



KS2 Reading Workshop

15.11.23

Reading Workshop

- What we teach
- How we teach reading
- Promoting a love of reading
- How you can help at home



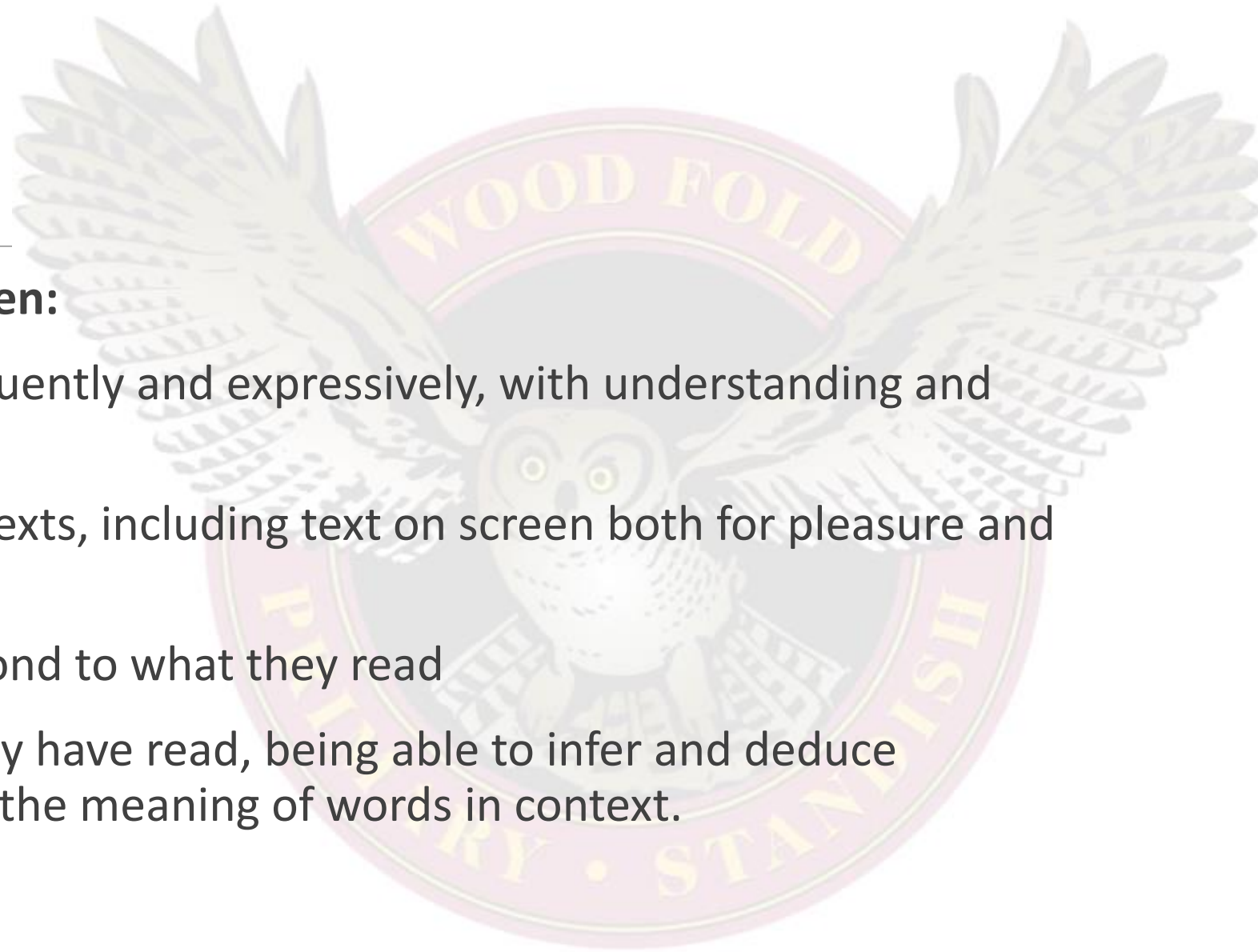
KS2 National Curriculum

- Read easily, fluently and with good understanding
- Develop the habit of reading widely and often, for both pleasure and information
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Appreciate our rich and varied literary heritage
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Our aims

