

**Supporting
your child
with reading
in Key Stage 2**

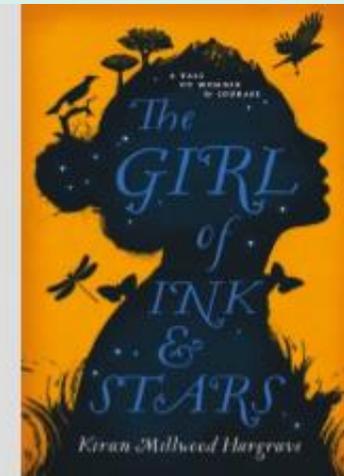
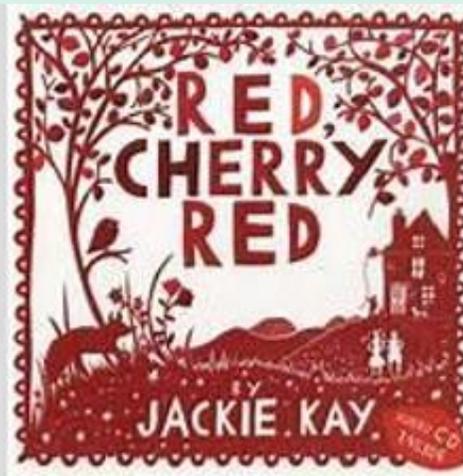
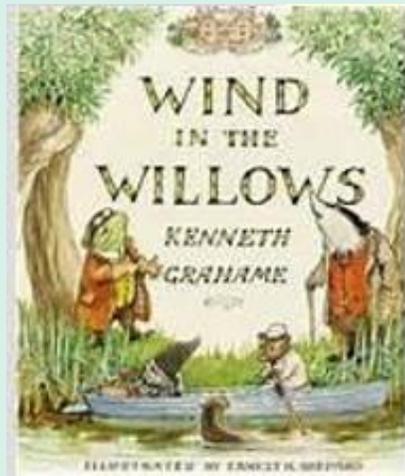


Research into the importance of reading for pleasure

- **There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development (cited in Clark and Rumbold, 2006).**
- **Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011).**
- **Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002).**
- **Regularly reading stories or novels outside of school is associated with higher scores in reading assessments (PIRLS, 2006; PISA, 2009).**
- **International evidence supports these findings; US research reports that independent reading is the best predictor of reading achievement (Anderson, Wilson and Fielding, 1988)**

Share more advanced books with your child by reading to them

- It is also important to read to your child. This is an opportunity for them to hear stories and language at a higher level than they can read alone. Research shows that hearing texts read aloud is a significant source of vocabulary acquisition.
- **Use of audio books/ Amazon Audible is highly beneficial.**



FOCUS ON LANGUAGE

- *Due to the low lexical content of spoken language, most new vocabulary is acquired through reading.*
- *Adult spoken language ranks lower in word complexity than that found in children's books.*

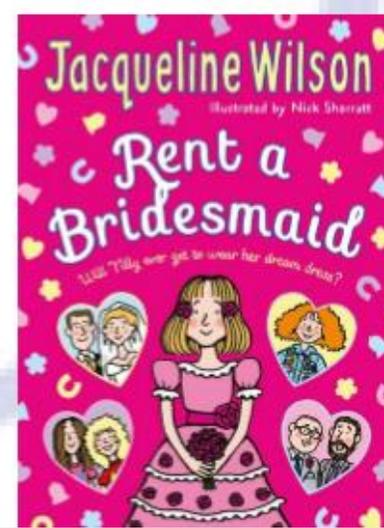
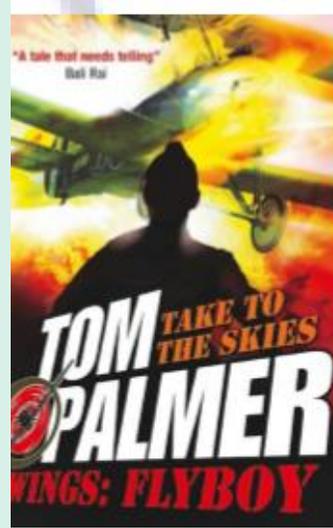


Reading at home with your child

- ***Expectation: ideally 20 minutes per day.***
- ***Try to build this into your daily routine.***
- ***Have a quiet, comfortable space that 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.***



Before Reading



- *If it is the first time your child has read the book, look at the cover and title with them to predict what they think the book might be about.*
- *Make links to other books read with similar themes, the same characters and/or similar authors/illustrators.*
- *Give them time to flick through the book and read the blurb.*

After Reading

Key Stage Two Assessment foci – Years 3 to 6

2a	2b	2c	2d	2e	2f	2g	2h
<i>Give / explain the meaning of words in context.</i>	<i>Retrieve and record information / identify key details from fiction and non-fiction.</i>	<i>Summarise main ideas from more than one paragraph.</i>	<i>Make inferences from the text / explain and justify inferences with evidence from the text.</i>	<i>Predict what might happen from details stated and implied.</i>	<i>Identify / explain how information / narrative content is related and contributes to meaning as a whole.</i>	<i>Identify / explain how meaning is enhanced through choice of words and phrases.</i>	<i>Make comparisons within the text.</i>

These form most of our learning objectives for reading.

