



Year 2

Parent Reading Workshop

November 2019



Focus

- What areas of reading do children find difficult?
- What should a Year 2 pupil be able to read?
- How are your children assessed in reading?
- How is reading taught at Garlinge?
- How can you best support your child at home?

Garlinge Reading results compared to National levels

Key Stage 1		National % in 2019
2018	2019	
74%	77%	75%

Key stage 2		National % in 2019
2018	2019	
80%	76%	73%

Higher expectations

- Children are expected to have a far deeper understanding of the text (not just fact retrieval) using evidence from the text to justify their answers.
- Children are expected to have a far wider understanding of vocabulary.
- End of year assessments include 2 reading papers for children to answer. Children need to be able to score marks on both papers.

What does expected look like?

Working at the expected standard

The pupil can:

- read accurately most words of two or more syllables
- read most words containing common suffixes*
- read most common exception words.*

In age-appropriate¹ books, the pupil can:

- read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words²
- sound out most unfamiliar words accurately, without undue hesitation.

In a book that they can already read fluently, the pupil can:

- check it makes sense to them, correcting any inaccurate reading
- answer questions and make some inferences
- explain what has happened so far in what they have read.

Greater Depth

Working at greater depth within the expected standard

The pupil can, in a book they are reading independently:

- make inferences
- make a plausible prediction about what might happen on the basis of what has been read so far
- make links between the book they are reading and other books they have read.

Possible reasons

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graph TD; A[Possible reasons] --- B[Poor phonics skills (segmenting and blending)]; A --- C[Poor fluency]; A --- D[Poor phrasing]; A --- E[Poor vocabulary]; A --- F[Hard for children to visualise what is happening in the text.]; A --- G[Struggle to infer and Find deeper meaning.]; A --- H[Lack of motivation to read.]
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Poor phonics skills
(segmenting and
blending)

Poor fluency

Poor phrasing

Poor
vocabulary

Lack of
motivation to
read.

Struggle to infer and
Find deeper meaning.

Hard for children to
visualise what is
happening in the
text..

How do we tackle these problems?

- Poor phonics?

Children who do not pass the year 1 phonics screening receive extra focus support and intervention. Dandelion books allow to practise specific phonemes in their reading in isolation.

- Poor phrasing and fluency?

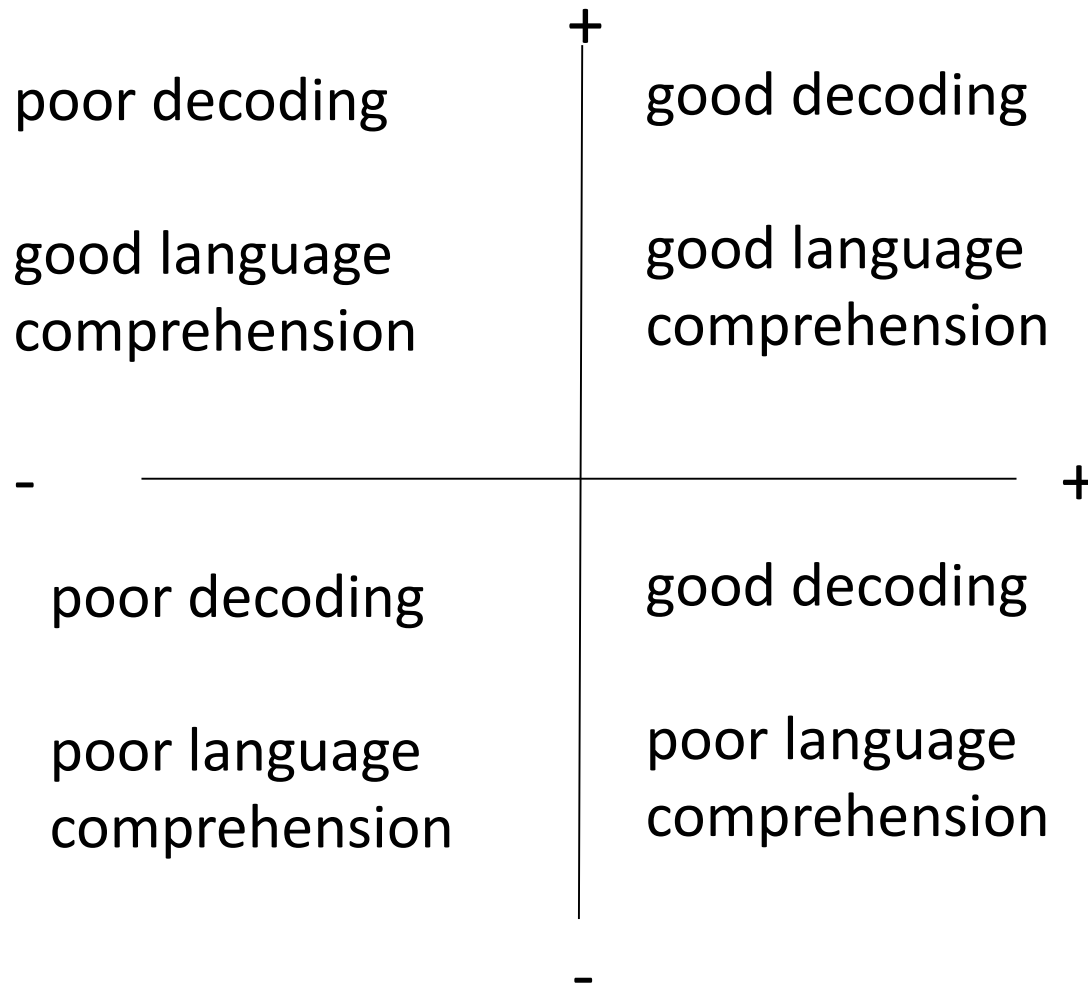
Children need to also continue to practise reading at home to improve fluency and confidence. More reading miles needed. Extra reading 1:1 in class, as much as possible.

