



# KS2 Reading Workshop

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13.11.24

# Reading Workshop

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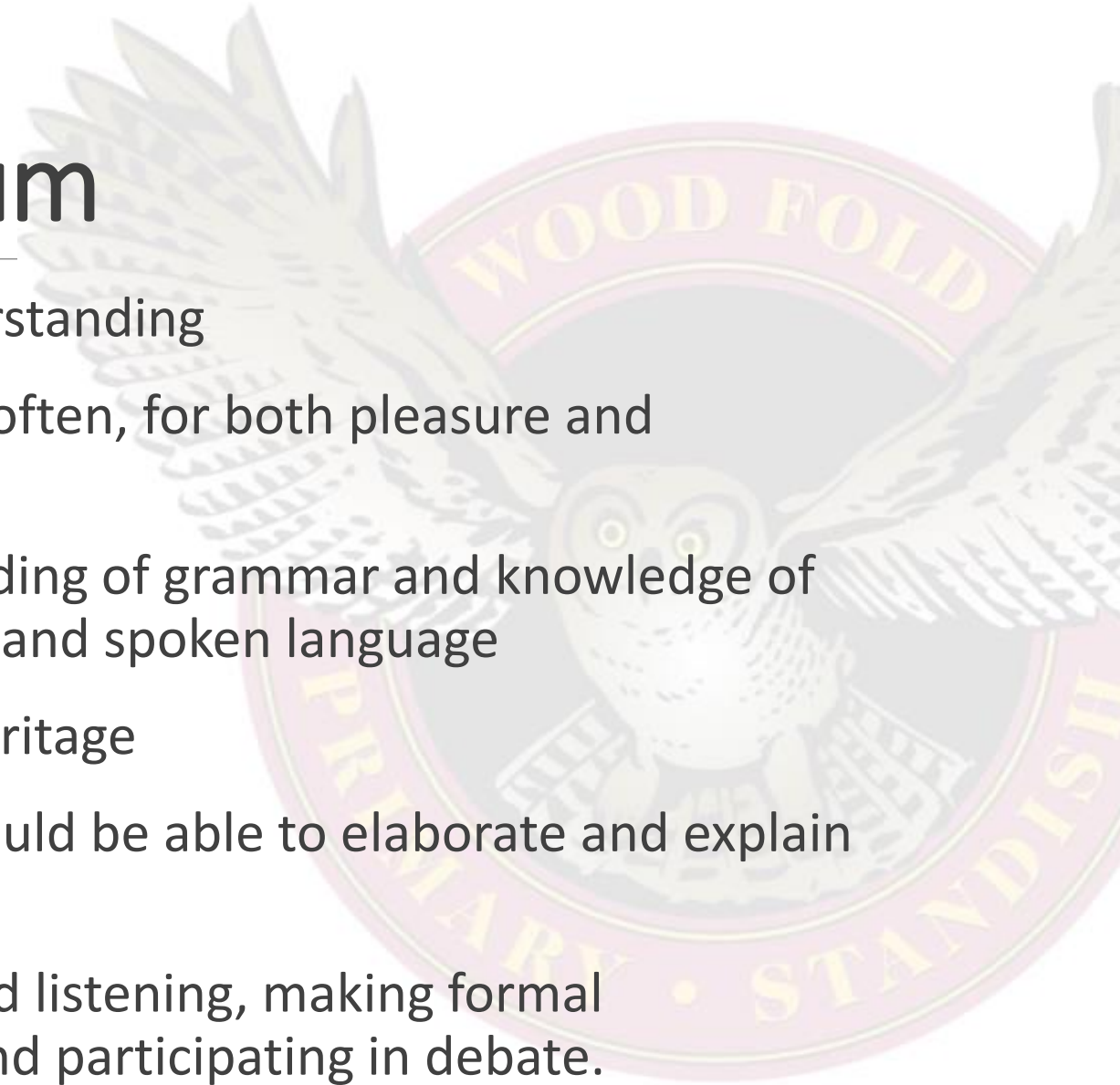
- What we teach
- How we teach reading
- How you can help at home
- Promoting a love of reading



# KS2 National Curriculum

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- Read easily, fluently and with good understanding
- Develop the habit of reading widely and often, for both pleasure and information
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Appreciate our rich and varied literary heritage
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

