

Reading in Key Stage 2- Information for Parents



Reading is an essential skill to enrich your children's learning experiences across our curriculum and is the gateway to their learning; at Webheath, we learn to read - we read to learn. Instilling a 'love of reading' and adopting positive attitudes towards text not only has direct impact on their progress and attainment, it also has huge benefits to children's social and emotional wellbeing.

What we do in Key Stage 2

Accelerated Reader

AR is a computer-based reading program that helps teachers manage and monitor children's independent reading practice. Your child picks a book within his/her own ZPD range and reads it at his/her own pace and we allocate at least 15 minutes a day to reading their book. When finished, your child takes a short quiz on the computer – this helps to hone in on his/her reading skills and give an indication that your child has understood what has been read. AR gives both children and teachers feedback on the children's understanding and reading habits which the teacher then uses to help the children set targets and ongoing reading practice to ensure personal growth.

Book Choice and Quizzes

Children using AR have a free choice of the books they read, rather than having one assigned to them. This makes reading a much more enjoyable experience as they feel in control and can choose books that are interesting to them. Staff in school will sometimes help your child choose books that are at an appropriate reading level. Books within their ZPD range will be challenging without being frustrating and will also be at a level at which your child can pass the quiz and experience success.

If your child does not do well on the quiz, the teacher may assist him/her by:

- Helping choose another book that is more appropriate
- Asking more probing questions as your child reads and before he/she takes a quiz
- Pairing your child with another pupil or even having the book read to your child. In most cases, children really enjoy taking the quizzes.

Since they are reading books at their own reading and interest levels, they are likely to be successful. This is satisfying for most children. Best of all they learn and grow at their own pace.

If there is a book that is not on the Accelerated Reader system or there is a book that sits outside their ZPD range and they would really like to read it, we will not

Stop Quiz

Diary of a Wimpy Kid

James Phillips

Sample Question 4 of 10

Why was Rowley stopped from watching TV for a week?

A for using his dad's computer without permission to play games

B for skipping school to go to the arcade with Greg

C for setting up a haunted house in the basement with Greg

D for helping Greg hide Manny's plastic potty

A typical question your child might encounter during their quiz.

How is my child's ZPD range determined?

STAR Reading is the supporting computer-based reading assessment program to Accelerated Reader and uses computer-adaptive technology. Questions continually adjust to your child's responses. If the child's response is correct, the difficulty level is increased. If the child cannot answer a question or answers incorrectly, the difficulty level is reduced. The test uses multiple-choice questions and takes approximately 10 minutes. The assessment tool will then provide the teacher with a ZPD range for your child.

Is Accelerated Reader used to assess my child's reading?

NO. Accelerated Reader is an additional tool to engage children and support teacher's assessment. Teachers assess reading through reading tasks in English lessons.

Teaching Reading in School

In KS2, children have explicit teaching of reading skills in Core English lessons which focuses on fluency, comprehension and inference and authors choice for impact through access to high quality text. This is organised through group, shared or independent tasks. In addition, our writing is based on a core text which ensures the link between reading as a writer and writing as a reader is embedded.

What can I do to support my child's reading?

In Key Stage 2, your child may now be a fluent reader and have greater independence; however, it is still important to hear them read aloud regularly. In Key Stage 2 we encourage all our parents/carers to hear their children read at least three/four times a week.

By continuing to actively share your child's reading you are giving it status and importance. Although your child is probably well beyond the 'sounding out stage' they still need your support to continue to develop fluency, enjoyment and increase their understanding of more challenging texts.

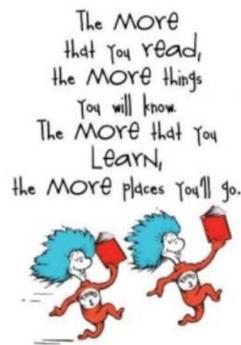
It's valuable to create a culture of reading in your household by reading with your child, starting a home library, visiting your local library or bookshop on a regular basis and by letting your child see you reading. When reading with your child stop and ask questions to be sure your child comprehends what they have read and in general make a habit of discussing books that each of you has read.