- Poor comprehension?

Modelling of comprehension strategies in the classroom to develop a deeper understanding. Challenging questioning of what the children have read. Lots of discussion around a text.

The 4 types of readers

Decoding and language comprehension



Strategies we use to help us understand when reading.



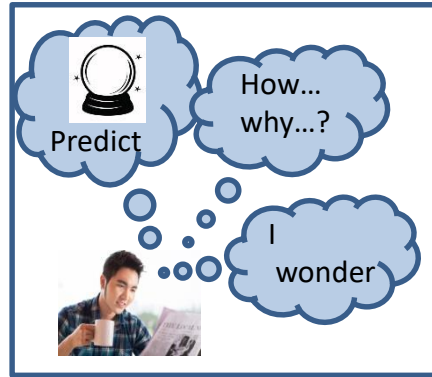
As adults we use a range of different reading comprehension strategies so quickly and without thinking that we don't know they are taking place. Sometimes, we are so unaware of that we are doing these strategies that we forget to teach and model them to our children.

Strategies to help us understand and enjoy reading.

As we read we



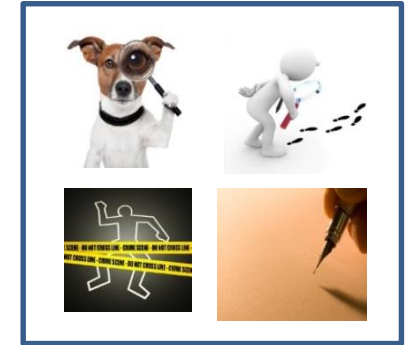
Use our background knowledge and connect to text



Predict, ask questions, I wonder... and read on to find out...



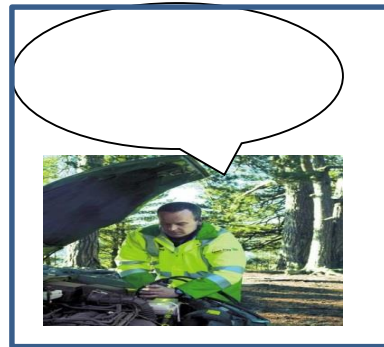
Visualise



Think like a detective- use inference



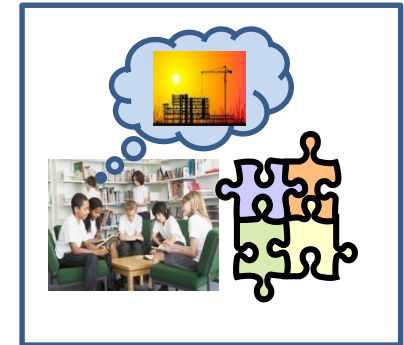
Notice breakdown...



and repair it



Watch out for VIP words/ phrases/ideas



...and put together to build GIST

Whole
day..So the
day must be
nearly over

Tower...work
wave..so
they are on
the beach at
seaside..the
towers are
sancastles..

So it's
about
4pm...

Billy's Tower

Billy was howling because his whole day had been spoilt. All his work had been broken by the wave.

His mum came over to help but she accidentally stepped on the one tower that was left. "Never mind", she said. "Let's go back for tea. You can build some more towers tomorrow."

Billy is going
to be making
something

Howling...a
little boy? A
wolf?

Work...?
wave...is he
making
something ..at
the seaside?

accidentally..
So not on
purpose...

Tomorrow
...so they might
live near sea or
be on holiday..

Component	Description	Number of papers	Number of marks	Approximate timing of paper
Paper 1: English reading test	reading booklet with reading questions and answer space combined (a selection of texts, 400–700 words)	1	20	30 minutes (includes reading time)
Paper 2: English reading test	reading booklet and separate answer booklet (a selection of texts, 800–1100 words)	1	20	40 minutes (includes reading time)
	Total	2	40	Recommended 70 minutes

Paper 1

- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805039/STA198200e_2019_ks1_English_reading_Paper1_reading_prompt_and_answer_booklet.pdf

Paper 2

- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805114/STA198202e_2019_ks1_English_reading_Paper2_reading_booklet.pdf
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805118/STA198201e_2019_ks1_English_reading_Paper2_reading_answer_booklet.pdf

Content domain reference

1a	draw on knowledge of vocabulary to understand texts
1b	identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
1c	identify and explain the sequence of events in texts
1d	make inferences from the text
1e	predict what might happen on the basis of what has been read so far

Content domain reference	Number of marks	Percentage of total mark
1a draw on knowledge of vocabulary to understand texts	1–8	3–20%
1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information	16–32	40–80%
1c identify and explain the sequence of events in texts	0–3	0–8%
1d make inferences from the text	4–14	10–35%
1e predict what might happen on the basis of what has been read so far	0–2	0–5%

1b - identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information

Why does the poet use a question for the title?

