

KS2 Reading Workshop

For Parents



The **more** that
you read, the
more things
you will know.
The **more** that
you learn, the
more places
you'll go.

Dr. Seuss

Stages of reading

- Phonemic awareness
- Oral and assisted blending
- Independent and instant blending – reading simple words and short sentences
- Speedy reading – child reads 65-90 words per minute with few mistakes
- Fluent reading – child reads with expression and can talk about what they have read
- Independent reading for a range of purposes – skilled in comprehension, inference, punctuation and vocabulary. Can predict, explain and summarise.



The Importance of Daily Reading

1. Encourage your child to read
2. Read aloud regularly
3. Encourage reading choice
4. Read together
5. Create a comfortable environment
6. Make use of your local library
7. Talk about books
8. Bring reading to life
9. Make reading active
10. Engage your child in reading in a way that suits them



What are the Effects of Reading on Child Development?

[One study](#) details the effects of reading on later literacy skills, facilitating social interaction between adults and children, and encouraging children to engage with the world around them. It also states how reading can be a **'stable source of information'** throughout a child's life.

Early childhood is a [critical period for brain development](#), which is important for boosting cognition and mental well-being. Good brain health at this age is directly linked to better mental health, cognition, and educational attainment in adolescence and adulthood. It can also [provide resilience](#) in times of stress

So how could reading boost cognition exactly? It is already known that language learning, including through reading and discussing books, is a key factor in healthy brain development. It is also a [critical building block](#) for other forms of cognition, [including executive functions](#) (such as memory, planning, and self-control) and social intelligence.

Reading allows us to be transported from our own world to another. Between the pages of a book, we can become immersed in the lives of fictional characters and learn about a culture entirely different from our own. We can also learn new words and phrases, experience a range of emotions, and acquire skills and knowledge

What Are the Benefits of Reading for Children?

The importance of reading for children cannot be underestimated. Reading for pleasure can benefit a child's education, social and cognitive development, their wellbeing, and their mental health.

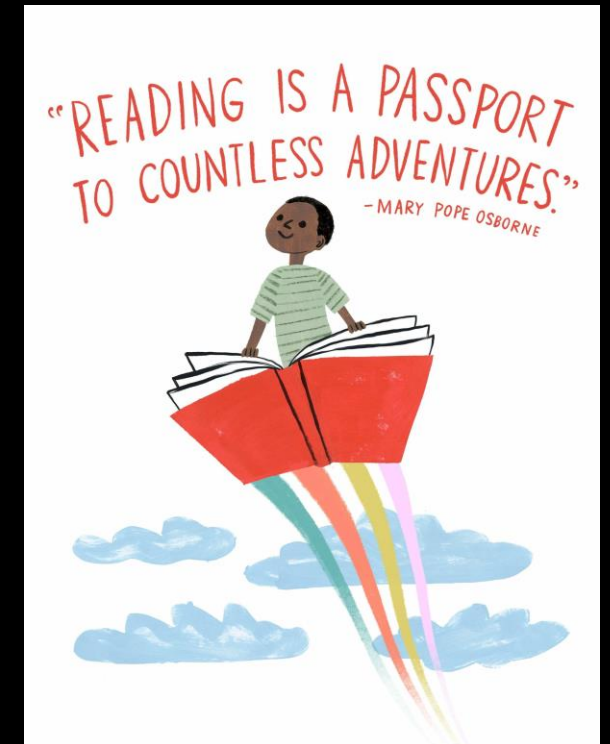
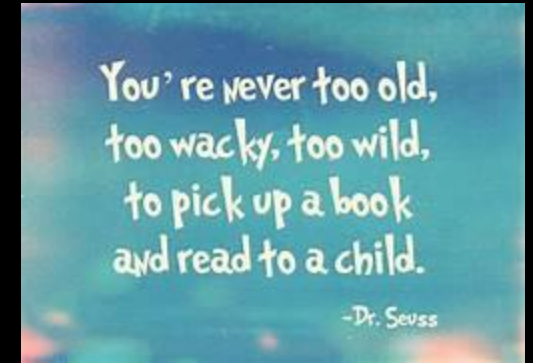
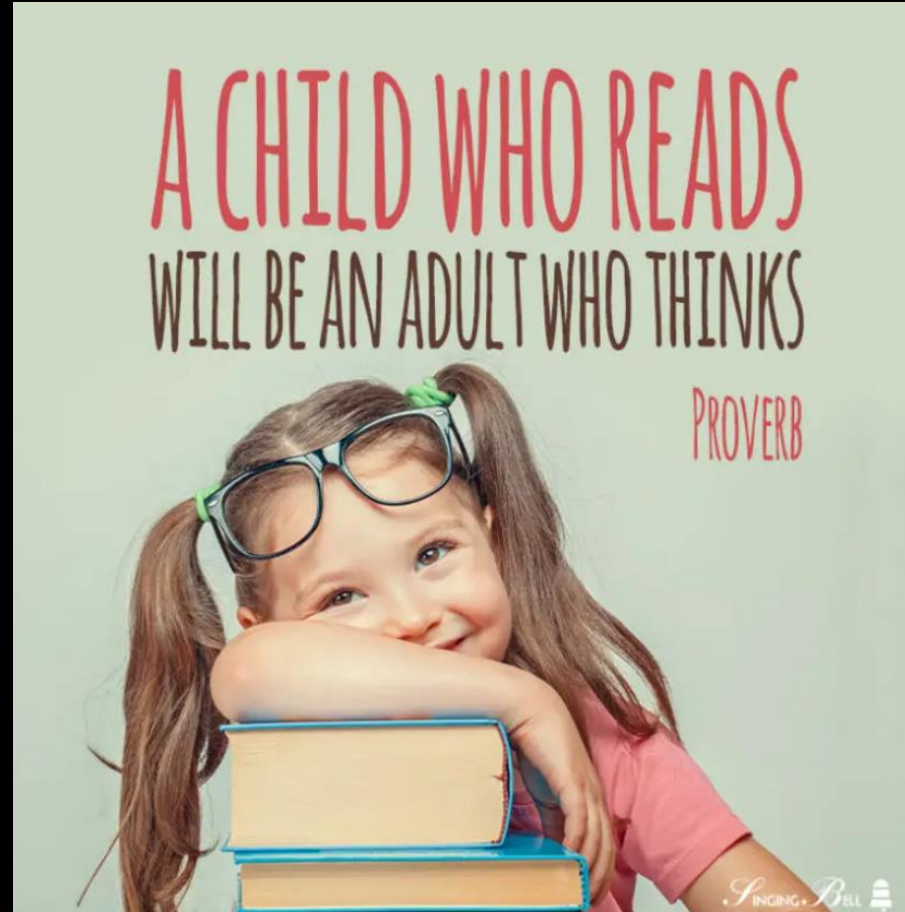
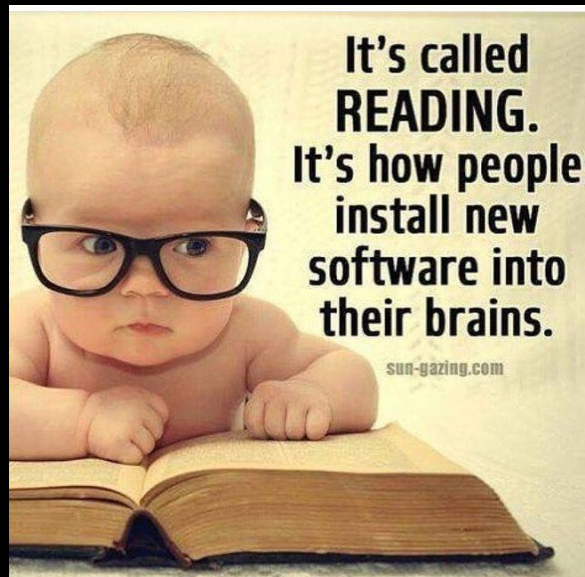
***BENEFITS OF READING
GATEWAY TO LEARNING
COGNITIVE DEVELOPMENT
MORE EXTENSIVE VOCABULARY
GREATER ACADEMIC SKILLS
DEVELOP EMPATHY
BUILD STRONGER RELATIONSHIPS
GREATER CONCENTRATION
SOCIAL SKILLS
DEEPER UNDERSTANDING
IMPROVED LITERACY SKILLS
HIGHER LEVELS OF CREATIVITY AND IMAGINATION***



