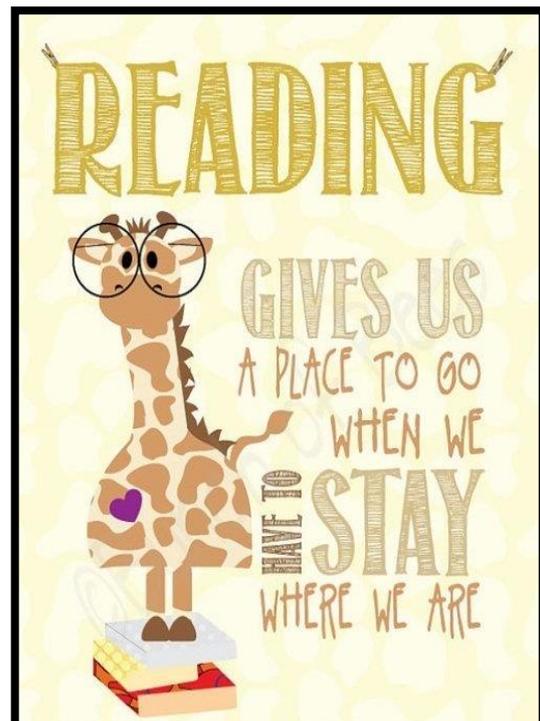
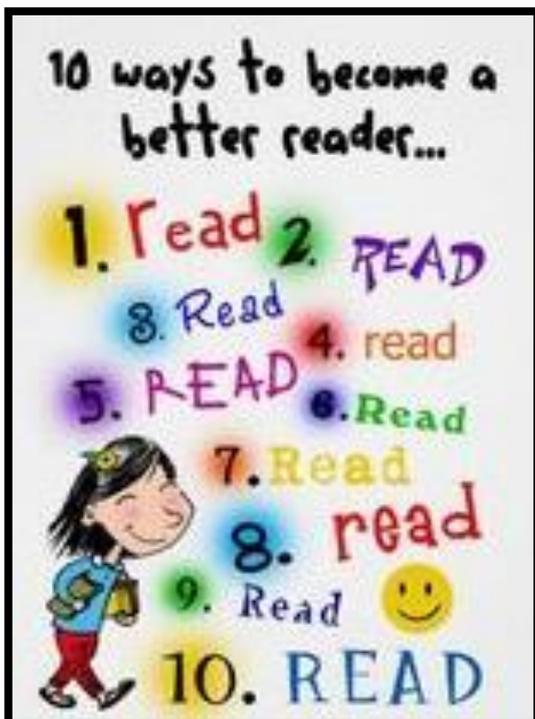


Helping your child to read in Key Stage Two



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Introduction

Reading is one of the most important things your child will learn to do at Shustoke Primary School. Being able to read and developing a love of books can have a hugely positive impact on your child's education and future, and will bring them lots of enjoyment. What's more, the time spent sharing stories with an adult provides a wonderful bonding experience. The cherished act of sharing a story will nurture your child's social and emotional development.

At Shustoke, we want children to read with confidence, fluency and expression, and also to have a sound understanding of texts and the techniques used by writers. Most importantly, we want children to develop a love of learning through a desire to read for information and for pleasure.

There are two elements to reading that will be taught throughout Key Stage Two: word reading and comprehension. Word reading is generally used to support the development of a rich vocabulary, rather than to decode words, which has a much greater focus for children in the Early Years and Key Stage One. Reading comprehension skills are taught in order to help children to understand what words mean, as well as supporting children's knowledge of the world and assisting with the development of a rich vocabulary.

As with all aspects of child development, children's reading skills will progress in different ways and at different rates. Try to respond to your child's needs and let them read at their own pace. Having a "you can do it" approach to helping your child learn to read really pays dividends - so praise your child's efforts at every opportunity.

When children are reading aloud, if they get stuck, encourage them to use everything they know to decipher the word. Their ability to predict and guess accurately will gradually improve.

As your child progresses through school, they will be required to develop a wide range of reading skills. When they are ready, you can ask questions such as how does the character feel? Why do you think the author used that word? How do you know?

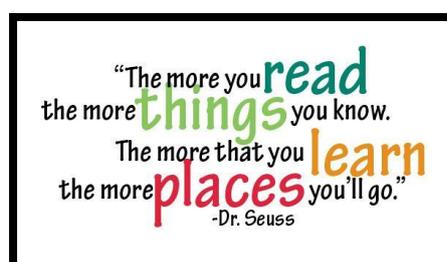
Above all, reading at home should be a special time to be enjoyed by both adults and children.

