

# Reading at St Mary's

## Upper Key Stage 2 Parent's Workshop



St. Mary's  
CE Academy

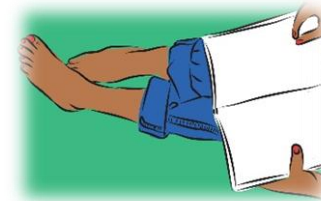


'Excellence through faith & learning'



# Why is reading so important?

OECD “Reading for Change” found that  
“Being more enthusiastic about reading and a frequent reader was more of  
an advantage, on its own, than having well-educated parents in good jobs” ●



Imagination is more important than knowledge. For while knowledge defines all we currently  
know and understand, imagination points to all we might yet discover and create. ●  
- Albert Einstein

Children who read books often at age 10 and more than once a week  
at age 16 gain higher results in maths, vocabulary and spelling tests at  
age 16 than those who read less regularly ●



Recent research by the National Literacy Trust found a link  
between reading and mental wellbeing, so sharing a bedtime story  
with your child could help to improve their emotional health. ●

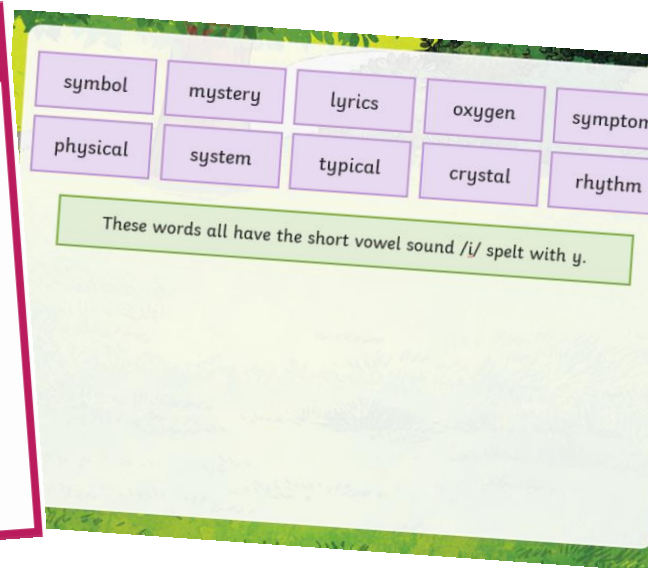
# How do we teach reading in school?

## ● Phonics and Spelling

In Key Stage One, pupils will have been taught how to read all of the graphemes in the English Language. Although they will have been taught this, it may still need reinforcing and spelling patterns will need explicit teaching.

Each week, pupils will be given ten new spellings to learn. They will be tested on these spellings and will be expected to read these words if they appear in books without sounding out the words.

Year 5 and 6 Statutory Spellings									
accommodate	category	determined	forty	marvellous	programme	soldier			
accompany	cemetery	develop	frequently	mischievous	pronunciation	stomach			
according	committee	dictionary	government	muscle	queue	sufficient			
achieve	communicate	disastrous	guarantee	necessary	recognise	suggest			
aggressive	community	embarrass	harass	neighbour	recommend	symbol			
amateur	competition	environment	hindrance	nuisance	relevant	system			
ancient	conscience	equipment	identity	occupy	restaurant	temperature			
apparent	conscious	equipped	immediate	occur	rhyme	thorough			
appreciate	controversy	especially	immediately	opportunity	rhythm	twelfth			
attached	convenience	exaggerate	individual	parliament	sacrifice	variety			
available	correspond	excellent	interfere	persuade	secretary	vegetable			
average	criticise	existence	interrupt	physical	shoulder	vehicle			
awkward	curiosity	explanation	language	prejudice	signature	yacht			
bargain	definite	familiar	leisure	privilege	sincere				
bruise	desperate	foreign	lightning	profession	sincerely				



Stick Overlay Sheet Here	Stick Overlay Sheet Here	Stick Overlay Sheet Here
symbol		
mystery		
lyrics		
oxygen		
symptom		
physical		
system		
typical		
crystal		
rhythm		

I LOVE  
READING



## ● How to support at home- Spelling Y5

### Practise!

- Look, cover, write, check
- Underline the tricky part eg. surprising, and talk about it
- “Say it silly!”- prejudice
- Speed write!
- Spelling zappers
- Practise the spellings on different days to support long-term memory



# ● How to support at home- Spelling Y6

## Practise!

At the end of Y6, writing is assessed using the KS2 Assessment Framework. Part of this framework include spelling.