Developing 'A Love of Reading'

lifelong reader

Reading progress never stops...



Benefits of Reading

"Studies show that reading activates portions of the brain associated with language," says Dr. Ness. "Even cooler, studies show that reading lowers blood pressure, builds the neurochemicals associated with pleasure, and helps slow down heart rates."⁵

- Mental Health – Reading makes us calmer and happier
- Connections to society – foster curiosity about the world around us, gather opinions and create balanced views
- Understanding ourselves and others – encourages empathy and extends our experiences beyond what is in front of us (emotional intelligence)
- Giving context to experiences – provides experiences that we can relate to or that we have not had, bringing context and balance to our opinions and choices

What if my child does not 'love reading'?



Investigate the reasons for this and Identify triggers or difficulties

Is it;

too difficult, size of text, length of text, ability to be fluent, concentration

Work on these;

- ✓ Take the pressure off – engage in reading activities
- ✓ Accept the interest level
- ✓ Use your own enthusiasm
- ✓ Tap into their interests
- ✓ Shorter texts
- ✓ Make it come alive

“

Reading is like many other activities, the more one does it, the better one gets at it, and the better one gets at it, the more one likes to do the activity.”

— CLAIRE CAMERON, PHD

How to Foster a 'Love of Reading'

"Kids need three main things to help cultivate a love of reading: curiosity, time, and modeling," says Heather Mansberger,

- Read Aloud to your child – aim for reading to be a social activity, not solitary, so that it builds relationships as well as knowledge and curiosity.
- Talk about books – talk about what you see, how it makes you feel, make comparisons, make predictions, ask questions (this will promote critical thinking, build engagement, give overall enjoyment).

“

[Reading] should be fun, interactive, and the basis for lots of asking, listening, curiosity, and connection.”

— HIROKAZU YOSHIKAWA, PHD

Are you reading?



Model Reading

The experts agree that it is key for your child to see their parents routinely reading for pleasure. When you can, take time during the day to relax, sit, and read. Seeing you reading imparts the idea that reading is a pleasurable, lifelong activity. Also, know that what you read does not have to be a book. "It can be the newspaper, recipes, food labels, etc, in print or online," Dr. Degener explains.

The bottom line is to read, read, read in front of your kids. "Children imitate their parents. If parents read, their children will read," explains Dr. Reisboard.

“

Children imitate their parents. If parents read, their children will read.”

