

Otford Primary School
Parent Reading Workshop

2nd March 2020

[https://www.youtube.com
/watch?v=wfyxKKYzugM](https://www.youtube.com/watch?v=wfyxKKYzugM)

Aims of the Workshop

- Reading expectations for the end of Key Stage 2 (end of Year 6)
- Reading at home – why it is important and how you can support your child
- Reading comprehension skills – what we use in school and how you can use the same skills at home

End of Key Stage 2 Reading Expectations

What are the expectations for my child at the end of Key Stage 2?

Children sit a SATS Reading paper at the end of Key Stage 2. These can be found online if you want to see the expected level of texts and questions your child will need to read.

<https://www.gov.uk/government/publications/key-stage-2-tests-2019-english-reading-test-materials>



2018 national curriculum tests

Key stage 2

English reading

Reading answer booklet

First name						
Middle name						
Last name						
Date of birth	Day		Month		Year	
School name						
DfE number						

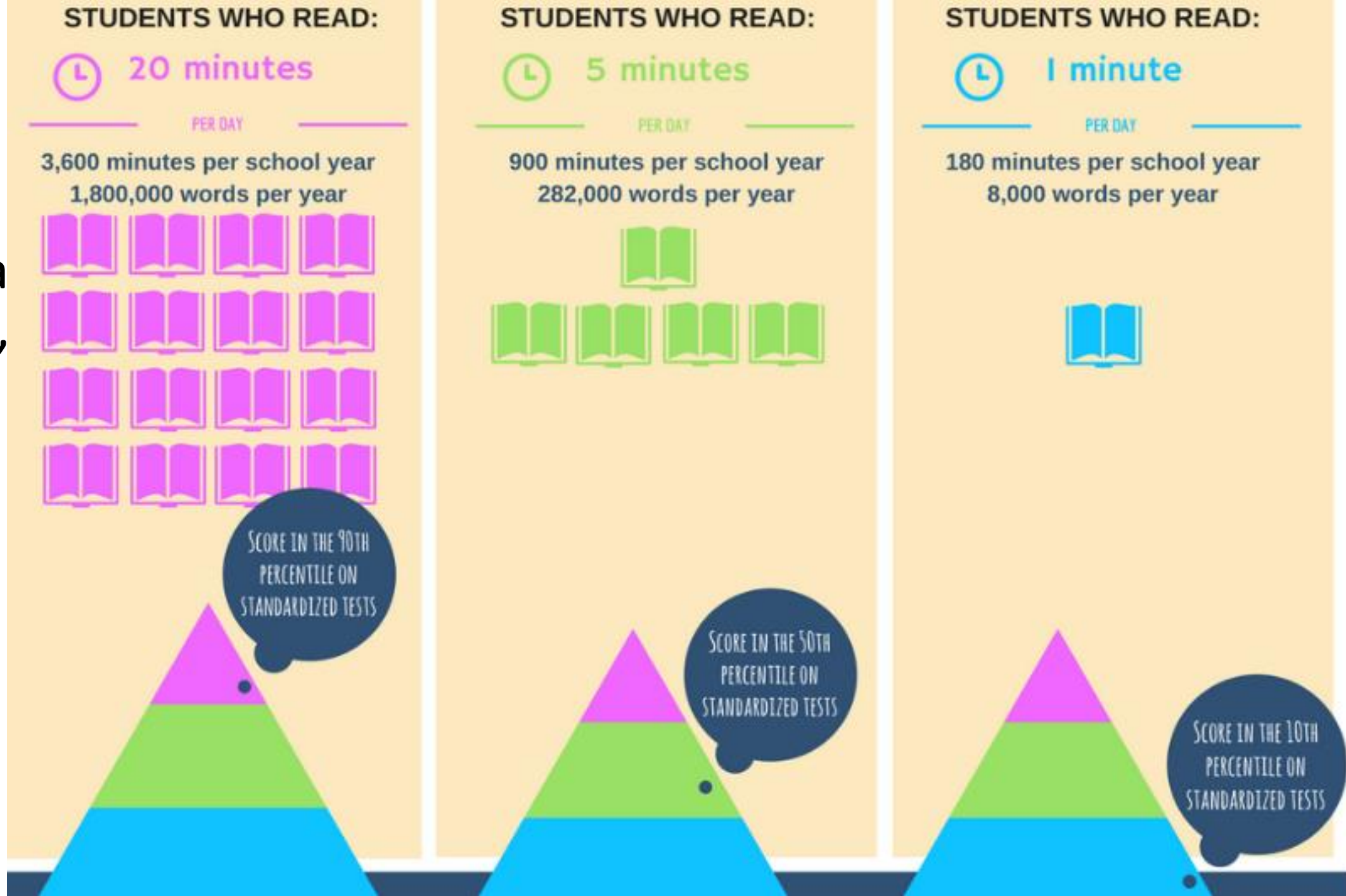
Reading at Home

Is my child reading a book that gives them the right level of challenge?