Reading at Shustoke C of E Primary School

At Shustoke, we are constantly striving to improve the learning opportunities that we offer the children. In the teaching of reading, we follow the guidelines set out by the Department for Education. We aim to teach a reading curriculum which is exciting, stimulating and maximises on cross-curricular links in order to encompass knowledge and skills from all other aspects of the curriculum. Spoken language, word reading and comprehension are taught through the Key Stage Two Curriculum, as set out in the National Curriculum.

In this booklet, we may refer to different types of teaching and learning:

Shared Reading	This is whole class reading , usually using a text shared by the whole class. These sessions are led by the teacher, who will ask questions about the text. In some sessions, the children read the text in unison together, sometimes individual children will read parts of the text and on other occasions, an adult will model reading aloud for the children.
Guided Reading	This is group reading . Children will read a shared text in a group, often with children of similar ability to themselves. This might be part of a novel or an extract from a text based on the genre which is being studied at the time. The teacher will ask questions about the layout and content of the text. As the children progress through the school, this provides an important opportunity for children to develop higher order reading skills.
Paired Reading / Buddy Reading	When engaged in paired reading, the children read a text with a partner , often taking turns in reading a paragraph or a page aloud and discussing what they have read. Very often children pair with a child of a different reading ability or even from a different class. Research has shown that this benefits both children.
Individual Reading	This is when a child reads aloud to an adult and answers questions about what they have read. This is an important strategy for younger children who are just starting to learn to read. As children become more competent and fluent in reading aloud, there is a movement away from this approach towards guided reading as the emphasis is more on comprehension.
Independent Reading	This involves children reading on their own, and may be for pleasure, or for information. This could be as part of literacy lessons or linked to another subject.



Updated October, 2016

Reading in Lower Key Stage Two (Years 3 and 4)

How is reading taught?

Throughout Key Stage Two, the emphasis moves towards shared and guided reading. This is to enable teachers to focus closely on the development of higher order reading skills. By Year Four, most children will be reading fluently, and with expression, however for those who are not yet at that stage, there are opportunities for children to read individually to a Teaching Assistant or parent helper.

During Years Five and Six, the children will complete shared reading in their daily Literacy lessons, focusing specifically on comprehension at least once per week. The children also read in highly focussed guided reading sessions on a weekly basis. These sessions are led by the class teacher, and each small group is supported by an adult. For those who need extra support in Literacy, there are daily sessions taken by the class teaching assistant where the children can work on a text as either as a small group or individually.

What are the expectations?

Reading skills are separated into word reading and comprehension skills. Throughout the EYFS and Key Stage One, word reading is predominantly about decoding, which is chiefly taught through building words using sounds. As the children move into Key Stage Two, teaching comprehension begins to take precedence over teaching word reading. A focus on word reading is generally used to support the development of vocabulary. When children are taught to read longer words, they are supported to test out different pronunciations. They will attempt to match what they decode to words they may have already heard but may not have seen in print. In Key Stage Two, the children read more sophisticated texts, which places a greater demand on their comprehension skills.

Throughout Lower Key Stage Two, children are taught to:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Additionally, throughout Lower Key Stage Two, children are encouraged to develop positive attitudes to reading and understanding of what they read by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]
- understand what they read, in books they can read independently, by:
 - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
 - asking questions to improve their understanding of a text
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Reading in Upper Key Stage 2 (Years 5 and 6)

Throughout upper Key Stage Two, children are taught to:

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

Additionally, by the end of Key Stage Two, children's comprehension skills should enable them to maintain positive attitudes to reading and understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- understand what they read by:
 - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
 - asking questions to improve their understanding
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
 - identifying how language, structure and presentation contribute to meaning
 - discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
 - distinguish between statements of fact and opinion
 - retrieve, record and present information from non-fiction
 - participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
 - explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
 - provide reasoned justifications for their views.

See paper cope for this page.

Reading Books

Children in Key Stage Two will bring home a reading book each week. Please plan a time when you can share the text with them. During this time you can ask generic questions whilst sharing the book, for example, who is this book intended for? What is the purpose of this writing? Who wrote this and when? Have you read any texts like this before? Once you are sharing the text, you may wish to ask questions related to the genre.

Even when your child is able to read well, you should still try to read to them, particularly when they enter Lower Key Stage Two. Sharing stories with a grown-up will teach them new words and encourage them to become a better reader.

When will my child move onto the next book band?

Becoming a competent reader is much more than simply reading words. Therefore, we take a holistic approach when deciding when the right time is to move a child onto the next book band. For example, although a child may be able to read the words in their text, the class teacher may have identified that their understanding of the text is weak, or that they do not use expression to convey the message in the text.