— DANA REISBOARD, PHD



TRIPS TO THE LIBRARY –
THERE ARE MANY
COMPETITIONS AND
READING CHALLENGES



BOOK CLUBS – ONLINE
OR IN PERSON



A READING WALK –
POINTING OUT SIGNS



TREASURE HUNT OR
ORIENTEERING



ENGAGE IN THE
PURPOSE OF READING –
RECIPES, SHARING
ACTIVITIES,
SAFETY, SUBTITLES ON
THE TV, KARAOKE



WRITING FROM A BASE
OF READING – ACTIVITIES
STEM FROM A GOOD
TEXT

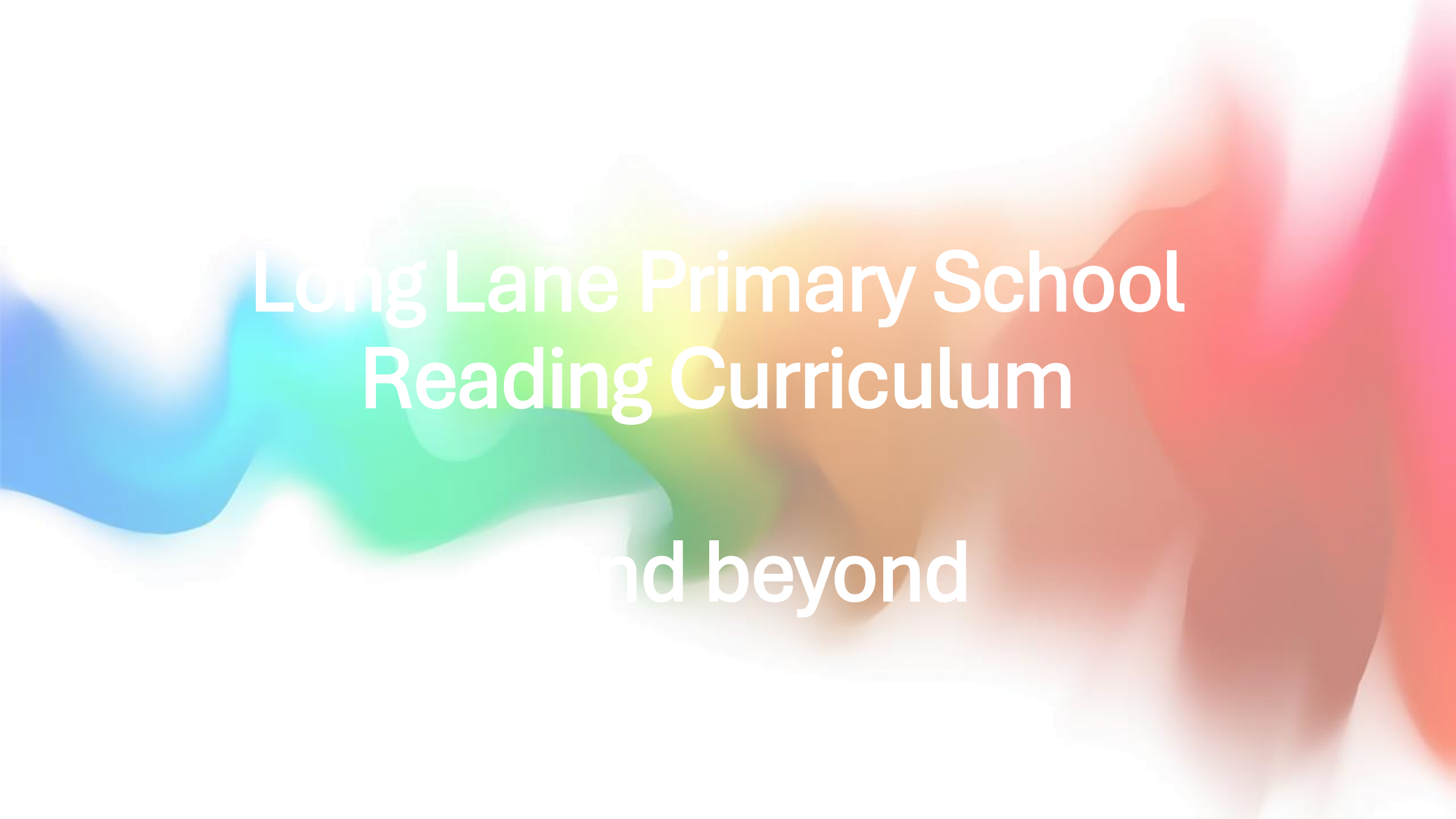
Engage in Literary activities

Reading at home - Accelerated Reader



- **Personalised reading practice:** Pupils are matched with books at their appropriate reading level, enabling them to progress at their own pace and build confidence.
- **Enhanced reading comprehension:** By taking quizzes on books they have read, pupils develop critical reading comprehension skills, while teachers gain insights into individual progress.
- **Motivation and reward:** Accelerated Reader incorporates a reward system that celebrates pupils' reading achievements, fostering a positive reading culture..
- **Data insights:** Teachers gain valuable data on pupils' reading habits, comprehension levels, and progress, enabling them to make informed decisions and identify struggling readers.





Long Lane Primary School Reading Curriculum

and beyond

Reading at Long Lane

RWI
phonics

Fluency
lessons

Comprehension
strategies

Adults
reading
aloud daily

Reading
spine



1:1
interventions

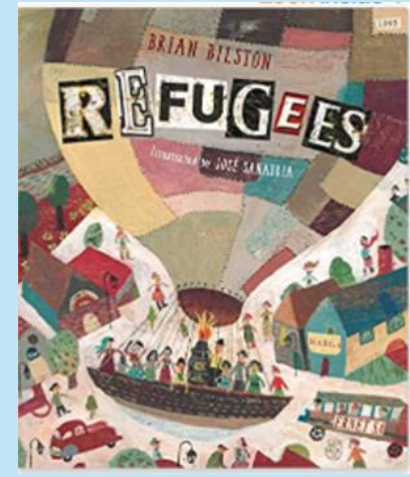
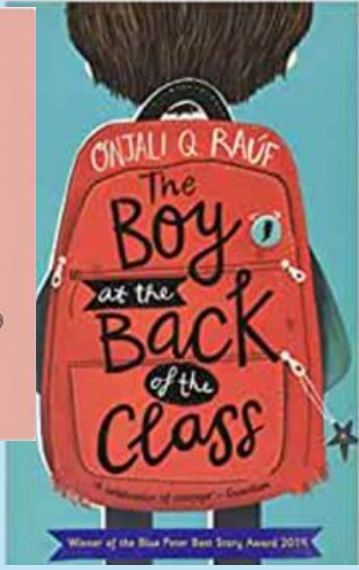
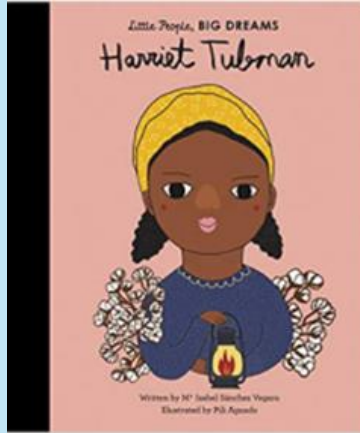
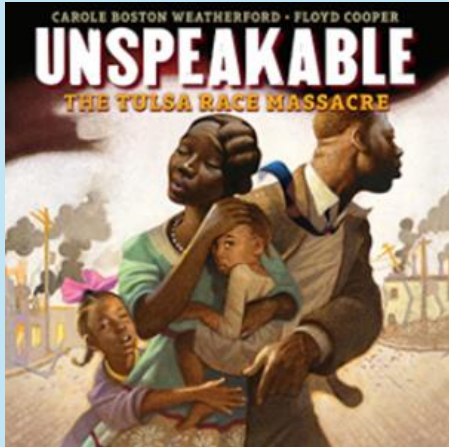
Library

