

KS2 Reading Workshop

Rothersthorpe CE Primary School

You're never too old, too
wacky, too wild, to pick up a
book and read to a child

Dr. Seuss

*There is no such
thing as a child
who hates to
read: there are
only children who
have not found
the right book!*

Frank Serafini

*Read to lead in
order to succeed!*

Habeeb Akande

The more you read
The more things you know
The more that you learn
The more places you'll go!

Dr. Seuss

Reading Matters

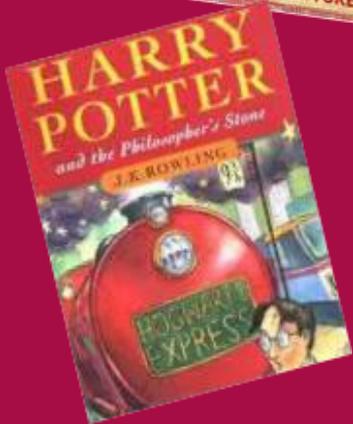
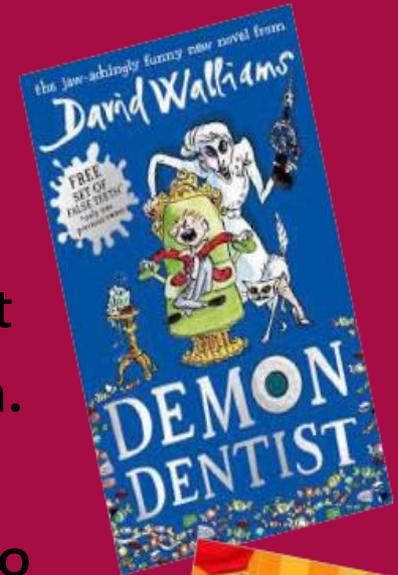
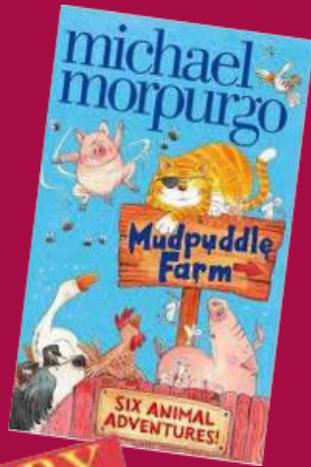
Areas of Reading

National Reading Test

How Guided Reading works?

Helping and Encouraging Readers

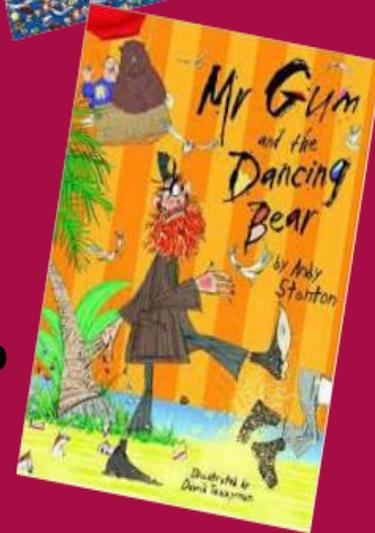
Reading Matters



It is one of the most important skills your child will ever learn.

It is vitally important in order to access the whole curriculum.

Reading can give your child life-long pleasure and will enable them to work with greater independence.



Helping & encouraging readers

Read as often as possible with your child.

- Remember, listening to a fluent adult, reading alternate pages may make the difference between a positive reading experience and one in which they give up and become demoralised.
- Take your child to the library to find suitable books.

WHY READ 20 MINUTES AT HOME?		
Student A Reads	Student B Reads	Student C Reads
❖ 20 minutes per day.	❖ 5 minutes per day.	❖ 1 minute per day
❖ 3,600 minutes per school year.	❖ 900 minutes per school year.	❖ 180 minutes per school year.
❖ 1,800,000 words per year.	❖ 282,000 words per year.	❖ 8,000 words per year.
		
