



How to support your child with their reading in Key Stage 2



'Unsurprisingly, the best writers in any class are always readers. Reading influences writing - indeed, the richness, depth and breadth of reading determines the writer we become.' (Pie Corbett)

National expectations for reading at Key Stage 2

As children move up through key stage two, the decoding that is key to them 'learning to read', develops into decoding of meaning and inference rather than individual words. As their decoding skills become increasingly secure, the focus should be more towards developing their vocabulary and the depth and breadth of their reading, encouraging them to become independent, fluent and enthusiastic readers who read widely from a range of authors and texts. As their reading skills develop further, children should be able to discuss what they have read, form an opinion and justify it their views. When reading aloud, they should read with fluency and intonation, showing an understanding of what they have read. They should be able to read most words effortlessly and work out unfamiliar words with increasing automaticity. By the time they leave school in Year 6 and go on to secondary school, they should be able to access books across all curriculum subjects, whilst still needing to learn subject-specific vocabulary.

(Taken from the New National Curriculum in England 2013).

Tips for supporting your child with reading at home:

- First and foremost, reading should be an enjoyable, rewarding and fulfilling experience for your child. Lead by example: let your child see **you** read for fun, enjoying the experience; share your favourite books with them; ask them about the book they are reading; make time for reading – this can be them reading to you, you reading to them or shared reading, where you read together.



- **Asking the right questions can really help children to think about the text they are reading:**

Questions you could ask are often generic ones that could apply to any book, such as:

Can you tell from the cover what your book is going to be about?

(inference/prediction)

What has happened so far in your book? (recall)

Who is your favourite character? (opinion)

Why? (evidence/justification)

What do you think will happen next? (prediction)

Why do you think that? (evidence)

What does this word mean? (decoding)

Can you work out its meaning by looking at the whole sentence?

(decoding/vocabulary)

Why do you think the author used that particular word?

(inference/vocabulary)

What other words might they have used? (vocabulary)

How can you tell that this character felt happy/sad/cross etc? (inference)

(This is not an exhaustive list – the more you do it, the more you will find yourself naturally questioning your children!)

- **Encourage your child to read a range of different genres and a range of different authors.** This will allow them to experience lots of different writing styles and a broad and varied vocabulary. Encourage them to talk about words they are unfamiliar with and have a dictionary handy to look words up with them. Perhaps you could put new words they find up on the wall and challenge them to try and use them in a sentence, so that they become familiar with them.

Unsure of what books your child should be reading?

Ask the teacher for a class reading list!



- **Reading Stamina**

The Year 6 SATs Reading Paper requires children to be able to read and answer questions for one hour. They will need to be able to engage in three unrelated texts and answer a range of questions about them, including fact retrieval, interpretation, understanding, vocabulary, inference and opinion, supported by evidence.

To do this, they need to have reading stamina!

We wouldn't ask a child to run a marathon if they've only ever jogged around the playground and it's the same with reading. In order to complete the reading test 'marathon', they need to be trained readers – comfortable with reading significant texts and being able to refer back to them to find information.

To do this – they need to read often!

**"Children are made readers on the laps of their parents." —
Emilie Buchwald**