

# Supporting your child with their reading – KS2

→ Please write on a post-it note any specific difficulties you have reading with your child.



# 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).
- There is a positive link between positive attitudes towards reading and scoring well on reading assessments (Twist et al, 2007).
- 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).
- Evidence suggests that **reading for pleasure is an activity that has emotional and social consequences** (Clark and Rumbold, 2006).
- Other benefits to reading for pleasure include: text comprehension and grammar, positive reading attitudes, pleasure in reading in later life, increased general knowledge (Clark and Rumbold, 2006).

# Reading at school

- **Guided Reading**

Individual reading and small group discussion

High quality texts

- **Shared Reading**

Literacy, whole class text

- **Independent reading**

supported by class teacher, students and TAs.

- **Book Club**

- **\* Reading Gladiators \***



# What can and should your children read?

## Access to texts in school:

- Book corners
- Library

Children to visit new library once a half term to celebrate reading.

Teachers and Year 6 library monitors will recommend authors and books for children to read. They may take these books home to read. Whole school focus each half term on specific authors.

- Topic specific texts



# Year group set texts

## Year 2 Class Texts

\* = to be purchased

### Illustrator Focus: Mini Grey

<http://blog.picturebookmakers.com/post/120513251181/mini-grey>

<http://minigrey.com/>

<http://minigrey-blog.com/>

### Experiences of Asylum/ Refugees/ War:

- o 'War and Peas' – Michael Foreman
- o 'Hamid's Story' – Andy Glynne and Tom Senior
- o 'The Journey' - Francesca Sanna

### Understanding of Difference:

- o 'Whoever You Are' (cultural/ linguistic difference) – Mem Fox
- o 'The Five of Us' (disability/ SEN) – Quentin Blake \*
- o 'The New Jumper' (sameness/ difference, identity) - Oliver Jeffers \*

### Family:

- o 'The Storm Whale' – Benji Davies
- o 'Grandad's Island' – Benji Davies
- o 'Piggybook' – Anthony Browne \*

### Fairy Tales/ Classic Texts:

- o 'The True Story of the Three Little Pigs' - Jon Scieszka
- o 'Eco Wolf' (Silly Stories)
- o 'Mr Aesop's Story Shop' – Bob Hartman \*

(See Poetry)

### Texts from Different Cultures/ Texts in Different Languages:

- o 'World Food Alphabet' – Chris Caldicott
- o 'Zaraffa Giraffa' – Dianne Hofmeyr

### Emotional Understanding:

- o 'The Bear and The Piano' (belonging) – David Litchfield \*
- o 'Rabbit's Bad Habits' (friendship) – Julian Gough \*
- o 'Rabbityness' (loss) - Jo Empson \*

### Non-fiction:

- o 'Lots: The Diversity of Life on Earth' - Nicola Davies \*
- o 'Under Earth, Under Water' - Aleksandra and David Mizieliński \*
- o 'Can I Eat That?' – Joshua David Stein, Julia Rothman \*

### Gender:

- o '10,000 Dresses' – Marcus Ewert
- o 'Matilda' – Roald Dahl
- o 'The Wrestling Princess and other stories' – Judy Corbalis \*

### Environmentalism:

- o 'The Fox and The Star' – Coralie Bickford-Smith \*
- o 'Wild and Free' – Nick Manning (Wonderwise)

(See Non-Fiction)

### Poetry:

- o 'Pumpkin Grumpkin' – John Agard, Grace Nichols \*
- o 'The Puffin Book of Fantastic First Poems' - June Crebbin (ed) \*
- o 'The Owl and the Pussy-Cat' - Edward Lear, illustrated by Charlotte Voake \*
- o 'The Further Adventures of the Owl and the Pussy-Cat' – Julia Donaldson, illustrated by Charlotte Voake \*
- o 'Mustard, Custard, Grumble Belly and Gravy' – Michael Rosen \*

