

Reading in UKS2

Why read?

Upper Key Stage 2 is the time when children become independent in their choices of reading and have a deeper understanding of their personal reading preferences. This may include common themes across various genres and book types.

- 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).
- Evidence suggests that reading for pleasure is an activity that has emotional and social consequences (Clark and Rumbold, 2006).

“The more you **read**
the more **things** you know.
The more that you **learn**
the more **places** you’ll go.”
-Dr. Seuss

Guided reading in UKS2

- 2 x group sessions a week
- Books closely linked to topics
- Each session focuses around a skill
- Skills: Retrieval, Vocabulary, Inference, Sequencing, Summarising, Predicting
- Children will complete a scan activity and record the words in their reading record before answering questions around a skill

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Session: 3 Chapter:5 Caring for evacuees is a national service

Focus: Vocabulary

How do we answer vocabulary questions?



Vocabulary Victor will help you to look at how authors and poets have chosen to use certain words and phrases.

Vocabulary Victor is there to help you think about the words the author uses. He might help you to work out what the words mean, ask you to find words the author has used or give another word which means the same as one of the author's choices.

Step 1: Read the text.

Step 2: Identify the key word in the question.

Step 3: Scan to find that key word in the text.

Step 4: Read the whole sentence. Can you work out what the word might mean? Can you replace that word with another word (a synonym) and it still make sense?

Read: page 45 – earshot 47

Scan activity. Fastest finger first. PLEASE DO NOT MARK ON THE TEXT.

Find the following words. Read the sentence they are in and then discuss their meaning. Record in vocabulary section in reading records.

Eager sarcasm sniffily host earshot

Questions:

- What technique does the author use at the beginning of the chapter to show that the journey was boring?
- Which word on p45 means the same as shouted?
- What does the phrase 'hanging on every word' mean?

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Go to S

Expectations

You should aim to read with your child at least three times a week for twenty minutes or more. In addition to this, your child may also enjoy reading silently to him/herself followed by a discussion about the book.

Any time your child has read with an adult please comment and sign their reading record. This needs to be brought to school every day.

Helping your child with reading

- Encourage your child to read with expression.
- Your child should be able to read approximately 9 out of every 10 words in the book, less than this and the book may be too difficult.
- Discuss the meaning of difficult or unusual words and encourage your child to use these new words in sentences when talking to you.
- Encourage talk about favourite authors and illustrators, giving reasons for their choices.
- Try and make sure that your child reads a range of different books, not always stories.
- Give lots of praise and encouragement
- Have fun!!

Recommended reading lists

Please feel free to look at the age appropriate books on the table for ideas.