❖ Scores in the 90 th percentile on standardized tests.	❖ Scores in the 50 th percentile on standardized tests.	❖ Scores in the 10 th percentile on standardized tests.

- Encourage independent reading, but remember children will still love being read to! (Who doesn't?)
- Older children who can 'read' still need encouragement at home to enjoy reading. Show an interest in the books they bring home and try the website www.lovereadng4kids.co.uk to find information on different authors and download extracts of books to try.
- Encourage your child to try different authors and types of books .
- If they don't like the book they are reading, encourage them to change it. We don't read a book as an adult that we aren't interested in! Making an informed choice is also an important part of reading for pleasure
- Encourage your child to read to younger brothers and sisters to make them feel like the 'expert.'
- Encourage your child to keep a record of the books they have read, perhaps giving each book a star rating.
- Don't worry if your child reads newspapers, magazines, comics and the internet. This will support their reading alongside reading books. Also encourage children to read poetry as it will support the development of language and vocabulary.
- Try to support you child with comprehending what they are reading. Ask questions which will deepen their understanding of a text.

Group & Guided Reading

During the reading sessions your child will be focusing on different aspects of reading.

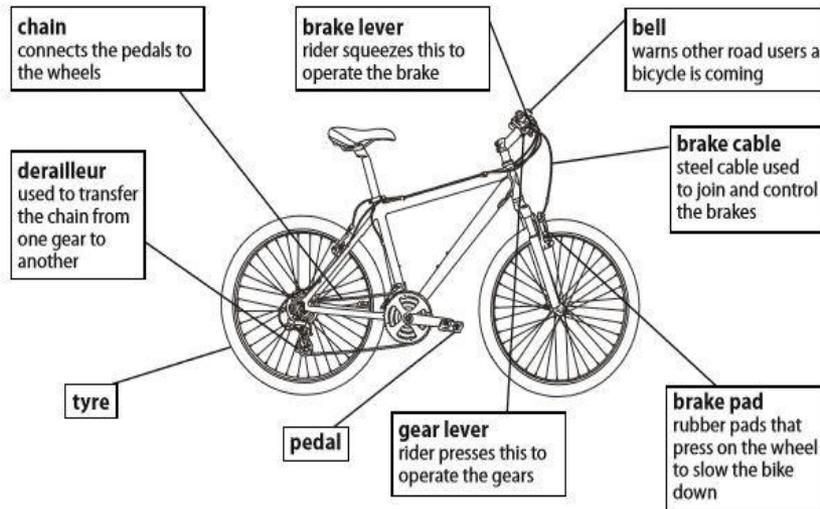
Each week the children are expected to read at home and record this.

Please could you encourage your child to write a comment about the book or what they have read.

National Reading Tests

How to ride a bicycle

Riding a bike is fantastic: the freedom to explore, going fast down hills, the wind in your hair – and it's good exercise. Here are some instructions and tips for learning how to ride your bicycle. And once you learn to ride, you never forget.



Practice

The easiest surfaces to cycle on are concrete and tarmac but they are unforgiving if you fall. Short grass would be an acceptable alternative for anyone who feels panicky about falling, but be warned that softer surfaces, like grass, make balancing harder. Wherever you end up practising, make sure it has both flat areas and gentle slopes.

TOP TIP

Find a safe, large and open area for practising: away from traffic, with no tight corners or very steep slopes.

Safety

You should check the tyre pressure, brakes, chain and bell. Avoid wearing long skirts or baggy clothing (which could become caught in the chain, brakes or gears) and flimsy or open-toed shoes.

- 1 Draw **three** lines to show what each part of the bicycle brake does.

brake cable	used to apply the brakes
brake lever	connects different parts of the brake
brake pad	presses on the wheel to stop it moving

- 2 Find and copy **two** things you should avoid wearing when riding a bicycle.

1. _____

2. _____

- 3 According to the text, in which parts of a bicycle can clothes get caught?

