authorial choices and the purpose of these	• What is similar/different about two characters? Did the author intend that? • Explain why… did that. • Describe different characters' reactions to the same event. • Is this as good as…? • Which is better and why? • What can you tell me about how this text is organised? • Why is the text arranged in this way? • What is the purpose of this text and who is the audience? • How does the author engage the reader here? • Which section was the most …? Why?
Retrieval	• Confidently skim and scan texts to record details, • Using relevant quotes to support their answers to questions. • Retrieve and record information from a fiction or non-fiction text.	• Find the… in this text. Is it anywhere else? • When/where is this story set? How do you know? • Find the part of the story that best describes the setting. • What do you think is happening here? Why? • What might this mean? • Whose perspective is the story told by and how do you know? • How can you use the subheading to help you here?

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Other ways to improve comprehension

- Talk a lot at home (about anything).
- Go and see places- this build cultural capital.
- Read together and discuss books



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How do we teach reading in KS2?

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Week beginning		26/02/24
Novel	Poetry	Non-fiction
Book Title	The Boy Who Grew Dragons	

	Monday	Tuesday	Wednesday	Thursday	Friday
VIPERS Skill	Vocabulary	Prediction	Retrieval	LIBRARY SLOT	Inference
High Five	Re-cap on what had happened prior to NF week and half term holiday.	Re-reading Ch13	Share some predictions from yesterday.		3 Retrieval Qs: What were the types of beans they might grow? What had Lolli painted with her food? What did Tomas secretly wonder if his mum had?
Pages Read	Ch13 P95-103	Ch13 P95-103	Ch14 P104-111		Ch14 P104-111
Reading Structure	Teacher Read	Paired Reading	Echo Reading		Paired Reading
Task	Identify the key new vocab in context and understand what it means.	Crumbs of Evidence Reading Recharged P100 Model an example.	Fact Dump Reading Recharged P27 5 Mins on each section of activity.		Emotional Rollercoaster Reading Recharged P41 Look at Ch14 and fill in the table.
Key questions or vocabulary	Vocab: occupied, contented, sneered, distraction, scowl, faking	What is the evidence that supports your prediction?			What signs are there of Tomas' feelings?

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Building blocks to reading enjoyment

1. Word Reading- phonics



2. Fluency- accuracy, automaticity, prosody



3. Comprehension



4. Reading enjoyment

What do we do to build enjoyment?

- **Special events**- Poetry Festival, Big Bed Time Read
- **Library at Lunch**
- Purchasing up to date literature
- **Reading tracks** in KS2
- **Reading awards**/rewards
- **World Book Day**
- **Book Assemblies**
- Extreme Reading
- Book Shouts



What can you do to help build independent readers?

- Ensure your child has books that they **own**.
- Take your child to the **library**.
- Expose them to **different kinds of texts**.
- **Control screen time**.
- Show them that you love reading (fake it if necessary).
- Give your child books that matter (relatable characters, authors of different faiths and cultures)
- Rewards

Something has changed…





Why?

It is important for staff to be able to **support the children** with their reading development and track their progress.

Creates a clearer system for children to select and return books.

Allows us to **buy books** which are recently published, from a range of different authors and are engaging.

Book Banding

Publishers assign a colour band to their books. It takes into account difficulty, length and themes.

We have currently banded from Gold to Dark Red as KS1 are supported through the phonics system.

Currently class teachers are determining each child's colour for their independent



