



# Our Aim

- At Heronsgate Primary School, we value reading as an essential life skill that empowers children to achieve their full potential.
- We want to support our parents to understand the role of reading in our curriculum at school
- We want to help parents develop strategies to support your child's reading journey whilst at school.

# Why read?

*Why is it important that children continue to develop their enjoyment of reading in KS2?*

- Sharing books and stories with your child is fun!
- It is a great way to build special memories and moments with your child.
- Reading for pleasure has positive social and emotional consequences.
- Reading helps develop empathy, language, vocabulary and imagination!
- Reading helps to improve at school in English, maths, science and other many other subjects.
- It builds confidence and communication.



# What should we read?

*You can read anything!*

- You can try out a range of *novels, non-fiction, graphic novels, poems, newspapers, magazines and picture books*.
- You can read the same book over and over again. Familiar books are comforting and build confidence.
- Read a range of fiction texts from different **genres** and **authors**.
- Find new books from the **school library** or your **local library**.
- Read books online on Sora with your child's school login. Sora also has a range of **audiobooks** to listen to.
- Consider swapping books with friends once their finished.

# Useful Websites

*A starting point to help you find books to enjoy with your child.*

- <https://www.booktrust.org.uk/books-and-reading>  
Provides book lists to help you find something new to read.
- <https://www.lovereadings4kids.co.uk/browse-by-age> Book lists by age.
- <https://yotocarnegies.co.uk/> The UK's oldest children's book awards. There are lots of new exciting books on their lists.
- <https://www.bbc.co.uk/newsround> Online news articles for children.

# When does reading happen in school?

## ➤ English lessons

- based on a high quality book that is studied for 2-6 weeks

- 1 hour every day

## ➤ 1:1 reading

## ➤ Reading across the curriculum

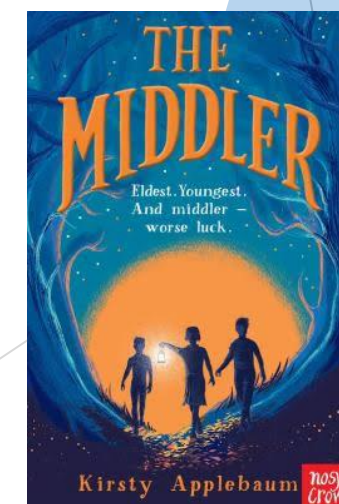
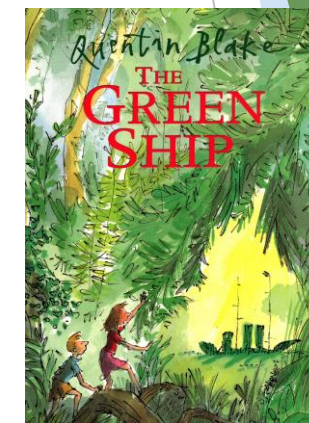
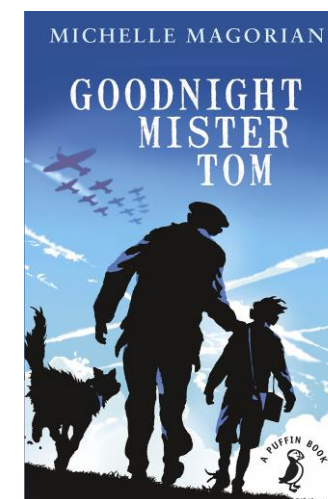
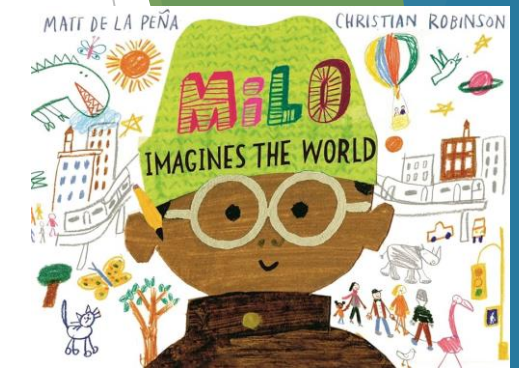
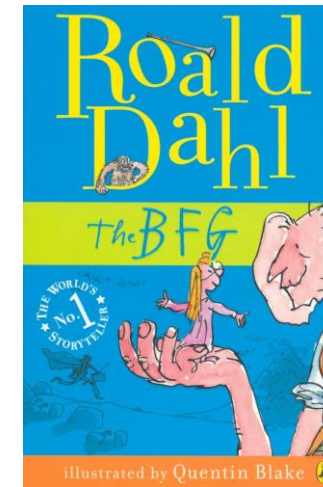
## ➤ Reading sessions

- 30 minutes every day

Reading and understanding the text

Speaking and listening, drama activities

Writing based on the book



# When can you read?

*Share stories whenever you can find the time.*

- Reading for just 15 minutes everyday with your child can make a huge difference.
- Take a book with you so you always have a story to share: on the bus, on the train or if you are waiting in a queue together.
- When you are outside, take time to notice what's around you. Make up stories about what you can see!
- Integrate reading into daily activities: reading recipes together, exploring informational texts during family outings etc.
- Bedtime is a perfect time to read together. It helps create a routine and can make going to bed something your child looks forward to.

