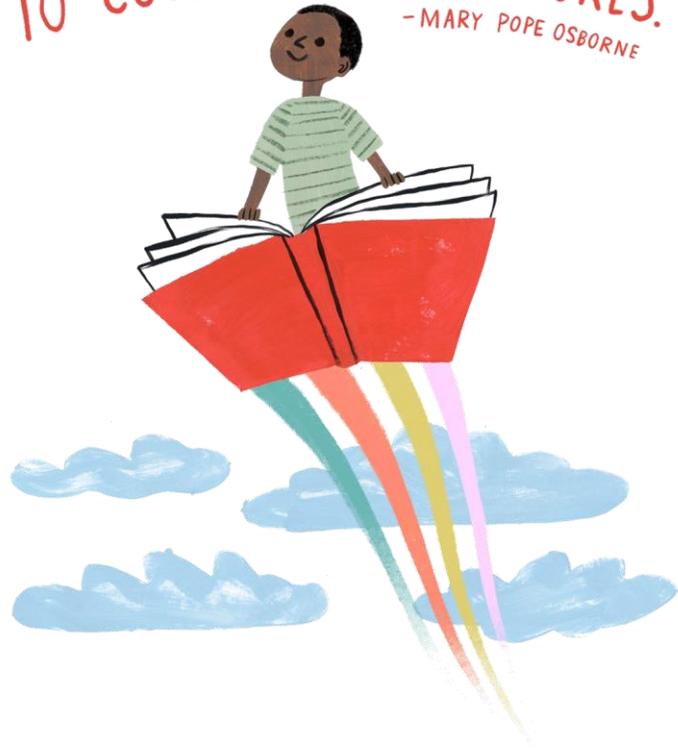


“READING IS A PASSPORT  
TO COUNTLESS ADVENTURES.”  
- MARY POPE OSBORNE



# Key Stage 2: Years 5&6 English Parent Workshop

Our Approaches to Reading

# Aims of the Session



Engagement in Reading- Reading Culture



Expectations- in School and at Home



Word Reading and Reading Fluency



Reading Comprehension



Record Keeping and Assessment

**Non-fiction**  
Upper Key Stage 2 (Year 5 & Year 6: Ages 9+)  
[www.TheReaderTeacher.com/upper-ks2-non-fiction](http://www.TheReaderTeacher.com/upper-ks2-non-fiction)

**Poetry**  
Upper Key Stage 2 (Year 5 & Year 6: Ages 9+)  
[www.TheReaderTeacher.com/upper-ks2-poetry](http://www.TheReaderTeacher.com/upper-ks2-poetry)

**Recommended Read-Alouds**  
Upper Key Stage 2 (Year 5 & Year 6: Ages 9+)  
[www.TheReaderTeacher.com/upper-ks2-read-alouds](http://www.TheReaderTeacher.com/upper-ks2-read-alouds)

# Reading: What do they experts say?

- 📖 Reading is **fundamental** to education.
- 📖 Proficiency in reading, writing and spoken language is vital for children's life-long success.
- 📖 Reading develops communication skills for education and for working with others: in school, in training and at work.
- 📖 The National Curriculum is designed to make sure that all pupils can read and write fluently and proficiently by the time they leave Year 6, so that they can make progress at secondary school.
- 📖 A vital element of this is the early and successful teaching of phonics, complemented throughout the school years by teaching that promotes fluency and comprehension.



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# Expectations: At School and At Home



Teacher reads, children listen and discuss, speculate and predict. Discussion throughout the reading session: establish understanding and engagement of all children.



Children are required to understand the book so that they can, in turn, complete written tasks in class. These tasks naturally feed into comprehension of the events and characters in the book.



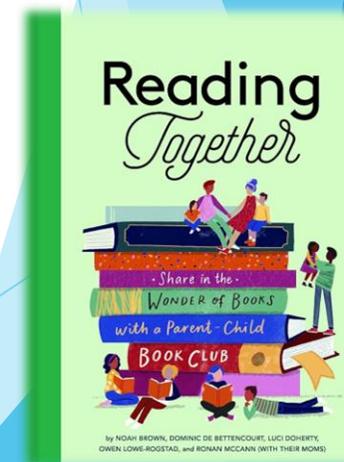
Children share the text, either on the board or many choose to bring in their own copy. We have some to lend out too.