There are recommended reading lists for each year group on the class pages of the school website – scroll to the bottom!

Children should be reading for 20 minutes a day at home, every day!

Does 20 minutes of reading a day *really* make a difference?



How can I build effective home reading habits?

1

Let your child see you reading!

Have magazines and books in your home.

2

Help your child find appropriate word & reading games on the computer.

Keep a dictionary on hand. Help your child look up new words they read or hear.

3

Read mysteries with your child and try to figure out the clues together.

4

Movie version coming out?

Read the book together first, then talk about which you each liked better.

5

Set aside a time and place for your child to read -

like a comfy chair and a reading light in a quiet place

6

Visit your public library regularly.

Look for and read together the books that were your favorites when you were a kid.

7

Encourage your child to write -

letters, thank you notes, emails, journals, lists, stories about their own trips, events, and daily life

8

Ask your child to draw a comic strip about what happens in the story.

Provide word searches, crossword and other word games and puzzles, or help your child make his/her own

Do I still need to read aloud to my child?

Reading aloud helps children to spend less brain energy on decoding the words, and more energy on understanding the story.

This is really helpful for children who struggle to 'get into' a story.

<https://www.youtube.com/watch?v=ZBuT2wdYtpM>



How can I encourage my child to read books by different authors?

Lovereading4kids.co.uk

Great for reluctant readers to try a first chapter of a book to see if they get hooked!

