

# Reading Information Meeting for KS2 Parents and Carers

(5/3/24)



# Welcome and Housekeeping



*Please make sure that you have signed in on your child's class sheet. Thank you.*



# Aims of the afternoon



- ▶ To explore what Reading looks like at Winslow.
- ▶ To explain the National Curriculum for Reading at KS2.
- ▶ To share the transition from KS1 reading to KS2.
- ▶ To explain what Book Talk is and how this works in the classrooms.
- ▶ To share useful ideas for how to support your child with their reading.
- ▶ To experience a Book Talk session in classrooms.



**“A book is a dream that you hold in your hand.”**

**Neil Gaiman**



**“Books are a uniquely portable magic.”**

**Stephen King**

# Importance of Reading

- ▶ Reading is fundamental to education and vital for pupils' success.
- ▶ Reading helps children to realise their potential and develop empathy. It empowers them to move beyond the words to make informed decisions about their lives.
- ▶ In the UK the literacy rate is 99%, which means one in every hundred people struggle to read and write. 95% of all employment in the UK requires employees to be able to read, and the effect of having poor literacy skills has a negative impact on career progression and earnings.
- ▶ Studies show that reading for pleasure makes a big difference to children's educational performance as a child's reading skills are important to their success in school; their literacy level impacts on their success in all other subject areas. Children with good literacy skills do well in other subjects as they are able to comprehend more easily and to express their ideas and knowledge, both verbally and in writing more fluently.



Reading is the **KEY** to learning

# Reading - National Curriculum



- ▶ *‘By the end of Year 6, pupils’ reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in secondary school.’*
- ▶ The National Curriculum is designed to make sure that all pupils are able to read fluently and proficiently by the time they leave primary school, so they can make progress at secondary school.

## Lower key stage 2 – years 3 and 4



By the beginning of year 3, pupils should be able to read books written at an age-appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning to justify their views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4.

## Upper key stage 2 – years 5 and 6

By the beginning of year 5, pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly.

They should be able to prepare readings, with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words. They should be reading widely and frequently, outside as well as in school, for pleasure and information. They should be able to read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read.



# What is our Reading Intent at Winslow?



- ▶ Our approach embodies our school vision through a high-quality and rigorous reading curriculum, where pupils are encouraged and supported to let their light shine.
- ▶ By the time children leave us at the end of year 6, we want them to have a strong command of both the spoken and written word, underpinned by a passion and appreciation of a wide variety of texts.



# What is our Reading Intent at Winslow?



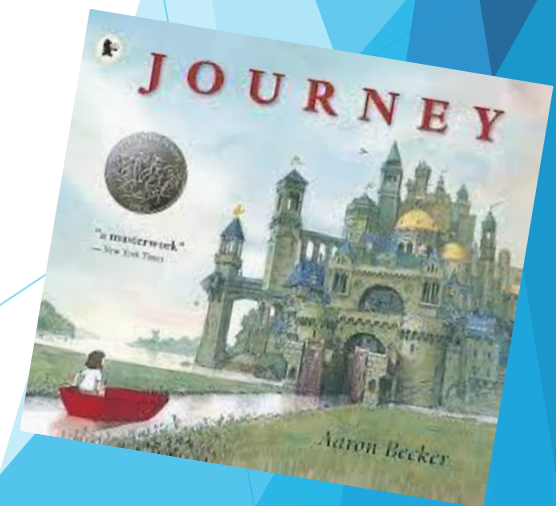
- ▶ We value our the teaching of reading skills throughout the curriculum and the teaching of explicit vocabulary also underpins these.
- ▶ We have an amazing library with a librarian. Our children have access to 10,000 in there!





# What is the transition from reading in KS1 to KS2?

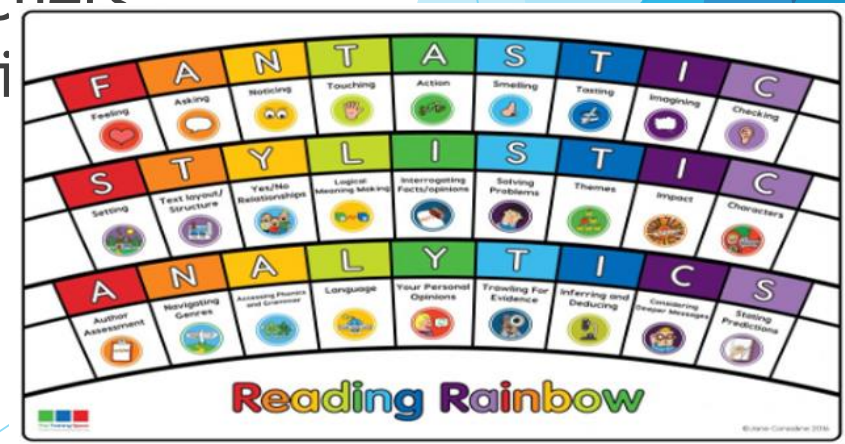
- ▶ Children learn to read KS1 through the Little Wandle phonics scheme.
- ▶ Reading moves from Guided Reading in KS1 (linked to their phonics) to Book Talk in KS2. This enables children to further develop their reading skills, especially linked to comprehension. These skills are then transferable to other areas of the curriculum.
- ▶ Children who are still developing their reading fluency skills and application of phonics, continue to access support from our Little Wandle scheme. This can continue all the way up to the end of KS2.
- ▶ Reading skills are also taught in English lessons and an integral part of each unit of learning.