# What can and should your children read?

- All reading is positive. We also want to develop a wide reading repertoire

Like most people, I spend a vast amount of time each day reading a wide range of texts. Most are read from the computer screen rather than books. On a typical day I might read: letters and emails, text messages, reports, menus, train timetables, television schedules and anything on the website of Rushden and Diamonds FC... What is immediately clear from a list such as this is how much more is expected of readers than 30 years ago. The skills needed to read a novel at home are vastly different from those required to search on the internet, read and compose a text message or review a number of different reports on a handheld device such as a BlackBerry...Thirty years ago we would perhaps not have recognised the notion that we 'read' media texts such as television and film... Increasingly, texts that were exclusively verbal such as newspapers, are extending the notion of visual literacy. Many texts, including those enjoyed by children, now express meaning through both verbal and non-verbal or visual means. As technological changes multiply, therefore, each generation needs to rethink the concepts of literacy and reading.<sup>21</sup>

Chief inspector of Ofsted, *English at the Crossroads*, 2005

# What can and should your children read?

- We want all children to experience success: We aim to choose texts with children as much as possible. We aim to introduce the child to a variety of text-types and authors.
- Please use your PARENTAL judgement to ensure the support/challenge at home is at the right level.
- Provide your child with additional books to those from school as much as possible (through the local library, online/ e-books, newspapers, magazines).

# Good Websites

- Kate Greenaway Medal and Carnegie Medal  
<http://www.carnegiegreenaway.org.uk/home/index.php>
- CBCA – Children’s Book Council of Australia  
[http://cbca.org.au/Shortlist\\_2011.htm](http://cbca.org.au/Shortlist_2011.htm) has some good recommendations under short lists and winners.
- **Book Trust** – amazing site, book lists under categories, e.g. authors from different cultures, graphic novels, books about themes, e.g. love, environment, books featuring characters with disabilities, books for children with autism etc.  
<http://www.booktrust.org.uk/books-and-reading/children/booklists/>
- ‘Books We Like’ <http://www.booktrust.org.uk/books-and-reading/children/books-we-like/>
- ‘Best Book Guide’ <http://www.booktrust.org.uk/books-and-reading/children/best-book-guide/>

# Book lists

<b>Poetry:</b>			
'The Works: Every Poem You Will Ever Need at School'	Various		
'The Works' (Numbers 1-5)	Various		
'The Works: KS2'	Various		
'The Works: Poems On Every Subject and For Every Occasion'	Various		
'Poetry Jump Up: An Anthology of Black Poetry'	Grace Nichols		
'All The Wild Wonders: Poems of the Earth'	Wendy Cooling		
'Heart Beat'	Sharon Creech		
Collected Poems for Children'	Ted Hughes (anthology)		
'Michael Rosen's A to Z'	Michael Rosen (anthology)	<b>For developing readers</b>	
'The Sound Collector'	Roger McGough	Underboy and other books from the Seriously Silly Stories series	Laurence Anholt
'A Laureate's Choice: 101 poems for children'	Carol Ann Duffy	Robots v Gorillas in the Desert and other titles in the Mega Mash-Up series	Tim Wesson
'Goldilocks on CCTV'	John Agard, Satoshi Kita	Dirty Beasts poetry collection	Roald Dahl
'New and Collected Poems for Children'	Carol Ann Duffy	School's Out poetry	John Foster
'Sensational'	Roger McGough	Bats	Arthur John L'Hommedieu
'Cat Began'	Andrew Matthews	Winnie the Witch series	Laura Owen
'The Highwayman'	Alfred Noyes	My Brother's Famous Bottom	Jeremy Strong
'The Magic Box'	Kit Wright	Do Igloos have Loos?	Mitchel Symons
'A poem to be spoken silently'	Pie Corbett	Little Wolf's Book of Badness	Ian Whybrow
'Cloud Busting'	Malorie Blackman	Glitterwings Academy series	Titania Woods
'The Sound Collector'	Roger McGough	Hero.com and Villain.net series	Andy Briggs
'Red, Cherry Red'	Jackie Kay	Astrosaurus	Steve Cole
'The Door'	Miroslav Holub	The Greek Who Stole Christmas	Anthony Horowitz
'Leaves'	Ted Hughes	Heart Magazine: A Dream Come True	Cindy Jefferies
<b>Autobiography and Biography</b>		The Diary of a Wimpy Kid series	Jeff Kinney
Boy	Roald Dahl	Foul Play series	Tom Palmer
Jackie Daydream	Jacqueline Wilson	Gorilla City	Charlie Small
Long Walk to Freedom	Nelson Mandela	Mr Gum series	Andy Stanton
Diary of a Young Girl	Anne Frank	Glisters series	Andi Watson
Son of Promise Child of Hope	Barack Obama	Tracey Beaker series	Jacqueline Wilson
Perfect Rebel: The Life of Emily Davidson	Deborah Chancellor	<b>For readers just getting going</b>	
Malorie Blackman	Tamarind	Happy Families	Alan Ahlberg
Barack Obama	Tamarind	When Night Didn't Come	Poly Bernetene
Michelle Obama	Tamarind	Hairy Maclary from Donaldson's Dairy	Lynley Dodd
Rosa Parks	Sterling Biographies	Green Eggs and Ham	Dr Seuss
Marie Curie	Sterling Biographies	Oxford Reading Tree Tareditional Tales Series	Nikki Gamble et al
Martin Luther King	Sterling Biographies	You Choose	Pippa Goodhart, Nick Sharratt
Helen Keller	Sterling Biographies	Mystery Mob series or Jane West, Magic Mates series	Roger Hurn
Cleopatra	Caroline Corby	rog and Toad series	Arnold Lobel
Boudicca	Caroline Corby	Tough Trucks and other books in this non-fiction series	Tony Mitton
Lady Jane Grey	Caroline Corby	The Big Book of Magical Mix-ups	Hilary Robinson, Nick Sharratt
<b>Stories with Familiar Settings</b>		Tough Trucks and other books in this non-fiction series	Steve Berrington and Steve Shillington
Because of Winn Dixie	Kate DiCamillo		
Julian Stories	Ann Cameron		
Iggy & Me	Jenny Valentine		
Grandpa Chatterji	Jamilla Gavin		

