

KS2 READING EVENING- AIMS

- What are the raised expectations?
- How do we teach your child to read and develop their comprehension?
- How can I support my child to develop their reading and comprehension at home?
- Time to answer questions with individual teachers.

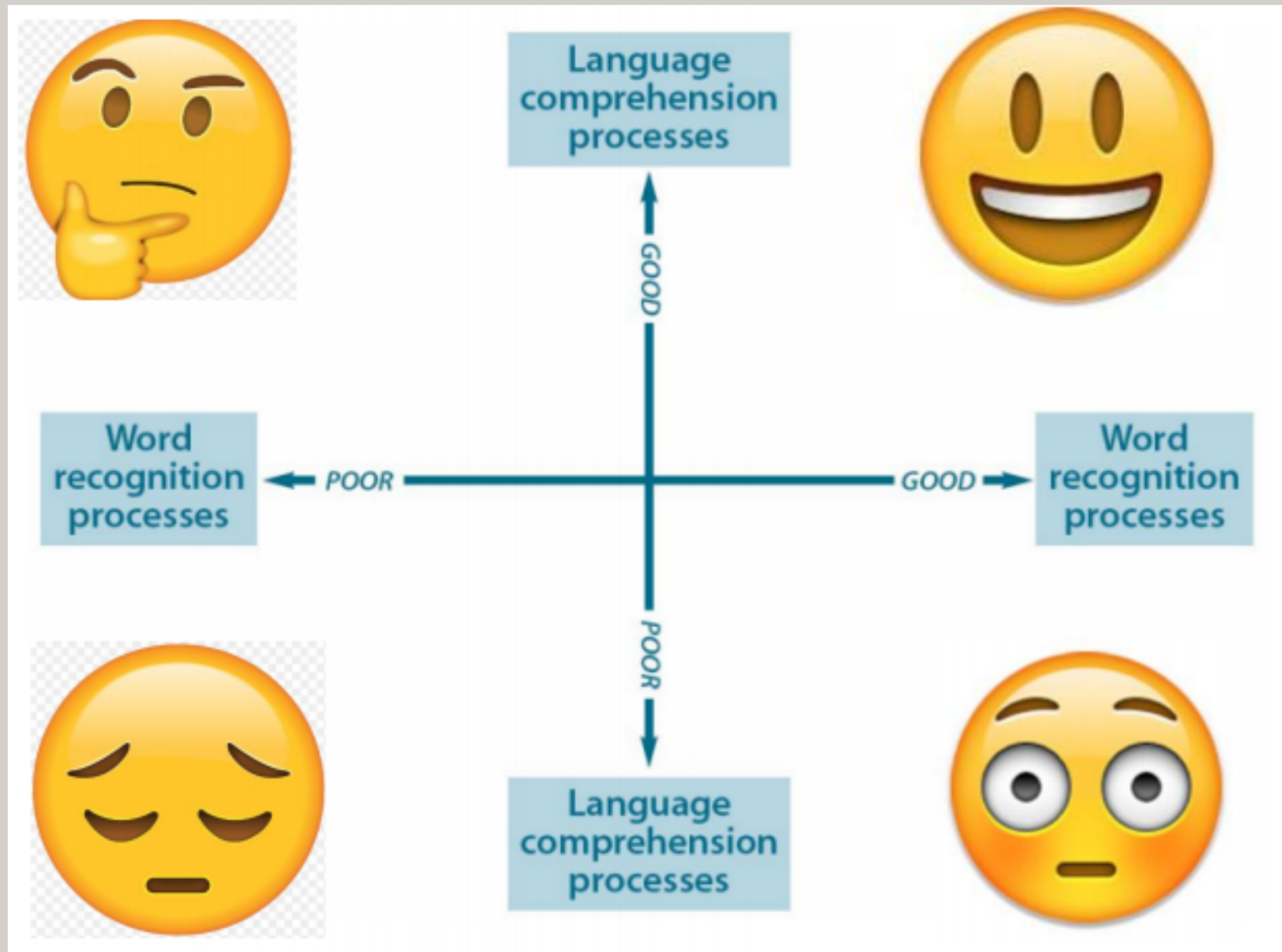


RAISED EXPECTATIONS

In 2016, the new more challenging National Curriculum was assessed by new tests and interim frameworks for teacher assessment.

