

Reading at  
home guide  
for Key Stage 2.



**BRIDGEWATER**  
PRIMARY SCHOOL

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Dear Parents and Carers,

We have developed this guide to assist children when they are reading at home. These ideas and policies are how we teach reading in Key Stage 2. We believe it is best to share school practice with parents and carers to ensure consistency throughout a child's learning.

If you have any queries about this guide or reading at home please do not hesitate to see your teacher and arrange a time to discuss it further.

Remember children need a number of strategies to learn to read. Different children learn through different ways! We encourage them to try a variety and any of these are perfectly acceptable;

**Sight vocabulary** – learning words by sight, this is particularly important with high frequency words that cannot be sounded out.

**Decoding** – sounding out words and then blending them together to hear the full word.

**Contextual clues** – reading the sentence to predict what the unfamiliar word could be or looking at picture clues if they are available.

I hope you find reading this guide useful!

Mr. Doherty and Miss Duffy.

## **2a**

### **Give / explain the meaning of words in context.**

Find and copy a word which means...?

Which word most closely matches the meaning of the word...?

Can you give the meaning of the word in this sentence? The writer uses ...words/phrases...to describe ... How does this make you feel?

How has the writer made you and/or character feel ...happy /sad/angry/ frustrated/lonely/bitter etc?

## **2b**

### **Retrieve and record information / identify key details from fiction and non-fiction**

Can you tell me three things you are told in the text?

True or false questions relating to what has been read.

What was revealed at .... point in the story?

## **2c**

### **Summarise main ideas from more than one paragraph**

Can you summarise the character's attitude towards...?

Can you summarise what has happened from ... point of view?

Can you summarise the main idea of ... in one statement?

## **2d**

### **Make inferences from the text / explain and justify inferences with evidence from the text**

What impressions of ..... do you get from these two paragraphs?

Why do you think ... happened?

What did ... have to do?

## 2e

### Predict what might happen from details stated and implied.

Do you think that... will ...?

Say yes/no/maybe, then explain your choice fully, using evidence from the text.

What do you think will happen next?

What clues are there to make us think that?

What do you think has already happened?

## 2f

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

How does the final paragraph link back to the beginning?

Where does it tell you that...?

Why has the writer written/organised the text in this way?

In what ways do the illustrations support the instructions?

How could these instructions/information/illustrations be improved?

Who do you think this information is for?

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

What does the word 'x' tell you about 'y'?

Find two or three ways that the writer tells you 'x'.

What does this... word/phrase/sentence... tell you about... character/setting/mood etc?

### 2h: Make comparisons within the text.

Describe different characters' reactions to the same event in a story.

How is it similar to ...? How is it different to ...? Is it as good as ...? Which is better and why?

Compare and contrast different character/settings/themes in the text.

## A Guide to Reading.

### *To begin;*

Make sure your child has a **comfortable, quiet place** to sit. Distractions such as TV can make it difficult for children to concentrate. Give the book to your child for five minutes so they can look at it alone. This allows the child to **investigate and explore** the text and pictures independently before starting to read. Read the title together and ask them to **tell you about the story** and any questions they may have before beginning. Remember **talking about books is as important as reading them**. Children need to have enthusiasm for texts so allow them to choose their own from the library as well as their school reading books.

### *Reading aloud;*

It is important that children are given the opportunity to read aloud to an adult as often as possible. It improves their decoding and listening skills. Help your child to **sound out and blend any unfamiliar words**. If they are still unsure, tell them the word and explain what it means. Then read the sentence again together. Remember to **praise lots and tell them why** they have done well i.e. "I really enjoyed listening to that sentence **because** you made it sound so exciting!"

### Comprehension;

One of the most important parts of reading is comprehension-understanding what has been read. If a child decodes fluently, but does not fully understand the story or text, then they struggle to enjoy or appreciate books. **It is therefore essential that children are questioned about what they are reading.**

Taking an active interest in your child's learning is one of the best ways you can help your child to do better in school and in life. Learning is not just about what happens in school. Children are learning all the time through what they see, hear and do.

### **A little reading goes a long way!**

#### **How to help with reading:**

**Be positive!** Praise your child for trying hard at their reading. Let them know it's all right to make mistakes.

**Give them time.** Let them make a guess before you tell them the word. Let them read to the end of the line before correcting their mistakes. It doesn't matter if you have to tell them the word sometimes.

**Spot words inside words.** Help them to spot words they know within larger more complicated words.

**Let them read their favourites.** Don't worry if they only read one kind of book. If they are really stuck, ask the librarian or teacher to suggest something else they might like.

**Make the story come to life.** Encourage your child to read with expression. This will help them read more fluently.

**Ask lots of questions about the story.** What would you have done if you were.....? Does this book remind you of anything that has happened to you?

Can you guess what is going to happen next?

**Use a dictionary.** Buy a simple dictionary and use it to check the meanings of new words.

There are eight assessable elements of reading for KS2 used in schools. Each focus looks at a different area of reading. We try to **ensure children are answering questions and talking about various areas during each text.** One of the more crucial parts of reading is being able to conclude and infer ideas. **Open ended questioning** such as; 'Why do you think that happened?' or 'What makes you think that?' will help with this. Asking children to tell you why or show you clues in the text/pictures can improve their inference skills dramatically.

Remember that children need to **read a variety of texts** such as stories, reports, information texts, poems, etc. **They also love being read to by adults,** particularly if you can do the voices! If you show children you enjoy reading, it will have a positive impact on how they approach reading themselves.

The eight assessable elements for KS2 are outlined below:

Content domain reference	
<b>2a</b>	give / explain the meaning of words in context
<b>2b</b>	retrieve and record information / identify key details from fiction and non-fiction
<b>2c</b>	summarise main ideas from more than one paragraph
<b>2d</b>	make inferences from the text / explain and justify inferences with evidence from the text
<b>2e</b>	predict what might happen from details stated and implied
<b>2f</b>	identify / explain how information / narrative content is related and contributes to meaning as a whole
<b>2g</b>	identify / explain how meaning is enhanced through choice of words and phrases
<b>2h</b>	make comparisons within the text