



Supporting your child with reading in key stage 2

Aims:

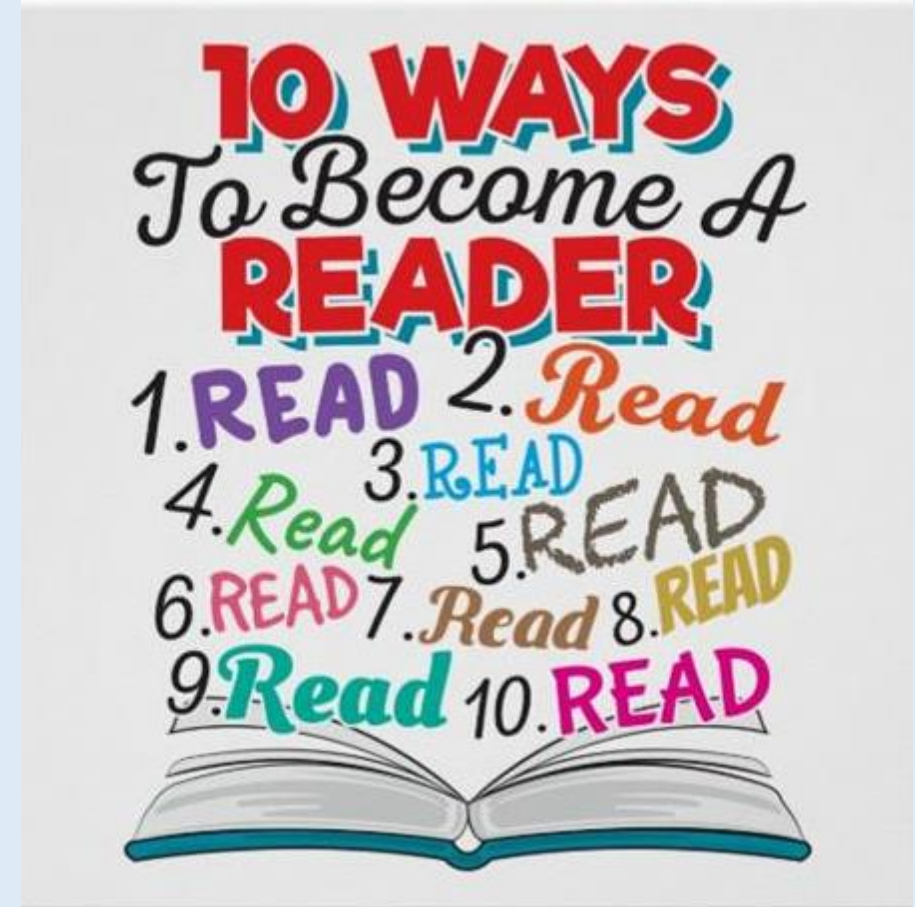
- Know the importance of daily reading
 - Understand reading fluency
- Know how to ask questions to support children's understanding
 - Know how to develop a reading routine



Reading

"We cannot easily read for ourselves what we haven't heard said... Reading aloud to children is essential in helping them become readers... it has such value, and learning to read is such a long-term process, and the bit we call 'learning' is such a small part of it, the reading aloud is necessary all throughout the school years."

-Aiden Chambers, The Reading Environment





Why is reading important?

- **Strengthens Brain Activity**
- Reading gets your mind working across different areas. For starters, it involves comprehension to process the words you read. Beyond that, you can use your analytical abilities, stimulate memories, and even broaden your imagination by reading words off a page.
- **Boosts communication skills**
- Both reading and writing work to improve one's communication skills. That's why if you're looking to become a better writer, many of the suggestions that you come across will include reading more. Reading can open your eyes, literally and figuratively, to new words.
- **Helps Self-Exploration**
- Books can be both an escape and an adventure. When you are reading, you have the opportunity to think about things in new ways, learn about cultures, events, and people you may have never otherwise heard of, and can adopt methods of thinking that help to reshape or enhance your identity. For example, you might read a mystery novel and learn that you have a knack and interest in solving cases and paying attention to clues.
- **Makes One Intellectually Sound**
- The more you read, the more you get to know. Having a diverse set of knowledge will make you a more engaging conversationalist and can empower you to speak to more people from different backgrounds and experiences because you can connect based on shared information "Knowledge is power."
- **Entertains**
- It's no wonder why you may see people reading by the pool, on the beach, or even on a lazy Sunday afternoon. Reading is a form of entertainment that can take you to fictional worlds or past points in time.
- **Imparts Good Values**
- Reading can teach values. Whether you read from a religious text or secular text, you can learn and teach the difference between right and wrong and explore various cultural perspectives and ways of life.
- **Enhances creativity**
- Reading has the potential to boost your levels of creativity. Whether you read about a specific craft or skill to boost it or you are reading randomly for fun, the words could spark new ideas or images in your mind. You may also start to find connections between seemingly disparate things, which can make for even more creative outputs and expressions.
- **Lowers Stress**
- Reading has also been proven to lower stress as it increases relaxation. When the brain is fully focused on a single task, like reading, the reader gets to benefit from meditative qualities that reduce stress levels.