- The English reading test has a greater focus on fictional texts.
- There is also a greater emphasis on the comprehension elements of the new curriculum (inference and deduction).
- The expectation for vocabulary understanding and reading stamina is high.

THE SIMPLE VIEW OF READING



The SVR was adopted by the Rose Report (Independent review of the teaching of early reading) and forms a central part of the National Curriculum's view of learning to read.



WHAT TYPE OF READER IS MY CHILD?

TOP TIPS!



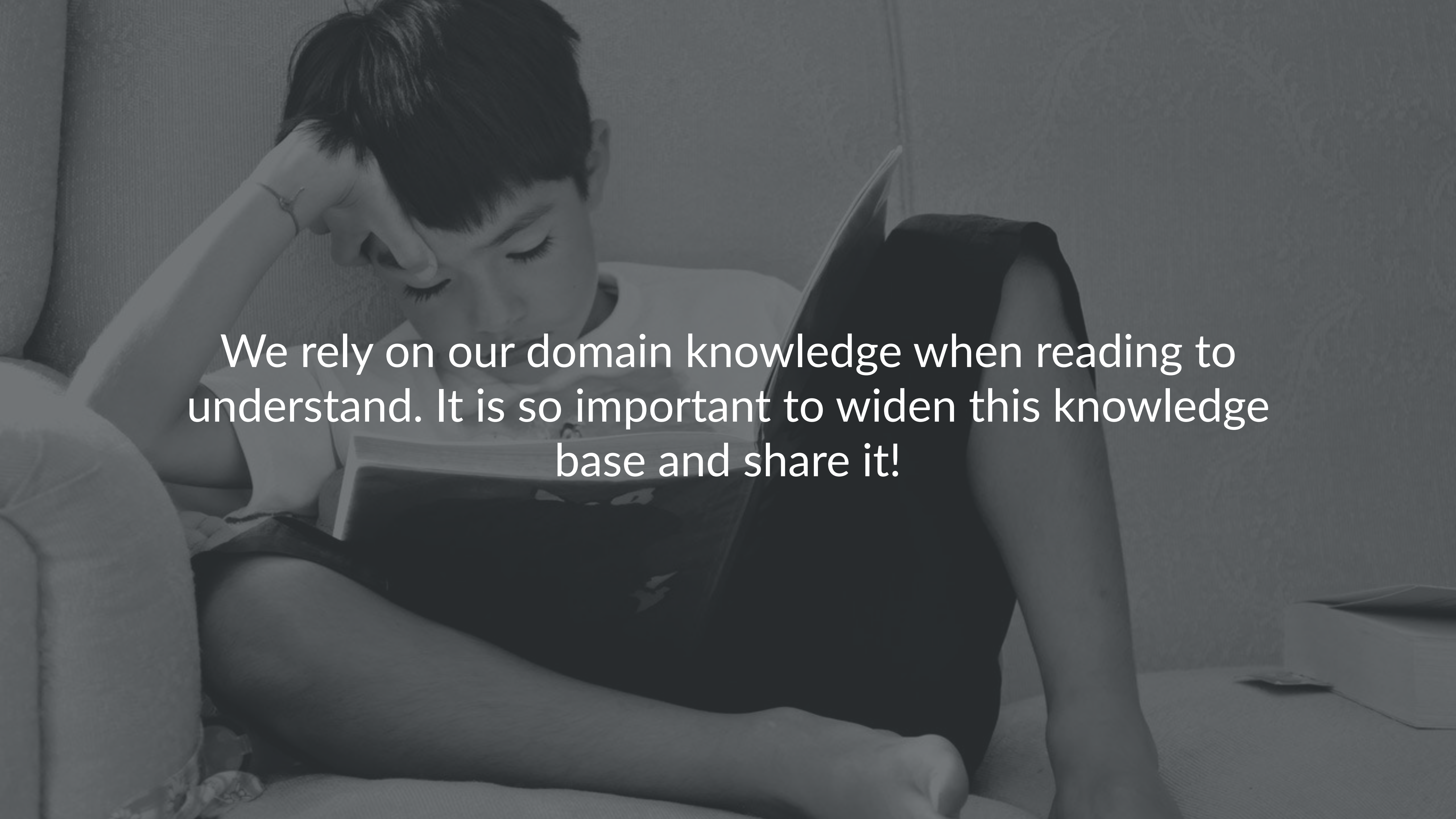
- If a child is finding reading difficult, ask yourself this question. "If I read this to him, would he understand it?" If the answer is 'yes,' it's very likely that he is finding word reading difficult – and not comprehension.
- Children will not necessarily progress at the same rate in both dimensions. Some will have difficulties with word reading even when they don't have any difficulties in understanding language; others will have difficulties with language comprehension, even when they don't find word reading difficult.