# Oxford Owl

- <https://www.oxfordowl.co.uk/welcome-back/for-home/reading-owl/reading>
- Book lists
- E-books



# Oxford Owl

- <https://www.oxfordowl.co.uk/pages/encouraging-reading>

## Expert help

[f](#) [t](#) [@](#) [p](#)

### Encouraging reading

#### Nikki Gamble's booklists and advice on encouraging reading



Nikki has been a teacher and worked with teachers for over 25 years. She is now a writer and education consultant with a particular interest in encouraging children to read for pleasure.

- [Age 5-7](#) >
- [Age 7-11](#) > video
- [Books for boys](#) >
- [Books for girls](#) >

### Key Issues:

- [Phonics made easy](#)
- [Grammar, Punctuation and Spelling made easy](#)
- [Encouraging writing](#)
- [Helping struggling readers](#)
- [Encouraging reading](#)
- [Encouraging boys](#)
- [Reading in the holidays](#)
- [E-safety, tablets and apps](#)

# A Mighty Girl

http://www.amightygirl.com/books



The world's largest collection of books, toys and movies for smart, confident, and courageous girls.

Books Toys Movies / TV Music Clothing Best Of Book Club Character Collection Parenting

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## Books

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A Mighty Girl's book section features over 2,000 girl-empowering books starring stellar Mighty Girl characters. With over 200 book categories to explore, the best way to discover what this section has to offer is by browsing our detailed book menu -- just mouse over the 'Books' button on the menu bar above. From there you can choose the categories of interest to you and then use the filters on the left-menu to further refine your search.

Filter By

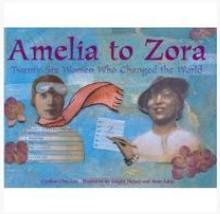
Home » Books Show Options

CATEGORY	
Mighty Girls & Women	636
Fiction	2314
General Interest	1814
History / Biography	992
Personal	2575
Development	
Social Issues	1095

RECOMMENDED AGE	
Birth - 2 (Baby)	98
3 - 5 (Preschool)	1123
6 - 8 (Elementary)	1591
9 - 12 (Pre-Teen)	1250
13+ (Teen)	896
Adult	1

SPECIAL FEATURES	
Mighty Girl Top Picks	73

AWARD WINNERS	
Newbery Medal	23
Newbery Honor	43
Caldecott Medal	8
Caldecott Honor	21