STAR
quizzes

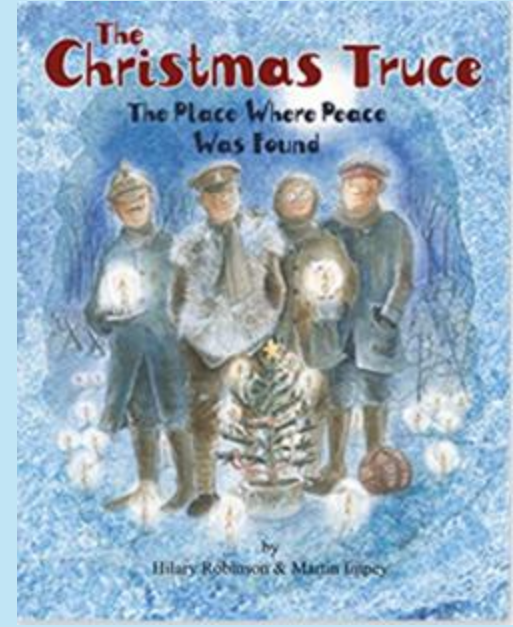
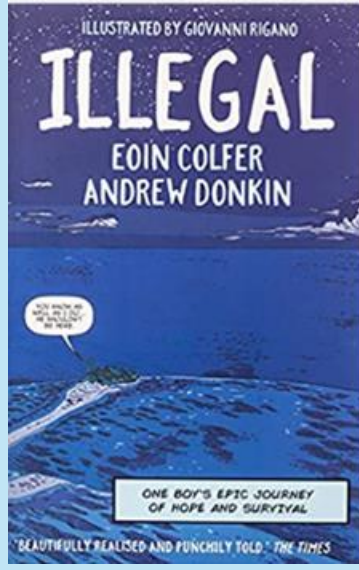
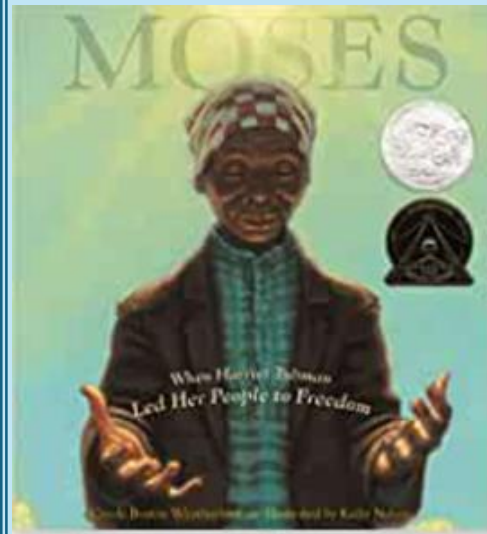
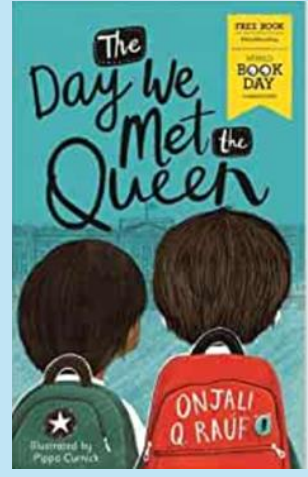
Reading in
all subjects

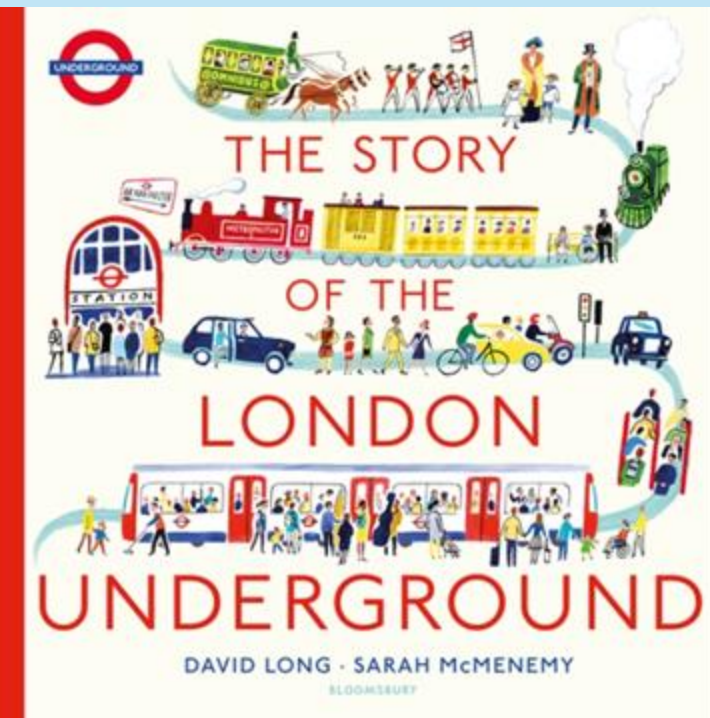
Reading
buddies

All supported by reading regularly at home!

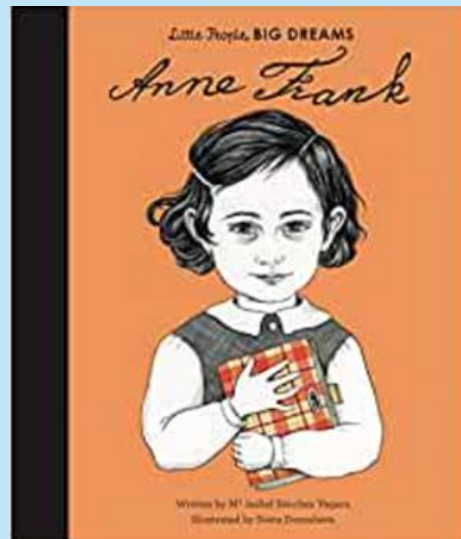
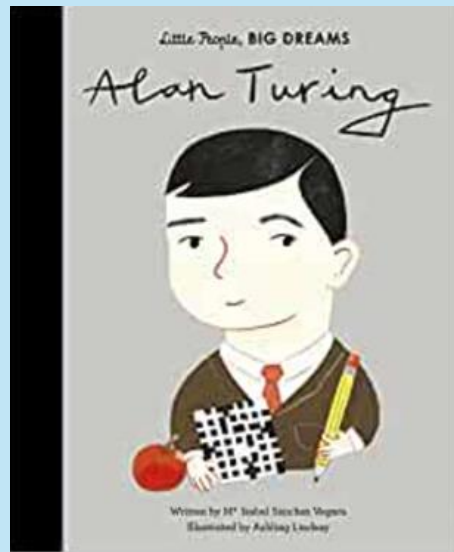


