

PARENT LEARN

Supporting your child's learning in
reading across Key Stage 2 – Year 5

**HUNSLEY
PRIMARY**

inspire • aspire



Components of reading

- ▶ Word reading
- ▶ Fluency
- ▶ Comprehension

Word reading

Children apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet

At this stage, there should be no need for further direct teaching of word-reading skills for almost all pupils.

Children are encouraged to work out any unfamiliar word using their knowledge of phonics and vocabulary knowledge.

What is fluency?

Speed

Accuracy

Prosody



Prosody

- Expression and volume
 - Phrasing
 - Smoothness
 - Pace

Reading Comprehension

2a - understand and explain the meaning of words in context

Examples:

- Look at the paragraph beginning: For thousands of years... What does the word *spat* suggest about how the island of Mauritius was formed?
- Find and copy one word from page 10 that tells you that some of the animals on Mauritius were only found there.
- What does the word *invaders* suggest about the humans arriving on Mauritius?
- Give the meaning of the word *parched* in this sentence.
- Find and copy one word or group of words that shows that...

Reading Comprehension

2b -retrieve and record information /
identify key details from fiction and non-
fiction

Examples:

- Write down three things that you are told about the oak tree on the island.
- Which of these drawings best represents the monument? (Tick one)
- What was revealed at the end of the story? (Tick one)
- Using information from the text, tick one box in each row to show whether each statement is true or false.
- What were Martine's grandmother's rules about riding the giraffe? (Tick two)

Reading Comprehension

2c -summarise ideas from one or more paragraphs

Examples:

- What is the main message of the poem? (Options given)
- Number the following events 1-5 to show the order in which they happened. The first one has been done for you.
- Which of the following would be the most suitable summary of the whole text?
- Look at the first two paragraphs. Which sentence below best describes the farmhouse? (Tick one)
- What impression of the monster do you get from these two paragraphs?

Reading Comprehension

2d – make inferences from the text and justify them with evidence

Examples:

- Why is space tourism impossible for most people?
- Look at Anousheh's blog entry for September 27th. Explain how Anousheh felt about being in space that day.
- Gentle, and small, and frail . How do these words make the reader feel about the snail?
- How does the first paragraph suggest that the characters are in a 'lost world'? (the unknown)
- The iguanodons are described as inoffensive brutes... Explain how the descriptions of the iguanodons support the idea that they were both inoffensive and brutes. Use evidence from the text to support your answer.

Reading Comprehension

2e – make predictions from details stated and implied


Examples:

- Based on what you have read, what does the last paragraph suggest might happen to the explorers next? Use evidence from this paragraph to support your prediction.
- Do you think that Martine will change her behaviour on future giraffe rides? Tick one. (yes / no / maybe) Explain your choice fully, using evidence from the text

Structure of reading lessons

- Whole Class
- Extract of a text (fiction/non-fiction)
- Fluency reading
- Vocabulary
- Closer reading of the text (discuss the comprehension of the text)
- Children have a go at questions
- Review/re-cap/re-teach as necessary

Assessment of Reading

- Assessment completed during each lesson
 - Summative assessment at the end of each term of all skills
 - Three texts with corresponding questions
 - Similar in style and length to end of KS2 SATS
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- A series of three parallel white diagonal lines in the bottom right corner of the slide.

Feedback in school

- Personalised for each child
- Varies between tasks
- Types of feedback
 - Written or coded comments
 - Verbal feedback during the lesson
 - Whole class feedback during or after the lesson
 - Small group guided feedback
 - I:I

Reading Scheme

- Bug Club reading scheme
- Blue is the expected level for Year 5
- Move from Blue A to Blue B throughout the year
- Those working above the expected standard might begin reading Red
- Those working towards the expected standard, particularly for fluency, may be on a different band
- All children take the same comprehension assessments
- All children have a reading for pleasure book in school which they read daily


Top Tips to help at home

- Children to read at least three times a week. Focus on something when you are reading them. Examples – fluency, vocabulary understanding, expression.
- Read a variety of texts – school book, non-fiction, articles.
- A family read/audio book.
- Discuss vocabulary, plots, characters, settings from films.

Top Tips to help at home

- 1 Concentrate on reading quality (it isn't all about reading lots!)**


Don't worry too much about the 'what' and 'how' of reading each day. Books are great—but leaflets, comics, recipes and instructions on a webpage can all be great too. Following a recipe to make some cupcakes is valuable reading. Be on the lookout for reading, wherever it is!
- 2 Ask your child lots of questions**


All reading matters. Shared reading is about 'reading with', not just 'reading to' (even for older children). So, ask lots of 'Wh' questions, such as Who? What? When? Where? Why? Try them when talking about books: for example, 'what do you think Harry is feeling?'
- 3 Ask your child to make predictions about what they have read**


If it is a book, look at the front cover—or the last chapter—and talk about what might happen next. Look for clues in the book and be a reading detective! For example, 'can you see the bear on the front cover? Where do you think he will go?'
- 4 Ask your child to summarise what they have read**


When you've finished reading, talk about what happened. Acting out the things that happened in the story or describing the big idea of a chapter is really fun and maximises learning. For example, 'can you remember all the things that happened on the bear hunt?'
- 5 Ask your child to write about what they have read**


Write, or draw pictures, from anything you've read! Big writing and pictures are even more fun. For example, use an old roll of wallpaper to make a treasure map with clues from the stories you've read together.
- 6 Read and discuss reading with friends or family**


Make books a part of the family. Encourage your child to share them with a relative or friend, over a video call. Laugh about them when you are making meals together. For example, 'I hope the tiger doesn't come to tea today!'
- 7 Maintain the motivation to read**


Talk about the joy of reading whenever you can. Your child is on an amazing journey to becoming a reader. Put them in the driving seat and have fun on the way! For example, 'choose your favourite story for bedtime tonight.'

7_Top_Tips_to_Support_Reading_at_Home.pdf
(educationendowmentfoundation.org.uk)

Questions