If you are concerned about the progress your child is making, make an appointment to talk to the teacher about it. Children learn to read gradually over time, and it can take lots of practice and support from parents and teachers to become fluent.

What are the reading bands?

Children select reading books, these are banded by the following colours:

Band Name	Band Colour
Pink a	a
Pink b	b
Red	
Yellow	
Blue	
Green	
Orange	
Turquoise	
Purple	
Gold	
White	
Lime	
Ruby	
Sapphire	Colour used for illustration purposes only.
 School Library Books: Red star: entry level  Blue star: greater level of challenge	

Supporting your Child with Reading at home

It is important that all children read at least three times a week at home. To help your child read at home please set aside a specific time to share the text with your child without distractions.

Begin by asking simple generic questions relating to the text such as:

- Who is this book intended for?
- What is the purpose of this writing?
- Who wrote this and when?
- Have you read any texts like this before?

Once you are sharing the text you may wish to ask further questions related to the genre- poetry, narrative, non-fiction.

Example Questions for narrative texts

- Who is the narrator?
- Who is the most important character and why?
- Why does the writer use dialogue?

Example Questions for poetry texts

- Which words rhyme?
- Is there any example of alliteration in the poem?
- What is the rhythm of the poem?
- Discuss the shape of the poem- line length.
- How does this poem make you feel?
- Is there use of imagery in the poem?

Example Questions for non-fiction texts

- How can we locate information in this text?
- Why does the author use diagrams?
- How is the text organised?

Ideas and Activities

Here are some suggestions of for wider reading activities for Key Stage Two children:

- Can your child recall the main events of the story? They could complete a storyboard to fill in pictures and a caption for each main event.
- To focus on understanding of a character, you may want to ask your child to complete a Character Investigation sheet. What are the important facts about the character? What are his/her thoughts and feelings? What are some of his/her inferred traits?
- To show that your child has really understood what a book is about, ask them to complete a book review.
- Other ideas to help develop reading comprehension could be making feelings maps to show how characters emotions develop throughout the story, writing a journal to critically reflect on the text, highlighting specific words or phrases, making a vocabulary word bank, identifying the theme of the text and looking for fact or opinion/ specific information and recording this in a diagram.

Practical Tips

1. Choose a quiet time

Set aside a regular and quiet time with no distractions.

2. Make reading enjoyable

Make reading an enjoyable experience. Continue to read both with and to your child. Boost your child's confidence with praise and motivation.

3. Make books high profile

Encourage your child to use the library, and where possible, keep visual reminders of the importance of books by displaying them in the home. Use books as a reward or treat to help your child to see reading as a positive and enjoyable activity.

4. Regular practice

Try to read with your child whenever possible. 'Little and often' is best.

5. Definitions

Encourage children to read with a dictionary next to them in order to look up words when necessary. They could even create their own reading dictionary.

6. Talk about the books

There is so much more to being a good reader than just being able to read the words accurately. Use the questions suggested on page 9 for ideas and discussion points.

7. Variety is important

Remember children need to experience a variety of reading materials e.g. picture books, hard backs, comics, magazines, poems, and information books. Reading materials and applications found online can also be very beneficial for reluctant readers.

8. Be a reading role model

Making time to read with your child can have great educational benefits, but it can also be ten minutes of respite from hectic family life to curl up, read and talk together. By all means ask questions and discuss vocabulary, but don't be afraid to lose yourselves in a good story too.

Tips for reluctant readers:

1. Help your child to understand how reading could benefit them. Take the 'Beanstalk Reading Charity' quiz:
<https://www.beanstalkcharity.org.uk/uncovering-the-motivation>
2. Provide books which are based around the activities, characters or information in which your child already shows an interest. Allow your child to make choices, gain independence and to develop their own interests in reading materials and authors.
3. Use a range of resources, such as technological gadgets, books translated into films, theatre or productions, and listening stories. Make tentative links to reading wherever possible.
4. Make sure reading materials are appropriately pitched for your child. Reading books that are too challenging or easy can reduce confidence and can be demotivating.

