



## **Helping your child with their reading journey in KS2**

**Kindness - Love - Respect - Faith - Resilience - Joy**

# Contents



- Our aim
  - KS2 Home Reading
- Why is it important to read in KS2?
  - Reading to your child
- What can your child/your and your child read at home?
  - Tips for reading with children in KS2
    - Encouraging reluctant readers
- How to apply some of what we do in school

# Our Aim...

At St Wilfrid's, we value reading as an essential life skill that empowers children to achieve their full potential.

We have high expectations of our children as readers and our aims are...

To teach every child to become a fluent and confident reader

To give children the reading skills necessary to enable their learning in all subjects

That each child grows to enjoy reading, in order that they become lifelong readers

# Home Reading wishes...

We know that the demands of life means it's incredibly difficult sometimes to find the time to sit and hear your KS2 child read, particularly if you have a child in KS1 who is still learning to read.

We ask that you try to read with your child at least 3 times per week, ideally for 10-15 minutes each time



Provide a quiet place for them to enjoy reading.

Sign their reading diary to show they have read at home. Older children can even write this in themselves and you sign it.

# Reading to your child...

Reading to your child can give them the opportunity to hear stories & language at a higher level than they may be able to read completely alone.

Research also shows that hearing texts read aloud is a significant source of vocabulary acquisition.



When you read with your child, they hear what fluent, expressive reading sounds like. This, in turn, helps to make their own reading more fluent and expressive –which also helps to improve their understanding of the text.

# Types of texts...

Mainly a wide variety of fiction texts of different genres from a range of authors.

A range of other text-types. For example, non-fiction texts, magazines, newspapers, e-books and poetry.



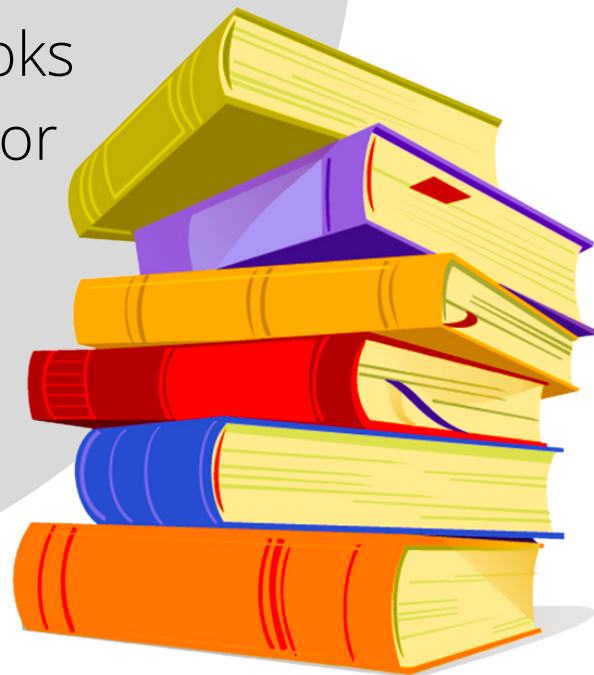
Some of their reading is likely to involve websites, blogs and other technology.

Some of your child's reading may involve re-reading favourite texts.

# Top Tips...

## **Before Reading....**

Try to make reading enjoyable, in a quiet and comfortable spot. If it is the first time your child has read the book, look at the cover/title/blurb together to predict what it might be about. Make links to other books with similar authors, themes, or characters.



# Top Tips...

## **When your child is reading...**

Encourage them to track the words with their finger or a ruler, if they need to. Help to decode (read) the words if needed. Give time and support to make corrections if they make mistakes. Ask about the meaning of challenging words.