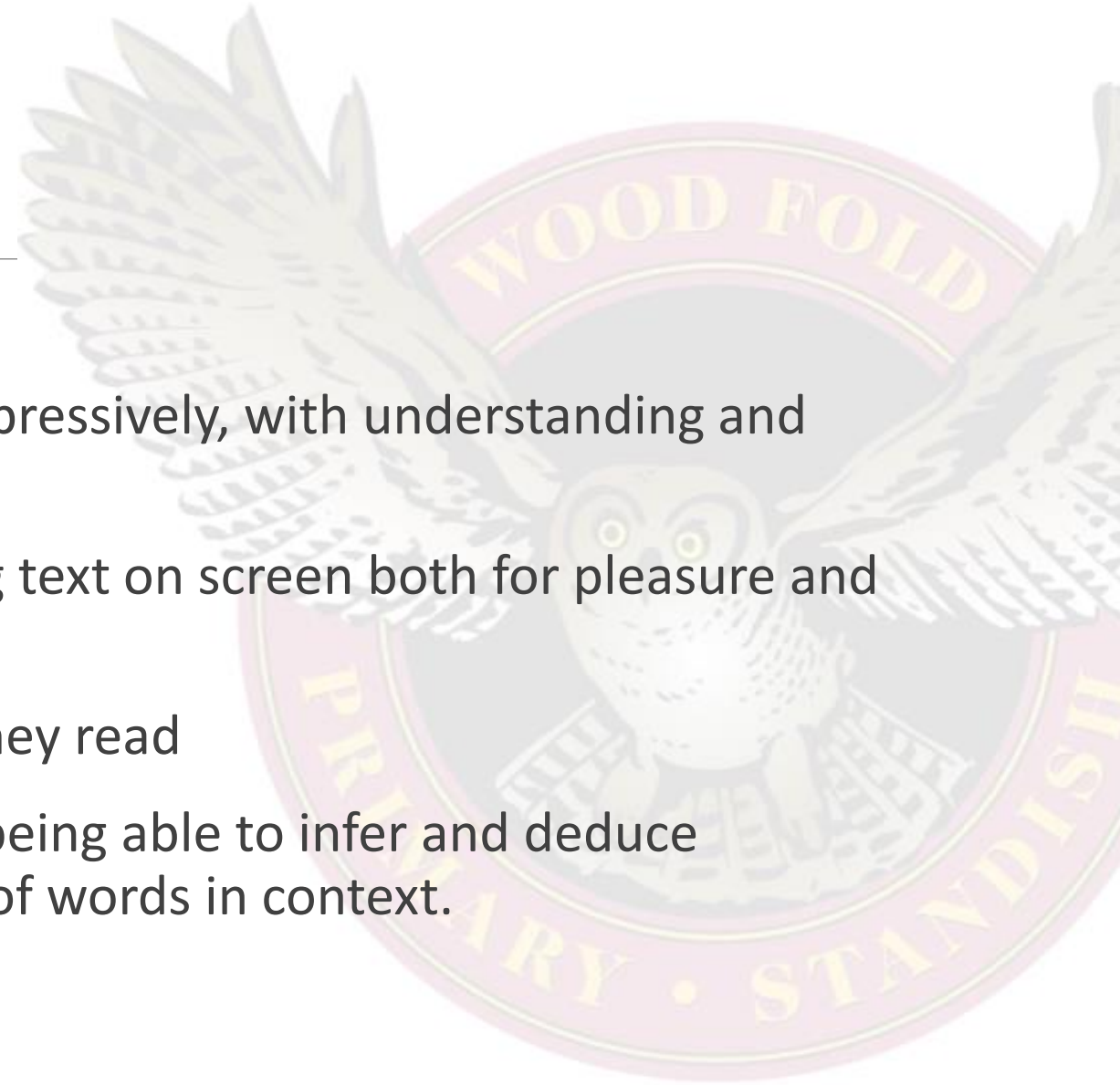


# Our aims

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## We aim to enable our children:

1. To read independently, fluently and expressively, with understanding and enjoyment
2. To read a wide range of texts, including text on screen both for pleasure and for information
3. To engage with and respond to what they read
4. To comprehend what they have read, being able to infer and deduce information, understand the meaning of words in context.