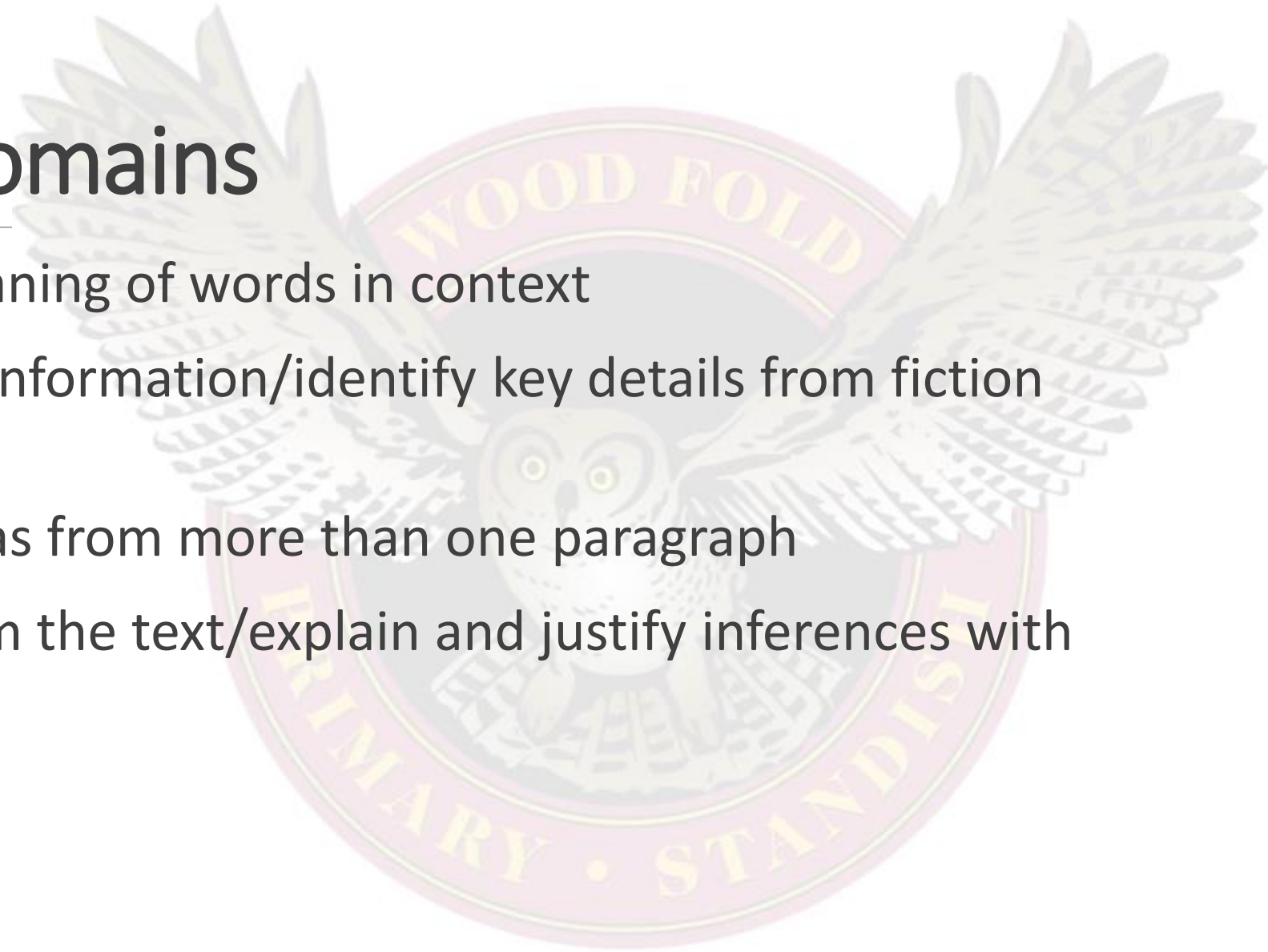
We aim to enable our children:

1. To read independently, fluently and expressively, with understanding and enjoyment
2. To read a wide range of texts, including text on screen both for pleasure and for information
3. To engage with and respond to what they read
4. To comprehend what they have read, being able to infer and deduce information, understand the meaning of words in context.



KS2 Content domains

- 2a. Give/explain the meaning of words in context
- 2b. Retrieve and record information/identify key details from fiction and non-fiction
- 2c. Summarise main ideas from more than one paragraph
- 2d. Make inferences from the text/explain and justify inferences with evidence from the text



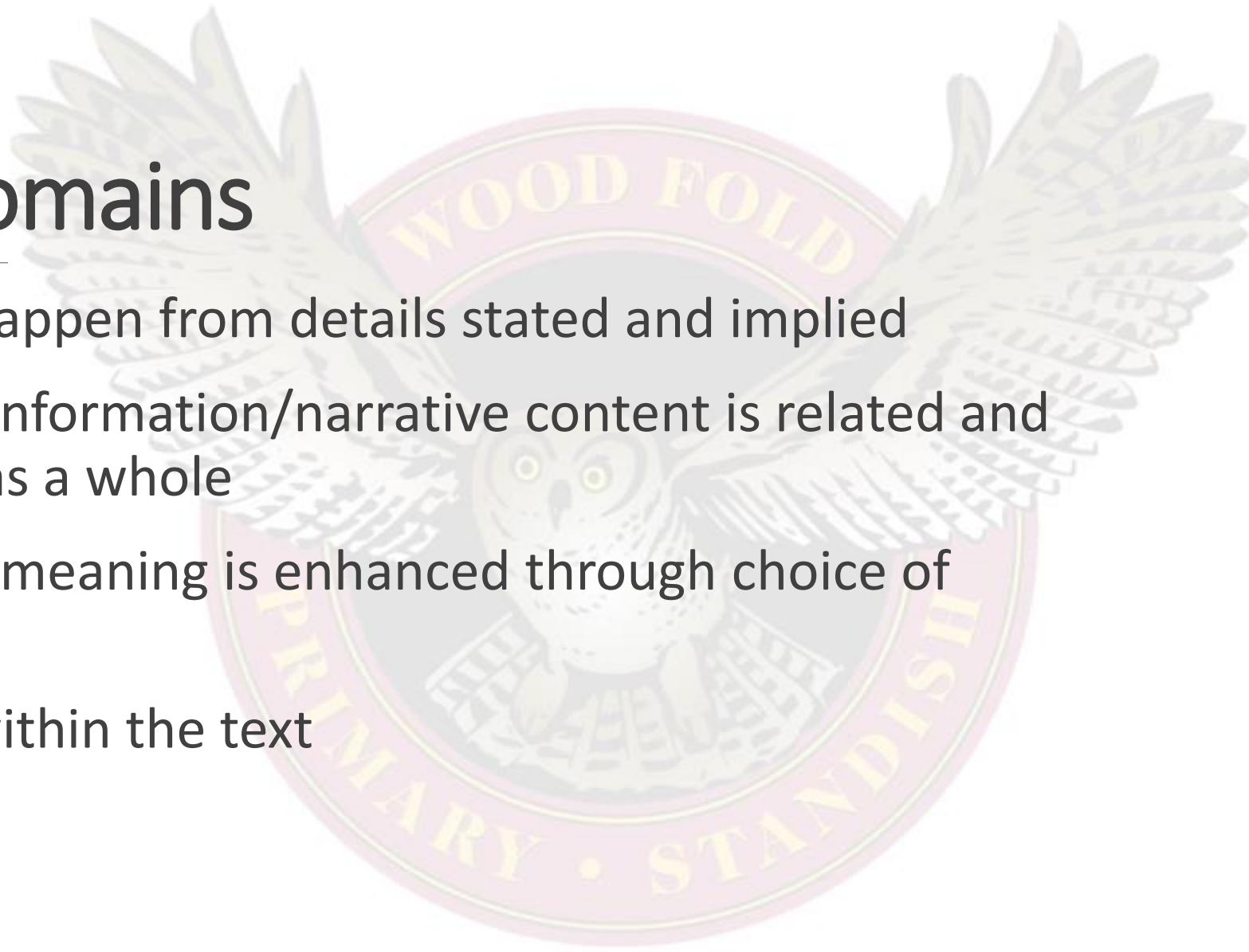
KS2 Content domains

2e. Predict what might happen from details stated and implied

2f. Identify/explain how information/narrative content is related and contributes to meaning as a whole