**Reading Daily:** 8:35–9 (quiet read of own book), 10–10:30 whole class reading of the class text which links to work in English lessons, home reading book is supported at home and actively encouraged by parents, ideally 4–5 times each week.



Reading at home might be a combination of own reading, reading out loud, shared reading with a parent or a parent reading to your child too.



## WORD READING AND READING FLUENCY



Reading Development



Skills develop over time and are multi layered

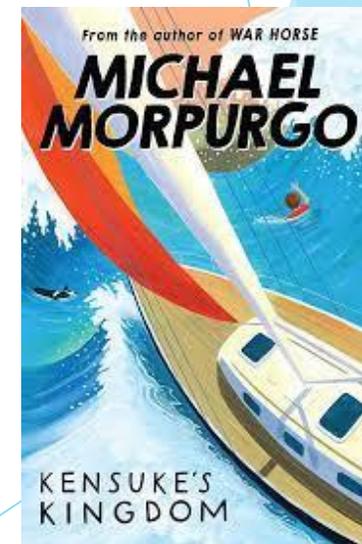
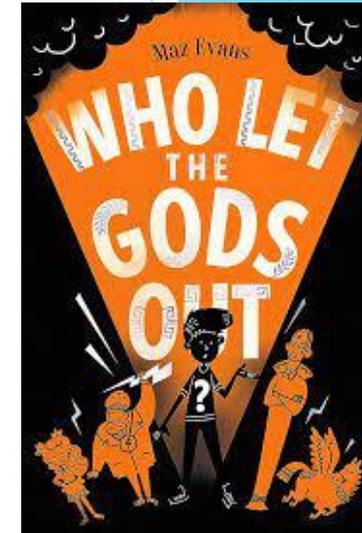


Phonics (sounds)...blending sounds to make words...word reading... words to form sentences... paragraphs... comprehension of what is read

# Reading Comprehension: the understanding of what is being read

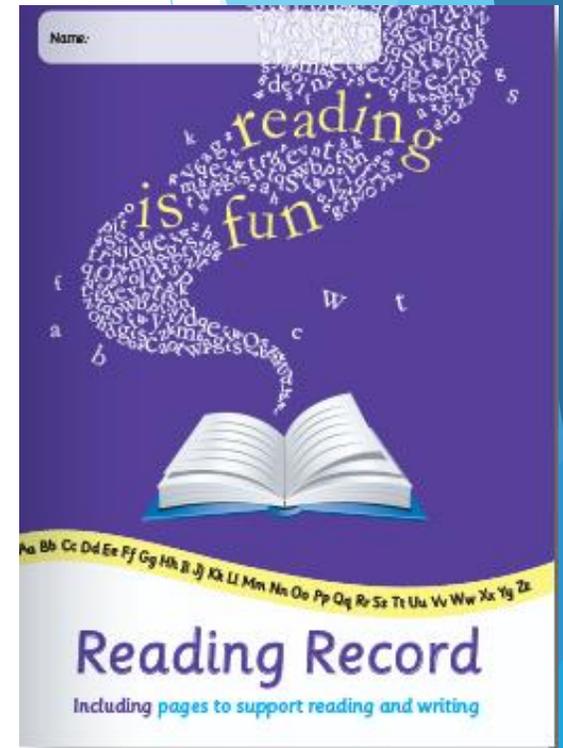
## Reading Comprehension Includes:

-  Retrieval
-  Interpretation
-  Understanding what is implied
-  Children demonstrate understanding of short texts and excerpts as well as the class text, and includes poetry and non-fiction
-  Answering questions posed in a variety of ways- can you explain and reason, give proof from the text to support your answer to my question?



# Record Keeping & Assessment

- 📖 Reading records in school daily– extensive notes not required.
- 📖 Teachers monitor regularity of home reading as well as book choices.
- 📖 Termly reading comprehension tasks support teachers in making judgements.
- 📖 Homework tasks link to both individual reading as well as short comprehension tasks.
- 📖 Daily reading of class texts builds pupil confidence and engagement and support development of book talk and the overall understanding of the text and words used.



## Thank you for supporting your children's learning

There is no greater support that you can provide for your child, in terms of their cognitive, social and emotional development, than to support phonics and reading at home.

