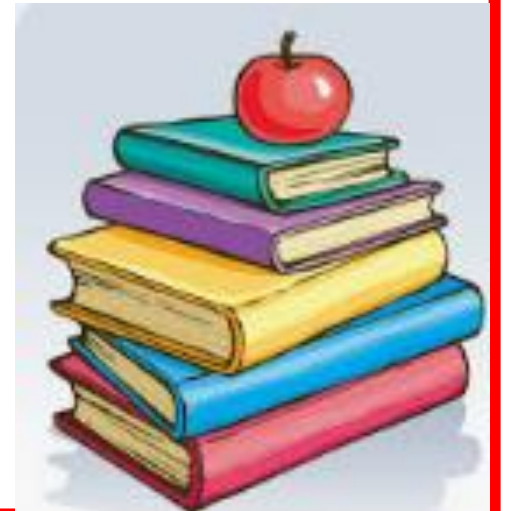Hague Bar Primary School

Reading at Key stage 2

Aims:

In Key Stage 2 we want to foster a love of reading for pleasure and to develop comprehension skills.

Many studies have shown a link between a person's engagement with reading and successful outcomes in life – not just academically.

In key stage 2 we want to build on the skills taught earlier in school and prepare the children for secondary education where the ability to read will be key to their success in many subjects

Our Approach

Fostering a love of reading:

We do this by providing a wide selection of carefully selected books in our book areas.
We encourage children to recommend books to each other and by teacher recommendations based on other books they have enjoyed.

We choose high quality texts for English lessons which are engaging and provide good examples of language use which are unpicked in reading sessions. These choices are supported by Literacy Shed, Books which have been nominated or received book prizes, Books for Topics and The Book Trust

Our Approach

Fostering a love of reading:

We read aloud regularly from a class novel which is chosen with input from the children.
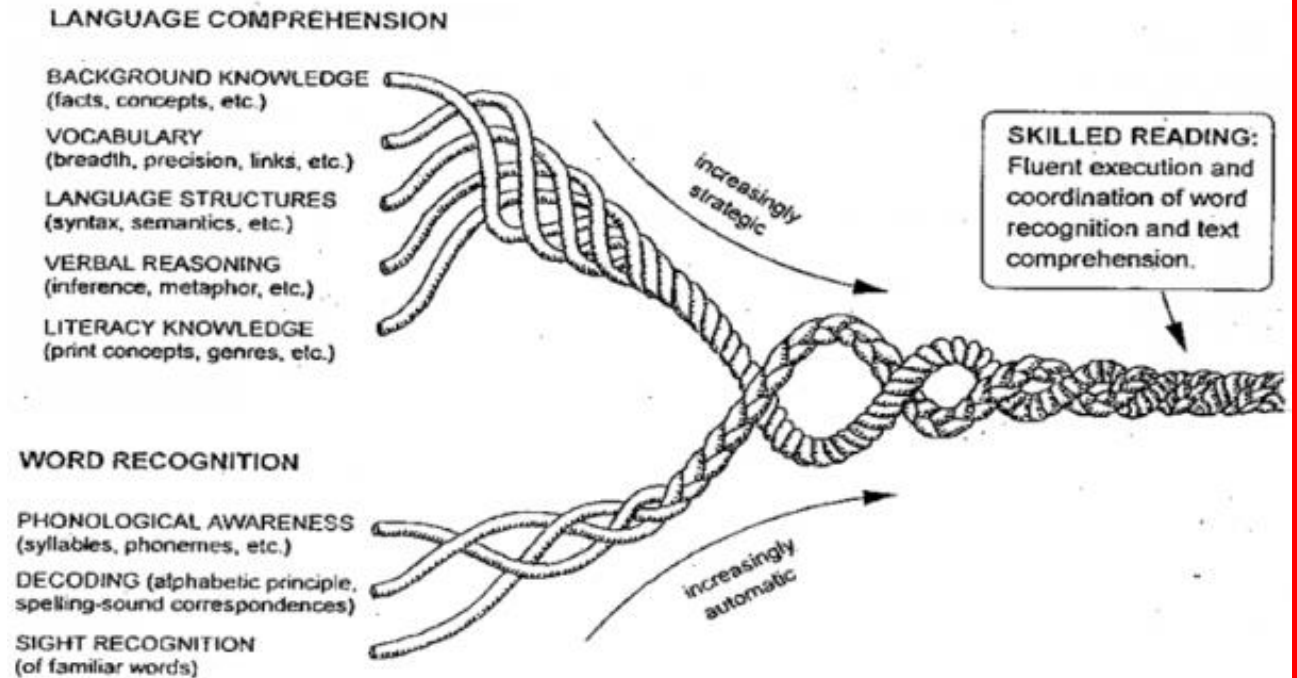
Approach to Teaching Reading

Reading is more than decoding.

There is a lot going on!

The Many Strands that are Woven into Skilled Reading
(Scarborough, 2001)

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURES
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

LITERACY KNOWLEDGE
(print concepts, genres, etc.)

increasingly strategic

SKILLED READING:
Fluent execution and coordination of word recognition and text comprehension.