To be working towards the expected level, children need to show they can spell most of the Y3/4 words and some of the Y5/6 words correctly.

To be working at the expected level, they need to show that they can spell most of the Y3/4 words and most of the Y5/6 words correctly.

This is why we focus on these spellings for our spelling tests. The tests take place every Friday and children are encouraged to use these spellings in their writing throughout the week, too, so they are using them in context.

- Work with your child on their spellings.
- Encourage them to practise them every night.
- Think of fun ways to remember spellings.
- Praise the parts that were right and focus on the small part that wasn't. Eg pronunsiation
- Encourage them to find the answer themselves using a dictionary.





# ● How do we teach reading in school?

## Whole class reading



\*The whole class take part in the lesson- they all look at the same book.

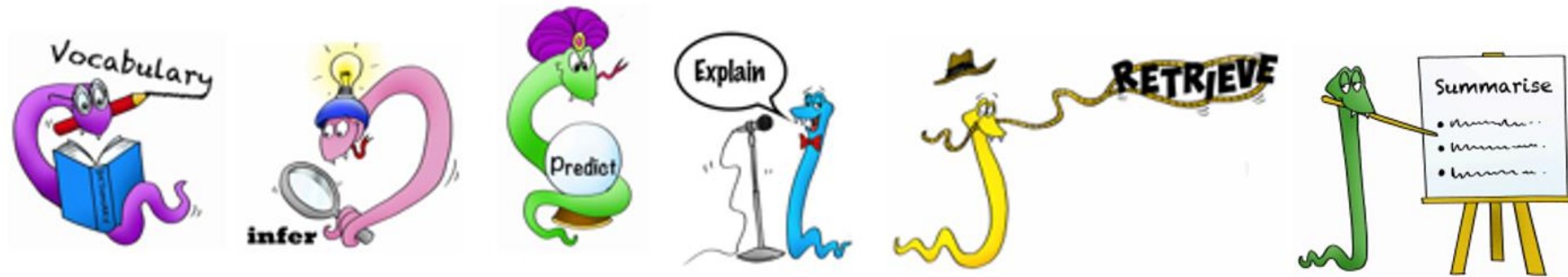
\*The teacher reads for ten minutes, modelling how to read with expression, use strategies to work out unfamiliar words and show how punctuation may change how you read aloud.

\* The child then reads. This might be out loud to the whole class, out loud all together, to a partner or silently.

\*The teacher then asks a range of questions about what has been read to check that pupils have understood the text.

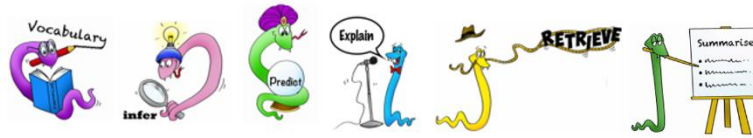


- How do we teach reading in school?  
**Comprehension**



- How do we teach reading in school?

## Comprehension



WE ASK VIPERS QUESTIONS



- How do we teach reading in school?  
**Comprehension**

V is for Vocabulary

Find and explain the meaning of words in context.