2g. Identify/explain how meaning is enhanced through choice of words and phrases

2h. Make comparisons within the text

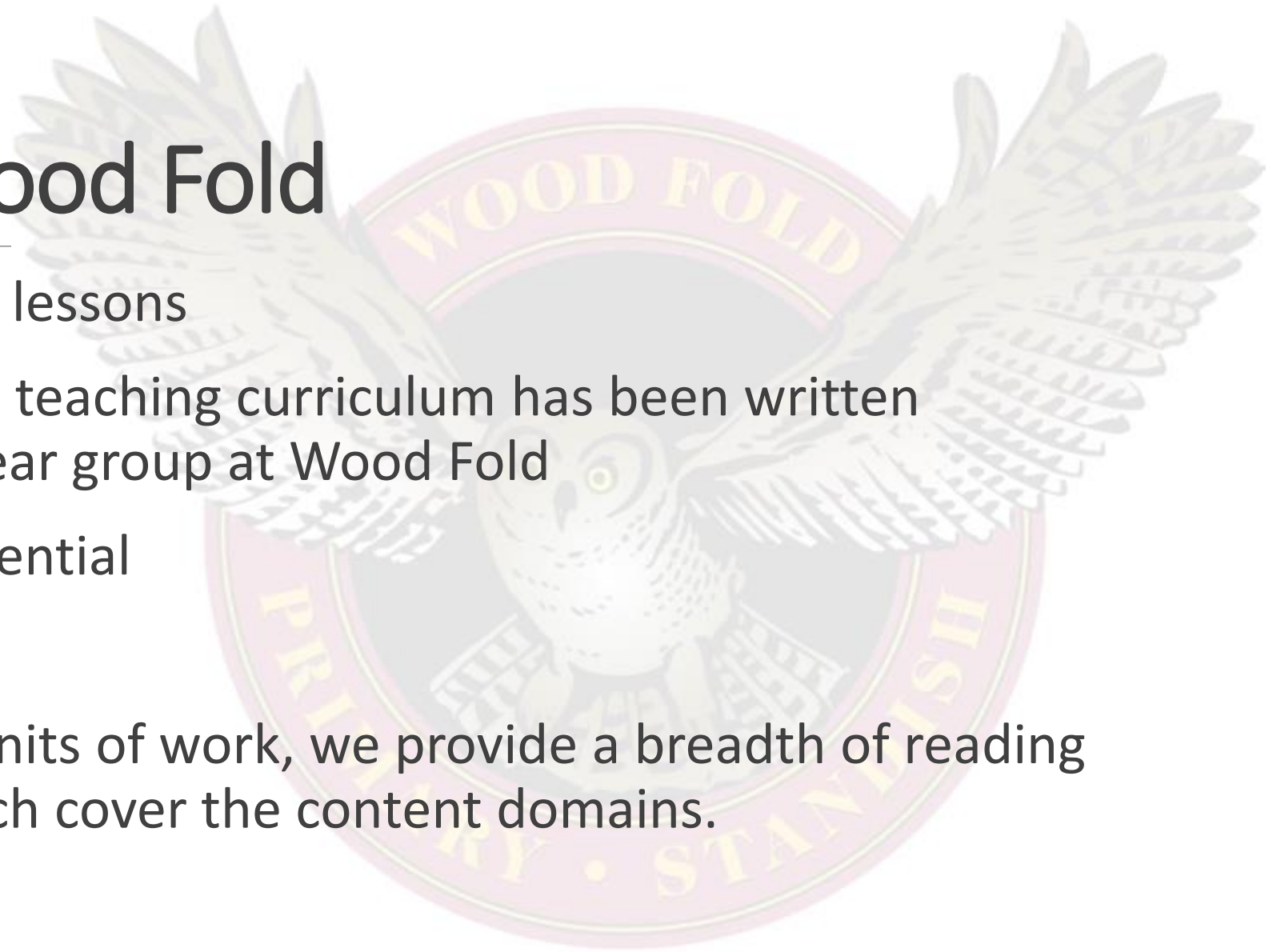


Reading at Wood Fold



Reading at Wood Fold

- Taught within English lessons
- Our complete English teaching curriculum has been written specifically for each year group at Wood Fold
- Progressive and sequential
- Challenging
- Across the planned units of work, we provide a breadth of reading analysis activities which cover the content domains.



Reading at Wood Fold

When teaching comprehension through the reading and analysis of texts, we focus on the following areas:

- Fact Retrieval
- Language
- Inference
- Summary/Sequence
- Prediction



Reading at Wood Fold

Fact retrieval

- Retrieve and record information
- What is already in the text
- Asking for children to pull out the relevant information and write it down as their answer
- Retrieval questions come in different forms and will often begin with: **who, what, where, when, why** or **how**

3 What made Priya realise that one of the vehicles was not a car?

12 Using information from the text, tick one box in each row to show whether each statement is **true** or **false**.

	True	False
At the beginning of the story, Priya knew what had woken her up.		
The binoculars belonged to Priya.		
Both Priya and Abby agreed that they had to do something.		
The rustlers stopped in Priya and Abby's campsite.		

5 Look at page 4.
What made Priya decide to *take a look* outside the tent?

Tick one.