Tick **two**.

handle bars	<input type="checkbox"/>	chain	<input type="checkbox"/>
gears	<input type="checkbox"/>	wheel rim	<input type="checkbox"/>
saddle	<input type="checkbox"/>		

- 4 Choose the **best** word or group of words to fit the passage and tick your choice.

It is best to learn how to cycle

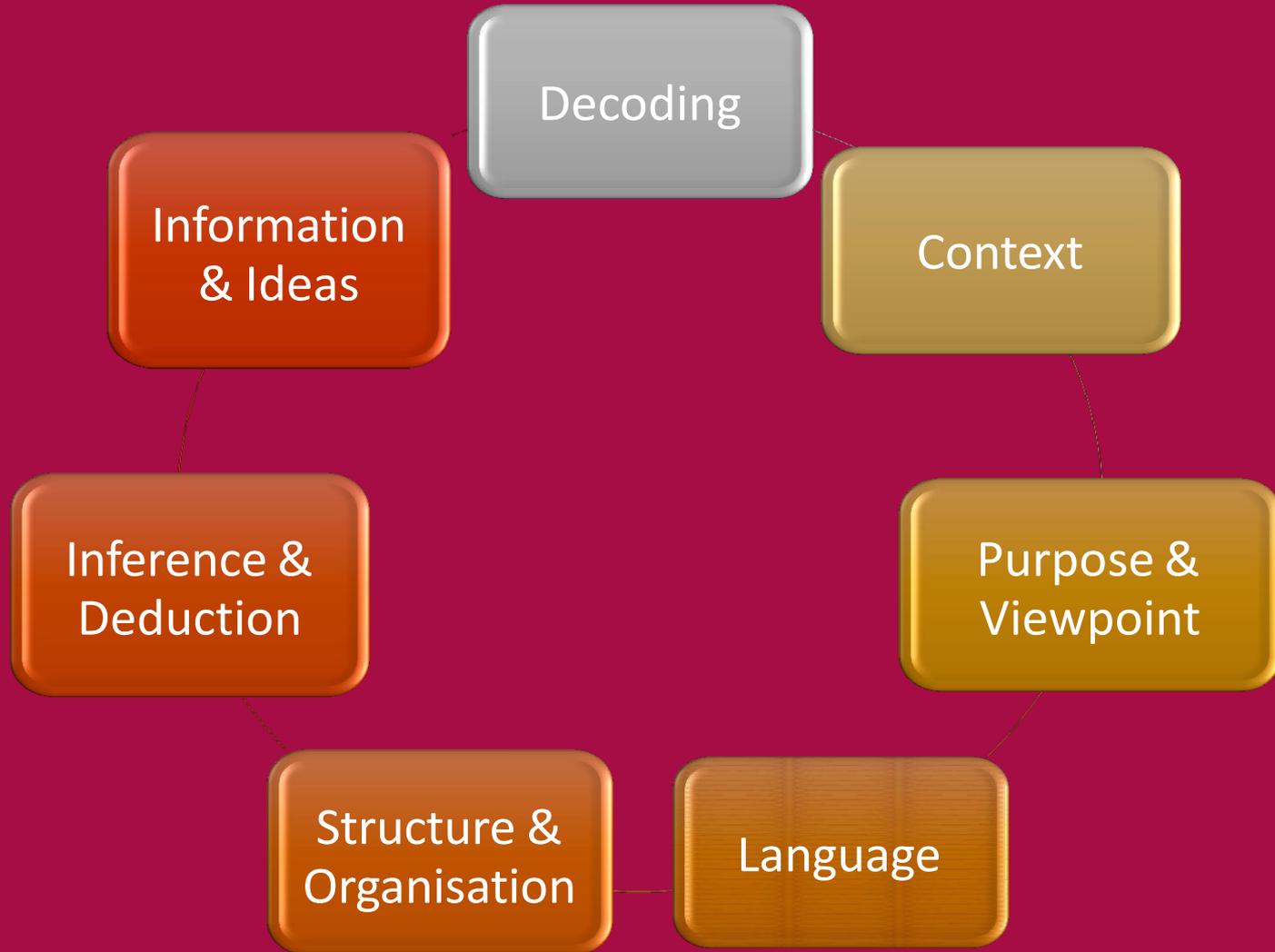
a) **in a large, open area** **on a steep slope** **around tight corners** **near traffic**

and to wear

b) **a warm coat** **baggy clothing** **a helmet** **open-toed shoes**

for protection.