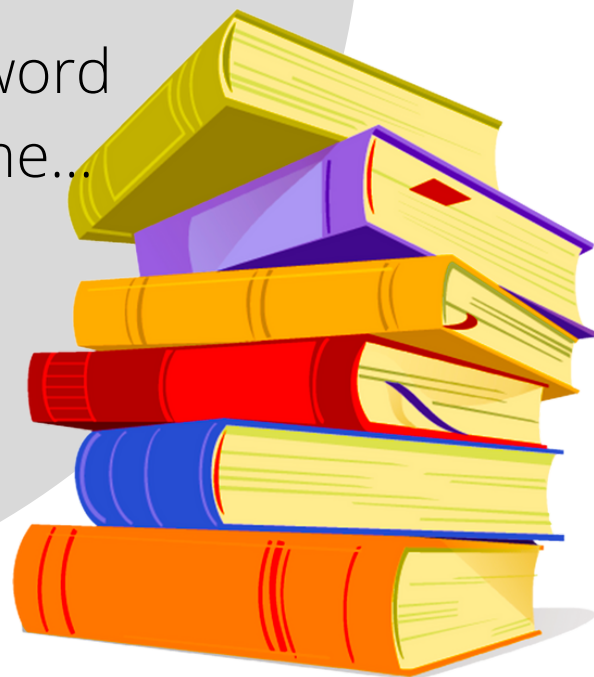




# Top Tips...

## **When you are reading...**

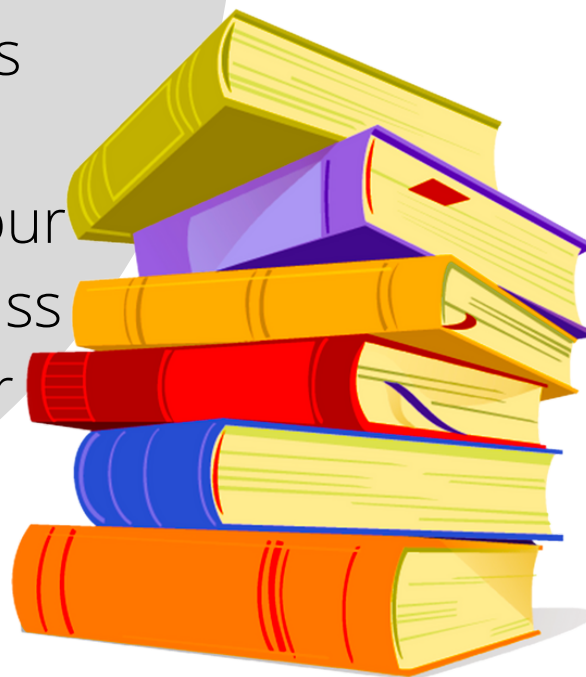
Read expressively, with meaning. Encourage your child to track the words. Ask about the meaning of challenging words. Make explicit any thinking you may be doing. For example -Perhaps they are angry/sad because... This odd word starts with a capital so is a name...



# Top Tips...

## **After Reading...**

When your child is reading...Encourage them to track the words with their finger or a ruler, if they need to. Help to decode (read) the words if needed. Give time and support to make corrections if they make mistakes. Ask about the meaning of challenging words. Ask about the content of what's been read –who, what, where, when, why, how? Discuss the text–what did your child enjoy/like/dislike/feel/think? You could ask your child some VIPERS questions and discuss their responses (see end of slides for ideas).





# Reluctant Readers...

Find texts that might 'hook' them into reading –for example, books linked to a hobby of theirs, sports books, humorous or scary books, graphic novels or non-fiction.

Let children choose the book they want to read, without us adults placing pressure on them to read something else more appropriate.

Sometimes it can be a simple matter of font or the look of a page that puts children off reading –many publishers have created texts specifically with this in mind (e.g. Barrington Stoke's 'super-readable' books).

