



What is reading for pleasure and why do we encourage it?

Think back to your favourite book as a child. What was it that made this book so enjoyable: was it read by someone important to you? Did the person bring the characters of the story to life simply through the animation of their voice? Now think about your favourite book as an adult. What is it about that book that made you fall in love with reading again?

Reading is such a personal thing that the answers to these questions will rarely be the same between people. However, what we strive to achieve at Wombwell Park Street Primary School, is a consistency for our children in their overall outlook on reading. As early as possible, we hope to inspire a love of reading in our children, a deep rooted appreciation and recognition of books as worlds just waiting to be opened and a chance for their mind to imagine beyond the constraints of reality.

How can I help my child read for pleasure?

"Read something exciting!" Perhaps the most crucial element in reading for pleasure is allowing your child flexibility in what they want to read. Perhaps they are interested in comic books or maybe they prefer factual texts based on wildlife. What is certain, is that if the content interests them, they will more likely respond to questioning around the theme and want to engage in discussion.

"Read with us!" Reading can be a challenge at home but why not develop traditions around reading? Build it into your evening routine with a hot chocolate and a biscuit to create a fantastic opportunity for quality 1:1 time.

"Family Book Club!" Why not read the same book as your child and host family book club nights where you get to discuss what you thought of the latest chapter and share your genuine excitement at reading on to discover what happens next.

"Make it fun!" Whilst reading a book, talk to the children about how it could be improved. Finding a book boring or the ending not as stimulating as you had hoped? Why not take it in turns telling each other alternative endings or storylines? Bored by a book cover? Design a new one that reflects the story you have read. Create a new character and add them to your story. Practice different voices for different characters,

"Technology's turn!" If your child particularly enjoys using technology why not incentivise reading through downloading and E-book on your tablet or device. This allows children to feel stimulated by the use of technology whilst still developing their interest in reading.

Wombwell Park Street Primary School

Supporting our young readers in
Key Stage 2



**The more that you read,
the more things you will know.
The more that you learn,
the more places you'll go.**

-Dr. Seuss





What has changed with reading at Wombwell Park Street?

At Wombwell Park Street Primary School, we are passionate in supporting our learners to read fluently and comprehend what they have read with confidence. This is reflected in the expectations of the revised National Curriculum which was introduced a few years ago, and saw a more robust, challenging series of outcomes set for children to support them in becoming more proficient, independent readers. With this in mind, we have spent time restructuring our reading system in order for children to remain on track for meeting end of Key Stage expectations. This has resulted in the school moving away from colour banded books and towards age appropriate texts. This has been a comprehensive overall, where key practitioners have looked closely across a wealth of literature by leading experts in the field around recommended high quality texts for each year group. As such, we have reclassified existing books, and purchased new content which is progressive in developing children’s stamina, understanding and fluency. Through doing so, we hope to support more learners in reaching the expected standard by the end of Key Stage 2, where they must demonstrate the following skills:

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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.	

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How can I challenge my child’s thinking?

It is important that the questions we ask our children around their reading are a combination of low order thinking and higher order thinking questions. To support you in asking such questions is a HOTS grid. Asking questions which are higher up the grid’s structure are examples of questions which target higher order thinking.

Higher Order Thinking Questions

Might (Imagination)						
Will (Prediction)						
Would (Probability)						
Can (Possibility)						
Did (Past)						
Is (Present)						
	What (Event)	When/Where (Situation)	Which (Choice)	Who (Person)	Why (Reason)	How (Means)

What if I still need more support?

Should you require the chance to discuss this further, we are a school which is always happy to help. Please contact school with your query or if you prefer, speak to our admin team to book an appointment





What is effective and appropriate questioning?

In order to support your child through effective questioning, below are a series of question prompts based on the content domains found in the National Curriculum Framework.

Vocabulary

What does the word ... suggest about the character/setting/mood?
Which word tells you that...? Which keyword tells you about the character/setting/mood?
Find and copy one word in the text which means.....
Find and highlight the word that is closest in meaning to...
Find a word or phrase which shows/suggests that...

Inference

Find and copy a group of words which show that...
How do these words make the reader feel?
How does this paragraph suggest this?
How can you tell that...
What impression of ... do you get from these paragraphs?
What was ... thinking when...
Who is telling the story?