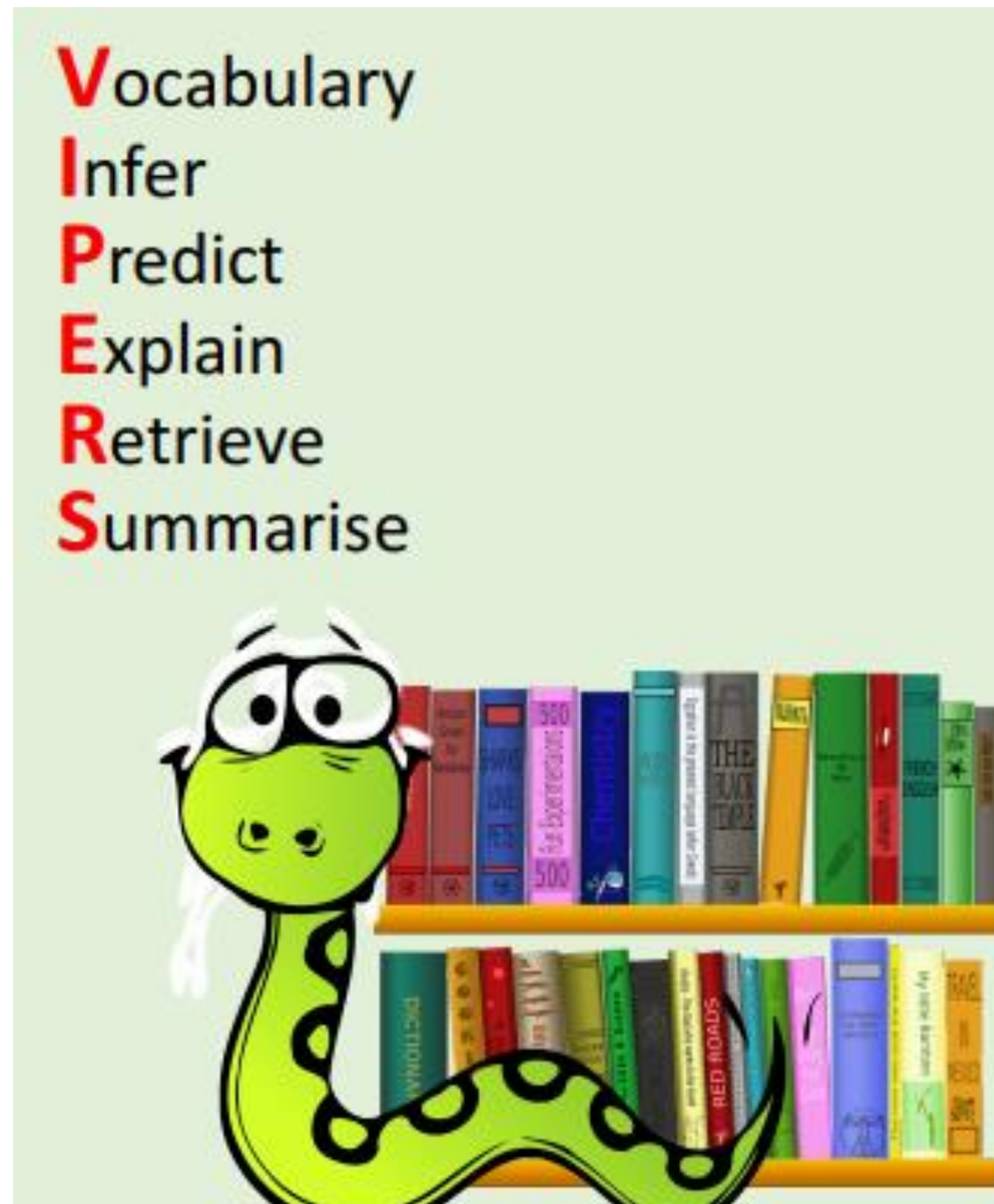


- Register for free
- Read the first chapter of a wide range of books for free!
- Browse books by age range
- Browse books by genres
- Recommended book lists of newly published books

Reading Comprehension

How can I help my child understand what they are reading?

Reading lessons at Otford are based on developing comprehension skills focused on each of the VIPERS areas. You can support this at home by asking your own VIPERS questions!

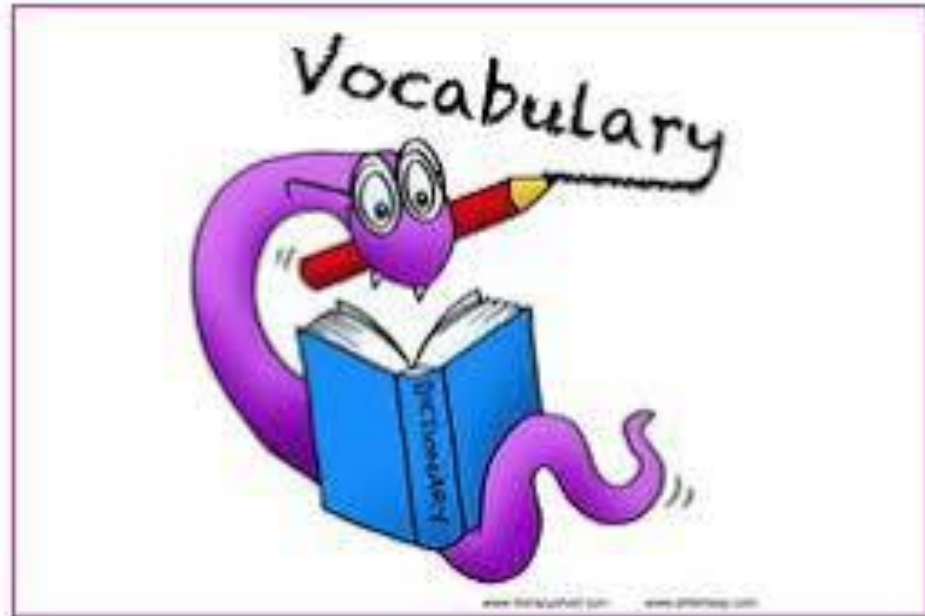


Vocabulary

Find and explain the meaning of words in context

Example questions

- What do the words and suggest about the character, setting and mood?
- Which word tells you that....?
- Which keyword tells you about the character/setting/mood?
- Find one word in the text which means.....
- Find and highlight the word that is closest in meaning to.....
- Find a word or phrase which shows/suggests that.....



Infer

Make and justify inferences using evidence from the text.

Example questions

- Find and copy a group of words which show that...
- How do these words make the reader feel? How does this paragraph suggest this?
- How do the descriptions of show that they are
- How can you tell that.....
- What impression of do you get from these paragraphs?
- What voice might these characters use?
- What was thinking when.....
- Who is telling the story?





Predict

Predict what might happen from the details given and implied.