COMPREHENSION

The comprehension element of reading is made up of several different parts:

- Linguistic processes – understanding the vocabulary – the meaning of the words
- Meta – cognitive processes – memory/making inferences
- Domain knowledge bases – general knowledge/experience of the World

A grayscale photograph of a young girl with dark hair, wearing a dark sleeveless top, sitting on a bed and reading a book. She is holding the book with both hands and looking down at the pages. Her left hand is resting on her forehead. The background is a plain wall. The text is overlaid in the center of the image.

We rely on our domain knowledge when reading to understand. It is so important to widen this knowledge base and share it!

HOW DO WE TEACH YOUR CHILD TO READ?



- Guided Reading
- Individual Reading
- Shared reading
- RWI
- Using the Library
- Book fairs/ Book Week
- Cross curricular reading opportunities
- Interventions – ERT, Project X, boosters, PP champion

WHAT MAKES SUCCESSFUL READERS?

- Large vocabulary - children with largest vocabularies are most successful with comprehension
- Being able to identify new vocabulary
- Being able to make predictions. What do you think will happen next? Why do you think that?
What clues in the text lead you to think that?
- Self monitoring – to seek clarification. I'm puzzled by... can anyone explain why?
- Readers need to ask questions – during and after reading (Good readers internalise questions – adult support can draw these out and develop)
- Asking/answering different types of questions (literal/inference/deduction/opinion)
- Summarising – a good indication someone has understood what they have read. (plot/theme/character)

A large, light blue diamond shape is centered on the page, serving as a background for the text. It has a thin white outline and a slightly darker blue fill.

Guided reading and comprehension lessons are rich and meaningful contexts in which children develop these skills. These skills can also be developed at home with your support!

HOW CAN I SUPPORT MY CHILD AT HOME?



- Reading to your child/sharing books
- Hear your child read
- Give support and encouragement
- Being a role model – get caught reading!
- Asking effective questions
- Reinforcing taught phonemes/sight words
- Encourage wide reading – range of genres
- Using Libraries
- Enjoying a wide range of materials: Picture books (all ages!), Newspapers, Magazines, E-books, Audio books



EFFECTIVE QUESTIONING

There are different types of questions. To have good comprehension skills your child needs to develop their ability to respond to all of these:

- **Literal:** The looking and finding question
- **Inference:** The clue question
- **Deduction/Opinion:** The thinking question – goes beyond the text. This connects the text to the World.



KEY TERMS TO REMEMBER:

Inference: Children often find it hard to provide the evidence needed to support their point.

Deduction/Opinion: If children have poor domain knowledge, they find this type of question really difficult!