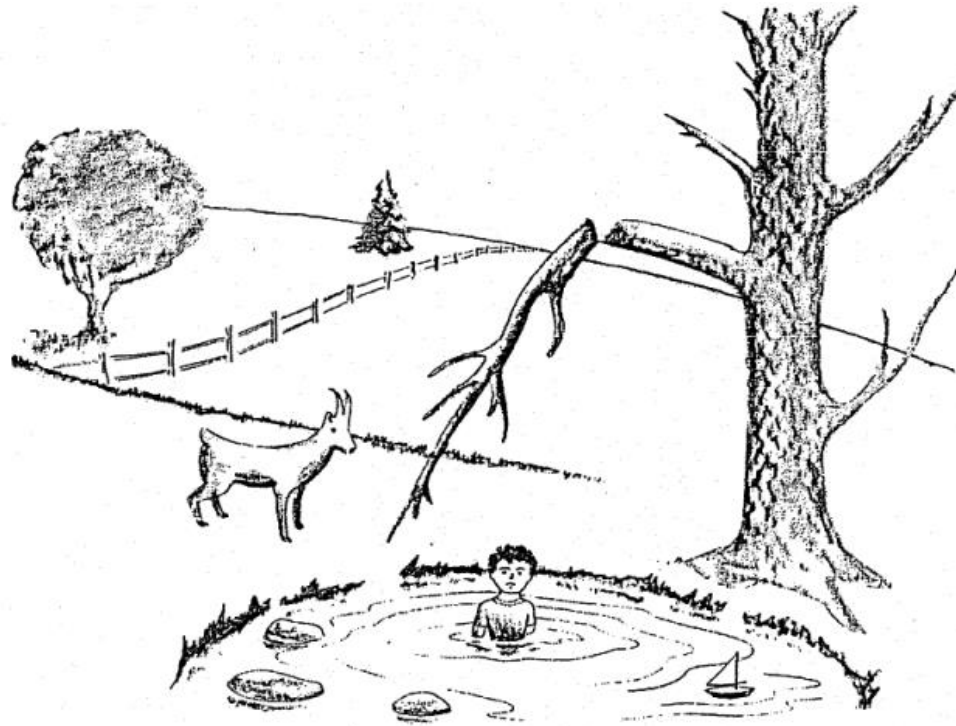


# ● How do we teach reading in school?

## Comprehension

I is for Infer

Use clues and background knowledge to build a clearer picture about what is happening in the text.



- How do we teach reading in school?  
**Comprehension**

**P** is for **P**redict

Look for clues in the text to help you to guess what will happen next.



# ● How do we teach reading in school?

## Comprehension

E is for Explain

Explain the meaning and effect of the author's language choices.



I think...

because the text says [insert evidence]

This shows/tells me that...



# ● How do we teach reading in school?

## Comprehension

R is for Retrieve  
Find and copy information from the text.



# ● How do we teach reading in school?

## Comprehension

S is for Summarise

When you explain what has happened so far in a text, but only include the most important bits of information. Keep it short and sweet!





# How to support at home

## Vocabulary

- Find one word in the text which means.....
- Find a word or phrase which shows that.....

## Infer

- How do the descriptions of ..... show that they are .....
- How can you tell that.....

## Predict

- From the cover what do you think this text is going to be about? Genre?
- What does this paragraph suggest will happen next? What makes you think this?

## Explain

- What is the purpose of this text feature?
- How does the author engage the reader here?
- Which section was the most interesting/exciting part?

## Retrieve

- How did...?
- How often...?
- Who had...? Who is...? Who did...?

## Summarise

- Can you summarise this chapter in one sentence?
- What happened after?
- Can you put these events in order?



# How to support at home- listening to your child read

## Y5

### What This Means for Parents

- Give your child access to plenty of texts on many different topics and by a wide range of authors who write in different styles, e.g. Roald Dahl, Michael Morpurgo to Anthony Horowitz.
- Encourage discussion with your child when pronouncing new words if their reasonable attempt does not sound correct.
- Broaden the vocabulary you use when speaking to your child and be prepared to clarify the meaning of a wider range of words, modelling them within sentences.
- Encourage your child to read silently to themselves but check their understanding of what they have read after doing so.
- Read difficult texts to your child and allow them the chance to listen and ask questions.



