



## **LEARNING TOGETHER: A BOOKLET TO INFORM PARENTS ABOUT THE ARRANGEMENTS FOR READING AT HOME AND AT SCHOOL IN KS2**

***We aim to create a school community where partnership and involvement between parents/carers, staff and governors are seen as crucial to the success of the children's education.***

At Stanhope Barrington C. of E. Primary School we acknowledge and value the support of parents in enabling their children to become fluent readers who read for pleasure and enjoyment. Our approach to selecting and changing home-reading books in Key Stage 2 is slightly different to Key Stage 1. Hopefully this short explanation should make things clearer for you and your child.

### **Home Reading Books –Accelerated Reader**

During the first few weeks of the school year, all KS2 children will take a computer-based reading test. At the end of the test, the computer will give each child a reading range. This reading range corresponds to a specific selection of home-reading books from which the children may then choose. For example:

- A child who achieves range 4.5 - 5.3 may choose any home-reading book within the range 4.5 to 5.3.

When the children have finished each home-reading book, they then return to the computer to take a quiz. The quizzes ask the children about the main events, the plot and the characters. Providing the child answers a satisfactory number of questions correctly, they may choose a book from the same range. If not, they may be asked to re-read the book to ensure better understanding. Reading ranges are reviewed regularly and any children who need to move up a level are encouraged to do so by their teacher.

*Please note that, in KS2, the children do not usually read their home-reading books to the teacher, although we do keep a check on their home-reading progress by regularly reviewing the results of the quizzes which the children take after finishing each book. We aim to encourage children to develop good, regular reading habits and they will be rewarded for showing a positive attitude.*

## **Class-based reading**

Each week KS2 children take part in 4 or 5 dedicated reading sessions. These last for approximately 25 minutes each day. The children often read in Guided Reading or group reading sessions. Usually, all of the children in the group have a copy of the same book. Each group takes it in turns to read with the teacher or the teaching assistant for at least one session per week. We have a wonderful selection of group-reading books (both fiction and non-fiction) and the daily reading session becomes a favourite part of the day for many children!

## **Reading and Special Educational Needs.**

In all KS2 year groups children with Individual Education Plans, which relate specifically to reading, will read as frequently as possible to either a Teaching Assistant or Volunteer Helper.

If you are not aware of the contents of your child's Individual Education Plan please contact the class teacher.

## **SOME TIPS FOR PARENTS/CARERS WHEN LISTENING TO CHILDREN READ**

### ***What if the child is stuck on a word?***

Depending on what the word is, how important it is to the meaning and how well the child is reading the text, you could:

- Wait for the child to think
- Supply the word
- Encourage the child to think about the sounds that the letters make and attempt to sound out the word
- Encourage the child to think about the blends in the word e.g. *th, ou, ck, ir*
- Compare it with a more familiar word which has similar spelling patterns
- Reading to the end of the sentence can often provide a clue.

### ***What if the child reads the word incorrectly and carries on?***

You could:

- Let the child proceed without correction – the word may make sense in the context or, given some time, the reader might self-correct
- Stop the child if the word is said wrongly and the sense of the piece is lost – then use one (or more) of the tactics listed in the previous section

### ***What if the child is not reading very fluently?***

You could:

- Make sure that finger pointing or the use of a guide card is not stopping the child reading ahead
- Give the reader time to practise a section of the text
- Act as a model by reading some of the text aloud and then asking the child to join in with you
- Discuss the text with the child in order to judge how much he/she is understanding

***What if the child does not seem to understand the text during the reading?***

You could:

- Stop the reader and discuss what has been read so far
- Re-read a short section and discuss it
- Use any available picture clues
- Ask the child to predict what might happen next and check the prediction
- Discuss with the child key characters/events/themes/ideas/vocabulary in the text

***What if the child has read the text fluently and accurately but you want to check comprehension?***

You could:

- Ask the child to tell you about key elements of the text – the characters, events, ideas
- Ask the child to locate specific pieces of information
- Ask the child to sum up the mood of the book or how he/she feels about it; giving reasons if possible.