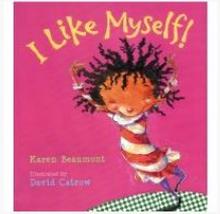
Amelia to Zora: Twenty-Six Women Who Changed the World \$6.16



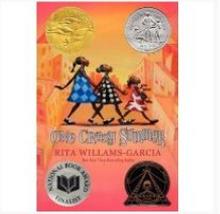
The Watcher: Jane Goodall's Life with the Chimps \$14.45



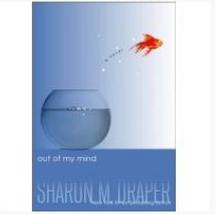
The Paper Bag Princess \$14.10



I Like Myself! \$4.99



One Crazy Summer \$14.99



Out of My Mind \$14.99

# Reading Eggs

<http://readingeggs.co.uk/>



How Reading Eggs and Reading Eggspress can work for your child!



**3-4 Years**

**First Steps**

The playroom is perfect for getting 3 and 4 year olds started.

**5 Years**

**Ready for School**

Your child can build on the reading skills they have been introduced to at school.

**6-7 Years**

**Fun Practice Makes Perfect**

Your child can take a simple placement test that will ensure they start at a suitable level.

**7-13 Years**



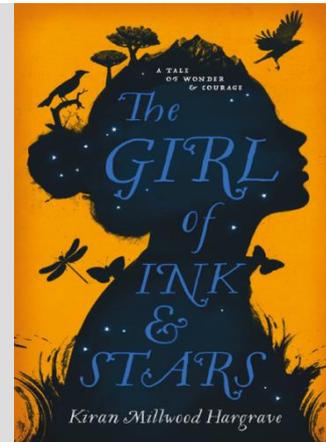
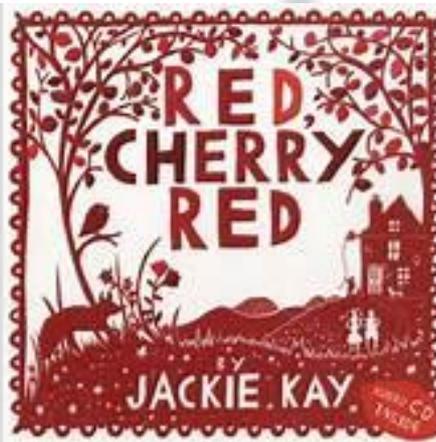
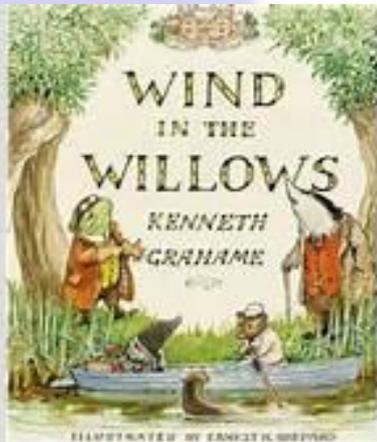
**Continue the Reading Journey**

Packed full of hundreds of great online activities & games, Reading Eggspress is a great way for your child to continue developing their reading skills.

# Share more advanced books with your child

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 the hearing texts read aloud is a significant source of vocabulary acquisition.

Use audio books/ Amazon Audible.



# Focus on language

**Table 1**

*Selected Statistics for Major Sources  
of Spoken and Written Language  
(Sample Means)*

	Rank of Median Word	Rare Words per 1000
I. Printed texts		
Abstracts of scientific articles	4389	128.0
Newspapers	1690	68.3
Popular magazines	1399	65.7
Adult books	1058	52.7
Comic books	867	53.5
Children's books	627	30.9
Preschool books	578	16.3
II. Television texts		
Popular prime-time adult shows	490	22.7
Popular prime-time children's shows	543	20.2
Cartoon shows	598	30.8
<i>Mr. Rogers and Sesame Street</i>	413	2.0
III. Adult speech		
Expert witness testimony	1008	28.4
College graduates to friends, spouses	496	17.3

*Adapted from Hayes and Ahrens (1988).*

Due to the lexical poverty 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.