In reading for pleasure, the material should offer a level of challenge; this may mean that sometimes they do not fully understand all that they are reading. This is where your child will benefit from your support. This support could be:

Oxford Reading Owl

Oxford Reading Owl is a resource Webheath subscribes to. This site offers a large range of ebooks and resources for your child to discover. Your child should have received a username and password to login to access these; if there are any queries regarding our child's login details, please contact your child's class teacher where they will be happy to help. The login page to Oxford Reading Owl can be accessed following this link:

[Oxford Owl for School and Home](#)



This support could include:

- Allocate a times throughout the week to hear your child read.
- Find a quiet place to share books where you can be comfortable.
- Ask questions which encourage your child to give their own opinions for example, Do you agree with this/the author's opinion? How do you feel about this topic? Why? What do you think about/is your opinion of...? Can you support your view with evidence from the text?
- Encourage your child to read a range of texts such as newspapers, comics, poetry, non-fiction, etc.
- Share a book with your child. This may involve you reading to them or reading and talking together about the book.
- Sharing reading aloud as you can model pace, expression and fluency for your child.
- Make a note in your child's reading record of any difficulty they are having to inform the teacher.
- Encourage children to read a series of books from a favourite author or books on topics of interests especially to keep reluctant readers interested and reading.
- Stopping at a cliff hanger when reading aloud. The best place to stop a reading aloud session is at a cliff hanger in the story. Leaving your child with a bit of suspense should keep them eager for the next reading session so that they can find out what happens next.
- Play word games.
- When looking for information in print or on-screen, encourage them to scan ahead and think about how helpful the text is, whether it is a biased or reliable source.

Talking to your child about their book

One of the most valuable strategies to support your child is to talk about books and what they are reading. Not only do discussions and questions allow you to quickly and easily check your child's comprehension of the story, but it helps to keep them active and involved even when they are not reading. When your child is reading aloud, encourage him or her to ask you questions just as you do them. The questions they ask can be revealing about their comprehension as well, and if nothing else most children enjoy taking on the role that their parent usually plays. Below is a table with some suitable questions appropriate for Key Stage 2 children.

Fiction	<ul style="list-style-type: none"> • Who was the character that...? • Show me in the text where you found...? • What is happening at this point/in this part of the story? • Find one/two things that the main character did in this part of the story.
	<ul style="list-style-type: none"> • Why was...important in this story? • Tell me/write about what sort of character/person... was from the things they did/said in the story. • What do you think...thoughts were at this point in the story/play? Use the text to help you think through your answer. • If you were going to interview one of the characters, which questions would you ask and why? • How did one of the characters change their ideas/ attitudes during the story/play? What was it that brought about this change? • What do you think would have happened if...? • Tell me about one important event that happened that could not be left out. Why is it so important? • If...had not done..., how might this have changed other events in the story?
	<ul style="list-style-type: none"> • How has the author organised the writing? • Why does the author begin a new paragraph here? • What is/are the main event(s) that happen(s) in this/ each paragraph?
	<ul style="list-style-type: none"> • How has the author used words/phrases to make this character funny/sad/adventurous/clever/frightening/ excited/disappointed, etc? • Which part of the story best describes the setting/ characters/action? • Which words and/or phrases do this? Find and copy some words or phrases that show us that this character is special/helpful/adventurous/ unsure/worried, etc.
	<ul style="list-style-type: none"> • How did the story make you feel? Why did it make you feel like this? • Why do you think the author chose this particular setting for this story? • How has the author started this in an interesting way. • How does this make the reader want to read on?
Non-Fiction	<ul style="list-style-type: none"> • Where can you find an important piece of information about ...? • Find two pieces of information that tell you about ...? • What does this part of the text tell us about? • Which part of the text tells us about ...? • How does this text layout help the reader? • How does (a diagram/picture/caption) help you to understand the information on this/these pages? • What is the purpose of the list/diagram/caption/ sub-headings in this text? • Find something that is not a fact but the author's opinion.

Helpful web links:

www.lovereading4kids.co.uk

[BookTrust: Getting children reading | BookTrust](#)

[English Reading for Pleasure lessons for Key Stage 2 students - Oak National Academy \(thenational.academy\)](#)

