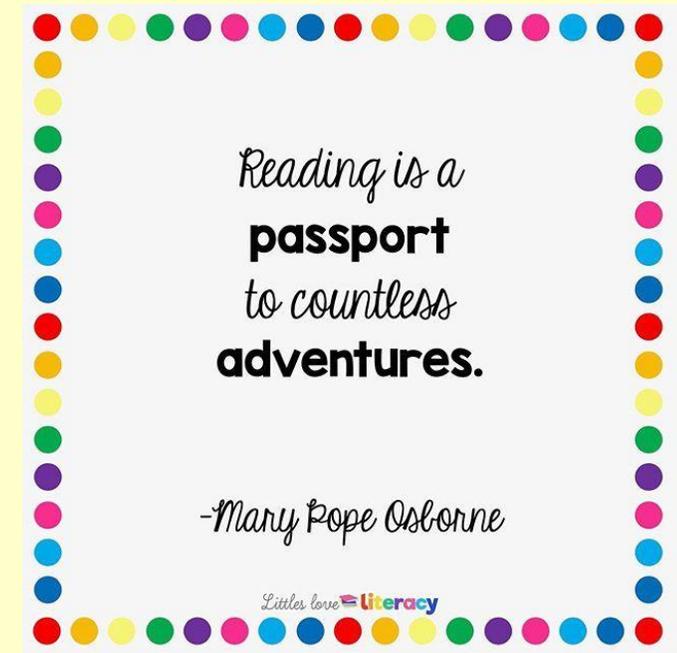


KS2 Reading Information Evening

-To describe how we teach reading in Key Stage 2

-To explain how you can help your child at home



Why Read?

14 Ways READING IMPROVES Your Mind and Body

Strengthens the Brain

1



Reading brings existing neural pathways in the brain to life.

2



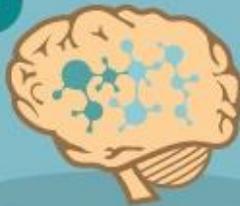
Reading complex poetry in particular helps the brain remain elastic and active.

3



Frequent brain exercises, like reading, decreases mental decline for the elderly by 32%.

4



When you read a book you have to remember a lot of things, including the different characters, and also the main plot and any subplots throughout the story.

All of these points throughout the story are a new memory in your brain, which means new synapses being created and existing ones being strengthened. Therefore, your brain's short-term memory and recall capabilities improve.

5 A study showed that depressed patients in the mental health ward showed **positive improvement** when they were read stories aloud. They reported feeling better and more positive about things.

6 In the case of depression, **self-help books** are the best type because people with severe depression benefit greater from a low-intensity intervention. Self-help books fit into this category, so not only does reading them help patients with depression, but the topic also adds a benefit.



7 Researchers have demonstrated that reading can **reduce stress** by around **68%**.

8 Elderly patients who regularly played mentally challenging games or read books were **two and a half times less likely to develop Alzheimer's**.

9 Creating a **bedtime ritual**, like reading before bed, signals to your body that it's time to wind down and go to sleep. However, this only applies to real books as screens like e-readers and tablets can actually keep you awake longer and hurt your sleep.

Children's Brains

10



Children who read are better able to grasp abstract concepts, apply logic in various scenarios, recognize cause and effect, and utilize good judgment.

11



Numerous studies have shown that students who are exposed to **reading before preschool** are more likely to do well in all facets of formal education.

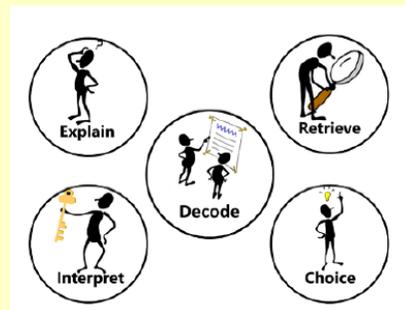
12



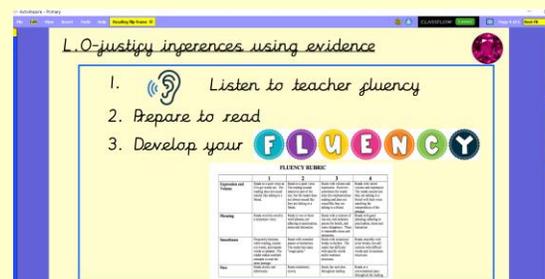
A children's book exposes your child to **50% more words** than watching a television show.