Why is reading important?

- Great readers make great writers!
- Excellent reading leads to excellent opportunities:
 - As adults, good reading skills save money and time.
 - Allow for understanding of long reading instructions.
 - Ensure you are able to complete a form for NHS, DVLA, Taxes, etc without a solicitor.
 - Allow you to read and understand long job descriptions
 - Ensure you can read a contract and discuss terms and conditions.
 - Mean you can make a formal complaint.





Reasons for reading daily

- A larger and more extensive vocabulary
- Increased academic performance
- A wild imagination
- Development of creativity
- Development of empathy
- A deeper understanding of their world
- Increased concentration
- Improved parent-child bonds
- Cognitive development skills are supported
- Social skills and interactions improve
- Builds a love of reading
- Teaches fluency
- Develops listening skills
- Reading for Pleasure

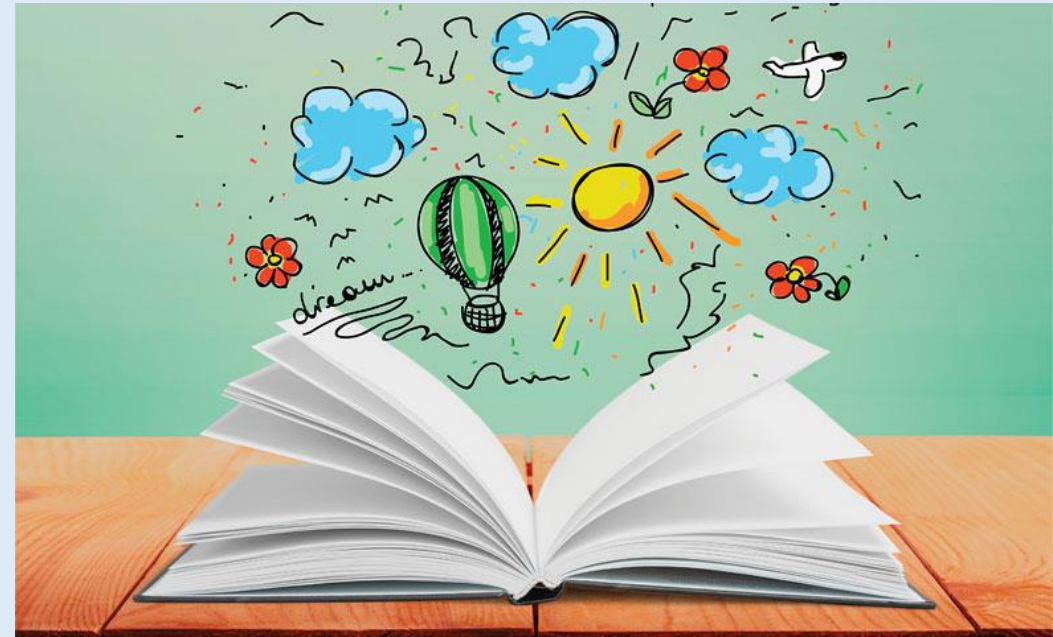




Reading fluency

Reading requires two skills

- Phonics and word recognition
 - The ability to blend letter sounds to read words
 - The ability to recognise words presented in and out of context
- Understanding
 - The ability to understand the meaning of the words and sentences in a text
 - The ability to understand the ideas, information and themes in a text
- Being able to read a text does not mean being able to understand what you have read
- Sounding like a good reader does not necessarily mean that you have a good understanding





Reading fluency

Fluency is defined as the ability to read with speed, accuracy, and proper expression. In order to understand what they read, children must be able to read fluently whether they are reading aloud or silently. When reading aloud, fluent readers read in phrases and add intonation appropriately. Their reading is smooth and has expression. *Reading Rockets*





How to help with reading fluency

- Support and encourage your child. Realise that he or she is likely frustrated by reading.
- Check with your child's teachers to find out their assessment of your child's word decoding skills.
- If your child can decode words well, help him or her build speed and accuracy by:
 - Reading aloud and having your child match his voice to yours
 - Having your child practice reading the same list of words, phrase, or short passages several times
 - Reminding your child to pause between sentences and phrases
- Read aloud to your child to provide an example of how fluent reading sounds.
- Give your child books with predictable vocabulary and clear rhythmic patterns so the child can "hear" the sound of fluent reading as he or she reads the book aloud.
- Use books on tapes; have the child follow along in the print copy.



