

# Parent Reading Guide

KS2

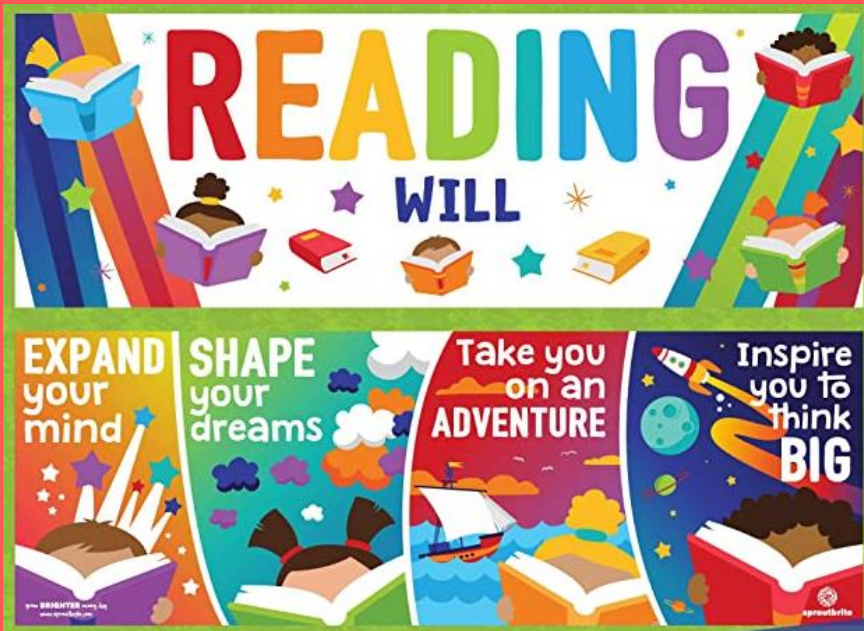


# How is reading organised?

Reading is an important part of our daily school lessons and our aim is to ensure that every child who leaves the school does so as a capable and confident reader.

During Guided Reading lessons, there is a heavy focus on reading from a variety of high quality, language rich texts and genres by established authors. Additionally, where possible the work is linked to English lessons. Here, the focus is on reading for understanding and the teaching of reading techniques and skills and learning how meaning is conveyed through vocabulary and punctuation so that they can apply this in their written work.

Children read regularly in school; with a partner or in a small group which allows the teacher to hear more children read. We also spend time listening to children read on their own.



# Reading Record

The yellow reading diary, which accompanies your child's reading book facilitates regular communication between you and your child's teacher and will be checked frequently.

It also encourages the child to write about what they have read, since this is also an important part of the reading process.

We encourage you to try and read with your child for a short time each day, or at least 3 times a week and record and comments and concerns you may have.



# Reading at home

If you would like to help your child develop their reading, these suggestions will be helpful to you.

- Read with your child regularly. Just before bedtime may be a good time to sit quietly together. Make it a time that you both look forward to.
- Read to your child with enjoyment and expression and they will pick up on your enthusiasm and copy it in their own reading.
- Allow your child to read to siblings. Reading to younger siblings in particular, will help to increase their confidence and self-esteem.
- Do not read for too long. A short time spent happily is more valuable to both of you.
- Talk to your child about the book they are reading. Ask them to tell you what is happening in the story; ask them to tell you about the characters or to predict what may happen next, as it is important they understand what they are reading as well as being able to read the words.



# Reading at home cont.

- Your child does not always have to read their school reading book. Any reading material is beneficial, including library books, articles in the newspaper, signs and labels. Things they are interested in will encourage them rather than put them off! It is also important for them to be exposed to different genres and text types.
- As your child reads to you or as you read to them, it is helpful to point to the words with your finger so that they can follow closely what is being read. This is especially important when your child is first starting to read.
- Remind your child to apply the skills learnt in phonics sessions.
- If your child is finding it hard to read their book, you can always read it to them, let them read it with you, or read a page to them and then get them to read it back to you.
- Encourage your child to read even if you cannot listen to them.



# Talking about books.

Being a good reader isn't just about being able to read fluently, accurately and with good expression. Reading is also about understanding and reading for meaning.

As children are learning the mechanics of reading, they need to understand what they have read, as it is possible for children to read fluently with correct expression and yet not have this understanding.

To help children do this, we need to talk to them about their book and ask them questions about what they have been reading.

When your child is reading with you, it is good to encourage them to talk about their book as this not only helps to develop their understanding, but also helps to increase their enjoyment of reading.



# Vocabulary

Find and explain the meaning of words in context

## 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 which means.....
- Find and highlight the word that is closest in meaning to.....
- Find a word or phrase which shows/suggests that.....



# Infer

Make and justify inferences using evidence from the text.

## Example questions

- Find and copy a group of words which show that...
- 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

Predict what might happen from the details given and implied.

## Example questions

- 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 the choice of setting will influence how the plot develops?
- Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.



# Explain

- Explain how content is related and contributes to the meaning as a whole.
- Explain how meaning is enhanced through choice of language.
- Explain the themes and patterns that develop across the text.
- Explain how information contributes to the overall experience.

## Example questions

- Why is the text arranged in this way?
- What structures has the author used?
- What is the purpose of this text feature?
- Is the use of ..... effective?
- The mood of the character changes throughout the text. Find and copy the phrases which show this.
- What is the author's point of view?
- What affect does ..... have on the audience?
- How does the author engage the reader here?
- Which words and phrases did ..... effectively?
- Which section was the most interesting/exciting part?
- How are these sections linked?



# Retrieve

Retrieve and record information and identify key details from fiction and non-fiction.

## Example questions

- 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?
- Give one example of.....
- The story is told from whose perspective?



# Summarise

Summarise the main ideas from more than one paragraph

## Example questions

- Can you number these events 1-5 in the order that they happened?
- What happened after .....
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapter headings come in the story?