## Y6

### What This Means for Parents

- Give your child access to lots of books on many different topics and by a wide range of authors who write in different styles, e.g. Roald Dahl, Michael Morpurgo to Julia Donaldson.
- Encourage your child to ask for help with the pronunciation of new words if their reasonable attempt does not sound correct.
- Broaden the vocabulary you use when speaking to your child and be prepared to clarify the meaning of a wider range of words, modelling them within sentences.
- Encourage your child to read silently to themselves but check their understanding of what they have read after doing so.
- Encourage your child to partake in drama and theatre activities or debates outside of school.
- Read difficult texts to your child and allow them the chance to listen and ask questions.



# ● How to support at home- understanding the text Y5

Year 5 children are expected to:	To support this, you could say:
apply their knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet	Can you find a word which begins with the prefix dis-? What does the prefix anti- mean? So what could this new word mean?
maintain positive attitudes to reading and an understanding of what they have read	Did you enjoy that book? Why? What kind of text would you like to read next?
continue to read and discuss a wide range of fiction, poetry, plays, non-fiction, reference books and textbooks	What did you think about...? Shall we go and watch a play about...? Have you ever read a... poem?
read books which are structured in different ways and written for a range of purposes	Can you see any subheadings in this text? Why are they used? What organisational feature is this?
increase their familiarity with a wide range of books, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions	What type of story is this? Have you ever read a...? Let's go to the library and see if we can find a book from... What other cultures would you like to read about?

recommend books that they have read to their peers, giving reasons for their choices	Would you recommend it? Who do you think would like this book? What makes it so good?
identify and discuss themes (such as loss or heroism) and conventions (such as the use of first person in diary entries) in and across a wide range of writing	Can you see a theme running through this story? What is it? How often is it mentioned? How does this text differ to a story?
make comparisons within and across books	Is that what... said had happened too? How is... similar to...? Do they differ?
learn a wider range of poetry by heart	Can you recite...?
prepare and perform poems and plays outloud, showing an understanding through intonation, tone and volume so that meaning is clear to the audience	Would you like to try going to a local drama group? Think about your voice when you read that; how might the witch speak?
check that the book makes sense to them; discussing their understanding and exploring the meaning of new words in context	Tell me about what you've just read. Were there any words you didn't quite understand? The word... means...; In a sentence it's...

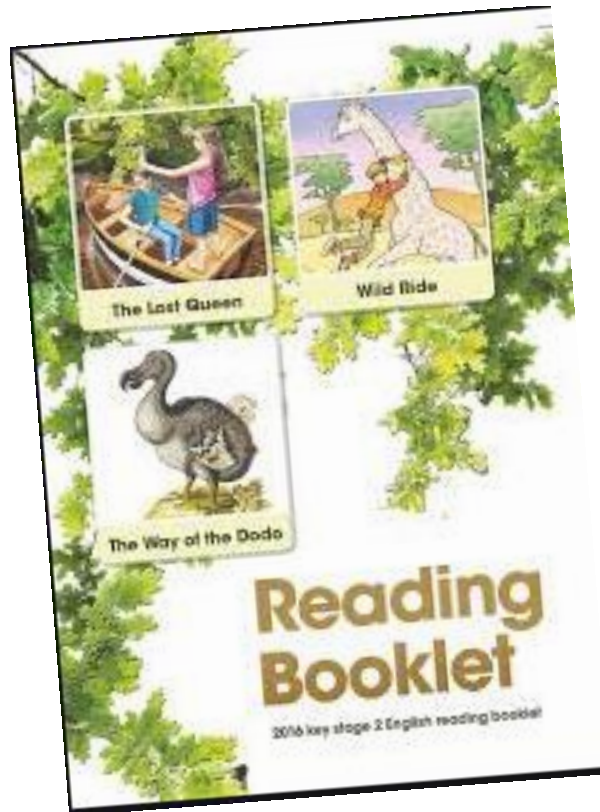
# ● How to support at home- understanding the text Y5

ask questions to improve their understanding	Is there anything you don't understand that you want to ask me about?
draw inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence	How do you think... is feeling? What makes you say that? Show me in the text. Why do you think.... acted in that way?
predict what might happen from details stated and implied	What might....? What makes you think that? Show me in the text.
summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas	What theme can we see across these paragraphs? Is anything mentioned more than once?
identify how language, structure and presentation contribute to meaning	Why is this text set out this way? How does that help you as a reader?
discuss and evaluate how authors use language, including figurative language, and consider the impact on the reader	Can you find an example of figurative language on this page? Why might the author write in this way?

