

# Reading for pleasure Upper KS2

October 2019

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

# Reading for Pleasure

- 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).
- There is a positive link between positive attitudes towards reading and scoring well on reading assessments (Twist et al, 2007).
- Evidence suggests that reading for pleasure is an activity that has emotional and social consequences (Clark and Rumbold, 2006).
- Other benefits to reading for pleasure include: text comprehension and grammar, positive reading attitudes, pleasure in reading in later life, increased general knowledge (Clark and Rumbold, 2006)

# Reading in School

## **Guided Reading**

- Individual reading and small group discussion
- High quality texts

## **Shared Reading**

- English, whole class text

## **Independent reading**

- Supported by class teacher, students and TAs

# What do we teach & assess?

## Accuracy and Fluency

*'Fluency does not guarantee comprehension, but a lack of fluency guarantees, almost all the time, a lack of comprehension, especially with more complex titles' David Libem 2015*

- Automaticity - rapid word reading without conscious sounding out.
  - 100 wpm is required to maintain comprehensibility (proficient adult readers read at 300 wpm)
  - Frees up cognitive space for other reading skills and activities
- Accuracy - correct words per minute
  - Pacey reading is desirable but not at the expense of accuracy.
  - Errors and omission will impact on understanding
- Prosody - expressive, phrased reading
  - Links to comprehension
  - Supports deeper understanding

# What do we teach & assess?

## Comprehension at Year 5

### -Vocabulary

-Retrieving

### -Inferring

-Predicting

-Comparing

## Comprehension at Year 6

All of above +

### -Summarising

-Analysing

-Authorial Intent

To read without  
reflecting is like  
eating without  
digesting.

- EDMUND BURKE

# What can and should your children read?

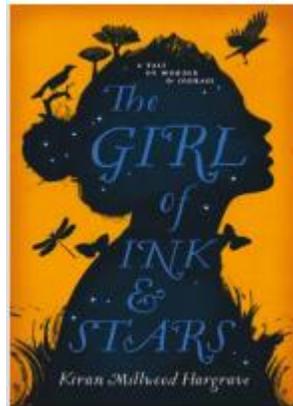
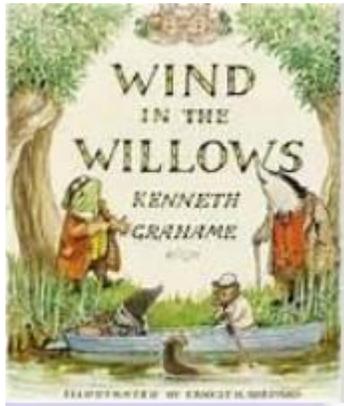
- We want all children to experience success: We aim to choose texts with children as much as possible. We aim to introduce the child to a variety of text-types and authors.
- Please use your PARENTAL judgement to ensure the support/challenge at home is at the right level.
- Provide your child with additional books to those from school as much as possible (through the local library, online/ e-books, newspapers, magazines).

# How you can help

- Read as often as you can (at least 3x per week)
- Encourage your child to read with expression
- Accuracy - 9/10 words
- Discuss what has been read
- Question - focus on inference/summarising/vocabulary
- Record in reading records what you have discussed
- Support what has been covered in Guided Reading sessions
- Try and encourage a range of authors and genres (recommended text lists available to take away and on website)
- Give praise and encouragement

# Share more advanced books with your child

- It is also important to read to your child. This is an opportunity for them to hear stories and language at a higher level than they can read alone. Research shows the hearing texts read aloud is a significant source of vocabulary acquisition.
- Use audio books/ Amazon Audible.



# Reading at home with your child

## Top tips -before, during and after reading:

Remember, try to avoid a pressurised environment around reading. The following ideas might be helpful in understanding what we do in school and the skills involved in reading, but the most important thing is to develop an enjoyment of reading. We can teach reading skills in school. We want your support in encouraging independent reading and in engaging in your child's reading.

- Try to build this into your daily routine.
- Have a quiet, comfortable space your child (and you) can read in.
- Read with your child and read in front of your child.

# KS2 Assessment

## Interim teacher assessment framework at the end of key stage 2 - reading

### Working at the expected standard

The pupil can:

- read age-appropriate books with confidence and fluency (including whole novels)
- read aloud with intonation that shows understanding
- work out the meaning of words from the context
- explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence
- predict what might happen from details stated and implied
- retrieve information from non-fiction
- summarise main ideas, identifying key details and using quotations for illustration
- evaluate how authors use language, including figurative language, considering the impact on the reader
- make comparisons within and across books.

# Growth Mindset

All readers make mistakes. This is how we learn. Encourage a growth mindset in your child by praising them for recognising their mistakes and trying to fix them.

‘This is what you said .....

Can you spot anything wrong with that?’ ‘Does that make sense?’

# Encourage a love of Reading

- Use libraries, audio books, book shops, use i-Pads and the internet (e.g. Newsround website, National Geographic Kids, First News, Phoenix comics)
- Encourage children to read... anything(!) and ideally a range of genres and authors
- Read higher level texts aloud to children
- Enthuse (or get someone else to enthuse!) about particular authors and genres
- Use audio books.

# Any Questions?