She heard hedgehog noises. ☐

She heard Toby coughing. ☐

She heard the engine stop. ☐

She heard the noise from the road. ☐

13 Look at the first two paragraphs.
In which American state is the Congress Avenue Bridge found?

16 Look at Harriet's answer to the question: *This ordinary bridge is popular with bats. What makes it such a hotspot?*
The Congress Avenue Bridge attracts bats to Austin.
What else attracts bats to Texas?

Reading at Wood Fold

Fact retrieval at home

- The best way to support your child with retrieval is to talk about books you have shared together and ask questions about them.
- Encourage your child to focus on what the question is asking.
- For example, if you ask, “Who is the main character in this story?” They shouldn’t just name all the characters but should think about who takes a main part in the story and could, therefore, be called the main character.

Retrieval Example Questions

- Where is the story set?
- How does the main character look/behave/speak?
- When is the story set?
- Where would you find a section about _____?
- Can _____ have more than one meaning?
- What does the word _____ mean?
- What did _____ do when _____?
- Where did _____ go?
- Find a word or phrase which tells us how the character is feeling.
- Where in the book would you find _____?
- Who are the key characters in the book? (fiction)
- What happened at _____?
- Describe...
- Which paragraph tells us _____?
- Which section tells us _____?
- Where does the story take place? (fiction)
- When did the story take place? (fiction)
- What did (s)he/it look like? (fiction)
- Who was (s)he/it? (fiction)
- Where did (s)he/it live? (fiction)

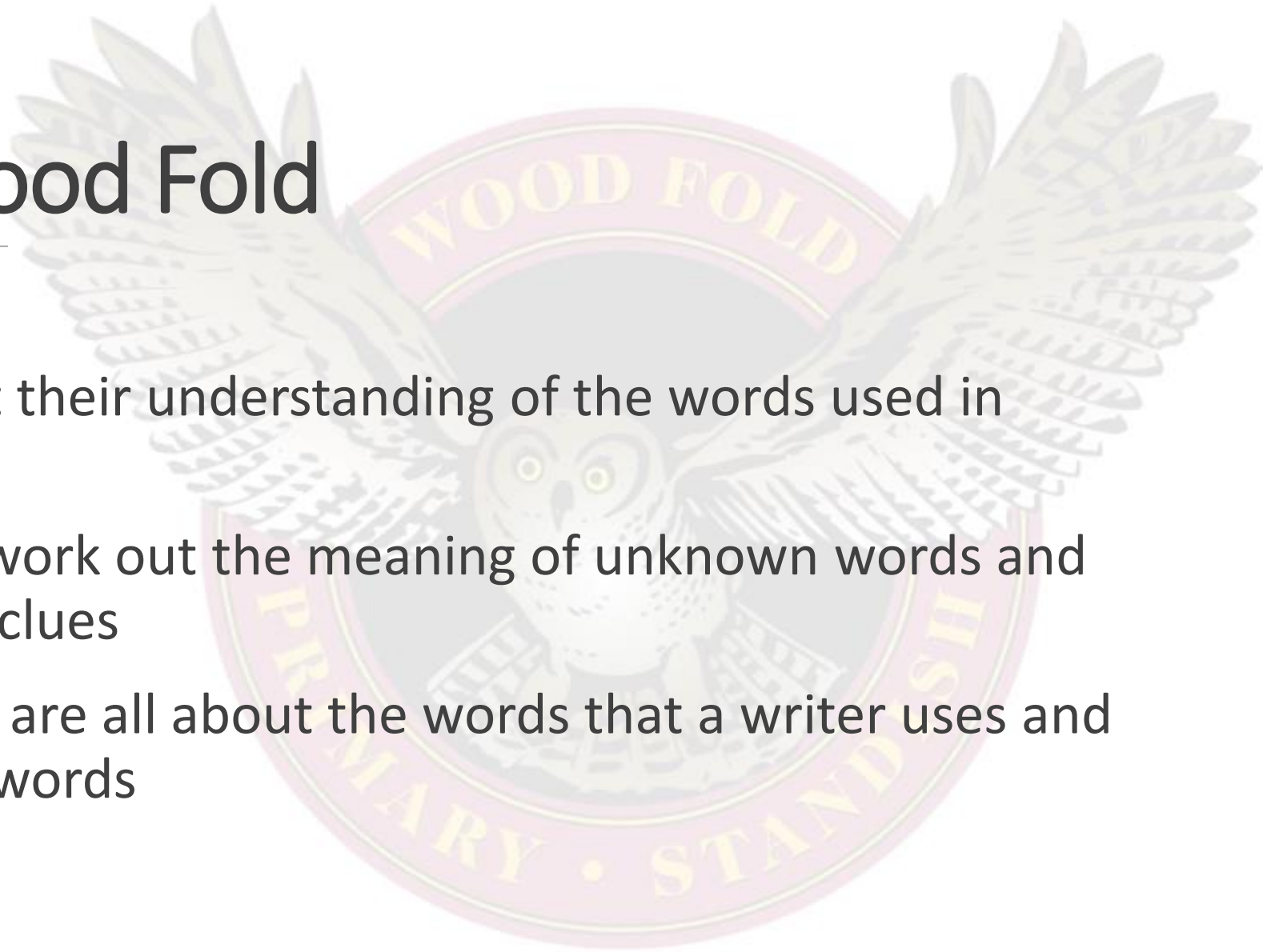
Retrieval questions...

Find and copy one word meaning...
Which word most closely matches the meaning of the word?
Find and copy one word/group of words that suggests/tells you that ... ?
What does the word suggest about?
What does (group of words) mean?
Explain three things you are told about
What was revealed at place in the story?
Give two reasons why was
Use the word correctly in a sentence
Summarise the events in chapter....