Retrieval

- Engage in comprehension monitoring – does your child understand what they have read?
 - Can they understand the causal link between desires, motives, actions, goals and consequences?
- For retrieval questions the answer is in the text.
- Children need to skim and scan for key words.



Inference

- **Children have to search for hidden clues in the text (often show not tell e.g. her mouth dropped open).**
- **Relies on own understanding of world / experiences and on understanding of language.**

Prediction

What might children predict?

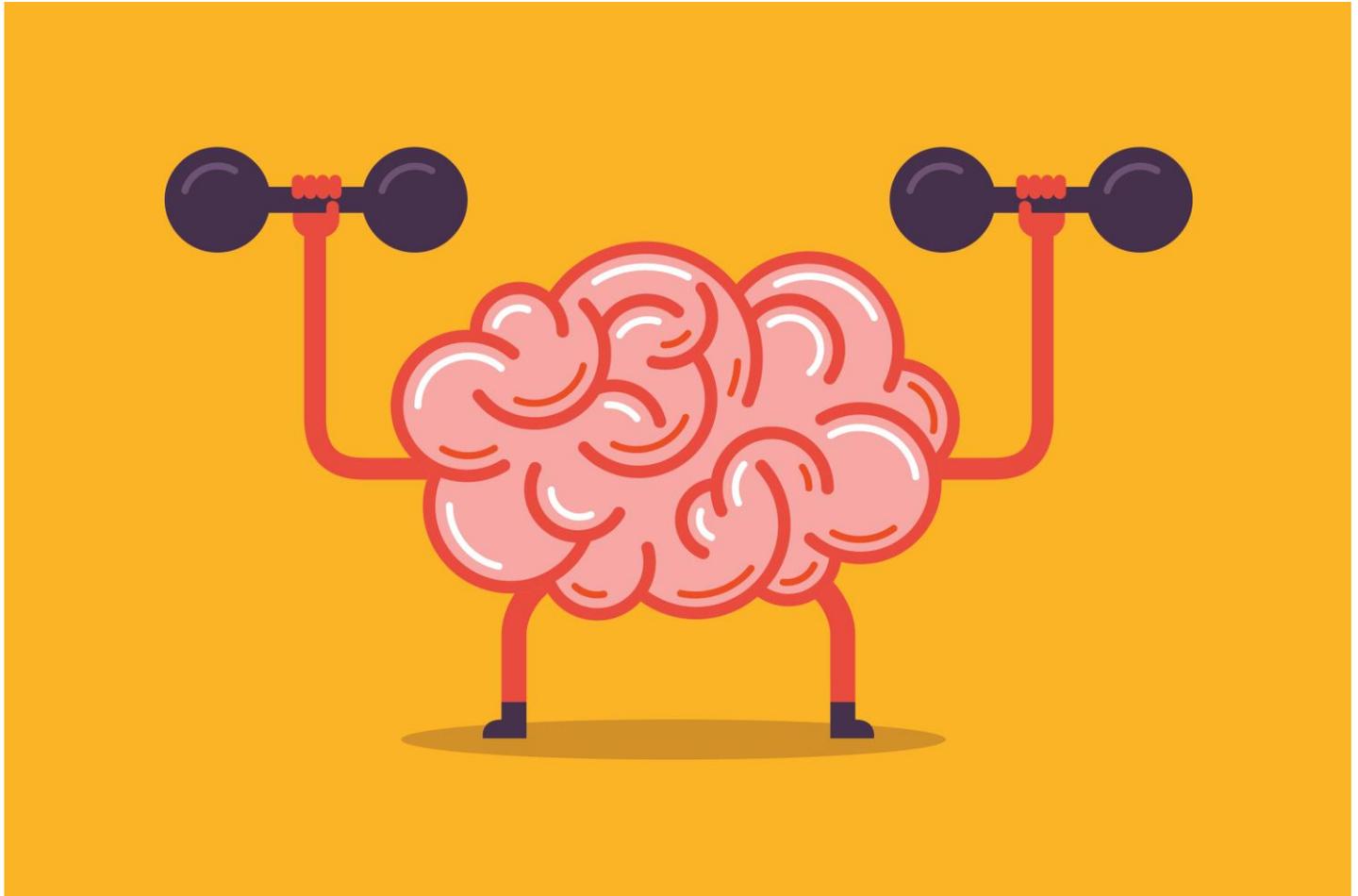
- ***Do you think Rachel is likely to go swimming again?***
- ***Will Rachel listen to her grandmother in the future?***
- ***Do you think Rachel and George will remain friends?
Why?..... How do you know?.....***

Comparing and contrasting

- *Can you compare this story to one you have read recently?....How is it the same/different?*
- *Name one similarity and one difference*

GROWTH MINDSET

All readers make mistakes - this is how we learn. Encourage a growth mindset in your child by praising them for recognising their mistakes and trying to fix them. 'This is what you said Can you spot anything wrong with that?' 'Does that make sense?'



Some suggested websites:

- <https://www.booktrust.org.uk/books-and-reading/our-recommendations/great-books-guide/>
- <https://www.oxfordowl.co.uk/pages/encouraging-reading>