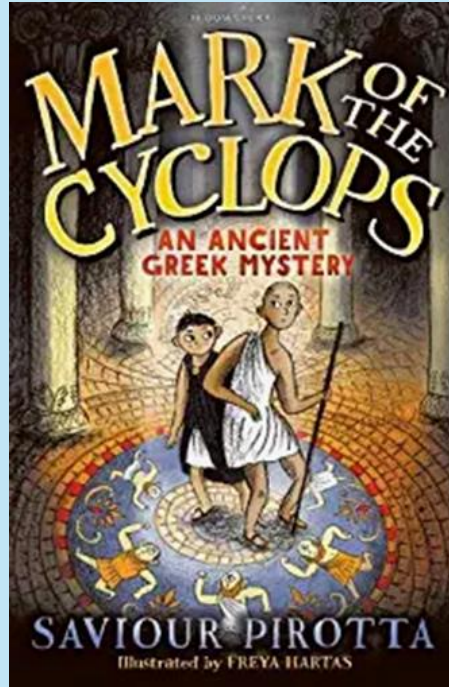
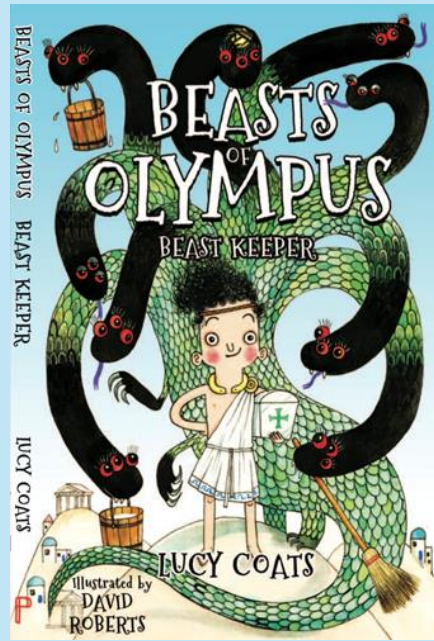
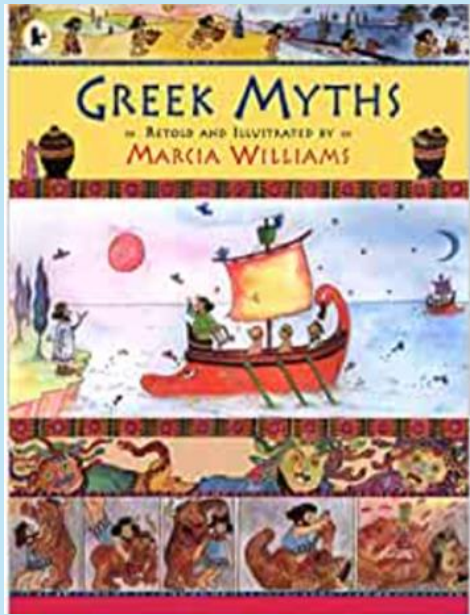
Year 5 Autumn Term Reading Spine



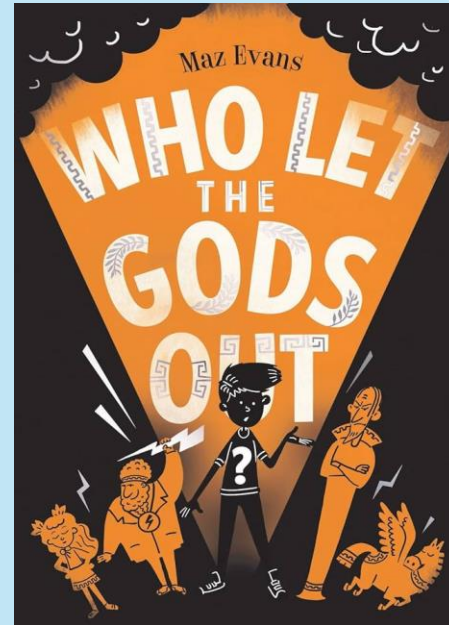
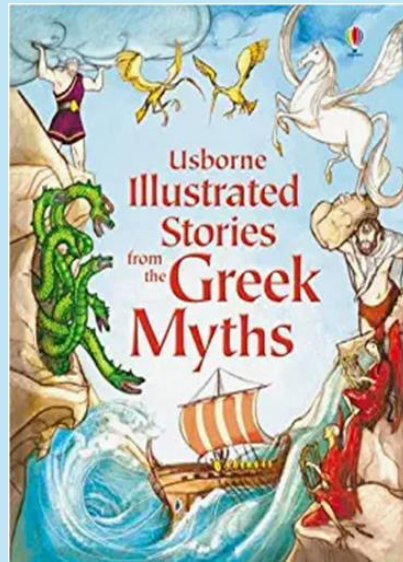
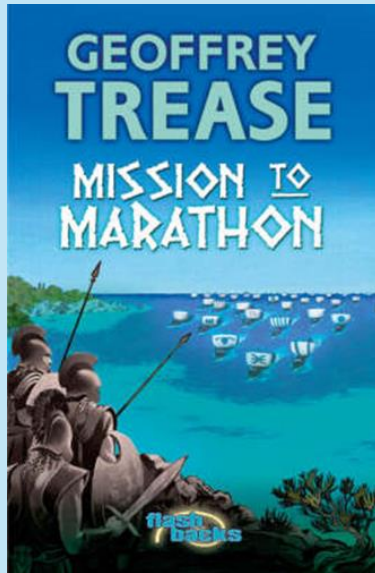


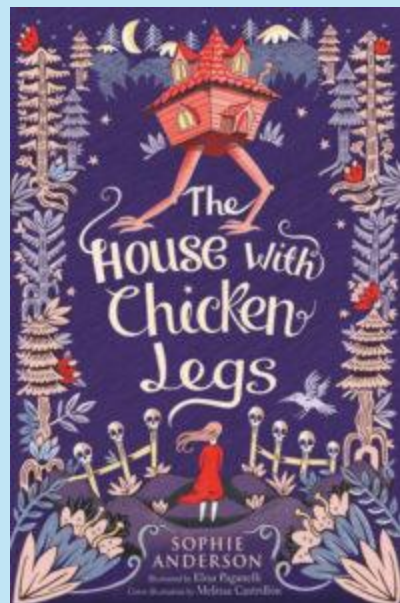
Year 5 Spring Term
Reading Spine



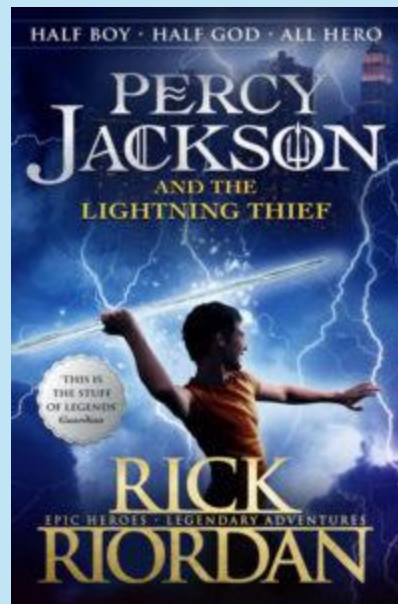
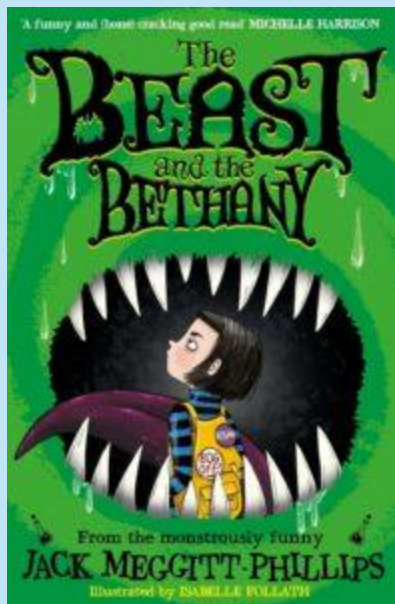