Reading at Wood Fold

Language

- Asking children about their understanding of the words used in texts
- Will help children to work out the meaning of unknown words and phrases using context clues
- Vocabulary questions are all about the words that a writer uses and the meaning of these words



Reading at Wood Fold

Language

- This can include the children's ability to:
 - Explain and understand the meaning of words in a text
 - Decipher the meaning of unfamiliar words by using clues from the text
 - Identify the correct usage of a word by its context (i.e. bat – a piece of sports equipment or an animal)
 - Recognise synonyms (words with the same meaning) and antonyms (words with the opposite meaning)



Reading at Wood Fold

Language

- The best way to support the development of your child's vocabulary is through lots of talk and lots of reading.
- Don't be afraid to use more advanced vocabulary and to explain its meaning to your child (which teachers do all the time).
- When reading to you child or hearing them read to you, discuss the meanings of words they come across and talk about how we could use those words in different situations.

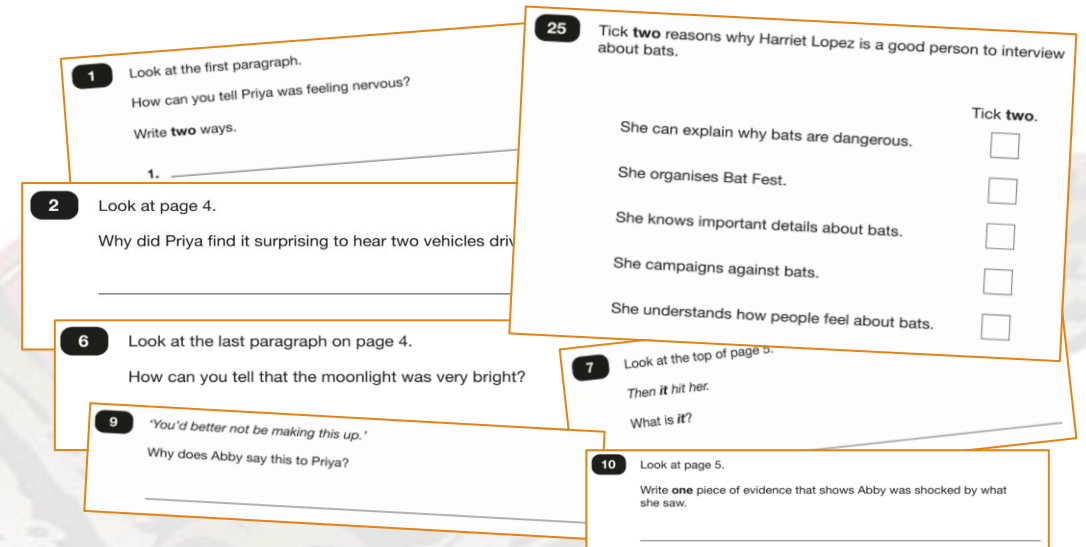
Vocabulary Example Questions

- What does this word tell us about the character/setting/atmosphere?
- Look at that sentence/passage and circle a word/phrase that means the same as _____.
- Which words/phrase in this text give us the impression that the main character is _____?
- Which words/phrase in this text give us the impression that the setting is _____?
- Which words/phrase in this text give us the impression that the atmosphere is _____?
- The author uses words like _____ to describe _____. What impression does this give us of the character/setting/atmosphere?
- The author describes the main character as _____. Think of another word that could be have been used instead.
- Why did the author use the word _____ to describe _____?
- How does the author make the reader feel _____ in this part of the text?
- How has the author's choice of words created the feeling _____?
- What do phrases such as _____ tell you about _____?
- What might that mean?
- What do you think the writer is saying, when they _____?
- What does that imply/suggest/indicate about _____?

Reading at Wood Fold

Inference

- Reading between the lines
- Making an educated guess about something you don't know for sure, based on the information available
- A writer doesn't always state certain facts about a character or situation. We can use the information given to us to figure certain things out for ourselves
- Inference questions are very much about asking children what they think but they must be able to justify their answer by referring back to the text



1 Look at the first paragraph.
How can you tell Priya was feeling nervous?
Write **two** ways.
1. _____

2 Look at page 4.
Why did Priya find it surprising to hear two vehicles drive

6 Look at the last paragraph on page 4.
How can you tell that the moonlight was very bright?

9 'You'd better not be making this up.'
Why does Abby say this to Priya?

25 Tick **two** reasons why Harriet Lopez is a good person to interview about bats.

Tick **two**.

She can explain why bats are dangerous. ☐

She organises Bat Fest. ☐

She knows important details about bats. ☐

She campaigns against bats. ☐

She understands how people feel about bats. ☐

7 Look at the top of page 5.
Then it hit her.
What is it?

10 Look at page 5.
Write **one** piece of evidence that shows Abby was shocked by what she saw.

Reading at Wood Fold

Inference

- Inference questions are very much about asking pupils what they think but they must be able to justify their answer by referring back to the text.
- To support your child with inference questions talk about what you have been reading together and ask lots of questions that begin with ***‘why’, ‘where’, ‘who’, ‘how’, ‘what’, ‘do you think...?’***
- Encourage your child to explain why they think something and to refer back to the story to find evidence to back up their ideas.