When did ...happen?

Who did knights protect the land from?

What did the character do?

Where did the event happen? E.g. Where did Bella take William's message? Where were the two neighbours walking?

1d - make inferences from the text

How is the child in the poem like a parcel? (e.g. wrapped up / protected)

How do you know that...?

Why do you think...?

Why did this (event) happen?

Unfamiliar Words and Phrases (2019)

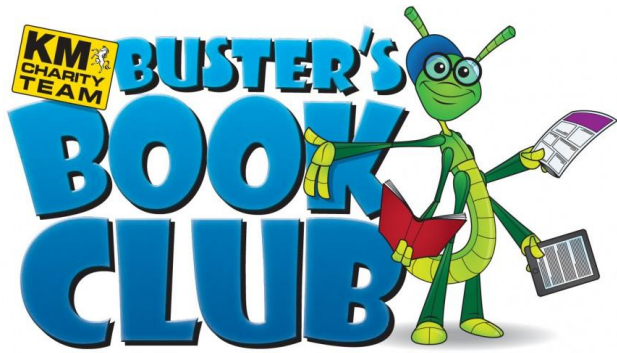
- ‘Demanding job’
- ‘Well needed treatment’
- ‘Flowers fade’

- ‘cutting shrubs and clipping hedges’
- ‘a real sense of achievement’
- ‘clambered’

What we do in school?

During an average day, your child will have taken part in a good number of the following reading activities:

- Shared reading (whole class text that fits in with their topic)
- Daily guided reading (25-30 minutes)
- Independent reading (once a week)
- Selecting books/visits to the school library (lunchtime)
- Reading across the curriculum
- Home/school reading links/ clubs
- Listening to good books read aloud (not just the topic book)
- Weekly focused comprehension lessons.
- Targeted intervention groups
- Buy 'Recommended Reads' for specific year groups.
- Celebrate 'World Book Day' and Book Fairs.



- Buster's Book Club initiative takes place every Wednesday night. Children are encouraged to read for 15+ minutes and then have their book mark signed. Kent awards for this.
- Reader awards
- Salford reading assessments take place every 2 terms. This allows teachers to move children up in their reading book colours and calculate their reading age.
- Classroom incentives e.g. Treasure maps, reading rockets, certificates for reading milestones e.g 10, 25, 50 books.

Reading Incentives



Reading Record



Dear Parents/Carers,

This is your child's reading record. This gives you the opportunity to support your child with their reading and raise any questions you may have.



Your child also has the opportunity to take part in Buster's Book Club every Wednesday. This is a reading initiative where your child will be set an individual reading target and a series of related challenges throughout the year. Inside your child's reading record will be a Buster's Book Mark attached where you will be required to record and sign the number of minutes read by your child each Wednesday.

Your child's reading record will also include a reading tracker. Each time your child completes a reading book and their reading record has been signed at home, they will receive a sticker both in class and to place on their reading tracker. Reading certificates are awarded when the milestones on your child's reading tracker are met and there are also lots of prizes on offer through this reading initiative.

Thank you for your support and please speak to your child's teacher if you have any further questions.

Mrs K Wasway

(Key Stage 1 Department Leader)

151	152	153	154	155
156	157	158	159	160
161	162	163	164	165
166	167	168	169	170
171	172	173	174	
176	177	178	179	180
181	182	183	184	185
186	187	188	189	190
191	192	193	194	195
196	197	198	199	

How can you best support your child?

- Read daily with your child (or at least 3x a week).
- Find a variety of text types, fiction and non-fiction that your child enjoys. Read and discuss these with your child.
- Raise the profile of reading. Share books with your child that you enjoyed at their age.
- Talk about the text. Use content domains to challenge them and test their understanding.
- Challenge children to work out words they don't know.
 - What would make sense there?
 - Have a look at this bit again.
 - Can you guess what that word might be?
 - Encourage children to persevere and use their phonics.

Phonics Support

- Encourage children to use their phonics to sound out a word.
- Praise them when they work out a word correctly. If they say: ‘Is it?’ and the word is correct, reply:
 - · Let’s see if that makes sense. Yes - well done!
 - · Does that sound right? Yes - well done!
- **When the attempt is wrong:**
 - · That’s a good word and it would make sense but the word the writer used is...
 - · I like the way you tried that word but the word is actually...
 - Patience is key

If a child still can't attempt a word after prompting, read it yourself. Give positive feedback on other aspects of their reading as often as possible, but without interfering with the flow of the reading:

- Well done! You could tell that wasn't right couldn't you?
- That sounded so good. Well done!
- Excellent. How did you know how to work that one out?

Finally...



Children should learn that reading is pleasure, not just something teachers make you do at school.

Beverly Cleary – Children's writer.