# KS2 Content domains

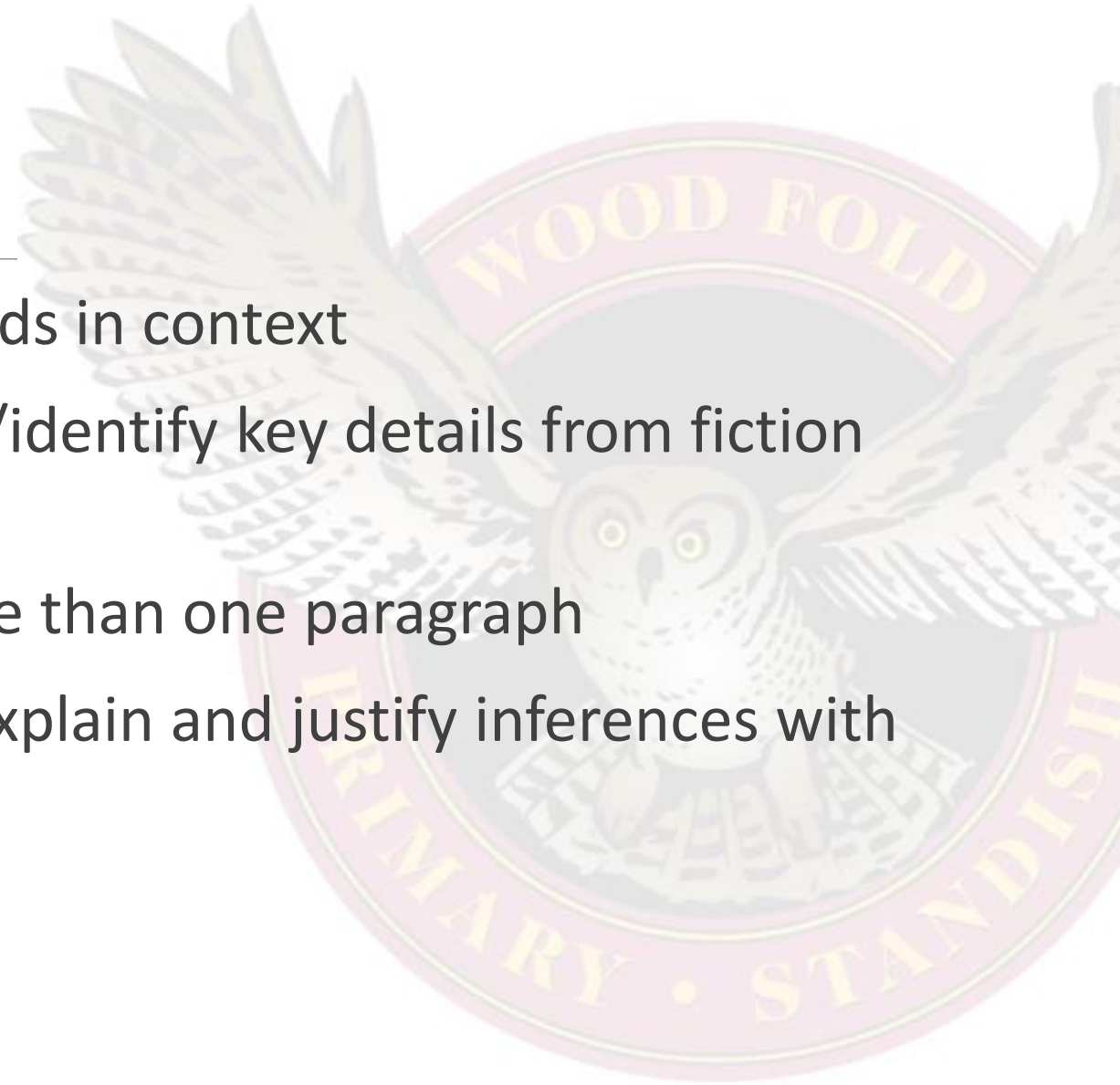
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2a. Give/explain the meaning of words in context

2b. Retrieve and record information/identify key details from fiction and non-fiction

2c. Summarise main ideas from more than one paragraph

2d. Make inferences from the text/explain and justify inferences with evidence from the text