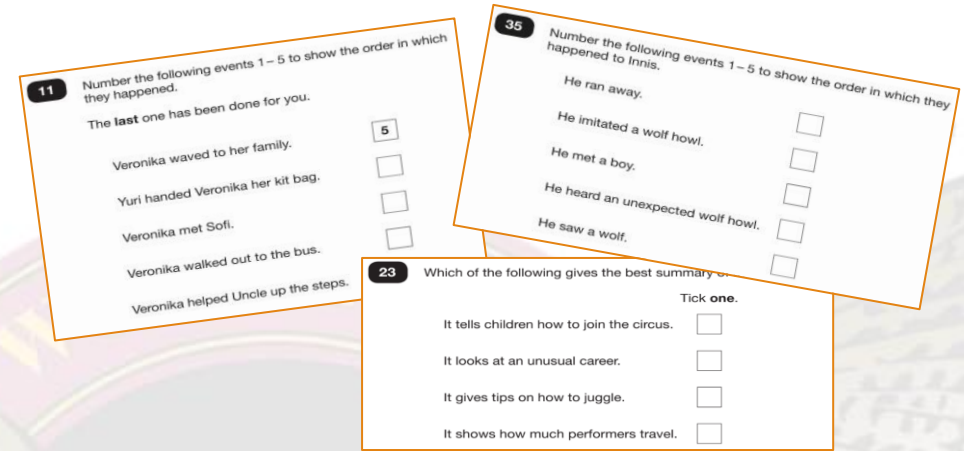
Inference Reading Questions

- What makes you think _____? Give evidence for your opinions.
- Which words/phrases give you that impression?
- Why do you think the author chose to _____? Give reasons for your answer.
- How was _____ different after _____? Why?
- Explain why the author chose this word to describe...
- What impression do we get of _____? Why?
- What do you think will happen to the main character now? Can you give reasons for your opinion?
- What makes you think this?
- Why is _____ important?
- What does the word _____ imply about _____?
- Which character would you most like to meet? Explain why.
- Why did the character behave like this?
- What do people usually do when _____?
- Does that remind you of _____?
- Why do you think (s)he _____?
- What do they seem to think about each other?
- Can we work out how _____ feels about _____?
- Which characters seem to _____?
- Why do you think _____ tells _____?
- What does _____ think?
- How did _____ react?

Reading at Wood Fold

Summary/Sequence

- Sequencing is the order in which information/events take place in a text
- It enables retelling, which in turn enables summarising
- Summary questions will test your child's ability to summarise (or retell) the most important points of a text without giving a detailed and in depth summary of what they have read.



11 Number the following events 1 – 5 to show the order in which they happened.
The last one has been done for you.

Veronika waved to her family. ☐ 5

Yuri handed Veronika her kit bag. ☐

Veronika met Sofi. ☐

Veronika walked out to the bus. ☐

Veronika helped Uncle up the steps. ☐

35 Number the following events 1 – 5 to show the order in which they happened to Innis.

He ran away. ☐

He imitated a wolf howl. ☐

He met a boy. ☐

He heard an unexpected wolf howl. ☐

He saw a wolf. ☐

23 Which of the following gives the best summary of... Tick one.

It tells children how to join the circus. ☐

It looks at an unusual career. ☐

It gives tips on how to juggle. ☐

It shows how much performers travel. ☐

Reading at Wood Fold

Summary/Sequence

- To support your child at home, ask them to summarise the key points of a chapter or section of a book they have read.
- You could also ask them to summarise films and television shows (or segments of them) that they have watched to reinforce this skill.