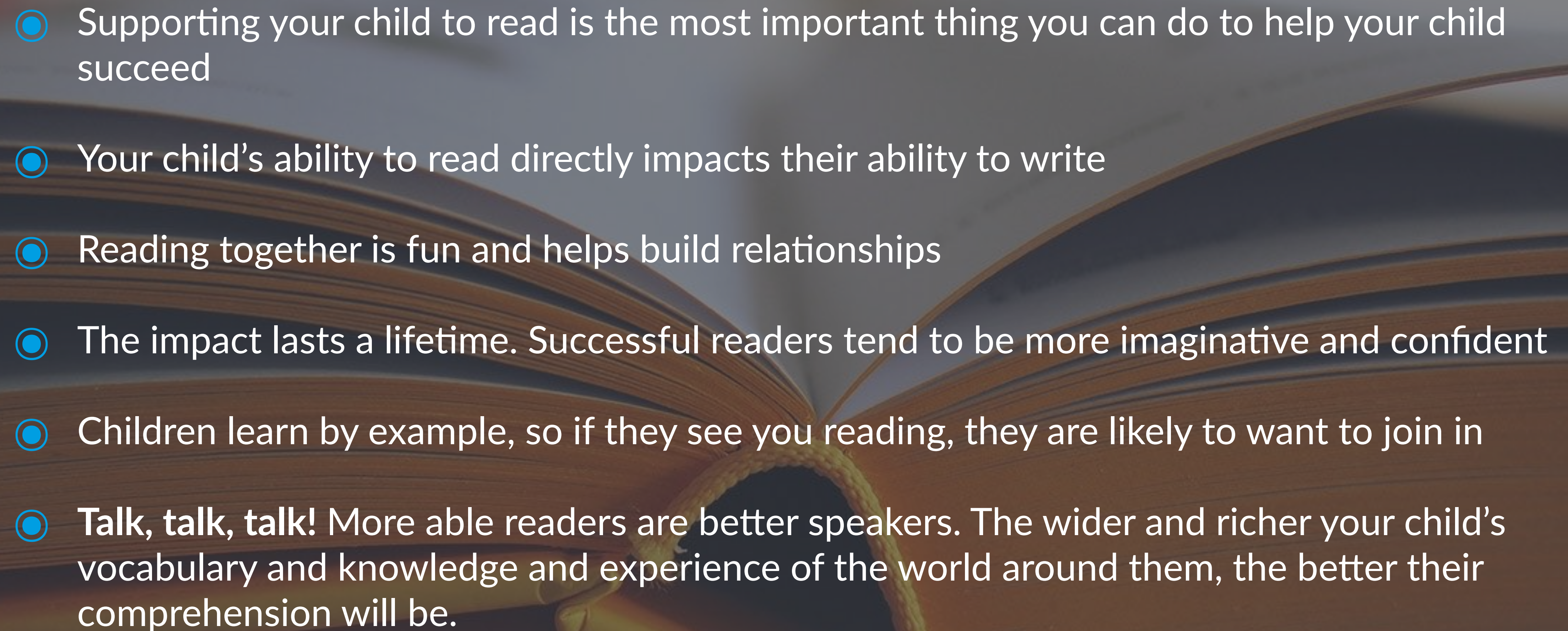
READING RECORDS

- ⦿ Regular monitoring in school. There is an expectation that each child should read, on average, 10 pages per day.
- ⦿ Important to hear your children read aloud regularly (even at 11 years old). Feel free to write in the reading records.
- ⦿ A balance with independent reading is encouraged for competent readers – but it is always important to provide opportunities for children to discuss their reading (deduce and infer meaning when discussing the texts, as well as retrieving information).
- ⦿ Range of genres (free readers – still need reading guidance – NC says children need to read widely to develop their knowledge of themselves and the world in which they live)
- ⦿ Weekly or end of book reading challenges completed.





AND FINALLY...

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- Supporting your child to read is the most important thing you can do to help your child succeed
 - Your child's ability to read directly impacts their ability to write
 - Reading together is fun and helps build relationships
 - The impact lasts a lifetime. Successful readers tend to be more imaginative and confident
 - Children learn by example, so if they see you reading, they are likely to want to join in
 - **Talk, talk, talk!** More able readers are better speakers. The wider and richer your child's vocabulary and knowledge and experience of the world around them, the better their comprehension will be.