# KS2 Content domains

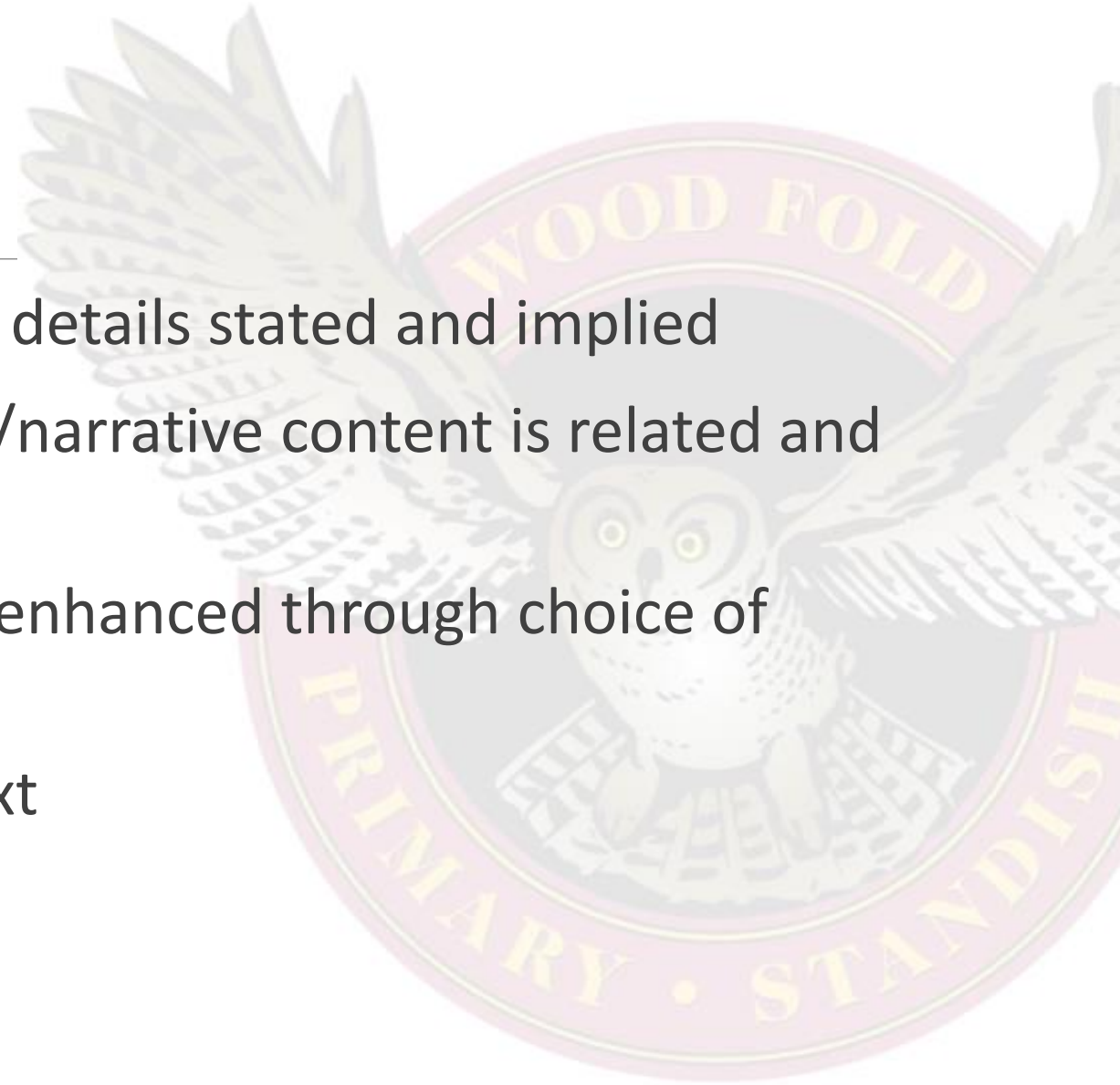
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2e. Predict what might happen from details stated and implied

2f. Identify/explain how information/narrative content is related and contributes to meaning as a whole