KS2 daily teaching of Reading

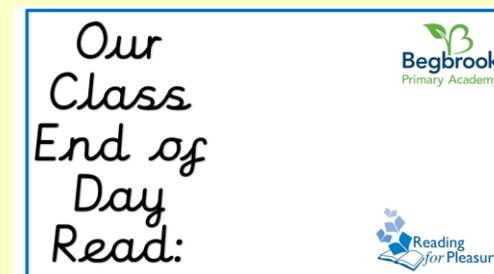
- DERIC
- 1:1 reading time



- Whole Class Reading
 - fluency
 - comprehension



- End of the Day Reads



- Plus immersion in high quality texts across the curriculum
 - Reading to learn



- Benchmarking

Assessment



Reading Record Text: *Matthew is Brave* Level: 5

Book orientation: This story is about Matthew and Emma. They are playing on a hill when something happens to Matthew.

Page	Text	E	S.C.	Errors MSV	S.C. MSV
3	"Come up here, Emma," shouted Matthew. <i>Word-for-word reading</i>			(MSV)	
5	Emma went up the hill. Matthew said to Emma, "We can run down the big hill."			(MSV)	(MSV)
7	"No, Matthew!" said Emma. "We can not run down the hill." <i>Predicted S</i>			(MSV)	(MSV)
(F)	The hill is too big."				
9	"Come on, Emma," said Matthew. "Look at me. I am running down the hill."				
11	Matthew ran down the hill. "Oh, no!" cried Emma.			(MSV)	(MSV)
(F)	"Dad! Dad! Look at Matthew."				
13	"Dad!" shouted Matthew. "Come and look at my leg!"			(MSV)	
15	Dad looked at Matthew's leg. Emma looked at Matthew's leg, too.				
16	"You are brave," Matthew, said Emma.			(MSV)	
97					
Total		5	2	(5)(4)(6)	(2)

Retelling Indicators to Check for Understanding

Tick relevant boxes

- Retold main events/facts without assistance from teacher prompts or book support Yes No
- Included supporting details of main events/facts Yes No
- Retold main events/facts using appropriate vocabulary Yes No
- Retold main events/facts coherently and confidently Yes No

Comprehension Questions to Check for Understanding

Tick relevant boxes

Literal

- How do Emperor penguins move about?
(They take small steps and rock from side to side. Sometimes they lie down and slide across the ice.)
- How can Emperor penguins live all year round in such a cold, windy place?
(They have a layer of fat under their skin. Their feathers keep out the cold.) Feathers and a lot of fat.
- Why do Emperor penguins have to be careful when out looking for food?
(Other animals like to catch penguins and eat them.) Some animals eat them.

Inferential

- Why do Emperor penguins take small steps when they walk?
(because they have small feet / because they have short legs)
- Why do you think the father penguin moves the egg quickly onto his feet as soon as it has been laid?
(If the egg gets cold the chick won't hatch out. / He has to keep the egg warm.)
- Why can penguins slide across the ice?
(because ice is slippery) ice is wet and slippery

Assessment

- Written tests

13 Look at the first paragraph, beginning: *Dawn was casting...*
How do you know that Martine wanted to keep this ride a secret?

14 What were Martine's grandmother's rules about riding the giraffe?

Tick **two**.

- Ride only in daylight.
- Don't show off.
- Stay in the game reserve.
- Keep to a slow speed.
- No jumping.

15 (a) What evidence is there of Martine being stubborn in the way she behaved with her grandmother?

Give **two** points.

1. _____

2. _____

2 marks

(b) What evidence is there of Martine being determined when she met the warthogs?

1 mark

16 ...milled around in bewilderment (page 8)