distinguish between statements of fact and opinion	Do you think... is a statement of fact or an opinion? How do you know?
retrieve, record and present information from non-fiction texts	Find the part of the text about... What does... mean?
participate in discussions about books that are read to them and those they can read themselves, building on their own and others' ideas and challenging views courteously	I think that.... do you agree? Why do you agree / why not? Tell me your opinion about... I don't agree. I think that... In my opinion...
explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary	Over the holidays, I would like you to plan a presentation for me on... Can you explain to me why... is the best snack? I think... is. Let's debate it. Can you think of three reasons why...?
provide reasoned justification for their views	Why do you think that? What evidence supports that idea?



# ● How to support at home- understanding the text Y6



14 Which statement is the **best** summary for the whole of page 5?

Tick **one**.

How the giant panda first got its name. ☐

How charities raise money for giant pandas. ☐

How people are working to save giant pandas. ☐

How giant pandas' territory is changing. ☐

1 mark

15 Using information from the text, tick one box in each row to show whether each statement is a **fact** or an **opinion**.

	Fact	Opinion
Giant pandas are fascinating animals.	<input type="checkbox"/>	<input type="checkbox"/>
Giant pandas' main food in the wild is bamboo.	<input type="checkbox"/>	<input type="checkbox"/>
Giant panda cubs weigh about 150g when born.	<input type="checkbox"/>	<input type="checkbox"/>

1 mark

# ● How to support at home- understanding the text Y6

Year 6 children are expected to:	To support this, you could say:		
apply their knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet	Can you find a word which begins with the prefix dis-? What does the prefix anti- mean? So what could this new word mean?	recommend books that they have read to their peers, giving reasons for their choices	Would you recommend it? Who do you think would like this book? What makes it so good?
maintain positive attitudes to reading and an understanding of what they have read	Did you enjoy that book? Why? What kind of text would you like to read next?	identify and discuss themes (such as loss or heroism) and conventions (such as the use of first person in diary entries) in and across a wide range of writing	Can you see a theme running through this story? What is it? How often is it mentioned? How does this text differ to a story?
continue to read and discuss a wide range of fiction, poetry, plays, non-fiction, reference books and textbooks	What did you think about...? Shall we go and watch a play about...? Have you ever read a... poem?	make comparisons within and across books	Is that what... said had happened too? How is... similar to...? Do they differ?
read books which are structured in different ways and written for a range of purposes	Can you see any subheadings in this text? Why are they used? What organisational feature is this?	learn a wider range of poetry by heart	Can you recite...?
increase their familiarity with a wide range of books, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions	What type of story is this? Have you ever read a...? Let's go to the library and see if we can find a book from... What other cultures would you like to read about?	prepare and perform poems and plays outloud, showing an understanding through intonation, tone and volume so that meaning is clear to the audience	Would you like to try going to a local drama group? Think about your voice when you read that; how might the witch speak?
		check that the book makes sense to them; discussing their understanding and exploring the meaning of new words in context.	Tell me about what you've just read. Were there any words you didn't quite understand? The word... means...; In a sentence it's...