Year 5 Summer Term
Reading Spine

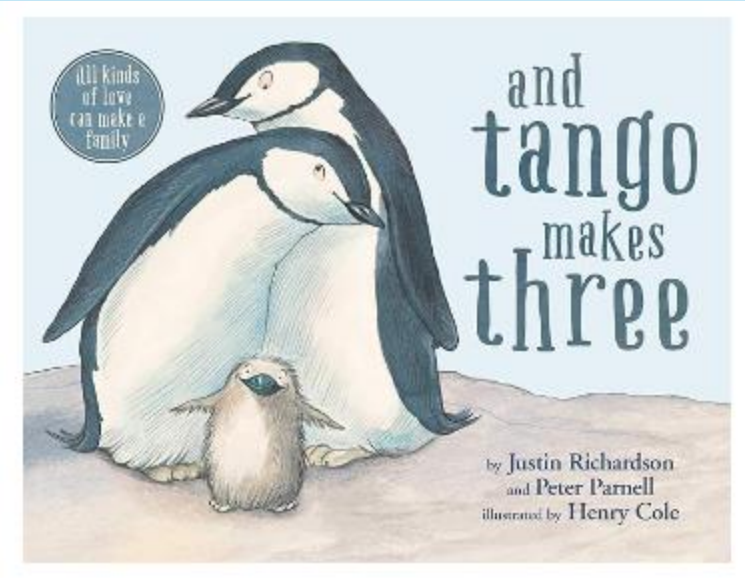
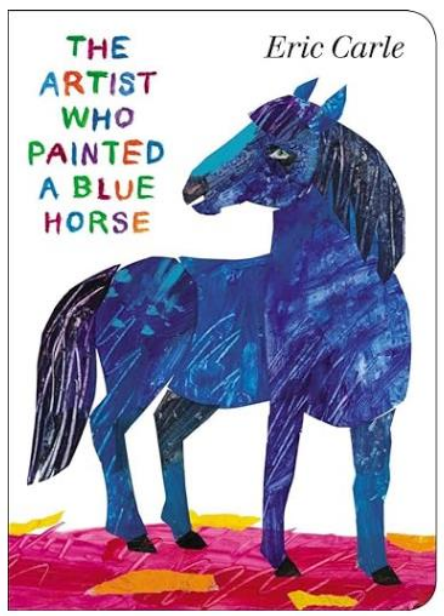
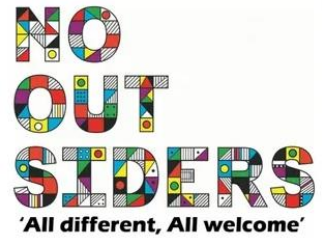
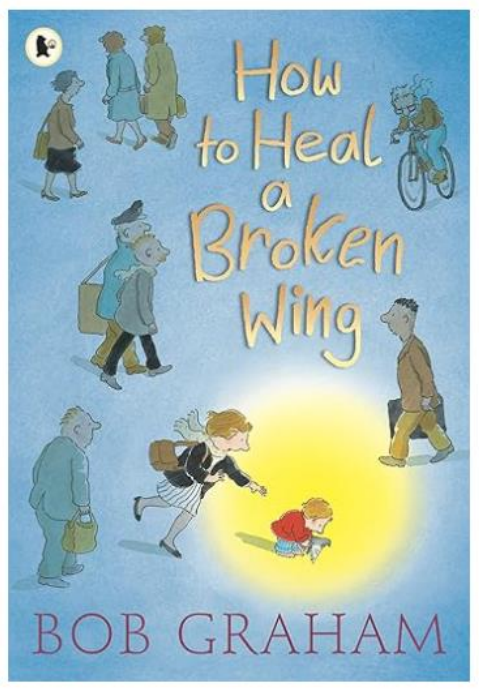
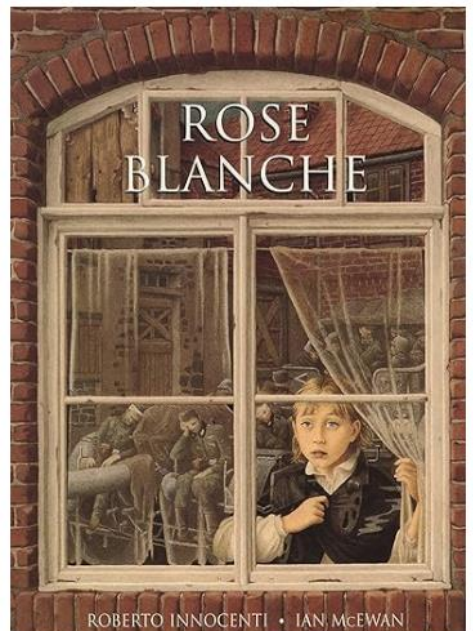
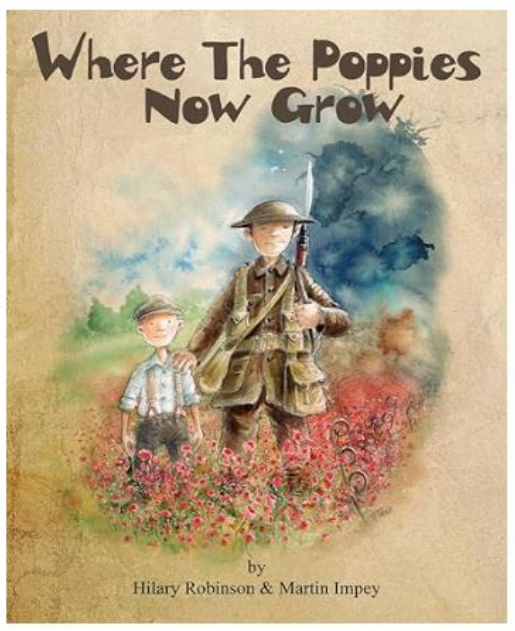




Examples of Year 5
Class Readers



Year Five





Reading Fluency

Why is fluency important?

Reading aloud accurately and at a reasonable pace are important aspects of the reading process. If a child can do this then 'cognitive space' is freed up to allow them to concentrate on taking meaning from the text.



Reading
Fluency

How do we teach and nurture fluency?

- ❑ Be read aloud to: This allows children to hear fluent reading
- ❑ Engage in assisted reading: Pupils read a text whilst listening to a fluent reader of the same text
- ❑ Be given opportunities for repeated reading: pupils practice reading texts repeatedly until they can read the text in a fluent manner.

How does
this work in
the
classroom?

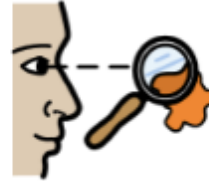
Reading Fluency Icons



Modelled
Read



Repeated
Read



Survey



Choral Read



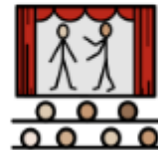
Echo Read



Paired Read



Independent
read



Reader's
Theatre



One- Minute
Read

My turn,
your turn!