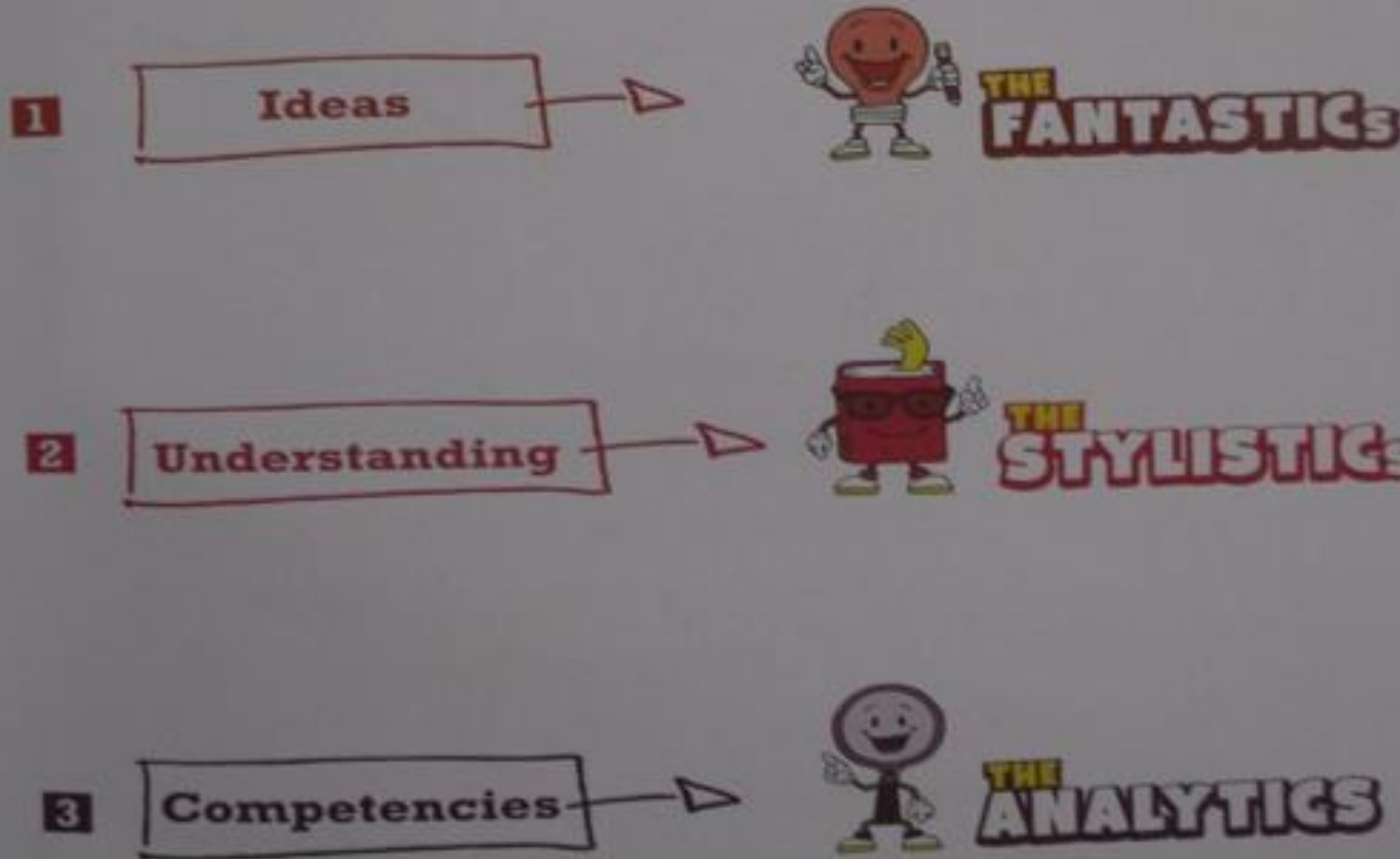
# Book Talk



- ▶ Book Talk is a systematic way to teach reading strategies, linking to the National Curriculum objectives and our reading curriculum.
- ▶ It allows children to read and explore high-quality texts and to further develop their comprehension skills.
- ▶ Book Talk sessions are rich in pupil talk, with teachers highly skilled at pushing pupils to the edge of their thinking.