# ● How to support at home- understanding the text Y6

ask questions to improve their understanding	Is there anything you don't understand that you want to ask me about?
draw inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence	How do you think... is feeling? What makes you say that? Show me in the text. Why do you think... acted in that way?
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summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas	What theme can we see across these paragraphs? Is anything mentioned more than once?
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distinguish between statements of fact and opinion	Do you think... is a statement of fact or an opinion? How do you know?
retrieve, record and present information from non-fiction texts	Find the part of the text about... What does... mean?
participate in discussions about books that are read to them and those they can read themselves, building on their own and others' ideas and challenging views courteously	I think that... do you agree? Why do you agree / why not? Tell me your opinion about... I don't agree. I think that... In my opinion...
explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary	Over the holidays, I would like you to plan a presentation for me on... Can you explain to me why... is the best snack? I think... is. Let's debate it. Can you think of three reasons why...?
provide reasoned justification for their views	Why do you think that? What evidence supports that idea?



# How do we teach reading in school?

## Individual reading

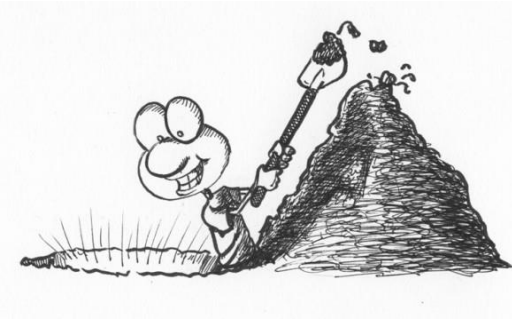
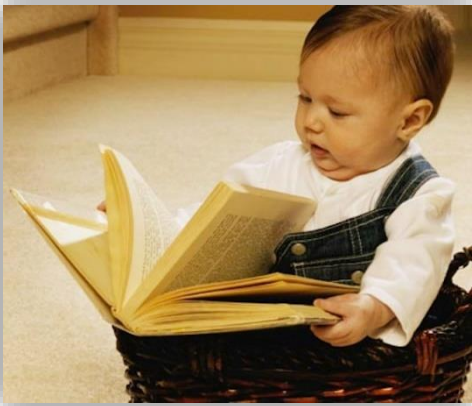
Once pupils have entered Key Stage 2, most pupils no longer read 1-1 with an adult in school.

A handful of children who are working significantly behind their peers for reading, will read with an adult several times a week or daily to help them to make progress to catch up to their classmates. You will be informed if your child is having this additional support.



## ● How to support at home- Greater Depth readers

Some children will be working above the expected level for their age in reading, we call this 'Greater Depth'. There is sometimes a temptation to move children onto more challenging texts because they can read the words, but they may not always have the maturity to understand the text. Instead we encourage 'Greater Depth' pupils to 'Dig Deeper'. This means using an age appropriate text and asking increasingly complex questions to help them to understand the text better.



# ● How to support at home- reluctant readers



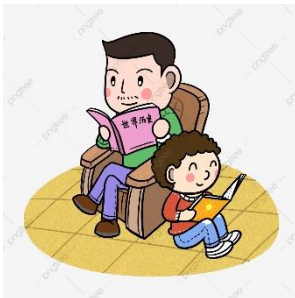
Find something they love to read!

- Something funny
- Something factual
- A series that they can 'collect'
- An audiobook/Ebook



Make reading time special

Don't put pressure on them to read every sentence perfectly



Let them see you reading for pleasure



## Brilliant Book List Y5

Essential reading for every Y5 classroom!