Please take a copy of
the extract from
'Bloom' on your
tables.

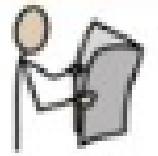


One morning, the man living in the big house woke up early and heard someone talking to his flower.

He looked out of his window and saw the little girl.

‘How dare you talk to MY flower?’ he shouted.
‘Go away and never come near my flower again!’

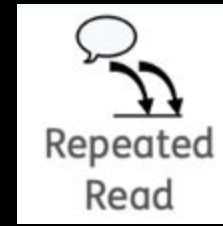
The little girl and her brother didn’t like being shouted at, so they went to school another way.



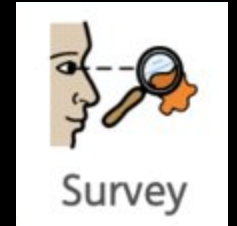
Modelled
Read



Punctuation clues which help us with fluency...



Repeated
Read



Survey

comma

One morning, the man living in the big house woke up
early and heard someone talking to his flower.

run on lines

He looked out of his window and saw the little girl.

bold, capital letters

‘How dare you talk to **MY** flower?’ he shouted.

‘Go away and never come near my flower again!’

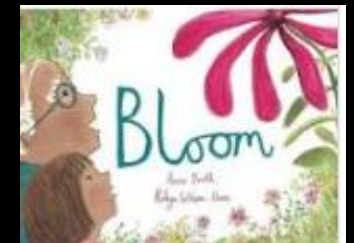
exclamation mark

The little girl and her brother didn't like being
shouted at, so they went to school another way.

run on lines

comma

speech marks





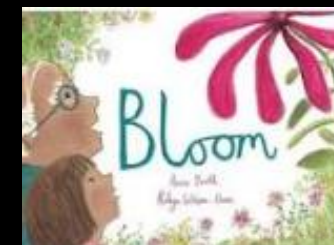
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My turn,
your
turn!





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The little girl and her brother didn’t like being shouted at, so they went to school another way.





Reading Comprehension

Comprehension Strategies



KS1	KS2	VIPERS	Reading Dog
Draw on knowledge of vocabulary to understand texts	Give/explain the meaning of words in context	Vocabulary	Vocabulary Victor – there to help you work out the meaning of unknown words
Identify/explain key aspects of fiction and non-fiction, such as characters, events, titles and information.	Retrieve, record information /identify key details from fiction and non-fiction	Retrieve	Rex Retriever – is there to help you go into a text and simply retrieve facts and details.
Identify and explain the sequences of events in texts	Summarise main ideas from more than one paragraph	Sequence (KS1) Summarise (KS2)	Summarising Sheba – reminds you to summarise the main points or events in a paragraph/text
Make inferences from the text	Make inferences from the text/ explain and justify inferences with evidence from the text.	Infer	Inference Iggy – will help you hunt for clues
Predict what might happen on the basis of what has been read so far	Predict what might happen from details stated or implied	Predict	Predicting Pip – tries to see the future
	Identify/explain how information/narrative content is related and contributes to meaning as a whole	Explain	Cassie the commentator discusses the content of a paragraph and compares events and characters

Choosing the right
reading book . . .



Instructional
level books . . .

Not too easy,
but not too
hard, a "just
right" book



Instructional
level books . . .

Will stretch the
child and
ensure reading
growth.



<https://m.youtube.com/watch?v=UuOs31Bk0s4>

The Five Finger Rule



their reading ability is easy using the f

How to make reading manageable at home

- Choose a time that suits your family – doesn't have to be in the evening
- Set a timer
- You read, they read
- Read out loud to your child
- It ok to read books more than once
- If your child picks a book that is too tricky, but wants to read it, let them have a go
- Keep it positive
- Let them see you reading
- Tell them you're reading
- Keep it going at the weekend and holidays – reading is not just for school



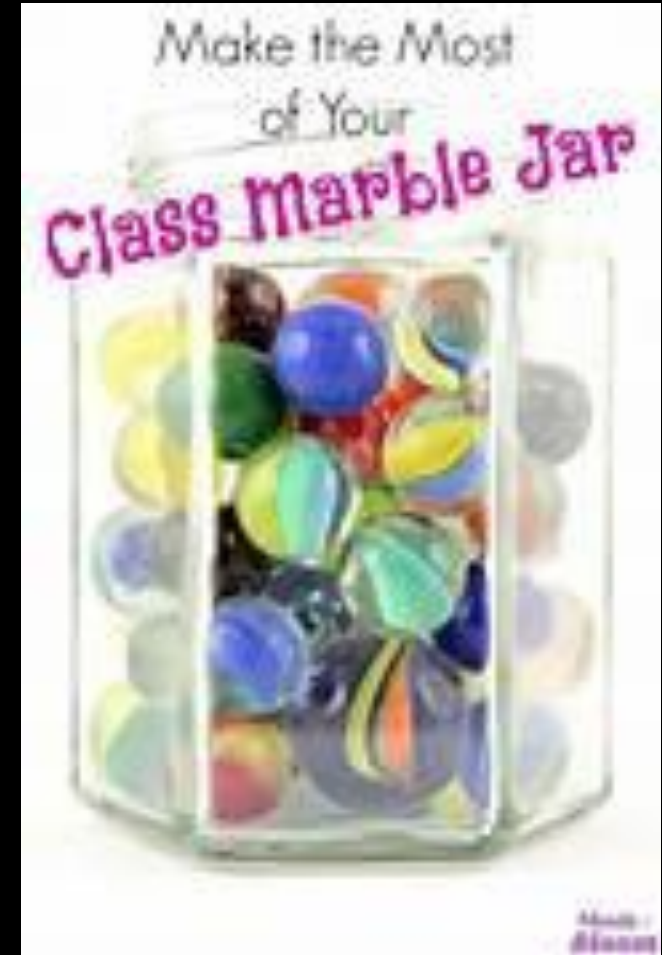
Book Bingo

Summer Reading Challenge

As we are starting to feel the lovely weather outside, it would be great to get out and about and read somewhere different or somewhere special. There are some ideas in the top row. All the others are blank for you to tell us or show us where you have been reading this summer. Take some photos (or write it down) and fill your bingo board to claim a prize. You must read for 20 mins (at least) in each place. We would love to see all the photos so please send them into the office and we will display them in school.

Under a tree	In a secret place	A favourite chair	With a pet	On a walk	In the woods	At the Library
						

Reading Incentives



What else are we doing to promote reading?