# The Three Zones of Reading

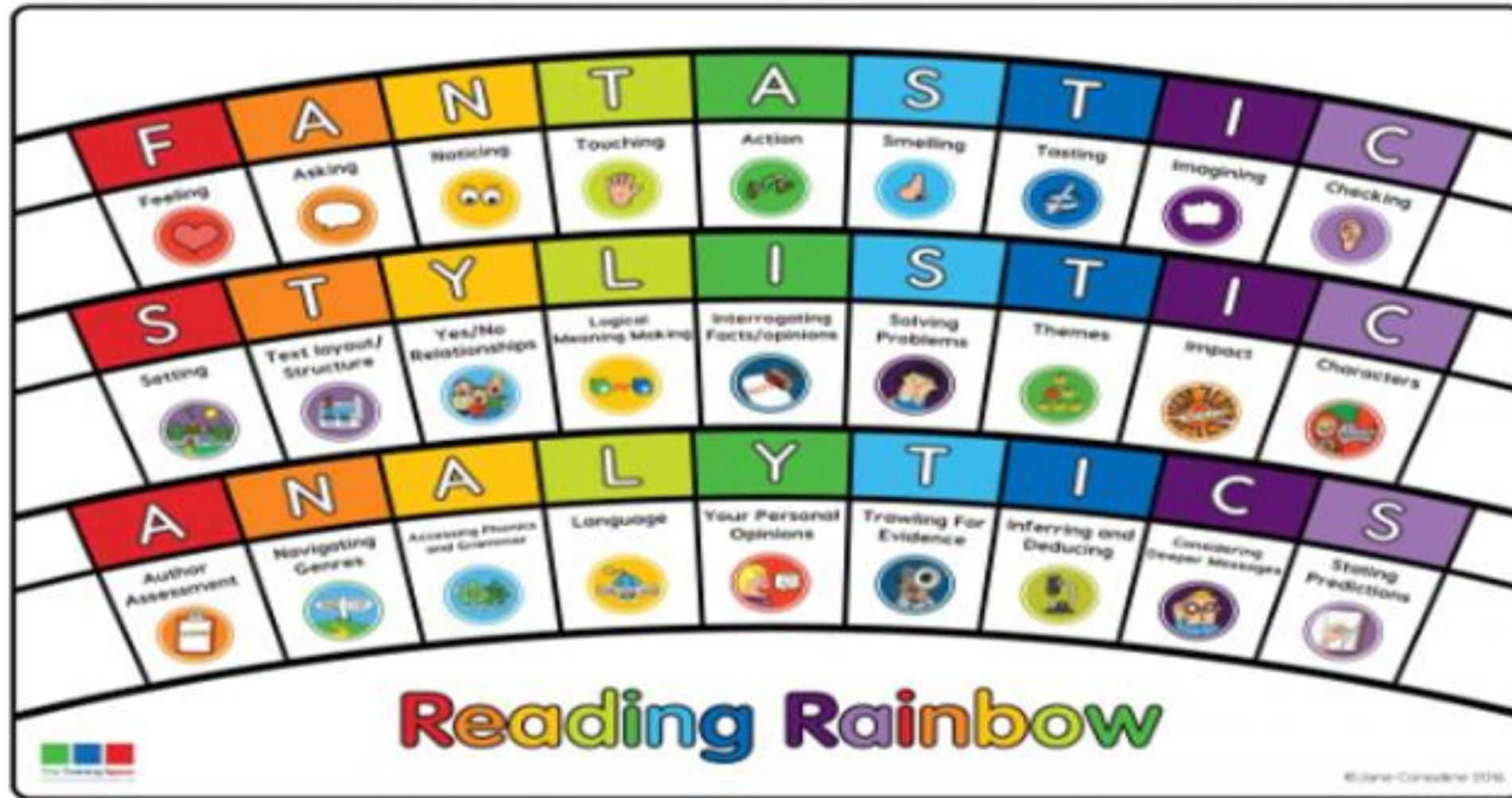


Reading Rainbow

F	A	N	T	A	S	T	I	C
Feeling	Asking	Noticing	Touching	Action	Smelling	Tasting	Imagining	Checking
S	T	Y	L	I	S	T	I	C
Setting	Text layout/Structure	You/No Relationships	Logical Reasoning	Interrogating Facts/Opinions	Solving Problems	Themes	Impact	Characters
A	N	A	L	Y	T	I	C	S
Author Assessment	Navigating Genres	Assessing Plots and Language	Language	Your Personal Opinions	Forming For Evidence	Inferring and Deducing	Considering Major Messages	Setting Predictions



