

# Empowering Your Child's Reading



Open Afternoon - Year 5/6

# Reading Open Afternoon

Today we will share information about:

- Why reading is important in Primary School
- How we teach reading in KS2 (including information about Accelerated Reader)
- How you can support your child to learn to read



# Why is it so important to read well?

*Nothing is more important in education than ensuring that every child can read well.*

*Pupils who can read are overwhelmingly more likely to succeed at school, achieve good qualifications, and subsequently enjoy a fulfilling and rewarding career.*

*Those who cannot will find themselves at constant disadvantage.*

DFE – Reading, The Next Steps (2015)



*This video, released by UK charity Save the Children, highlights the life-altering effects of illiteracy. Jack's dad refuses to read to him, but a dream shows him just how much the little boy's life suffers due to his inability to read.*

*The ad urges families to read with their children for at least ten minutes per day, to help them become confident readers.*

<https://youtu.be/g4Nf0Hcuv4Y?si=vCcrdwx8S6e94m25>



# How do we teach reading in KS2?

- Whole class reading lessons
- Accelerated Reader
- Reading Plus
- Intervention when needed
- Regular story times



# Accelerated Reader

Accelerated Reader (AR) is a computer program that helps teachers to manage and monitor children's independent reading practice. Your child picks a book at his/her own level and reads it at his/her own pace. When finished, your child takes a short quiz on the computer - passing the quiz is an indication that your child has understood what has been read.



# Assessing Reading

All children are formally assessed termly to see how they are progressing with their reading.

The Star Reader Test on Accelerated Reader gives a reading age, ZPD and other diagnostic information about current reading level.

A reading comprehension test (written) is used to assess how well children are progressing towards the expected standard for their year group.

Children in Year 6 take a national statutory test in reading in May (SATs).

Allows schools and parents to compare their child's reading to other children of the same age, nationally.



# Supporting Reading at home

*Children who love reading will read more and, over time, choose literature which is more demanding and suitably stretching. It creates a virtuous circle: as the amount a child reads increases, their reading attainment improves, which in turn encourages them to read more. All reading makes a difference, but evidence suggests that reading for pleasure makes the most.*

**DFE – Reading, The Next Steps (2015)**

# Establish a Reading Routine

Have a consistent schedule: set a regular time for homework and a dedicated reading time.

This should be in a quiet and comfortable environment that is free from distractions.



# Active Reading Engagement?

Read aloud together. This can include reading aloud to the child or take turns reading aloud.

It is important that children are modelled fluency, expression, and comprehension strategies.



# Predict and Infer

Use pictures and text clues to help your child make predictions and inferences. Prediction and inferential skill development enhances comprehension and engage their child's imagination.



# Vocabulary Development?

The use of context clues helps the reader to understand unfamiliar words. Make sure you discuss the meaning of new words based on the surrounding text.



# Encouraging Reading Fluency



Model fluent reading for your child. This involves demonstrating smooth and expressive reading, highlighting punctuation and phrasing.

Repeated reading builds fluency. Repetition helps improve speed, accuracy and comprehension.



# Supporting Comprehension

It is important that children learn to retell the text and summarize the main ideas. Practice identifying key details and condensing them into concise summaries following each reading session.