# Questions you could ask...

In school, we use the acronym VIPERS to ask questions

V vocabulary

I Infer

P Predict

E Evaluate

R Retrieve

S Summarise



# 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?.



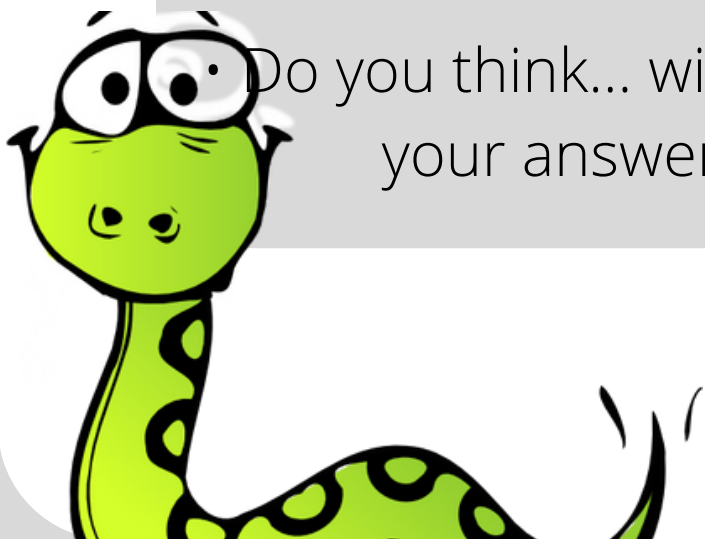
# Predict...

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.

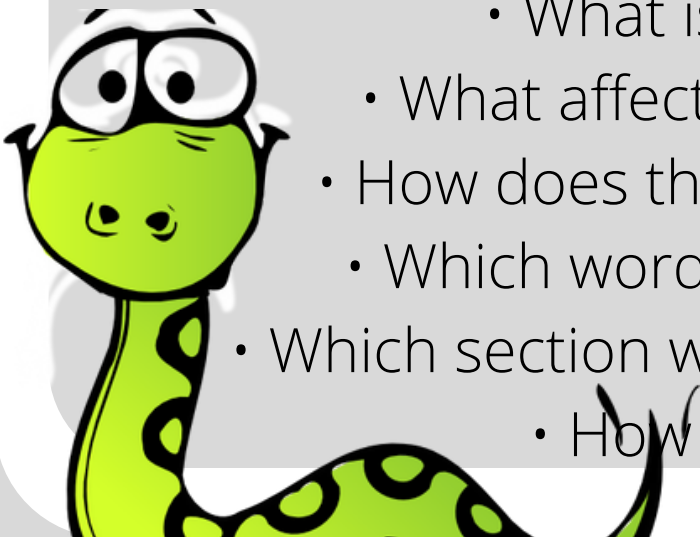
Explain how meaning is enhanced through choice of language.

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?



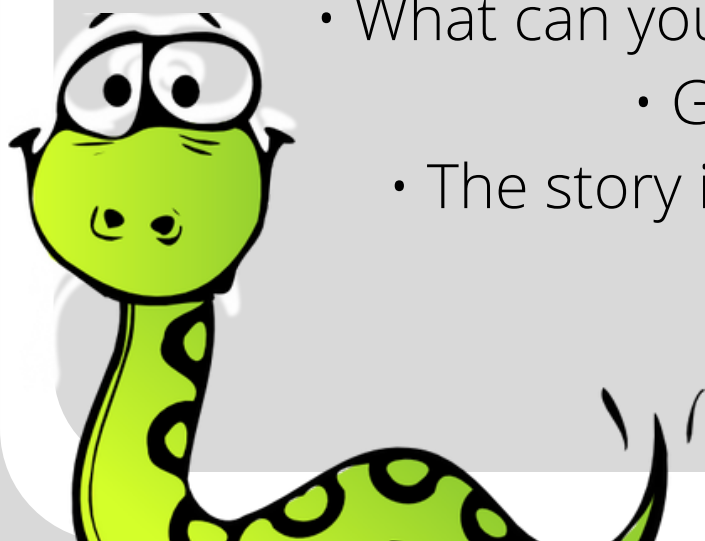


# Retrieve...

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?