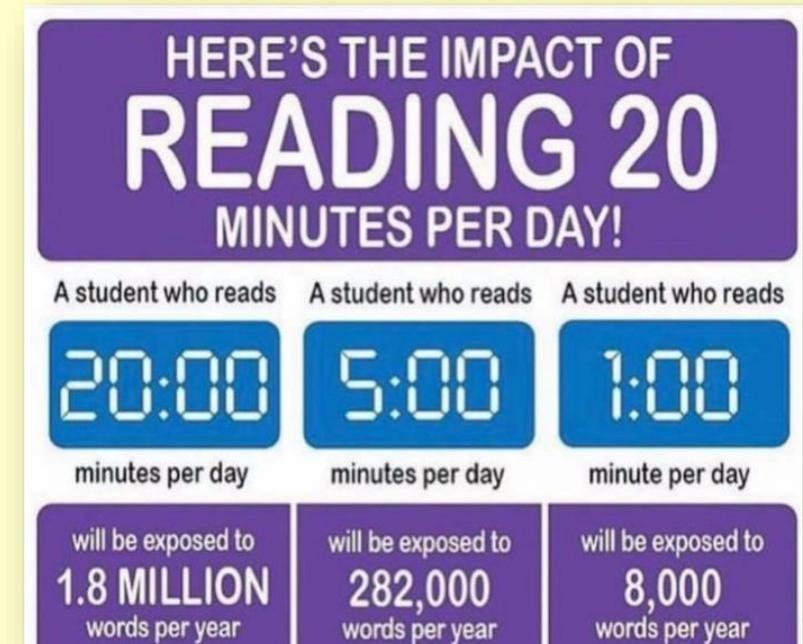
Explain what this description suggests about the baby warthogs.

2 marks

Frequent Reading

Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.

DfE Programmes of English Key Stages 1 and 2



Reading at home

- 5 times per week
- Suggested: 3 independent, 2 with adult
- Ideally build up to 20 minutes per session
- Try to build this into your daily routine
- Have a quiet, comfortable space your child (and you) can read in
- Read with your child and read in front of your child
- Remember, both reading and hearing texts read aloud are important

My Term 2 Bookmark

Name: _____

	1	2	3	4	5	6	7
Week 1							
Week 2							
Week 3							
Week 4							
Week 5							
Week 6							
Week 7							



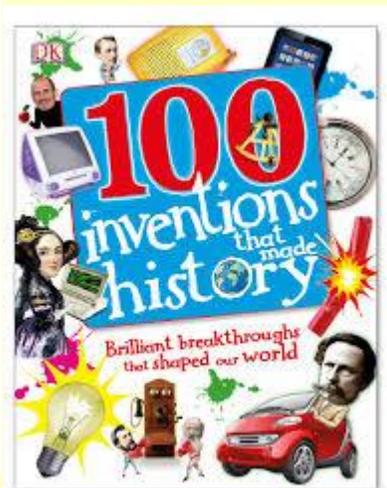
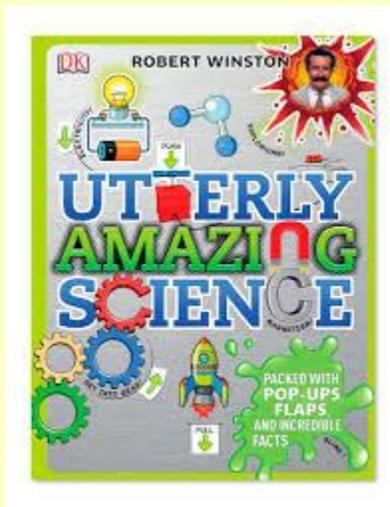
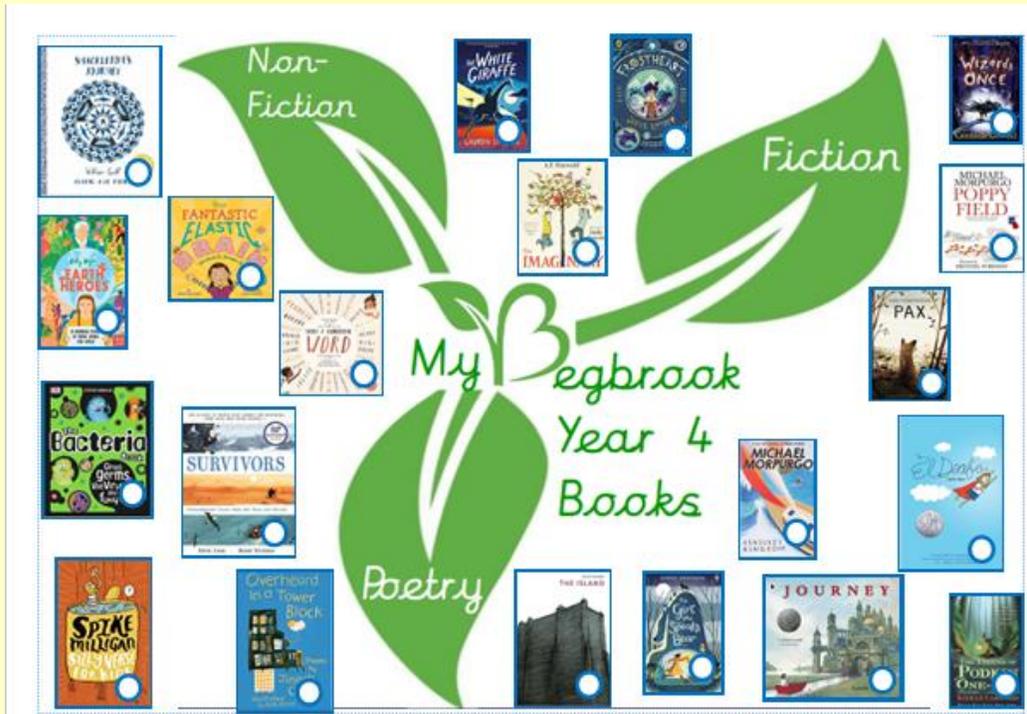
When you have read, write the page number you are on in the box or tick it.