Asking questions to support understanding



- **Decoding:** this is the skill that parents are generally most familiar with, and deals with the varying strategies used by children to make sense of the words on the page. Even fluent readers can be stumped by an unfamiliar word, and it is useful at these times to discuss the range of strategies used to make a sensible guess.
- **Retrieval and recall:** early readers need to develop this skill, in order to locate important information and to retell stories and describe events. Inference: reading between the lines. Encouraging children to make inferences based on clues in the text and their understanding of the context of the book will help them to develop this important skill.
- **Structure and organisation:** as children read a wider range of text types, they need to be able to comment on the features of each and how they are organised. Discussing the presentation of the text, e.g. the use of subtitles to assist reading of a non-fiction text, and the author's reason for organising the text in this way, will support children's development in this area. Making links between the purpose of the text and its organisation is a useful place to start.
- **Language:** specifically, thinking about the language choices made by writers, their possible reasons for making those choices and the effect the choices have on the reader. Discussing alternative choices and their effects can be a good way to begin discussion about the author's language and an opportunity to develop vocabulary generally.
- **Purpose and viewpoint:** Who is the narrator of this story? What does the writer of this biography feel about his/her subject? Children need to understand that writers write for a purpose, and to be able to recognise that this will have an impact on the way a text is written. Newspapers and advertisements are perfect examples of this and can lead to lots of lively discussions.
- **Making links:** as adults, we are constantly making links between ideas and experiences. Good readers connect the book they are reading with real life experiences; with other books read and stories heard; with films; and with the context in which they were written. A child reading 'Goodnight Mister Tom', for example, will need to place the story within the context that it was written to fully understand it. They might also link it with other stories read, such as 'Friend or Foe' or 'Carrie's War'.



Example questions

What has happened in the story so far?

What do you think will happen next?

Who is your favourite character? Why? Who is the character you like least? Why?

Do you think the author intended you to like / dislike this character?

How do you know?

Does your opinion of this character change during the story? How? Why?

Find two things the author wrote about this character that made him / her likeable?

If you met one of the characters from the story, what would you say to him / her?

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/ happiest? Find some evidence in the text to support your opinion.

What is the purpose of this book? How do you know?

Why is this page laid out in this way? Could you improve it?



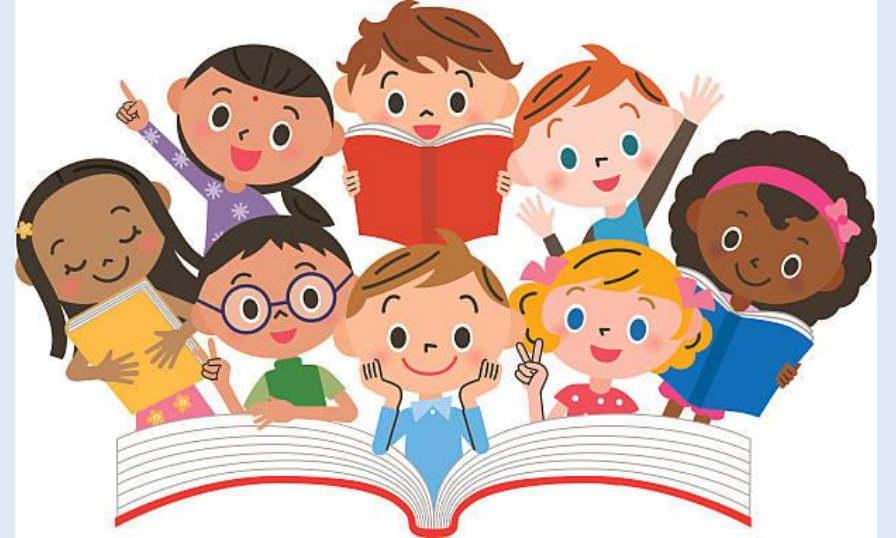
Example questions

- Pick three favourite words or phrases from this chapter. Can you explain why you chose them?
- Did this book make you laugh? Can you explain what was funny and why?
- Have you read anything else by this author? Is anything similar?
- Does this book remind you of anything else? How?
- When do you think this book was written? How do you know? Does it matter?
- What would it be like if it was written now?
- Do you think the title of the book is appropriate? What would you have called it?
- What is the genre of the book: sci-fi, mystery, historical, fantasy, adventure, horror, comedy? What are the features that make you think this?
- Find two sentences which describe the setting.
- Is the plot fast or slow moving? Find some evidence in the text, which supports your view.
- If the author had included another paragraph before the story started what do you think it would say? Would you like to read another book by this author? Why/ why not?



Promoting reading at home

- HOW CAN YOU HELP AT HOME?
- Make reading visible; have books available in your home and let your child see you reading. Children need to see that reading is something adults do too.
- Talk about books.
- Sit and listen
- Respect choices.
- Encourage your child to read at bedtime- and at any other time!
- Visit the library.





Developing a reading routine

- Find/set up your reading space
- Switch off electronics
- Make book bins
 - In addition to filling these boxes with books, pencils and notepads or magazines are also great additions that contribute to reading and writing together!
- Read the same book over a few days
- Have a reading schedule
- Re-read family favourite titles
- Reading aloud goes both ways
- Be enthusiastic and supportive
- Reading is about quality not quantity





Reading

- Any questions
- Please take a handout!

