Helping your child with their reading journey in KS2

We Learn *We* Grow *We* Shine

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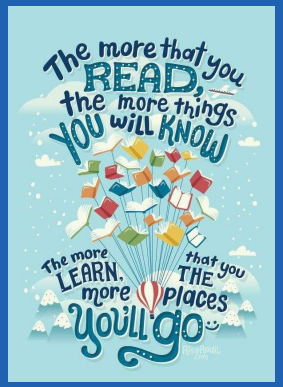

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At The Avenue Primary School, we value reading as an essential life skill that empowers children to achieve their full potential.

We have high expectations of our children as readers and our aims are

- to teach every child to become a fluent and confident reader
- to give children the reading skills necessary to enable their learning in all subjects
- that each child grows to enjoy reading, in order that they become lifelong readers

To help your child to achieve their full potential, we would like your support in encouraging and engaging in their reading.

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KS2 Home Reading Expectations

We ask that you read with your child at least 4 times per week, ideally for 20 minutes each time.

It is ideal to read at a time when you can both take time to relax, enjoy and discuss the story.

As your child progresses through KS2, it is **still** very important for you to listen to and discuss their reading. It is equally as important for them to have a regular chance to listen to you reading.

Children will bring reading books home from school to read with you. In KS2, these will often be free-choice novels.

Ideally, schoolbooks should also be supplemented with additional reading material at home.

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Why is it important that children continue to develop their enjoyment of reading in KS2?

- Reading for pleasure has positive social and emotional consequences
- There are positive links between reading enjoyment, reading frequency & levels of attainment
- The more often, and the more widely, you read, the better you become at it!
- Reading helps to develop empathy, language, vocabulary and imagination!
- Independent reading is the best predictor of children's reading achievement overall.
- Reading for pleasure vastly improves spelling, grammar, writing ability and general knowledge.
- It improves concentration and builds new connections in the brain.
- Reading is a great way to relax and/or spend time together.

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Reading to your child

Reading to your child can give them the opportunity to hear stories & language at a higher level than they may be able to read completely alone.

Research also shows that hearing texts read aloud is a significant source of vocabulary acquisition.

When you read with your child, they hear what fluent, expressive reading sounds like.

This, in turn, helps to make their own reading more fluent and expressive – which also helps to improve their understanding of the text.

Following along with your reading allows children the opportunity to hear and discuss whole texts, which helps them to develop reading preferences and opinions, as well as improving understanding of how texts fit together as a whole.

Reading together shows children the value of reading. It can also be relaxing and fun for adults and children alike.

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Ideally, what extra things can, and should, your child read at home?

Mainly a wide variety of fiction texts of different genres from a range of authors.

A range of other text-types.

For example, non-fiction texts, magazines, newspapers, e-books and poetry.

Some of their reading is likely to involve websites, blogs and other technology.

Some of your child's reading may involve re-reading favourite texts.

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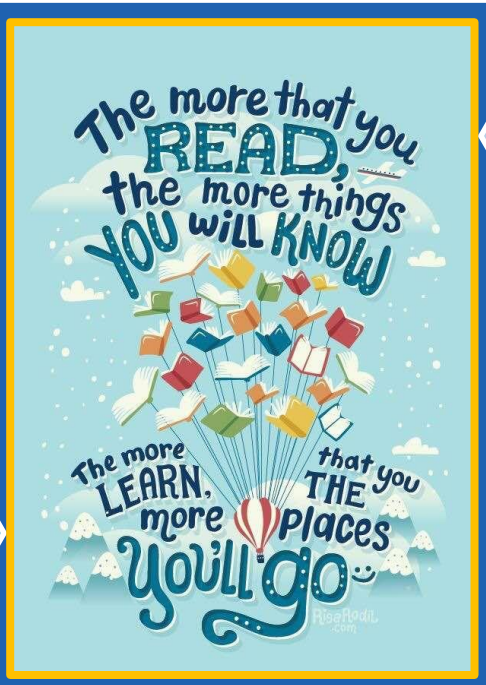
Some suggestions for finding things for your child to read at home

Library books and **online** libraries

Suggested texts on The Avenue Reading Lists: lists include fiction books from a range of authors and genres, including non-fiction, grouped into categories. (available for each year group on the school website)

Many **websites** give further **recommendations** for amazing, age-appropriate children's books (such as The Book Trust or Scholastic).



Consider a system of **swapping books** with their friends once they're finished.

Some children may enjoy listening to **audiobooks**, or using a website or app to listen, like Amazon audible.

Children's newspapers, - such as 'The Week Junior'

Children's **magazines** or **occasional comics**

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Useful websites - Ideas to help find texts your child may like.

The list is not exhaustive: it is just a starting point to help you if you wish.

The Book Trust – provides book lists and information under many different categories (e.g. books about love, books from different cultures, graphic novels etc).
https://www.booktrust.org.uk/books-and-reading/

Kate Greenaway Medal and Clip Carnegie Medals – the UK's oldest children's book awards. There are always outstanding new texts to be found on their shortlists!
https://carnegiegreenaway.org.uk

Nikki Gamble's Booklists – booklists and advice from an expert of 25 years
https://www.oxfordowl.co.uk/pages/encouraging-reading

Love Reading 4 Kids – booklists, advice and extracts from books for children to try
https://www.lovereading4kids.co.uk/genre/9/9-plus-readers.html

'Non-fiction' websites - some content is online and some available via print
https://www.bbc.co.uk/newsround
https://www.getepic.com/
https://www.natgeokids.com/uk/

Children's news
https://www.firstnews.co.uk/

Children's comics
https://www.thephoenixcomic.co.uk/

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Reading Tips

Before Reading….