Example questions

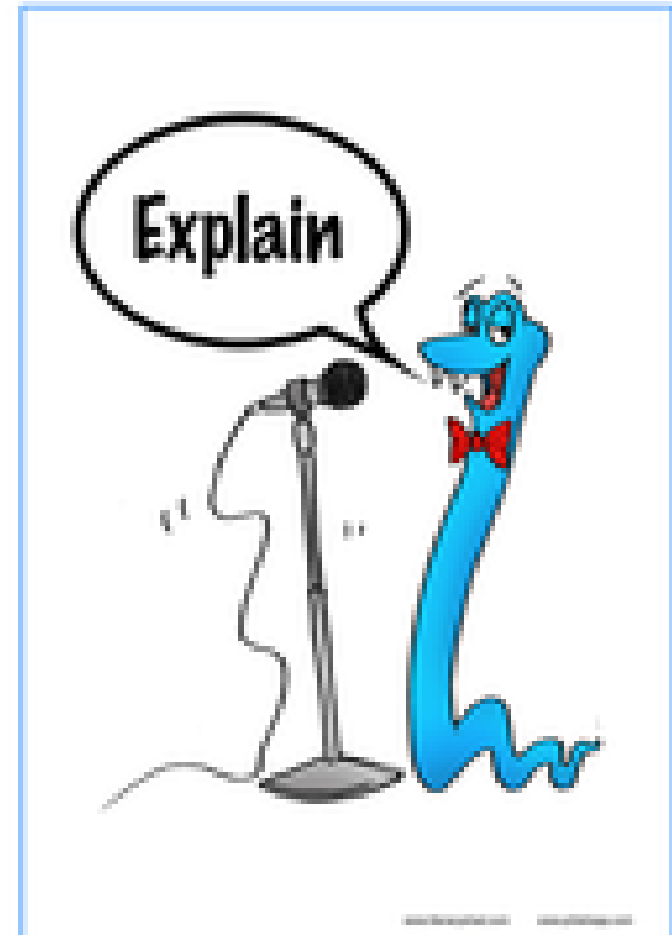
- From the cover what do you think this text is going to be about?
- What is happening now? What happened before this? What will happen after?
- What does this paragraph suggest will happen next? What makes you think this?
- Do you think the choice of setting will influence how the plot develops?
- Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.

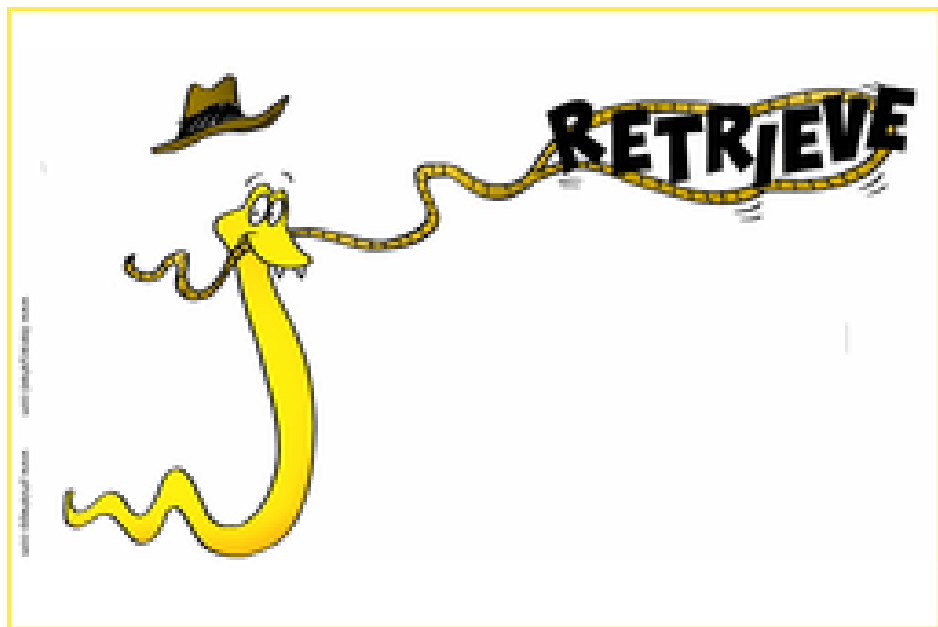
Explain

- Explain how content is related and contributes to the meaning as a whole.
- Explain how meaning is enhanced through choice of language.
- Explain the themes and patterns that develop across the text.
- Explain how information contributes to the overall experience.