When children are reading independently and with fluency, written text is the primary source of encountering new words (70% of English words are polysemic).

Importance of **vocabulary instruction**

**breath**

(number of  
words)

**depth** of

understanding

Indicates the level of  
reading comprehension

# 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 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.

# Reading at home with your child

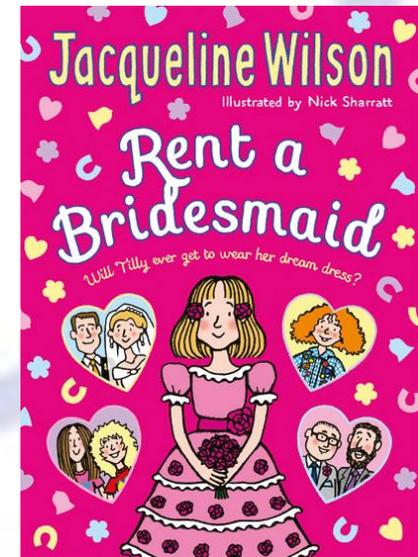
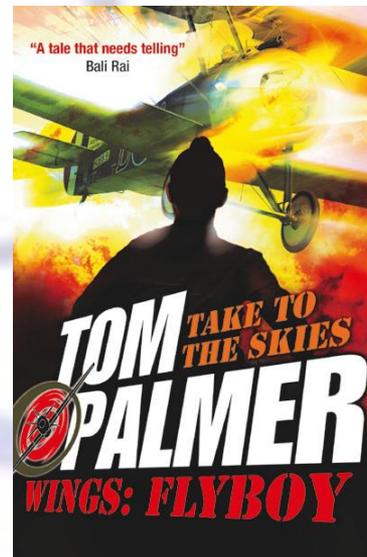
Top tips – before, during and after reading:

Remember, try to avoid a pressurised environment around reading. The following ideas might be helpful in understanding what we do in school and the skills involved in reading, but the most important thing is to develop an enjoyment of reading. We can teach reading skills in school. We want your support in encouraging independent reading and in engaging in your child's reading.

- **Try to build this into your daily routine.**
- **Have a quiet, comfortable space your child (and you) can read in.**
- **Read with your child and read in front of your child.**

# 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.



# During Reading

- Encourage children to track the words with their finger or use a reading ruler.
- Help the children to *decode* (read) the words and ask them about the meaning of more challenging words.
- Ask children about the content of what they have read – who, what, where, when, why, how?



# Decoding

## Reading Strategies

To decode difficult words I can



Cut the word into syllables.  
E.g. "en - joy - able"



Sound it out.



E.g.



Cover up the word and keep reading.  
Then, go back and work out what it  
could be.



Use the pictures to help me.



Look at the first letter for a clue.

cup of t

It was a **complicated addition**. He **could** not add the numbers together.

$$278 + 12.68 = ?$$

Always use your own **parental judgement**. If your child is tired or feeling unconfident, shift the balance of reading more towards you...

# Reading for meaning

## Reading Strategies

To understand words I can



'Kung Fu Panda' the word!  
Spot a word inside a word to help.  
E.g. "enjoyable" – joy – happiness



Cover up the word and keep reading.  
Work out what it could be.



Use the pictures to help me.



If it has a CL we don't need to  
know what it means, because it is  
a name.

Next to his house was  
**wasteland.**

Suddenly, he spotted the  
**glint** of silver and gold.  
The **arrogant** Prince was  
rude to everyone.

The meeting in **Kyoto**  
lasted all day.

# After Reading

## KS2 assessment foci

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 our learning objectives in Year 3 - 6

# 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** using their magic finger.



# 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.

How did Ahmed feel?

Sukie was a stubborn character. True or false?

Why did the man feel impatient?

In what way was the gang like a family?

# 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?**

# 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?'

# After Reading

If you could go into space with one person, who would you pick?

If one character was going to go on the X factor, who would it be and why?

Can you retell the story in 30 words or less?

Can you retell the story backwards?

If you were going to write a sequel, what would happen?

Who would you like to be in the text?

If you were going to give it an alternative title what would it be?

Who would your family or friends be if they were a character in the text?