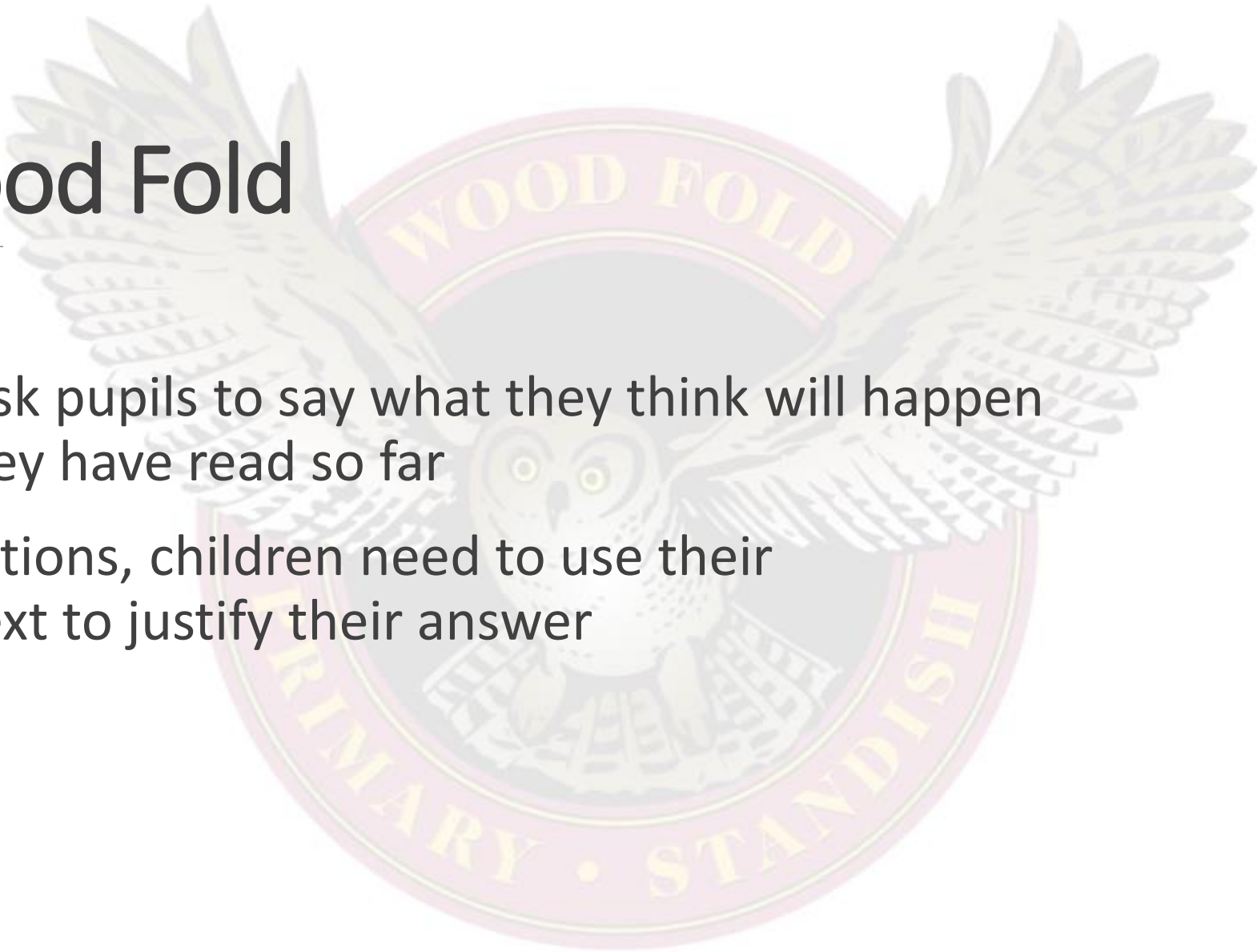
Sequence Example Questions

- What is the main theme/argument in this paragraph?
- What is the main message in this paragraph?
- Can you describe what has happened in this paragraph/chapter?
- Using less than 20 words, could you write a new blurb for this book..
- Which is the most important message in this book?
- Can you describe what happened in three sentences?
- Why do you think that might be important?
- Is there anything you know now which you didn't know before?
- What sticks most in your mind about _____?
- What moment do you remember most from _____?
- Can you remind us about _____?
- How would you sum up _____?(fiction)

Reading at Wood Fold

Prediction

- Prediction questions ask pupils to say what they think will happen next, based on what they have read so far
- As with inference questions, children need to use their understanding of the text to justify their answer



Reading at Wood Fold

- Where does the tunnel lead?
- What is the source of the light?
- Do you think the rabbit will go through?
- Has it been through before?
- How did it find out about the tunnel?
- Would you go through it?
- Write/explain the rest of the story.



Assessment of Reading



Assessment of Reading

- In Key Stage 2, we assess children's reading using a range of evidence of work completed
- Written reading responses in their English books
- Teachers are able to assess the children's work against the reading target cards for each year group.
- Teachers will identify which reading targets have been met at the bottom of the work completed, children will then write the date next to the target(s) they have achieved on their target cards
- This is a really effective way for children to visually track their own progress in reading

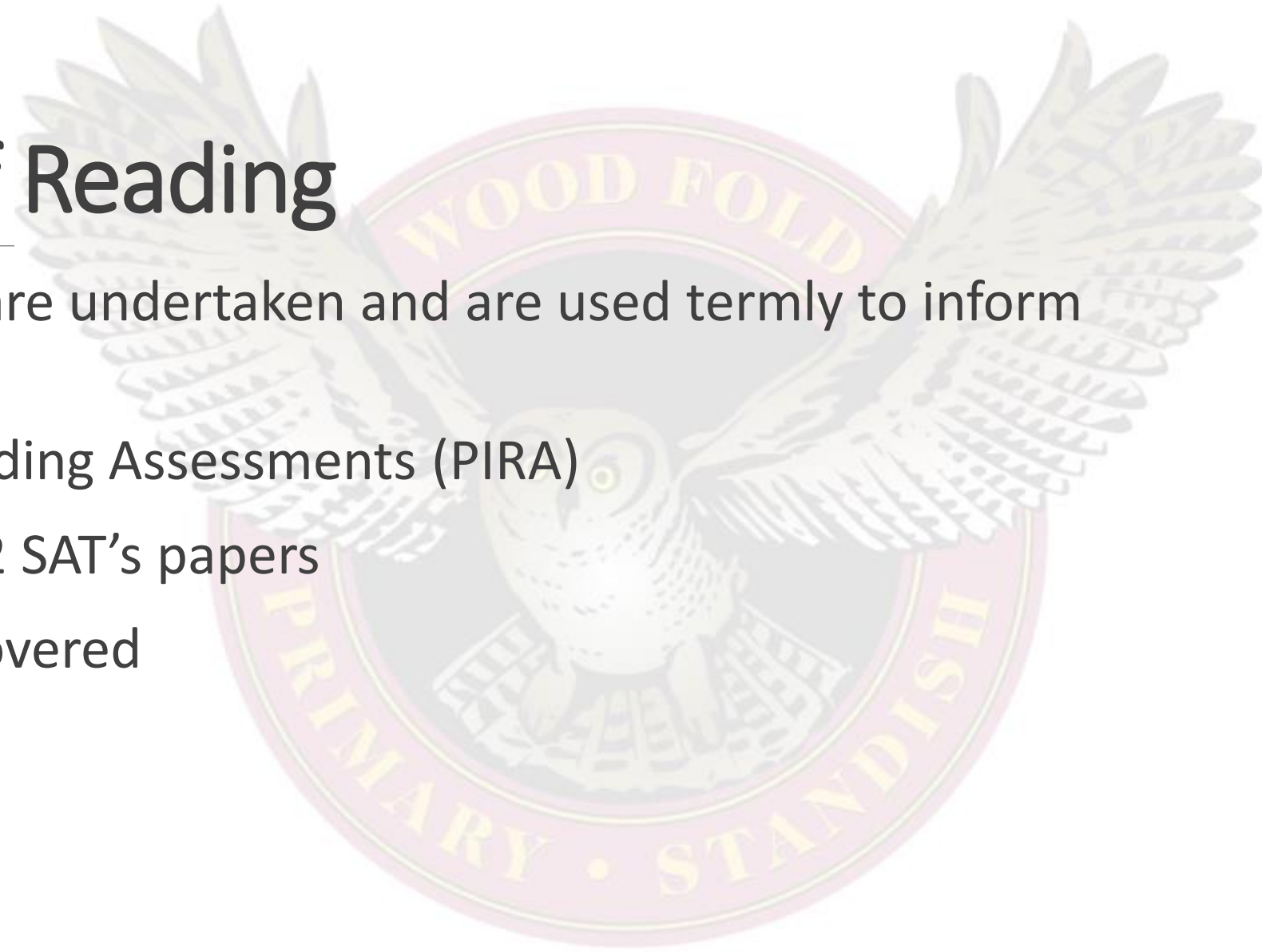
- 1) I can give the meaning of words in context and infer the meaning of unfamiliar words by re-reading the surrounding text (2a)
- 2) I can identify the key details that support main ideas within a text (2b)
- 3) I can summarise ideas from more than one paragraph. (2c)
- 4) I can draw inferences and justify these with evidence from the text (2d)
- 5) I can make plausible predictions about what might happen, referring directly to the points that are explicit and implied within the text. (2e)
- 6) I can identify and comment on writers' use of words, phrases and language features, including figurative language. (2f)