Example questions

- Why is the text arranged in this way?
- What structures has the author used?
- What is the purpose of this text feature?
- Is the use of effective?
- The mood of the character changes throughout the text.
Find and copy the phrases which show this.
- What is the author's point of view?
- What affect does have on the audience?
- How does the author engage the reader here?
- Which words and phrases did effectively?
- Which section was the most interesting/exciting part?





Retrieve

Retrieve and record information and identify key details from fiction and non-fiction.

Example questions

- How would you describe this story/text? What genre is it? How do you know?
- How did...?
- How often...?
- Who had...? Who is...? Who did....?
- What happened to...?
- What does.... do?
- How is?
- What can you learn from from this section?
- Give one example of.....
- The story is told from whose perspective?

Summarise

Summarise the main ideas from more than one paragraph

Example questions

- Can you number these events 1-5 in the order that they happened?
- What happened after
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapter headings come in the story?



Vocabulary: Can you spot a word that means 'enemy'?

Inference: What makes Jack different from other children?

Prediction: The title is 'Grandpa's Great Escape'. What do you think might happen in the story?

Explanation: Why do you think the author said the planes were Jack's 'prized collection' rather than 'his box of planes'?

Retrieval: What are Jack's favourite planes?

Summarise: What order does Jack list the planes in?

Jack was a child who was happiest alone in his bedroom. A naturally shy boy, he didn't have many friends. Instead of spending his days playing football in the park with all the other kids from school, he would stay inside assembling his prized collection of model aeroplanes. His favourites were from World War II – the Lancaster bomber, the Hurricane and of course his grandfather's old plane, the now legendary Spitfire. On the Nazi side, he had models of the Dornier bomber, the Junkers and the Spitfire's deadly nemesis, the Messerschmitt.