- Reading Breakfasts
- Mini Libraries
- Pictures of role models reading
- Reading Ambassadors
- IXL home learning
- Booster groups
- Marbles and treats
- Reading challenges (prizes)
- Library assemblies/poet
- Parent reading workshops
- Reading spine and texts that hook
- Reading Fluency
- Outdoor reading shed
- Library café
- Outside borrowing library hutch
- More drama based reading activities



IXL.com - school and home use

Year 5 English

189 skills

20 games

IXL offers more than 100 Year 5 English skills and games to explore and learn! Not sure where to start? Go to your personalized [Recommendations wall](#) to find skills picked just for you, or select a [skill plan](#) that aligns to your textbook, national curriculum, or standardized test.

Reading strategies

Writing strategies

Vocabulary

Grammar and mechanics

Reading strategies

A. Main idea

- ★ 1 Use key details to determine the main idea
- ★ 2 Determine the main idea of a passage
- ★ 3 Combine main ideas from two texts

B. Theme

- ★ 1 Determine the themes of myths, fables and folktales

C. Author's purpose

- ★ 1 Identify the purpose of a text

D. Text structure

- ★ 1 Determine the order of events in informational texts
- ★ 2 Compare and contrast in informational texts
- ★ 3 Match causes and effects in informational texts
- ★ 4 Match problems with their solutions
- ★ 5 Identify text structures

E. Sensory details

- ★ 1 Sort sensory details

F. Literary devices

- ★ 1 Identify similes and metaphors
- ★ 2 Determine the meanings of similes and metaphors
- ★ 3 Analyse the effects of figures of speech on meaning and tone

G. Point of view

- ★ 1 Distinguish characters' points of view

H. Inference

- ★ 1 Use actions and dialogue to understand characters
- ★ 2 Compare and contrast characters
- ★ 3 Draw inferences from a text
- ★ 4 Make predictions about a story

I. Story elements

- ★ 1 Identify story elements

J. Visual elements

- ★ 1 Compare mythological illustrations

K. Literary texts: level 1

- ★ 1 Read fantasy with illustrations
- ★ 2 Read realistic fiction with illustrations
- ★ 3 Read science fiction with illustrations

L. Literary texts: level 2

- ★ 1 Read realistic fiction
- ★ 2 Read historical fiction
- ★ 3 Read poetry
- ★ 4 Read drama

M. Informational texts: level 1

- ★ 1 Read about animals
- ★ 2 Read about art, music and traditions
- ★ 3 Read about famous places
- ★ 4 Read about sports and hobbies

N. Informational texts: level 2

- ★ 1 Read about famous people
- ★ 2 Read about business and technology
- ★ 3 Read about science and nature
- ★ 4 Read about history

IXL.com - school and home use

The screenshot displays the IXL.com interface for a Year 5 English task. The top navigation bar is green and contains the IXL logo, 'My IXL', 'Learning', 'Diagnostic', and 'Analytics'. Below this, a white bar shows 'Maths', 'English' (selected), 'Recommendations', 'Skill plans', and 'Awards'. The main content area is titled 'Year 5 > H.3 Draw inferences from a text DMW' and includes a 'Share skill' button. A 'Learn with an example' dropdown is visible. The task instructions are: 'Read the text.' followed by three audio clips: 'What can we give Mum?' asked Lewis, 'We can't afford something expensive,' said Sharon, 'so maybe we could make breakfast for her or clean the house.', and 'Shh, here she comes!' whispered Lewis. The question is: 'Based on the text, which sentence is more likely to be true?' Two answer boxes are provided: 'Lewis and Sharon like to clean the house.' and 'Lewis and Sharon are planning a gift for their mother.' A green 'Submit' button is at the bottom left. On the right, a sidebar shows 'Questions answered' (0), 'Time elapsed' (00:00:19), 'SmartScore out of 100', and 'Teacher tools' (Jump a level, Teacher results not recorded, Start Group Jam).

IXL

My IXL Learning Diagnostic Analytics

Maths English Recommendations Skill plans Awards

Year 5 > H.3 Draw inferences from a text DMW Share skill

Learn with an example

Read the text.

'What can we give Mum?' asked Lewis.

'We can't afford something expensive,' said Sharon, 'so maybe we could make breakfast for her or clean the house.'

'Shh, here she comes!' whispered Lewis.

Based on the text, which sentence is more likely to be true?

Lewis and Sharon like to clean the house.

Lewis and Sharon are planning a gift for their mother.

Submit

Questions answered 0

Time elapsed 00:00:19

SmartScore out of 100

Teacher tools

Jump a level

Teacher results not recorded

Start Group Jam

IXL.com - school and home use

[Back to practice](#) ^

Learn with an example

question

Read the text.

The blender was full with blueberries, raspberries and yoghurt. Thomas could hardly wait for his delicious treat. He added the ice and pushed the button. 'Ugh!' Thomas cried, as the walls and ceiling were now splattered in red and blue.

Based on the text, which sentence is more likely to be true?

Thomas forgot to put the lid on the blender.

Thomas's blender isn't working.

key idea

Authors don't always tell you everything in a story. So, you may need to make guesses, or **inferences**, about what happens and why.

To make an inference, look at what the text tells you. Then, ask yourself these questions:

- Why might the characters act, look, think or feel the way they do?
- What could have caused the scene or situation described in the text?

solution

Look at what the text tells you:

The blender was full with blueberries, raspberries and yoghurt. Thomas could hardly wait for his delicious treat. He added the ice and pushed the button. 'Ugh!' Thomas cried, as the walls and ceiling were now splattered in red and blue.

Ask yourself questions about the text:

Why might Thomas say 'Ugh!'?

Maybe he made a mistake.

What might turn the walls and ceiling blue and red?

Maybe blueberries and raspberries are stuck on the wall.

Based on these clues, you can guess that **Thomas forgot to put the lid on the blender.**

My child is a proficient Reader – Why reading should never drop off the agenda...

- There are always more complex texts to read and more vocabulary to learn (this contributes to academic performance)
- A great way to share with your child and keep or build back bonds/strengthen relationships
- Understanding that this will be necessary through life for different reasons
- Tackling complex and more adult issues in a safe and objective way
- It is good for mental health, peace, escapism, learning about yourself, healing through experience, empathising with others, debating and aligning values



New ways to read with proficient readers

- Read a chapter book alongside
- Book club
- Learn something from each other
- Good role models
- Sharing different types of texts – news, subtitles (purpose)
- Recipes together
- Supporting younger siblings

Feeling confident reading with your child at home

- You don't always have to be the expert
- Throw the questions back to them
- Prepare read first – careful questioning
- Get them to show comprehension from the book – summary, remind me, character check
- Wanted posters for characters



The **more** that
you read, the
more things
you will know.
The **more** that
you learn, the
more places
you'll go.

Dr. Seuss