7 Areas of Reading



Comprehension Questions

Questions to ask your child when reading - Key Stage 2

Before reading the book:

- What do you think this story will be about?
- What might happen in the story?
- What genre will this story be? E.g. fantasy, comedy, horror.
- What do we call the writing on the back of the book? (Blurb) or What does the blurb tell us?

During the reading of the book:

- What has happened so far? Is it what you expected to happen?
- What might happen next?
- How do you think the story might end?
- Who is your favourite character? *Why?*
- Who is the character you like least? *Why?*
- Find 2 sentences, which describe the setting.
- Is the plot fast or slow moving? Find some evidence in the text, which supports your view.

1

Questions to ask your child when reading - Key Stage 2

At the end of the book:

- Which part of the story is your favourite / least favourite? *Why?*
- Would you change any part of the story? *How?*
- Would you change any of the characters? *How?*
- Which part of the story was the funniest, scariest, saddest and happiest? Find some evidence in the text to support your opinion.
- Would you like to read another book by this author? *Why?*
- Does your opinion of this character change during the story? *How? Why?*
- If you met one of the characters from the story, what would you say to him / her?
- Find 2 things the author wrote about this character that made him / her likeable or unlikeable?



READING COMPREHENSION:

WHAT DOES THIS ENTAIL?

How are questions answered?

Many of the questions in reading comprehension will require children to retrieve information from the text, which literally means picking out a relevant bit of information.

Some questions involve children inferring information about a theme or characters based on what they have read.

How do pupils *deduce*?

Some questions may involve deduction, where children have to draw ***their own conclusions*** using reasoning skills.

Opinion & evidence

Children may be asked to give their opinion on something (this will always need to be backed up by evidence from the text).

Children may also be asked to comment on the effectiveness of the author's language.

Example reading comprehension text, questions and answers

“Let’s get the dinner on shall we?” said Matthew’s mum.

“What are we having, Mum?” Matthew asked her.

“Cottage pie and peas,” she replied cheerily.

Matthew grinned from ear to ear. Mum smiled back at him.

“I tell you what,” she said, “why don’t you go and learn your spellings for twenty minutes before we have dinner?”

The smile on Matthew’s face disappeared.

“Do I have to?” he whined. Matthew thought practising spellings was a bit like watching paint dry.

Retrieval of information

Example question:

What was Matthew's mum making for dinner?

Answer: Cottage pie and peas.

Inference

Example question:

How does Matthew feel about eating cottage pie and peas? How do you know?

*Answer: He loves cottage pie and peas. We know this because **he grins from ear to ear** when his mum tells him that is what she is making for dinner.*

Deduction

Example question: **What** do you think Matthew might do next? **Explain** why you think this.

Answer: There could be several answers to this, but the person marking the text would be looking for the child to have thought about what Matthew might do, based on what they have read. For example: *I think Matthew will go and watch TV instead of doing his spellings **because he doesn't want to do his spellings.***

Opinion

Example question: Do you think Matthew's mum is a kind person? **Use evidence from the text to support your answer.**

*Answer: Yes, I think Matthew's mum is a kind person **because** she is cooking his favourite meal. We also know she wants him to do well at school, **which is why** she asks him to practise his spellings.*

Commenting on effectiveness of Language

Example question: 'Matthew thought practising spellings was a bit like watching paint dry.' Why is this a good way to show how Matthew feels about his spellings?

*Answer: The author is comparing spelling practice to watching paint dry **to show how boring Matthew finds it.***

Any questions?

Thank you for coming.