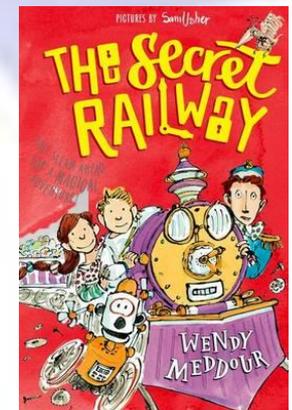
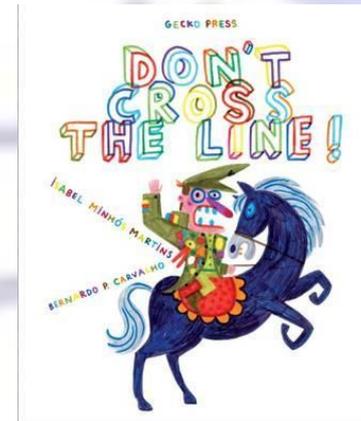
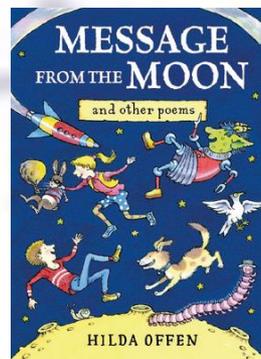
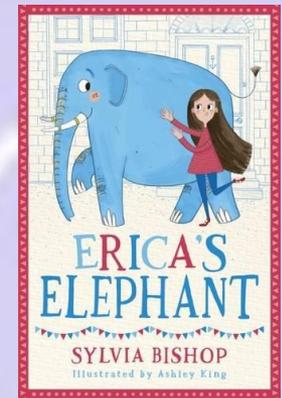
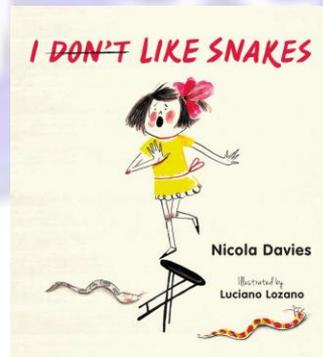
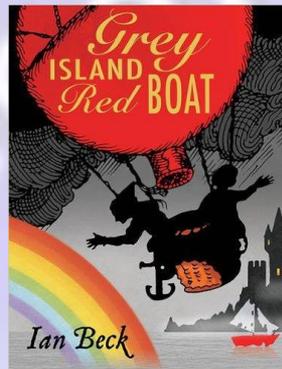
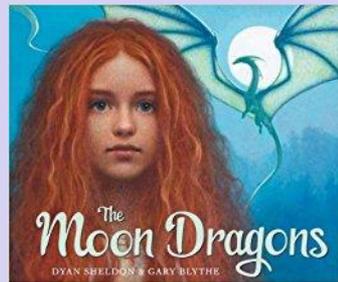
Name one similarity and one difference between this text and the last text you read.

Match these adjectives with the character they describe:

- Brave      - Stubborn
- Admirable   - Kind

Who would you recommend this text to and why?

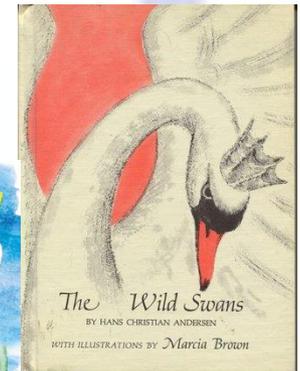
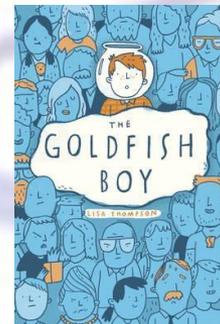
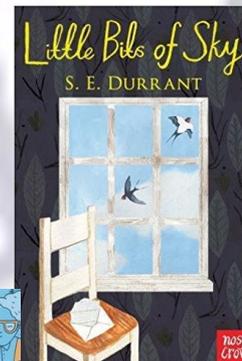
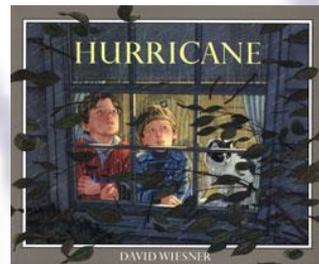
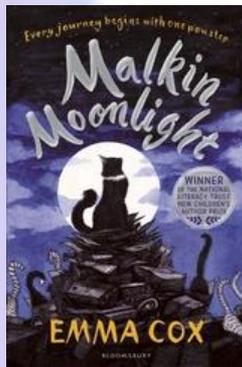
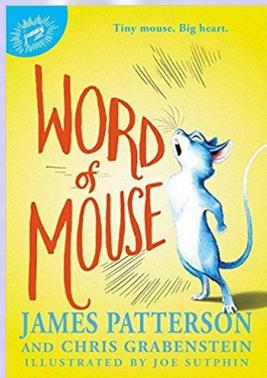
# \* Reading Gladiators \*