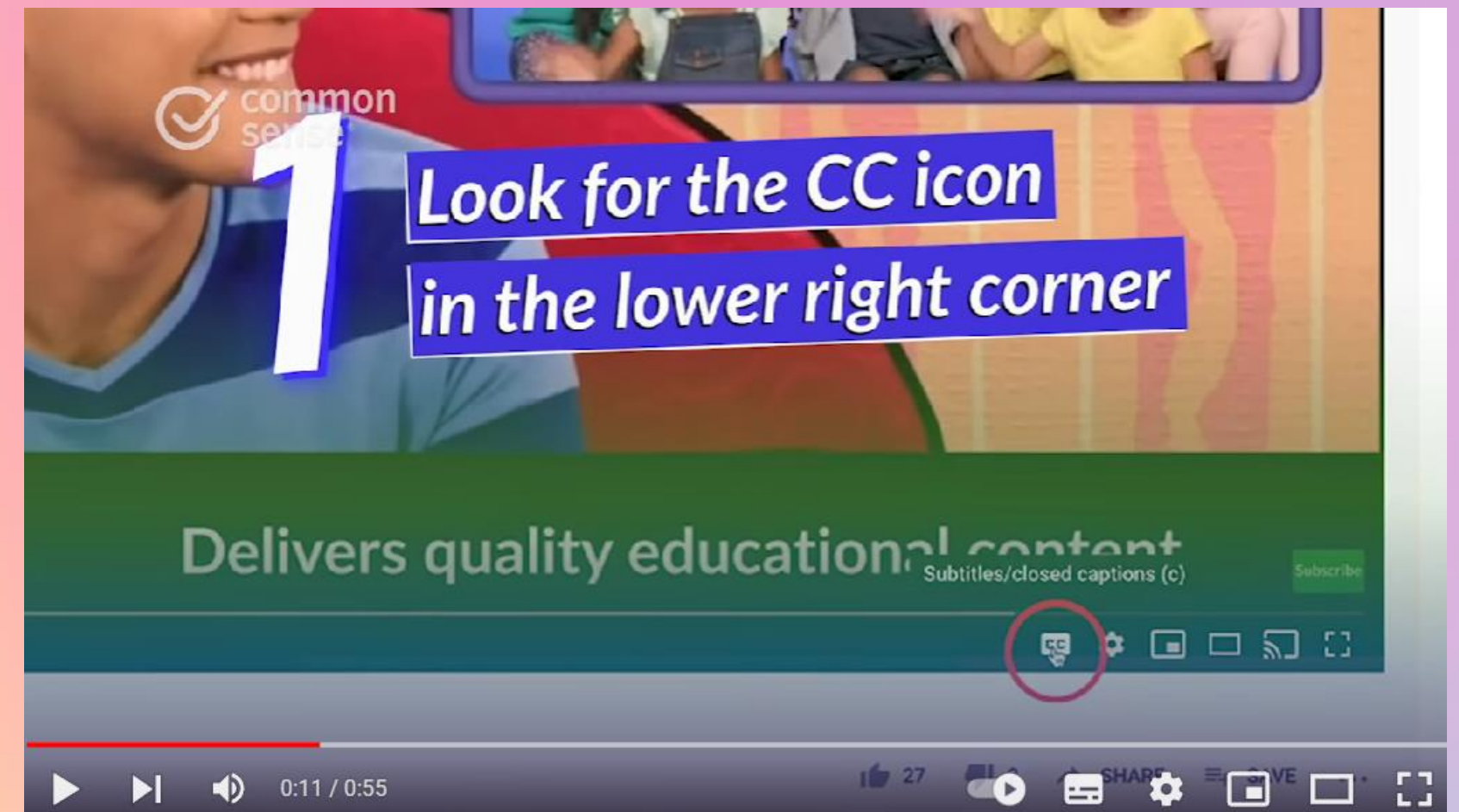
Visualizing is when readers create mental images based on the text. When reading with your children, ask them to describe what they see in their mind's eye while reading.

Monitor meaning throughout the text to ensure it is meaningful and enjoyable to the child.