# How?

*Create a quiet, cosy space without distraction.*

- Turn off televisions, radios, computers and tablets (unless you're using one to read!)
- Make it somewhere comfortable with good lighting where your child can escape into their book.
- When reading together, be positive. Don't forget to smile. Try pulling silly faces or putting on character voices.
- Praise them and be encouraging, don't worry if they make a mistake.
- Talk about the book and ask questions...



# Reading tips

*Types of questions to ask your child when you read together.*

Questions to ask **before** reading:

*Look at the cover and read the blurb together. What do you predict it might be about?*

*Make links to other books, tv shows, films, genres or characters.*

Questions to ask **during** reading:

*What's happening in this picture?*

*How do you think the character feels?*

*What do you think is going to happen next?*

*Ask about the meaning of challenging words.*

Questions to ask **after** reading:

*Who was your favourite character? Why?*

*What do you remember about what happened?*

*Have you ever felt that way?*

*What did you like/dislike?*

*What questions do you have?*

# What if English isn't my first language?

*You don't only have to read books in English.*

Do carry on sharing stories, books and rhymes in your first language!

Your child may use English words - you can still repeat what they have said in your own language. Children love the sound of your voice and can cope with two languages.

Sharing stories is about more than learning to read. It's about building connections and spending time together.

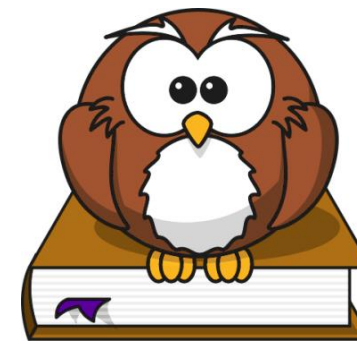
# Encouraging reluctant readers

*Be a reading role model!*

- Children naturally copy modelled behaviours. Show them how enjoyable reading can be - if you don't already, let them see you enjoying books.
- Keep reading to your child. This can encourage a love of stories which can lead to more reading later.
- Sometimes it can be a simple matter of font or the look of the page that puts children off reading - many publishers have created texts with this in mind. Look out for books that have 'dyslexia friendly' fonts like Barrington Stokes 'super readable books'.
- Find texts that are related to their interests and hobbies like sports books, biographies, graphic novels or other non-fiction.

# Our children as readers:

What do we want for our children?



To read for  
pleasure

To be able to  
choose what  
they would like  
to read for  
themselves

To be able  
to  
summarise  
what has  
been read

To read with  
understanding

To read  
with  
expression

To have reasons  
for preferences  
in what they  
read



# Reading skills in school

*These areas / skills are a key part of children's learning in KS2*

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

# SATs style questions

*These are the types of questions the children may come across relating to the key skills.*

Skill	Question stem
Vocabulary	Find and copy one word meaning... Which word most closely matches...? Find a word which suggests that...
Retrieve	Write down two / three things you are told about ... What did the character have to do in order to...? How did the character...? Using information from the text, tick one box in each row to show whether each statement is true or false.
Summarise	Number these sentences from 1 to 6 to show the order in which they appear. What is the main message / theme in this text? Summarise the key events of this story. What motivated the character to ...? What is the main message / theme of this text?
Inferences	How can you tell that...? Look at the paragraph beginning ... What impressions of ... do you get? Why did the character find it difficult to...? What evidence is there that the character felt angry / sad / disappointed...? Explain what this description suggests about ...
Predictions	Do you think the character will change her behaviour in future? Explain your choice, using evidence from the text. Is the character likely to... ? What is the likely outcome, if people continue to ...?
Explain	Choose a suitable sub-heading for the final paragraph of the text. How does the final paragraph link to the introduction? How does this alter the description of the forest? What effect do these words have on ...?

# Book banding in Key Stage 2

- Children are still learning to read and their vocabulary is still developing - they need to be exposed to **appropriately challenging** texts
- Addresses the problem of children we have noticed as a school of children taking home books which may not be challenging them appropriately
- Broadens children's vocabulary
- Personal choice still important - children will bring home a book banded book and a free choice book from their class library





# Reading Champions

*Remember to monitor your child's reading in their blue reading champions record.*

- Children earn a Reading Champions stamp each time they complete a library or book banded book at home.
- **Bronze Award:** One side of bookmark stamped
- **Silver Award:** Two sides of bookmark stamped
- **Gold Award:** Two full bookmarks stamped
- **Ruby Award:** Four full bookmarks stamped
- **Diamond Award:** Eight full bookmarks stamped - children awarded with a book







Have fun reading with your child!