### Suggested Books

**Alice In Wonderland**  
by Lewis Carroll

**Awful Auntie**  
by David Walliams

**Billionaire Boy**  
by David Walliams

**Demon Dentist**  
by David Walliams

**Five Have Plenty of Fun**  
by Enid Blyton

**Grandpa's Great Escape**  
by David Walliams

**Grimm's Fairy Tales**  
by Jakob Grimm

**Hansel and Gretel**  
by Michael Morpurgo

**Harry Potter and the Philosopher's Stone**  
by J.K. Rowling

**Heroes of Olympus: The Lost Hero**  
by Rick Riordan

**Little Women**  
by Louisa May Alcott

**Mr Stink**  
by David Walliams

**My Family and Other Animals**  
by Gerald Durrell

**The Parent Agency**  
by David Baddiel

**Hetty Feather Series**  
by Jacqueline Wilson

**Percy Jackson Series**  
by Rick Riordan

**Wolf Brother**  
by Michelle Paver

**Skellig**  
by David Almond

**Time Travelling With a Hamster b**  
by Ross Welford

**There's a Boy in the Girls' Bathroom**  
by Louis Sachar

**To Be a Cat**  
by Matt Haig

### Continued

**Stuff Happens: Ned**  
by Andrew Daddo

**Stuff Happens: Fadi**  
by Scot Gardner

**Brdige to Terabithia**  
by Katherine Paterson

**The Stone Lion**  
by Margaret Wild

**Waiting for Anya**  
by Michael Morpurgo

**Room 13**  
by Robert Swindells

**Stormbreaker**  
by Anthony Horowitz

**Street Child**  
by Berlie Doherty

**The Bomber Dog**  
by Megan Rix

**The Demon Headmaster**  
by Gillian Cross

**The Magician's Elephant**  
by Kate Di Camillo

**The Scarecrow and his Servant**  
by Philip Pullman

**The Time Travelling Cat and the Egyptian Goddess**  
by Julia Jarman

**The Watertower**  
by Gary Crew

**Varjak Paw**  
by S F Said

**Why The Whales Came**  
by Michael Morpurgo

**A Monster Calls**  
by Patrick Ness

**Beowulf**  
by Michael Morpurgo

**Clockwork**  
by Philip Pullman

**Cosmic**  
by Frank Cottrell Boyce

**Darkmouth**  
by Shane Hegarty



## Brilliant Book List Y6

Essential reading for every Y6 classroom!



### Suggested Books

**Aesop's Fables**  
by Vernon Jones

**Alice's Adventures in Wonderland**  
by Lewis Carroll

**The Secret of Spiggy Holes**  
by Enid Blyton

**Wonder**  
by R J Palacio

**Goodnight Mister Tom**  
by Michelle Magorian

**Skellig**  
by David Almond

**Holes**  
by Louis Sachar

**There's a Boy in the Girls' Bathroom**  
by Louis Sachar

**Trash**  
by Andy Mulligan

**Alone on a Wide, Wide Sea**  
by Michael Morpurgo

**Boy**  
by Roald Dahl

**Augie and Me: Three Wonder Stories**  
by RJ Palacio

**300 Minutes of Danger**  
by Jack Heath

**Hatchet**  
by Gary Paulsen

**The Boy in the Striped Pyjamas**  
by John Boyne

**Gremlins**  
by Philip Reeve

**A Christmas Carol**  
by Charles Dickens

**Artemis Fowl**  
by Eoin Colfer

**Beowulf**  
by Michael Morpurgo

**Bridge to Terabithia**  
by Katherine Patterson

**Carrie's War**  
by Nina Bawden

### Continued

**Children of Winter**  
by Berlie Doherty

**Coraline**  
by Neil Gaiman

**Diary of a Young Girl: Anne Frank**  
by Anne Frank

**Diggers**  
by Terry Pratchett

**Floodland**  
by Marcus Sedgwick

**I am David**  
by Anne Holm

**I Know What You Did Last Wednesday**  
by Anthony Horowitz

**Jake's Tower**  
by Elizabeth Laird

**Journey to Jo'burg**  
by Beverley Naidoo

**Love That Dog**  
by Sharon Creech

**Northern Lights**  
by Philip Pullman

**Noughts and Crosses**  
by Malorie Blackman

**Once**  
by Morris Gleitzman

**Oranges in No Man's Land**  
by Elizabeth Laird

**Over The Line**  
by Tom Palmer

**Pig Heart Boy**  
by Malorie Blackman

**Refugee Boy**  
by Benjamin Zephaniah

**Roll of Thunder, Hear My Cry**  
by Mildred D Taylor

**Room 13**  
by Robert Swindells

**There's a Boy in the Girls' Bathroom**  
by Louis Sachar

**Tom's Midnight Garden**  
by Philippa Pearce



Any  
Questions?