100 books to read before leaving Primary School

- | | | | |
|-----|--|-----|---|
| 1 | <i>Charlie and the Chocolate Factory</i> by Roald Dahl | 28 | <i>The Twits</i> by Roald Dahl |
| 2 | <i>Goodnight Mister Tom</i> by Michelle Magorian | 29 | <i>I am David</i> by Anne Holm |
| 3 | <i>Alice in Wonderland</i> by Lewis Carroll | 30 | <i>The Highwayman</i> by Alfred Noyes |
| 4 | <i>Matilda</i> by Roald Dahl | 31 | The Paddington series by Michael Bond |
| 5 | <i>The Gruffalo</i> by Julia Donaldson | 32 | <i>Amazing Grace</i> by Mary Hoffman and Caroline Binch |
| 6 | <i>The Chronicles of Narnia</i> by C S Lewis | 33 | <i>Esio Trot</i> by Roald Dahl |
| 7 | <i>The Very Hungry Caterpillar</i> by Eric Carle | 34 | <i>Five Children and It</i> by E Nesbit |
| 8 | <i>We're Going on a Bear Hunt</i> by Michael Rosen | 35 | <i>Clockwork</i> by Phillip Pullman |
| 9 | <i>Dogger</i> by Shirley Hughes | 36 | <i>The Secret Garden</i> by Frances Hodgson Burnett |
| 10 | <i>Where the Wild Things Are</i> by Maurice Sendak | 37 | <i>The Magic Far Away Tree</i> by Enid Blyton |
| 11 | <i>Stig of the Dump</i> by Clive King | 38 | <i>Farmer Duck</i> by Martin Waddell and Helen Oxenbury |
| 12= | <i>Black Beauty</i> by Anna Sewell | 39 | <i>Swallows and Amazons</i> by Arthur Ransome |
| 12= | <i>The Iron Man</i> by Ted Hughes | 40 | <i>The Silver Sword</i> by Ian Serraillier |
| 14 | <i>Flat Stanley</i> by Jeff Brown | 41 | The Worst Witch series by Jill Murphy |
| 15 | <i>Winnie the Pooh</i> by A A Milne | 42 | The Alfie and Annie Rose series by Shirley Hughes |
| 16 | <i>Funnybones</i> by Allan and Janet Ahlberg | 43 | <i>Shakespeare Stories</i> by Leon Garfield |
| 17= | <i>Owl Babies</i> by Martin Waddell and Patrick Benson | 44 | <i>Journey to the River Sea</i> by Eva Ibbotson |
| 17= | <i>The Hobbit</i> by J R R Tolkien | 45 | <i>Six Dinner Sid</i> by Inga Moore |
| 19 | <i>Green Eggs and Ham</i> by Dr Seuss | 46 | <i>Sad Book</i> by Michael Rosen |
| 20 | <i>War Horse</i> by Michael Morpurgo | 47 | <i>The Borrowers</i> by Mary Norton |
| 21= | <i>Grimm's Fairy Tales</i> by The Brothers Grimm | 48= | <i>A Dark, Dark Tale</i> by Ruth Brown |
| 21= | <i>The Tiger Who Came to Tea</i> by Judith Kerr | 48= | <i>The Jolly Postman</i> by Allan Ahlberg |
| 23 | <i>Peace at Last</i> by Jill Murphy | 50 | <i>Percy Jackson and the Lightning Thief</i> by Rick Riordan |
| 24 | Artemis Fowl series by Eoin Colfer | 51 | <i>Coraline</i> by Neil Gaiman |
| 25 | <i>Hairy Maclary from Donaldson's Dairy</i> by Lynley Dodd | 52 | <i>Zoo</i> by Anthony Browne |
| 26 | <i>Not Now Bernard</i> by David Mckee | 53 | <i>Treasure Island</i> by R L Stevenson |
| 27 | <i>Diary of a Wimpy Kid</i> by Jeff Kinney | 54 | <i>Voices in the Park</i> by Anthony Browne |
| | | 55 | <i>Cinderella</i> by Charles Perrault, illustrated by Roberto Innocenti |