# Reading Rainbow – 3 tiers of hierarchical skills



# Structure of a KS2 Book Talk session



- ▶ Pupils have access to the text being studied.
- ▶ A Book Talk session is approximately 20-30 minutes long and we aim for 3 sessions per week.
- ▶ Sessions are themed around open-ended whole class questions to tackle the three layers of the Reading Rainbow
- ▶ Each session comprises of 3 reasons to read - which are zoomed into for 10 minutes
- ▶ We are teaching the children to read for meaning and to build their evidence.
- ▶ Book Talk sessions have the same structure each day.

# Book Talk- Feeling



**Sentence starter (1 point):**



- The author draws attention to...

**Evidence (1 point or more):**

“Direct quotes”

Links elsewhere

Illustrations and pictures



**Bonus word:**

alternate

Y3

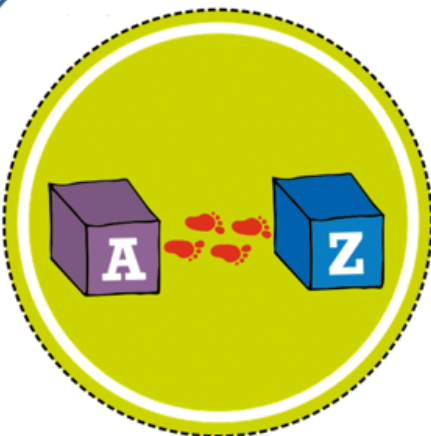
Y4

Y5

Y6



# Book Talk- Logical Meaning-Making



**Sentence starter (1 point):**



- As a reader, I was clear about \_\_\_\_\_ but confused by...

**Evidence (1 point or more):**

“Direct quotes”

Links elsewhere

Illustrations and pictures



**Bonus word:**

**Y3**

**convince**

**Y4**

**Y5**

**Y6**

# Book Talk- Trawling for Evidence



**Sentence starter (1 point):**



- By drawing together \_\_\_\_\_ and \_\_\_\_\_, we can conclude that...

**Evidence (1 point or more):**

“Direct quotes”

Links elsewhere

Illustrations and pictures



**Bonus word:**

hypothesise

Y3

Y4

Y5

Y6

# Reading for Pleasure

- ▶ What was your favourite childhood book?
- ▶ How often do you read aloud to your child?
- ▶ What texts do you and your family read at home?



# Reading for Pleasure



- ▶ Does your child see you and other family members reading for pleasure?
- ▶ Can you name 3 children's authors?
- ▶ Can you now name 2 more?
- ▶ What about children's poets?



# 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.**



# Reading for Pleasure

- ▶ Children have many opportunities to foster reading for pleasure as they move through school.
- ▶ Weekly library visits.
- ▶ Access to high-quality texts in library and classrooms
- ▶ Interactive book corners to develop a love of reading.
- ▶ Opportunities to quiz using Accelerated Reader.



# Reading for Pleasure

- ▶ Access to reading after school clubs.
- ▶ Opportunities to be a Reading Ambassador.
- ▶ Half-termly Reading themed collective worships.
- ▶ Outside reading opportunities.
- ▶ Reading book cafes.
- ▶ Competitions and challenges.
- ▶ World Book Day.
- ▶ Termly Reading newsletters.



# How to support your child with reading outside of school?



- ▶ 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 the 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 important for them to have a regular chance to listen to you reading.



# How to support your child with reading outside of school?



# How to support your child with reading outside of school?



Useful websites:

- [www.toppsta.com](http://www.toppsta.com)
- Nikki Gamble's Booklists - booklists and advice from an expert of 25 years
- [www.oxfordowl.co.uk/encouraging-reading](http://www.oxfordowl.co.uk/encouraging-reading)
- [www.booksfortopics.com](http://www.booksfortopics.com)

# Visits to classrooms



- ▶ You are now welcome to visit your child's classroom to see a Book Talk session.
- ▶ At the end of the session, please ensure that the class teacher signs you out of the register.
- ▶ Please complete an evaluation form.
- ▶ *Thank you for taking the time to come to today's meeting! If you have any questions, please ask.*