Try to make reading enjoyable, in a quiet and comfortable spot.

If it is the first time your child has read the book, look at the **cover/title/blurb** together to **predict** what it might be about

Make **links** to other books with similar authors, themes, or characters.

When your child is reading…

Encourage them to **track** the words with their finger or a ruler, if they need to.

Help to decode (read) the words if needed. Give **time** and **support** to make **corrections** if they make mistakes.

Ask about the meaning of challenging **words**.

When you are reading…

Read **expressively,** with meaning.

Encourage your child to track the words.
Ask about the meaning of challenging words.

Make explicit any thinking you may be doing. For example - *Perhaps they are angry/sad because... This odd word starts with a capital so is a name…*

After Reading…

Ask about the content of what's been read – who, what, where, when, why, how?

Discuss the text– what did your child enjoy/ like/dislike/feel/think?

You could ask your child some **VIPERS** questions and discuss their responses (see end of slides for ideas).

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All children make mistakes….

Children **will** make mistakes when they read, even in KS2. This is how they learn. We encourage resilience in school by praising the children for recognising their mistakes and using the strategies that they know to try to fix them.

The Avenue what to do If you get stuck on a word

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Reading for pleasure will bring challenge…

When reading for pleasure, both with books from school and books from home, there will be times when children choose texts that they are not able to fully read or comprehend by themselves. This is to be expected as children grow as readers.

Supporting children to enjoy these texts is an important part of helping them to learn – and it is a perfect excuse to read and enjoy the book together.

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Encouraging reluctant readers

Let children **choose** the book **they** want to read, **without** us adults placing **pressure** on them to read something else more appropriate.

Find texts that might '**hook**' them into reading – for example, books linked to a hobby of theirs, sports books, humorous or scary books, graphic novels or non-fiction. *Look at The Avenue's Suggested Reads Lists as a starting point.*

Perhaps they are still finding reading tricky? **Why**? What can be done to **help**?

Children naturally copy modelled behaviours. **Show** them **how enjoyable reading can be** – if you don't already, let them see you enjoying books.

Sometimes it can be a **simple matter of font** or the **look** of a page that **puts children off** reading – many publishers have created texts specifically with this in mind (e.g. Barrington Stoke's 'super-readable' books).

Keep **reading to** your child. This can **encourage a love of stories** which can lead to reading more later.

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Some of what we do in school...

The following slides explain more about how what we do in school, and the skills involved in reading, *could* be incorporated into home reading.

However, the most important thing is to help children develop an enjoyment of reading.

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These reading areas/skills are a key part of children's learning in KS2

Content Domain reference	Content Domain Description
2a	Give/explain the meaning of words in context
2d	Make inference from the text/ explain and justify using evidence from the text.
2e	Predict what might happen from the details stated and implied.
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
2b	Retrieve and record key information/key details from fiction and non-fiction
2c	Summarise main ideas from more than one paragraph

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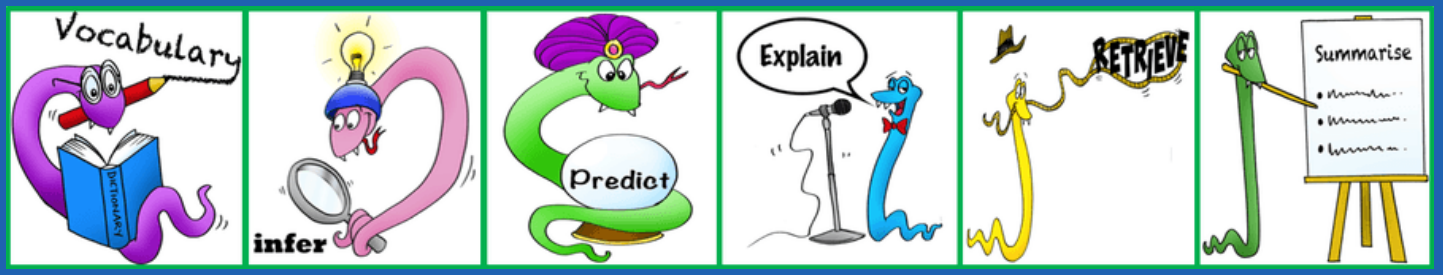
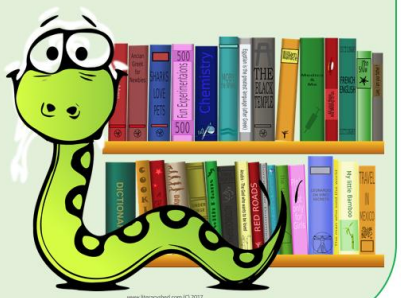
In school, we refer to the skills as VIPERS



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

Reading Vipers

Vocabulary
Infer
Predict
Explain
Retrieve
Sequence or Summarise



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VIPERS Questions that you could ask your child about their reading

VIPERS KS2

Vocabulary	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	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	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... will happen? Yes, no or maybe? Can you explain?

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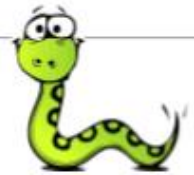
VIPERS KS2

Explain	Why is the text arranged in this way? What structures has the author used? What is the purpose of this text feature? What is the author's point of view? How does the author engage the reader here? Which section was the most interesting/exciting part? How does ... link to...?
Retrieve	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? The story is told from whose perspective?
Summarise	What happened after .....? What was the first thing that happened in the story?



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