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING (alphabetic principle, spelling-sound correspondences)

SIGHT RECOGNITION
(of familiar words)

increasingly automatic

Approach to Teaching Reading

We listen to children read aloud at least once a week, during these sessions we discuss what they have read to ensure understanding as well as checking that they are reading with accuracy.

To comprehend what has been read 90% of words need to be understood or there needs to be a strategy to understand without needing these words.

Approach to Teaching Reading

We use VIPERS to support the teaching of reading during Guided Reading Sessions
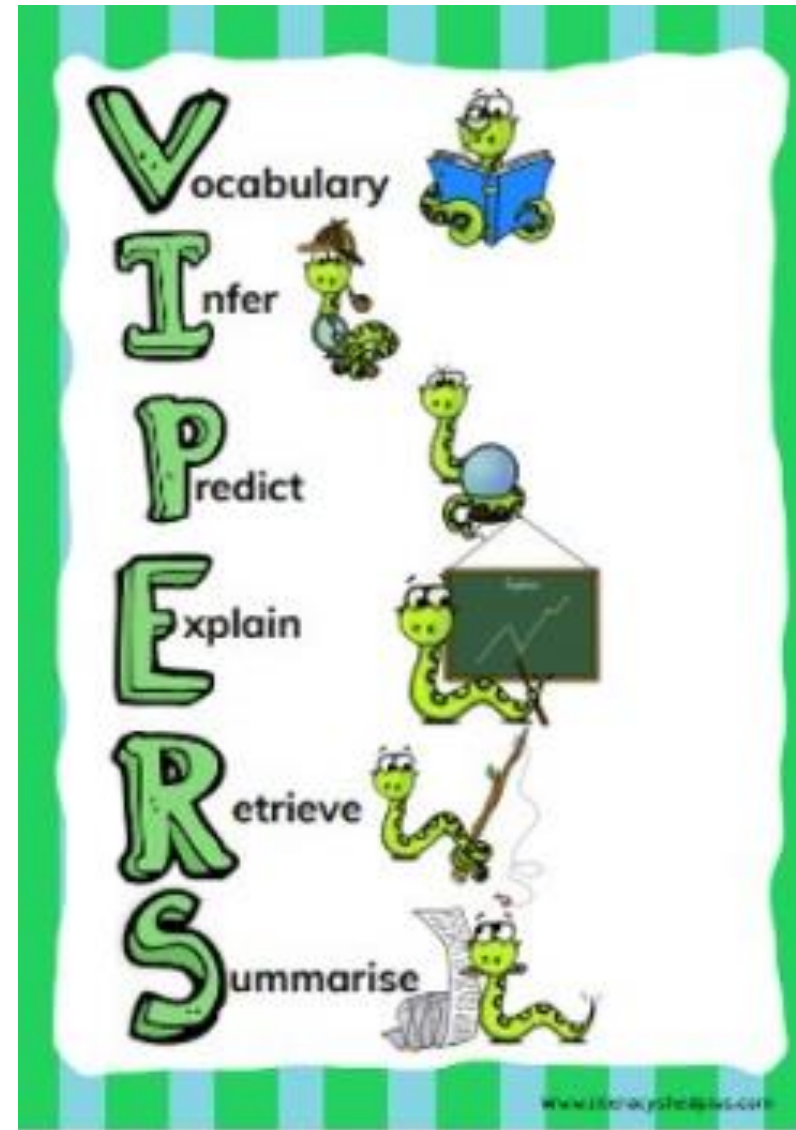
Tuesday 18th April 2023

Session 1 – Vocabulary Focus

Read the text carefully.

1. What is another word for Broad Beans?
2. Find and copy a word which has a meaning as close in meaning to 'had inside them".
3. Use a dictionary to write a definition for "perspective" that matches th[...] context.
4. What does the word "satire" mean? (You can use a dictionary)
5. In your own words explain the phrase "have their roots in Ancient Gree[...] theatre".

Wednesday 19th April 2023

Session 2 – Retrieval Focus

1. What do people from Greece call themselves today?
2. Where does this name come from?
3. What are the correct names of the two Greek masks in the symbol for theatres?
4. How long is a modern marathon?
5. What is the name of the man on whom the modern marathon is based?
6. Which of the civilisations mentioned had the largest population?

Thursday 20th April 2023

Session 3 – Comprehension

1. Why did the Ancient Greeks not eat Broad Beans?
2. Explain the link between the symbol for theatres and the Ancient Greeks.
3. Why would you not have seen females acting in the roles in Ancient Greece?
4. Which genre have their roots in Ancient Greek theatre?

A Week of Guided Reading
Can be based on a whole text, an extract, a poem or a video clip.

Vocabulary – find and explain the meaning of words in context

Types of questions used:

What do the words …… and …… suggest about the character, setting or 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…….
Find a synonym/antonym for ……………

Inference – 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 details given or 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?

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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?

How can you help?

Encourage your child to read

Listen to them read.

Read aloud to them – you are never too old to hear a good book read well!

Discuss what they are reading – it's ok to not like a book and not finish it.

Useful Websites:

Book Trust www.booktrust.org.uk

LoveReading4kids www.lovereading4kids.co.uk

Oxford Owl Free Online Library www.oxfordowl.co.uk – for home – library page

Reading Eggs (reading games) www.readingeggs.co.uk

Books for Topics www.booksfortopics.com