Prediction

From the cover what do you think this text is going to be about? **What is happening now? What happened before this? What will happen after?**
What does this paragraph suggest will happen next?
What makes you think this? Use evidence from the text
Do you think the choice of setting will influence how the plot develops?

Explanation

Why is the text arranged in this way?
What affect does ... have on the reader?
The mood of the character changes throughout the text. Find and copy the phrases which show this.
What is the author's point of view?
Which section was the most interesting/exciting part? Why?

Retrieval

What genre of text is this?
Where/when does the story take place?
What did she/he/it look like?
Who is the key character in the story?
Who had ...
Give one example of...
What happened to...
How often did ... occur?

Summarising

Can you number these events 1-5 in the order that they happened? **What happened after ...?**
What was the first thing that happened in the story?
Can you summarise in a sentence the opening/middle/end of the story?
What are the five most important points of the story so far?

What can the school do to support you?

As a school, we always welcome feedback from home. Parental queries around the updated book system have enabled the school to compile a list of key questions to support parents and carers of Key Stage 2 children with their reading books. It is worth noting, that children who are currently not yet ready to independently access age appropriate books are also being sent with a book reflective of their current reading level. This ensures that they have a text which they can read confidently and independently, as well as an age appropriate text which can be read to the children at home by parents, to continue to expose the children to higher-level vocabulary and more complex themes. Below are some of the questions parents have asked and ideas of how this can be addressed:

The books are much longer now, how do I support my child in developing their stamina for reading?

There are a varied range of books available for children to choose from in each age-appropriate baskets. Adult support can be offered in choosing these to ensure that a child feels confident with the size of the book they have to read through. We have plans to further refine the books in the coming terms so that these are further categorised for ease of selection. Strategies you could try to support your young reader at home include:

- Take turns with your child when reading so you are modelling pace, intonation and expression. You may try; my turn, your turn, read to a friend as a few examples.
- Encourage children to set themselves challenges, can they read a given amount of text in a certain amount of time? This can be progressively built upon.
- Provide a distraction free zone and build reading into daily practice to allow learners to retain more words on sight and thus increase their reading speed and stamina.
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Some of the language in the books are rather advanced, how can I support my child in understanding what it means?

You may notice that some of the language in the books in school are designed to challenge children and expose them to a wider range of vocabulary. This is really important in order to close any word gaps that children may have and expand the language they use correctly and in context across other subjects. To support them with their understanding you could:

- When children are unsure of language encourage them to read around the text and make an informed prediction of what the word could mean through replacing it with other words.
- Adult-led discussion around the word through use of synonyms to recast in a way which makes sense to the child. You could put these on post it notes around the house for children to see as a regular visual.
- Use of a word wheel to provide children with a deeper understanding of the word they are unsure of and make links to images.
- Invest in a child's dictionary and model to your child how they could use this to find the meaning of the word.

My child is reading the text but cannot always remember what has happened so far. How can I help with this?

Sometimes children are working so hard on their fluency and accuracy that this naturally hinders their comprehension. Your child should be reading a book which is appropriate to their level of development and therefore, fluency and accuracy should be more evident in their reading. In order to support them in recalling what has happened you could try some of the ideas below:

- Start each reading session through recapping what was read last time to put your young reader back into the story. Ensure you finish each reading session by summarising new events you have read.



- Create a working storyboard together with your child to maintain the story.
- Give your child three events post reading and ask them to order what way they happened.

How can I encourage my child to want to read more?

It is always a priority of Wombwell Park Street Primary School to encourage and instil a love of reading in our children. At home, we would love it if children sought more opportunities to read. Below are some ways you may be able to encourage this:

- Ensure that children have a broad choice of books that they choose to read outside of school, this will increase their level of interest and make them more likely to read for pleasure alongside reading to develop their skills.
- Make it fun. Whilst reading a book, talk to the children about how it could be improved. Finding a book boring or the ending not as stimulating as you had hoped? Why not take it in turns telling each other alternative endings or storylines? Bored by a book cover? Design a new one that reflects the story you have read. Create a new character and add them to your story. Practice different voices for different characters.