# Questions or Comments?



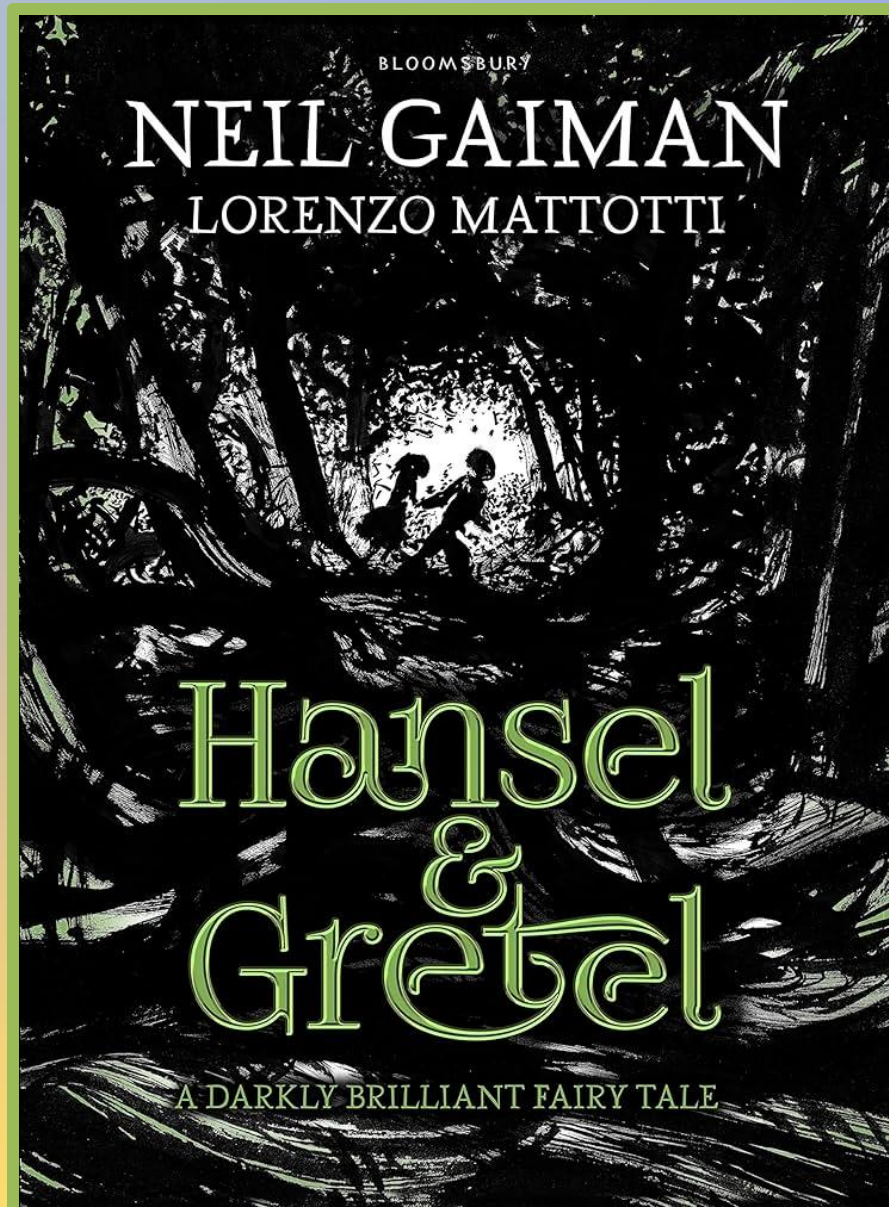
# Homework:

- Reading as often as possible – both alone and with an adult
- Spellings – paper or online
- Maths – generally My Maths (which includes a refresher lesson if needed)
- TTRS
- Spelling Shed additional games



# Reading Activities:

- Accelerated Reader Quiz on Hansel and Gretel
- A short text to read together and make inference on
- Enjoy reading together



Question 1 of 10

Hansel and Gretel's family had little to eat after ---.

- A a war began, taking away farmers and ruining fields
- B a swarm of pests invaded the woods, eating all its fruit
- C the woodcutter was unable to work following an accident
- D their land was taken, leaving them without an income

Harry opened his eyes wearily. Everything was slightly blurry, and he could feel a throbbing pain in his head. He rubbed his eyes and suddenly felt a wet feeling trickling down the side of his face. He could see Amir and Freya's faces staring down at him. They were open-mouthed and frantically shouting "HARRY! Are you ok?" It took Harry a moment to realise what had happened. He sat up slowly, clutching the side of his head.

"I think I'm ok guys," he muttered, "But my head is aching!" Amir and Freya sighed with relief.

"Phew! You really give us a fright. Claire has gone to get your mum," explained Freya. Harry stood up and looked around. Then he spotted what he was looking for a few metres from where he was standing.

"The handlebars just need straightened up and it'll be good as new," said Amir. Harry was relieved as he had only just got it last week for his birthday.

1. What do you think the wet feeling trickling down Harry's face was?

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