



KS2 Reading Workshop
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The survey of 71,400 children and young people by the National Literacy Trust early in 2023 has revealed that **fewer than one in three children (28%) aged eight to 18 read daily for enjoyment**. While this remains the same as for 2022, the figure stood at 38% when the survey began in 2005, marking a 26% fall in those who read daily.

Why is there a decline in reading for pleasure?

- Games and online distractions
- Rise in social media
- Find books boring
- Lack of time
- Not being read to from an early age by adults (at home and school)
- Seeing reading as a process for learning rather a pleasure activity
 - **'Reading for pleasure' is being confused with 'literacy'** by many parents at home who commonly don't realise that the more it's pushed as a school subject, the less likely a child is to choose to do it. In the school environment, the national curriculum focuses on reading skills above reading pleasure. However, when pleasure drives reading, children achieve more.

Impact of reading

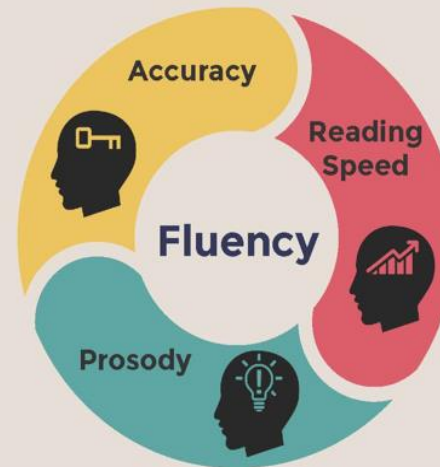
Amount of reading	20 mins	5 mins	1 min
Number of minutes per year	3600	900	180
Number of words per year	1.8 Million	282,000	8000
Hours read by the end of primary school	851	212	42
Performance on tests	90%	50%	10%

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.

National Curriculum Expectations

Expectations for the end of KS2

- Summarise the main points from more than one paragraph
- Increase their familiarity with a wide range of books including myths, legends and fiction from our literary heritage
- Be familiar with a range of text types, including fiction, non-fiction, plays, poetry and reference books
- Use stated or implied details to make predictions about what may happen next
- Recommend books to their peers
- Retrieve, record and present information from a non-fiction text
- Identify themes across a wide range of texts
- Develop comprehension skills that will ensure that they fully understand the text that they are reading
- Make comparisons within and across books
- Distinguish between statements of fact and opinions
- Understand and explain the meaning of words in context
- Discuss and evaluate the author's choice of language
- Draw inferences from a text and justify these with evidence
- Provide reasoned justifications for their views

Elements of a reading session

- Teacher reading aloud regularly, modelling fluency, pace and intonation
- Children developing fluency by using methods such as repeat reading, echo reading, choral reading and paired reading
- Tricky words is used to discuss strategies for reading more complex/ challenging words
- Vocabulary is carefully selected and explicitly taught, allowing children to practise, apply and consolidate their understanding to assist vocabulary progression and support comprehension
- Book talk should be used to improve reading, oracy and comprehension, building in time for paired, group and whole class discussion with the use of sentence stems
- Use the reading VIPERS to support planning questions and progression in reading

Reading Skills

Vocabulary

Inference

Prediction

Explanation

Retrieval

Sequence/ summarise

Vocabulary

Find and explain the meaning of words in the text.

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 that means...

Find and highlight the word that is closest in meaning to...

Find a word or phrase which shows/ suggests...

23

2a

Look at the paragraph beginning: *He walked to the door...*

Which word means the same as 'get smaller' in this paragraph?

Tick **one**.

bobbed

contract

expand

flattened

Inference

Inference means that you have to read between the lines because the answer to the question isn't explicitly written on the page. You have to draw conclusions from what you have read, looking for clues that the author has left, and justify what you have decided with evidence.

Priya woke with a start, her heart beating fast. Something had disturbed her but she wasn't sure what. Abby was still sleeping quietly beside her, and the night-light glowed, but now she could see things inside the tent, and she realised that the moon must have risen. She took a deep breath, trying to calm herself, but then she heard something rustling outside. *It's nothing, she told herself strictly. It's a hedgehog, or a mole. It's something nice and harmless.*



Look at the first paragraph.

How can you tell Priya was feeling nervous?

Write **two** ways.

1. _____

2. _____

Qu.	Requirement
1	<p>Look at the first paragraph.</p> <p>How can you tell Priya was feeling nervous?</p> <p>Write two ways.</p> <p>Content domain: 2d – make inferences from the text or explain and justify inferences with evidence from the text</p> <p>Award 1 mark for reference to any of the following, up to a maximum of 2 marks:</p> <ol style="list-style-type: none">1. Priya's heart beating fast, e.g.<ul style="list-style-type: none">• <i>Priya's heart started to race</i>• <i>her heart was beating really quickly.</i>2. Priya taking a deep breath / trying to calm herself down, e.g.<ul style="list-style-type: none">• <i>she took a deep breath</i>• <i>Priya was trying to calm herself</i>• <i>she must be nervous because she needs to calm down.</i>3. Priya telling herself there is nothing to worry about, e.g.<ul style="list-style-type: none">• <i>she tells herself it must be something harmless</i>• <i>she tries to reassure herself.</i>4. Priya waking with a start, e.g.<ul style="list-style-type: none">• <i>she woke with a start.</i>

Predict

To be able to predict, you need to be able to read and understand what has happened, and what is currently happening. You will need to be able to retrieve and infer.