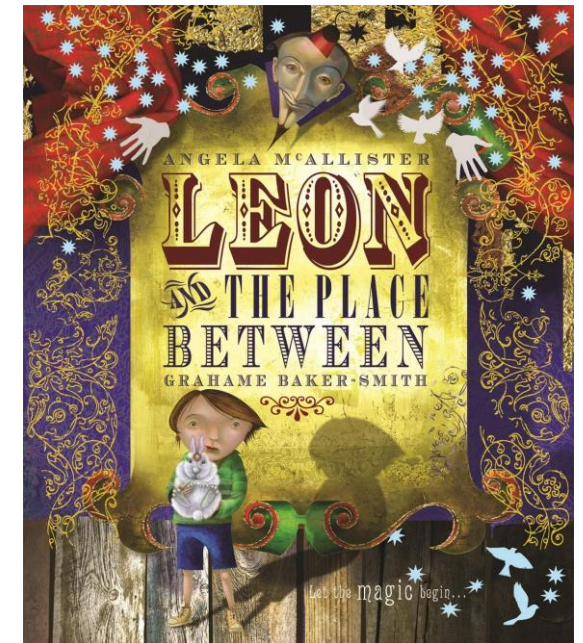
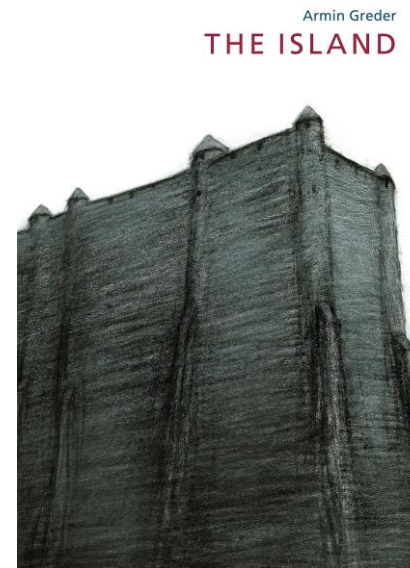
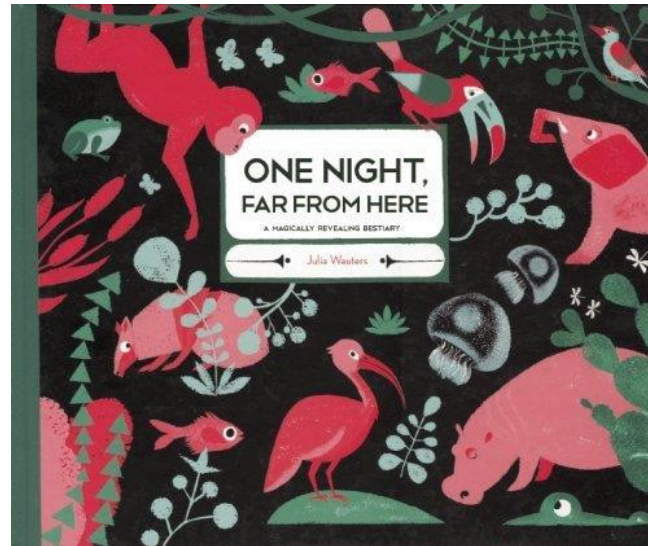
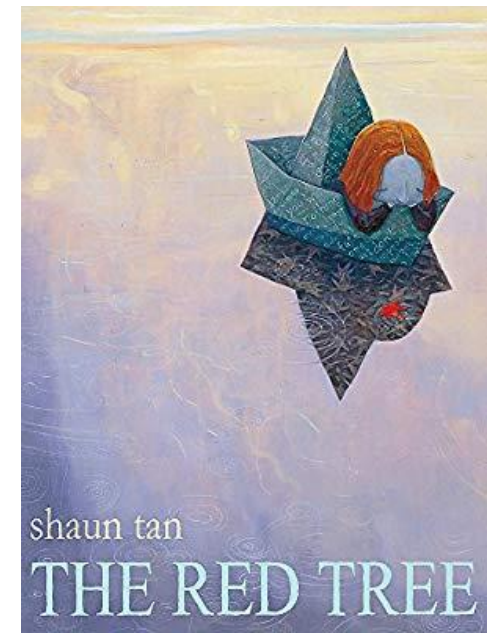
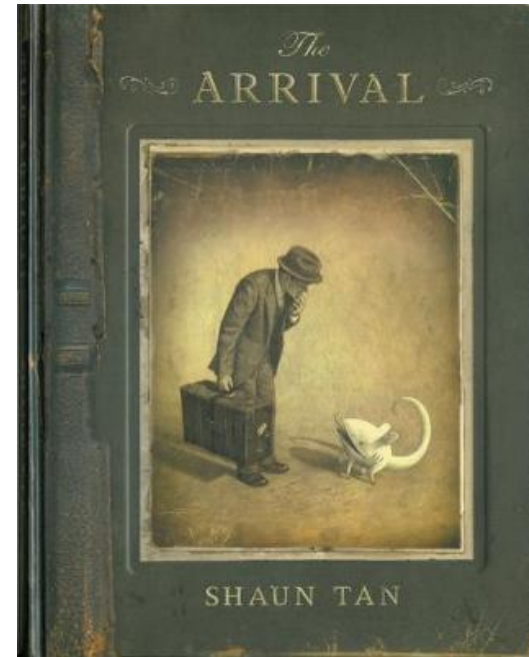
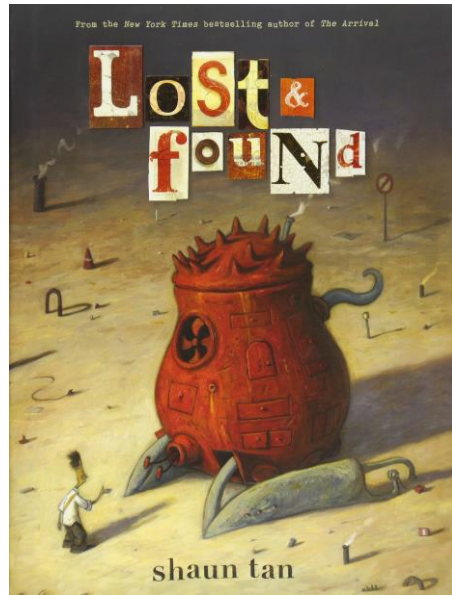


Have a go!
Can you
create
VIPERS
reading
questions
using this
extract?

With great care Jack would paint his model planes, then fix them to the ceiling with fishing wire. Suspended in the air, they looked like they were in the middle of a dramatic dogfight. At night, he would stare up at them from his bunk bed and drift off to sleep dreaming he was an RAF flying ace, just like his grandfather once was. The boy kept a picture of Grandpa by his bed. He was a young man in the old black and white photograph. It was taken sometime in 1940 at the height of the Battle of Britain. Grandpa was standing proudly in his RAF uniform.

“If you’re not a reader already, start reading something!”

Here are some great examples of ‘picture books’ aimed at Key Stage 2 readers – great for stimulating the imagination and developing an understanding of different stories with less text to decode.



Have a go!
Can you
create
VIPERS
reading
questions
using this
picture?



Success doesn't
come from what you do
occasionally, but what you
do consistently.