## • Years 2/3 and Years 4/5

- An additional and optional book challenge for pupils, aiming to increase reading for pleasure, broaden reading repertoire and engage parents and carers with their children's reading.
- 8 books chosen to take the children on a reading journey from the beginning to the end of year.
- Start with most accessible texts and work towards a more reflective read.
- Focus on high quality writing and authors that are not the 'usual suspects'.
- Emphasis on recently published books but with some familiarity.

- Each text will be briefly introduced in school with an introduction to the author (and illustrator) and a discussion around potential themes that might be included.
- You buy/borrow then read the book with your child.
- We will send home guidance about discussion topics related to the texts each month.
- At the end of each month we will hold a **reading gladiators book club** for parents, carers and pupils to attend and have a book club style discussion, facilitated by Fox Staff.



## Years 4/5

Month	Book	Book Club Date
October	Word of Mouse	Tues 17th October 3:45-4:30pm
November	Malkin Moonlight	Thurs 23rd Nov 3:45-4:30pm
December	Hurricane	Mon 18th December 3:45-4:30pm
January	Little Bits of Sky	Wed 24th January 3:45-4:30pm
February	Coming to England	Tues 27 <sup>th</sup> February 3:45-4:30pm
March	Wild Swans	Tues 27th March 3:45-4:30pm
April	The Boy, the Bird and the Coffin Maker	Thurs 3rd May 3:45-4:30pm
May	The Goldfish Boy	Wed 6th June 3:45-4:30pm

## Years 2/3

Month	Book	Book Club Date
October	The Moon Dragons	Mon 16 <sup>th</sup> October 3:45-4:30pm
November	Grey Island Red Boat	Wed 22 <sup>nd</sup> November 3:45-4:30pm
December	I (Don't) Like Snakes	Thur 14 <sup>th</sup> December 3:45-4:30pm
January	Ossiri and the Bala Mengro	Tues 23 <sup>rd</sup> January 3:45-4:30pm
February	Message From the Moon	Mon 26 <sup>th</sup> February 3:45-4:30pm
March	The Secret Railway	Wed 28 <sup>th</sup> March 3:45-4:30pm
April	Don't Cross the Line	Tues 1 <sup>st</sup> May 3:45-4:30pm
May	Erica's Elephant	Thurs 7 <sup>th</sup> June 3:45-4:30pm



# Celebrate success!



You can always come and speak to your class teacher about your child's Literacy progress.

If you have any questions, you can email:

[Clare.parsons@foxprimary.co.uk](mailto:Clare.parsons@foxprimary.co.uk)

[Emma.madden@foxprimary.co.uk](mailto:Emma.madden@foxprimary.co.uk)

# Remember..

- Encourage a love of reading – use libraries, audio books, book shops (Daunt Books, Tales on Moon Lane), use iPads and the internet (e.g. Newsround website, National Geographic Kids, First News, Phoenix comics)
- Encourage children to read... anything(!) and ideally a range of genres and authors
- Read higher level texts aloud to children
- Enthuse (or get someone else to enthuse!) about particular authors and genres
- Use audio books.

# What are you going to do as a result of this workshop?

- Please take a moment to consider any key points you will take away from this workshop.
- Please share this, if you are happy to, with the person next to you.
- When you get home, can you share your learning from this session with any other adults who read with your child?
- The sooner you implement something you have learned today, the sooner it might become routine!!