The best way to encourage readers to make logical predictions is by prompting them to look at what has already happened in the text. This will help them to extract what the characters may have hinted is coming up or may have been implied by the author's use of language.

Explanation

Deduction is the act of drawing logical conclusions based on the information given in a text, using personal experiences and knowledge of the world.

Deduction is taught alongside inference which is defined as any interpretation of the text that goes beyond the literal information that is given.

Can you read the following passage and answer the questions?

When Maisie drew her curtains that morning, she smiled and wrapped her arms around herself. There would be no school today, that's for sure. She would get wrapped up and dig her sledge out of the garage. Then she would spend the rest of the day wrapped in a blanket. "Porridge for breakfast, I think!" she said.

- What did Maisie see outside her bedroom window?
- Why was she going to have porridge for breakfast?
- How did Maisie feel about there being no school today?

Retrieving Information

Retrieving information from a text is an important skill that can help children to become more effective and efficient readers.

Start by choosing a small passage of text and asking your child to find information.

Look at the paragraph beginning: *The sound died away...* to the paragraph ending: *...the other side of the valley.*

Number the following locations 1–4 to show the order in which Priya thought she heard the vehicles travel.

the foot of the hill

the campsite

the cattle grid

the bridge

Look at the first paragraph.

Where is the bird sitting?

Look at the second paragraph: *Billy approached the hawk slowly...*

How does Billy try to gain the bird's trust?

Give **two** more examples.

1. Billy moved slowly.

Summarise

Summarising the main points of the text is another key skill for reading.

As your child is reading the text, get them to underline the key words which show you what, why and how something is being done. This may prove useful when recapping events later.

An Example of Summarising

Here is an example of un-**summarised** text:

"500 years ago, the world was a very different place. European people had only just made contact with the Americans. England and Scotland were separate kingdoms, each with their own royal family. During this time, the Tudor family ruled England and Wales from 1485 to 1603. They encouraged new religious ideas, exploration and colonisation. There were six different monarchs during the 118 years of the Tudor reign."

This is an example of the same text **summarised**:

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Look at the whole text.

Which of the following would be an appropriate title for the whole text?

Tick **one**.

A Brief History of Boats

Riverside Adventures

Buying a Canoe

The Pleasures of Canoeing

Award **1 mark** for:

A Brief History of Boats

Riverside Adventures

Buying a Canoe

The Pleasures of Canoeing

Compare and Contrast

Comparing and contrasting texts assists the reader by engaging them in critical thinking. Comparing involves highlighting similarities and differences. Contrasting only focuses on differences.

Exposure to various texts along with discussion is the best strategy to improve comprehension.

Skimming- to quickly identify the main ideas

- Reading key 'signpost' information e.g. headings, subheadings
- Using visuals/ layout features
- Reading the first and last sentences of paragraphs/ sections
- Think about the overall meaning of the text

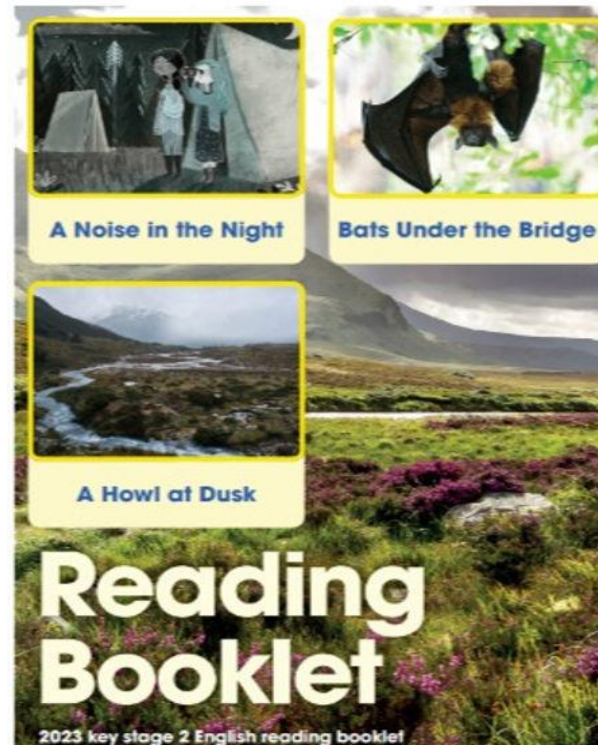
Scanning- to find specific information

- ▶ Know what questions/ ideas you are trying to answer to or respond to
- ▶ Visualise key words
- ▶ Look for text clues- numbers, capital letters, length of words, punctuation, spelling patterns
- ▶ Use signposts
- ▶ Use layout/ organisational features e.g. sections or alphabetical order

KS2 SATS

There is one paper, with questions that are based on 3 different passages of text.

Pupils will have one hour to complete the paper.



Three ways you can help build fluency at home...

- 1. Read and follow** – the adult reads the text and the child follows along with their finger. This helps the child with word recognition and models to them how they should read with fluency.
- 2. My turn, your turn** – take turns reading a page or a paragraph. Here you are modelling how to read with fluency, flow and expression.
- 3. Echo Reading** – as you read, the child copies. It is important here to pace yourself and read at a rate that your child can keep up with.

How can you help at home?

Provide a choice of reading materials

Having something your child wants to read can make a big difference. You could visit the library or look at some interesting articles online.

Ask lots of questions

Even if you haven't heard your child read the book, you could still ask their opinion about what they are reading.

Make reading fun

Try playing some online reading games or games such as wordsearches or crosswords.

Show that you read too

Share something that you have discovered with your child through reading.