Remember, you should try to read **five times a week**.

An adult will check my bookmark every week.




What should KS2 children read?



Pink		Red		Yellow		Blue		Green		Orange		Turquoise		Purple		Gold		White		Lime		Ruby		Sapphire						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	30+
							End Rec									End Y1							End Y2		End Y3		End Y4		End Yr5	Yr6

How you can support your child

Read with them



Read to them

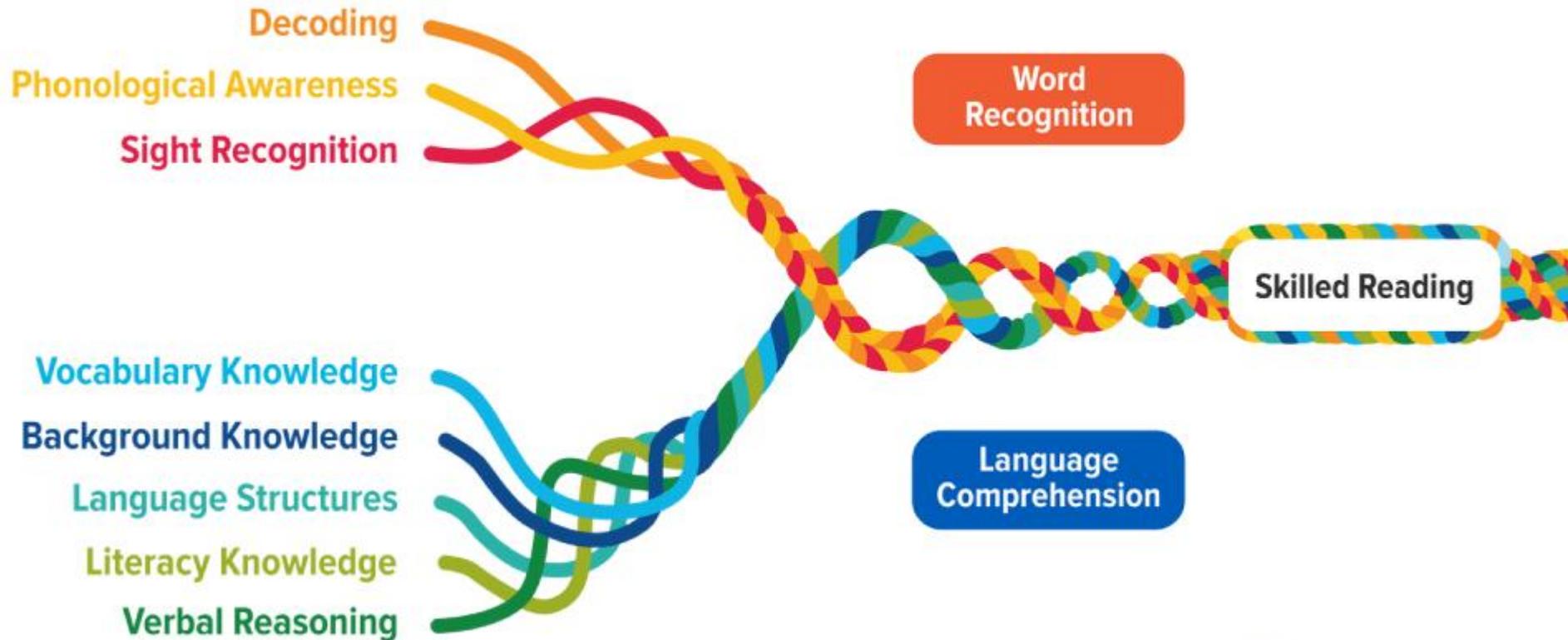


Read alongside
them



How you can support your child

SCARBOROUGH'S READING ROPE



Fluency

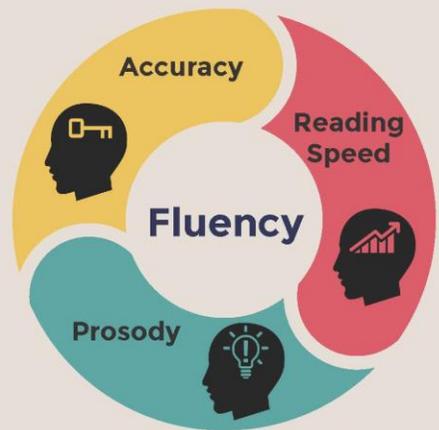
My fluency Rubric

Expression and Volume		
I read with expression so that it sounds interesting and makes sense.		
1	2	3
My reading sounds boring and doesn't really make sense because I don't read with expression.	I am trying to read with expression, but I may read it the wrong way sometimes.	I read with expression. My reading sounds interesting and makes sense.
		

Phrasing		
I put my words together so my reading sounds right and makes sense. This means that I am paying attention.		
1	2	3
I read word-by-word, or one word at a time, like a robot.	I am trying to read the way the author wrote the words. Sometimes I read 2 or 3 words at a time. Sometimes I read word by word, like a robot.	I am really close to reading the way the author wrote. I read in 3 or 4 word groups.
 I - like - to - read. - It - is - fun.	 I like - to - read. It - is fun.	 I like read. fun.

What is Fluency?

Oral reading fluency includes 3 parts.



Accuracy

Reading with few errors.

Reading Speed

The rate at which a student reads.