1					
2					
3					
4					
5					
6					

Assessment of Reading

- Reading assessments are undertaken and are used termly to inform Teacher Assessments
- LKS2 – Progress in Reading Assessments (PIRA)
- UKS2 – Past end of KS2 SAT's papers
- All content domains covered
- Data analysis

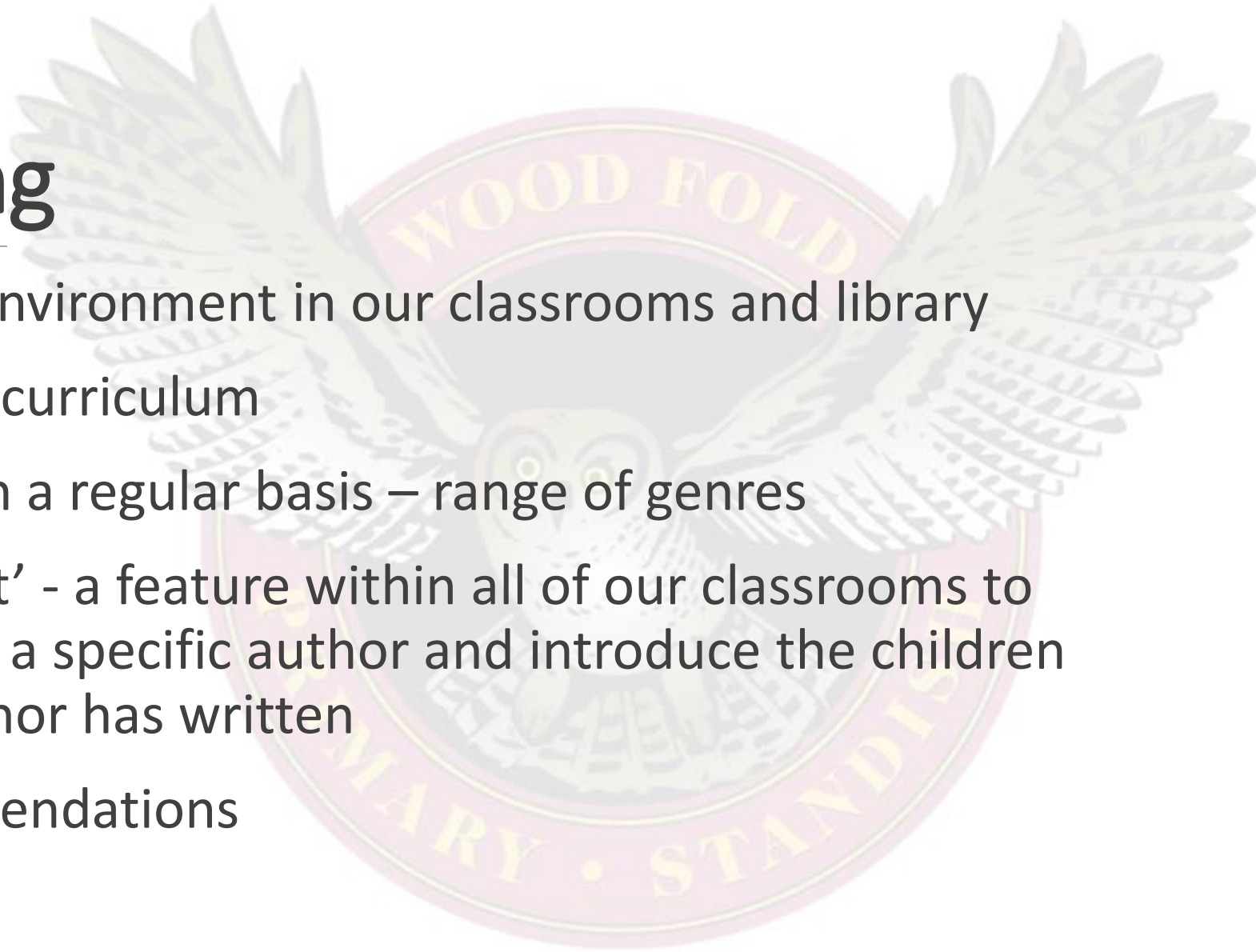


Love of Reading



Love of Reading

- Create a rich reading environment in our classrooms and library
- Books used across the curriculum
- Teachers read aloud on a regular basis – range of genres
- ‘Author in the spotlight’ - a feature within all of our classrooms to showcase the profile of a specific author and introduce the children to other books this author has written
- Share reading recommendations



The image displays three examples of children's book covers. The top cover is for 'His Dark Materials' by Philip Pullman, featuring a polar bear and handwritten text. The bottom-left cover is for 'Harry Potter' by J.K. Rowling, featuring a drawing of a witch and a book. The bottom-right cover is for 'The Wizard of Oz' by L. Frank Baum, featuring a drawing of a witch and a book.

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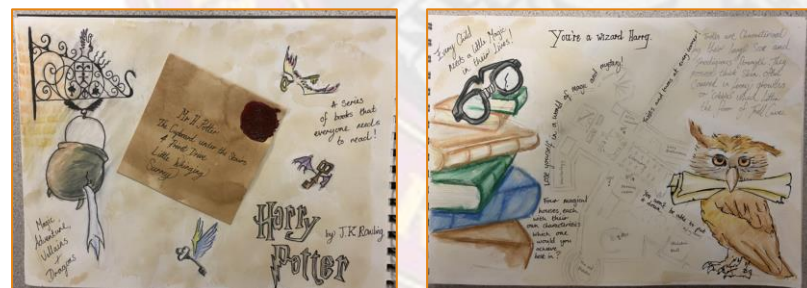










Questions or queries



Thank you