- 56 *Pig Heart Boy* by Malorie Blackman
- 57 *The Railway Children* by E Nesbit
- 58 *Cloud Busting* by Malorie Blackman
- 59= *Kidnapped* by R L Stevenson
- 59= *The Sheep Pig* by Dick King-Smith
- 61= *Beegu* by Alexis Deacon
- 61= *The Wind in the Willows* by Kenneth Graham
- 63= *Eragon* by Christopher Paolini
- 63= The Mr Men and Little Miss series by Roger Hargreaves
- 65= *Gentle Giant* by Michael Morpurgo
- 65= *Just So Stories* by Rudyard Kipling
- 67 *The Velveteen Rabbit* by Margery Williams
- 68 *Pinocchio* by Carlo Collodi, illustrated by Roberto Innocenti
- 69 *Eagle of the Ninth* by Rosemary Sutcliff
- 70 *Theseus and the Minotaur* by David Orme and Wendy Body
- 71= The Just William series by Richmal Crompton
- 71= *On the Way Home* by Jill Murphy
- 71= *Pumpkin Soup* by Helen Cooper
- 71= *Street Child* by Berlie Doherty
- 71= *The Happy Prince and Other Stories* by Oscar Wilde
- 76= *Angelo* by Quentin Blake
- 76= *The Day the Crayons Quit* by Drew Draywalt and Oliver Jeffers
- 76= *The Snowman* by Raymond Briggs
- 79 *My Mum* by Anthony Browne
- 80= *The Little Prince* by Antoine de Saint-Exupery
- 80= *The Tunnel* by Anthony Browne
- 82= *Face* by Benjamin Zephaniah
- 82= *The Turbulent Term of Tyke Tyler* by Gene Kemp
- 84 *The Giving Tree* by Shel Silverstein
- 85= *Click Clack Moo: cows that type* by Doreen Cronin and Betsy Lewin
- 85= *The Phantom Tollbooth* by Norton Juster
- 85= *The Tale of Peter Rabbit* by Beatrix Potter
- 88= *I Will Not Ever Never Eat a Tomato* by Lauren Child
- 88= The Skulduggery Pleasant series by Derek Landy
- 88= *The Early Years at Malory Towers* by Enid Blyton
- 88= *Wolf Brother* by Michelle Paver
- 92= *Birds Beasts and Relatives* by Gerald Durrell
- 92= *The Weirdstone of Brisingamen* by Alan Garner
- 94 The Mrs Pepperpot series by Alf Proysen
- 95= The Asterix Series by Rene Goscinny and Albert Uderzo
- 95= *The Fib and Other Stories* by George Layton
- 97 *The Giant's Necklace* by Michael Morpurgo
- 98 The Kipper series by Mick Inkpen
- 99= The Milly-Molly-Mandy series by Joyce Lankester Brisley
- 99= *The Suitcase Kid* by Jacqueline Wilson

Reading Vocabulary

- **Blending:** To say the individual sounds that make up a word and blend them together to hear the whole word for reading e.g. s-a-t becomes sat. Blending is used to support reading.
- **Comprehension:** The understanding of a text; at its simplest this may be an understanding of what the text makes explicit (e.g. the story is about a wizard) and at a more sophisticated level, it is an understanding of what lies beneath a text (e.g. the authors' experience, historical context) which is often referred to as the deeper levels of meaning, inferential comprehension or higher order reading skills.
- **Decoding:** To read a word by saying the sounds then joining, or blending, those sounds together to form the word.
- **EYFS:** The Early Years Foundation Stage sets standards for the learning, development and care of children from birth to 5 years old.
- **High frequency words:** These are the words that occur most commonly in the English language. Some are **decodable** like 'much' whilst others are **tricky** like 'the'.
- **Non-fiction:** A broad category of texts that includes anything that isn't a story.
- **Phonics:** A method of teaching children to read and write by teaching the letters or groups of letters that are represented by sounds (see also **synthetic phonics**)
- **Phonemes:** The smallest unit of sounds in a word, represented by letters or groups of letters.
- **Reading fluency:** When children are reading easily with confidence and intonation, and at pace.
- **Reading stamina:** A child's ability to read substantial and often more challenging books for a longer period of time or in one sitting.
- **SATs:** SATs stands for Standard Assessment Tasks. These are national tests in reading, grammar, punctuation and spelling and maths

taken in May/June by children in their final year of primary school. There is an assessment of maths, reading, writing, and science. Writing is assessed by the teacher.

- **Segmenting:** To write or spell a word by listening for the sounds in the word and deciding which letters represent those sounds.
- **Tricky words:** Some everyday words in English have tricky spellings and can't be read by blending. These words have to be learned by sight.

Useful websites

How to pronounce the 44 phonemes:

https://www.youtube.com/watch?v=5J2Ddf_0Om8

Advice, tips and activities for parents:

<https://www.oxfordowl.co.uk/for-home>

Recommended reads:

<http://www.booktrust.org.uk/books/children/booklists/241>

Literacy apps to support reading

<http://literacyapps.literacytrust.org.uk>

Advice, tips and activities for parents and children:

<http://wordsforlife.literacytrust.org.uk>

The National Curriculum:

<https://www.gov.uk>

Ideas for adults at home:

www.parentlink.co.uk

Find the right books for your child:

<https://www.beanstalkcharity.org.uk/matching-books-to-a-child>

100 books to read before leaving Primary School:

<https://www.tes.com/news/school-news/breaking-news/100-fiction-books-all-children-should-read-leaving-primary-school-%E2%80%93>