Prosody

The skill of reading aloud with proper intonation, phrasing, and expression.

Smoothness

I read the story, so that it sounds right and makes sense.

2	3	4
I read the punctuation, but I read it the wrong way.	I usually pay attention to the punctuation. I may make a mistake every once in a while.	I always pay attention to the punctuation. My reading sounds right and makes sense.
		

Pace

I read the story, so that it sounds right and makes sense.

2	3	4
Because I have to read too fast, or too slow. I might slow down when I am trying to figure out a tricky word. Sometimes I pause or stop when it doesn't make sense.	I try to read like I talk. Sometimes I go too fast, or too slow. I might slow down when I am trying to figure out a tricky word. Sometimes I pause or stop when it doesn't make sense.	I read like I talk. I only slow down, stop, or repeat words when it makes sense and sounds right.
		

Why should we focus on Fluency?

Fluency is not an end in itself but a critical gateway to comprehension. Fluent reading frees cognitive resources to process the meaning of what is being read.



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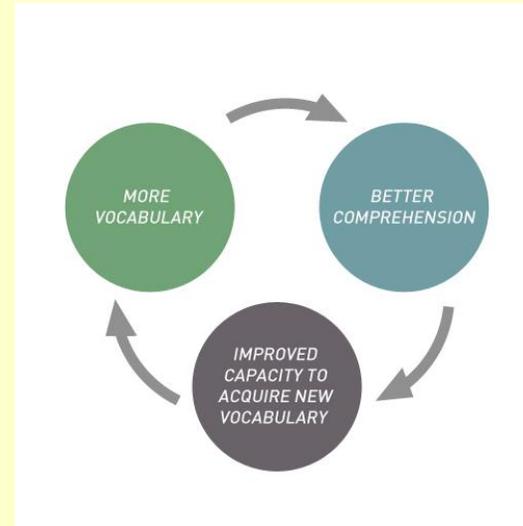
Before Reading...



- VIDEO

Whilst Reading...

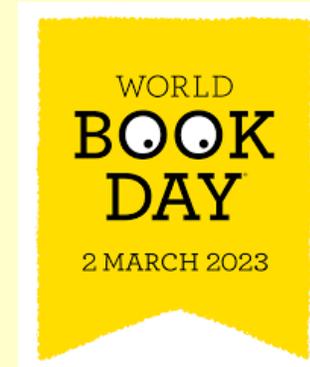
- Vocabulary
- Questioning
- Predicting
- Help develop fluency
- Know when to stop!



An **open-ended question** requires an answer with more information than a one- or two-word reply.

! WHY ?
WHAT ?
? WHO !
WHEN

Celebrating success



Presented to _____



Reader of the Week!

for _____

Signed _____ Date _____