2g. Identify/explain how meaning is enhanced through choice of words and phrases

2h. Make comparisons within the text





# Reading at Wood Fold

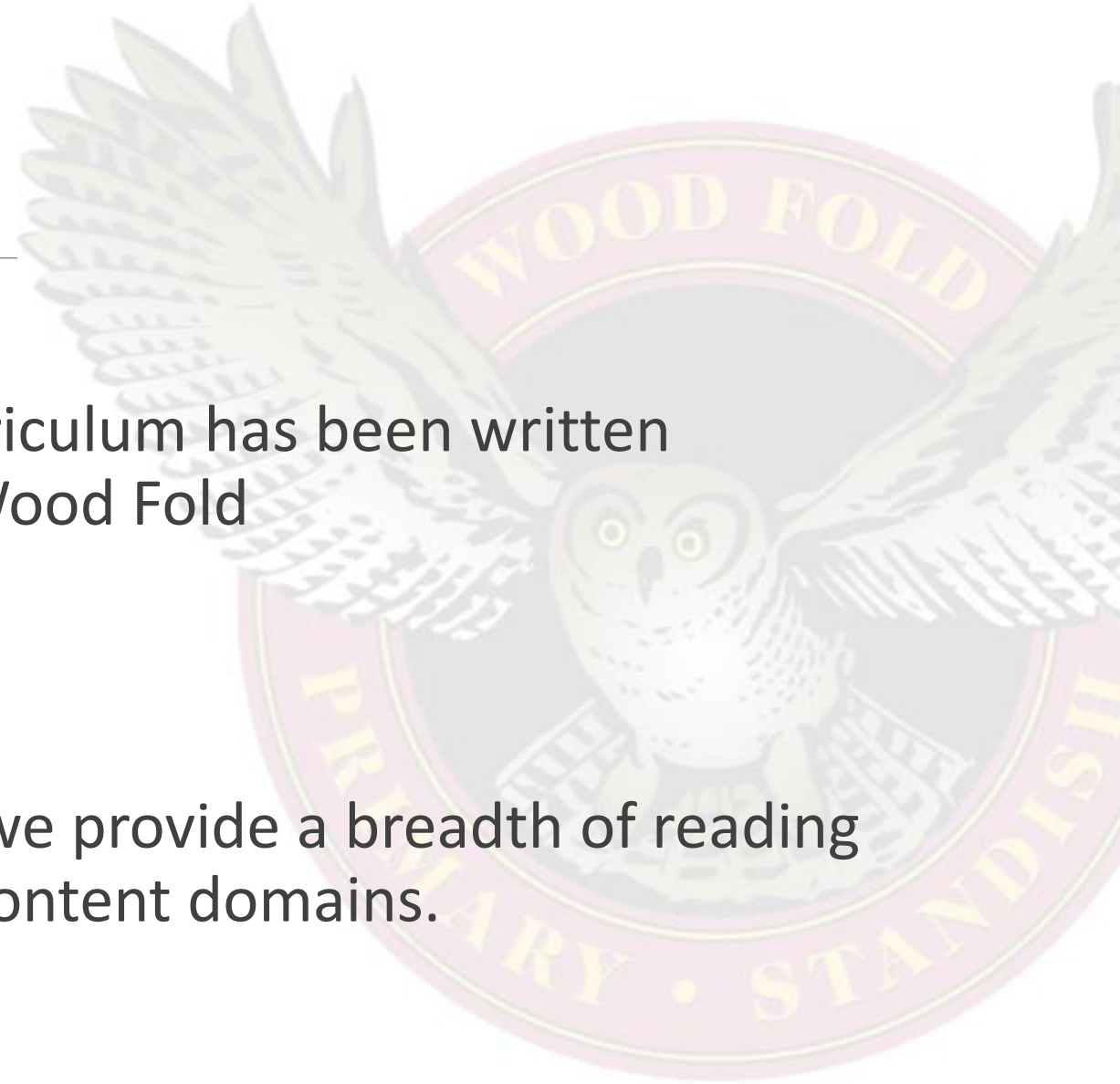
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# Reading at Wood Fold

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- Taught within English lessons
- Our complete English teaching curriculum has been written specifically for each year group at Wood Fold
- Progressive and sequential
- Challenging
- Across the planned units of work, we provide a breadth of reading analysis activities which cover the content domains.



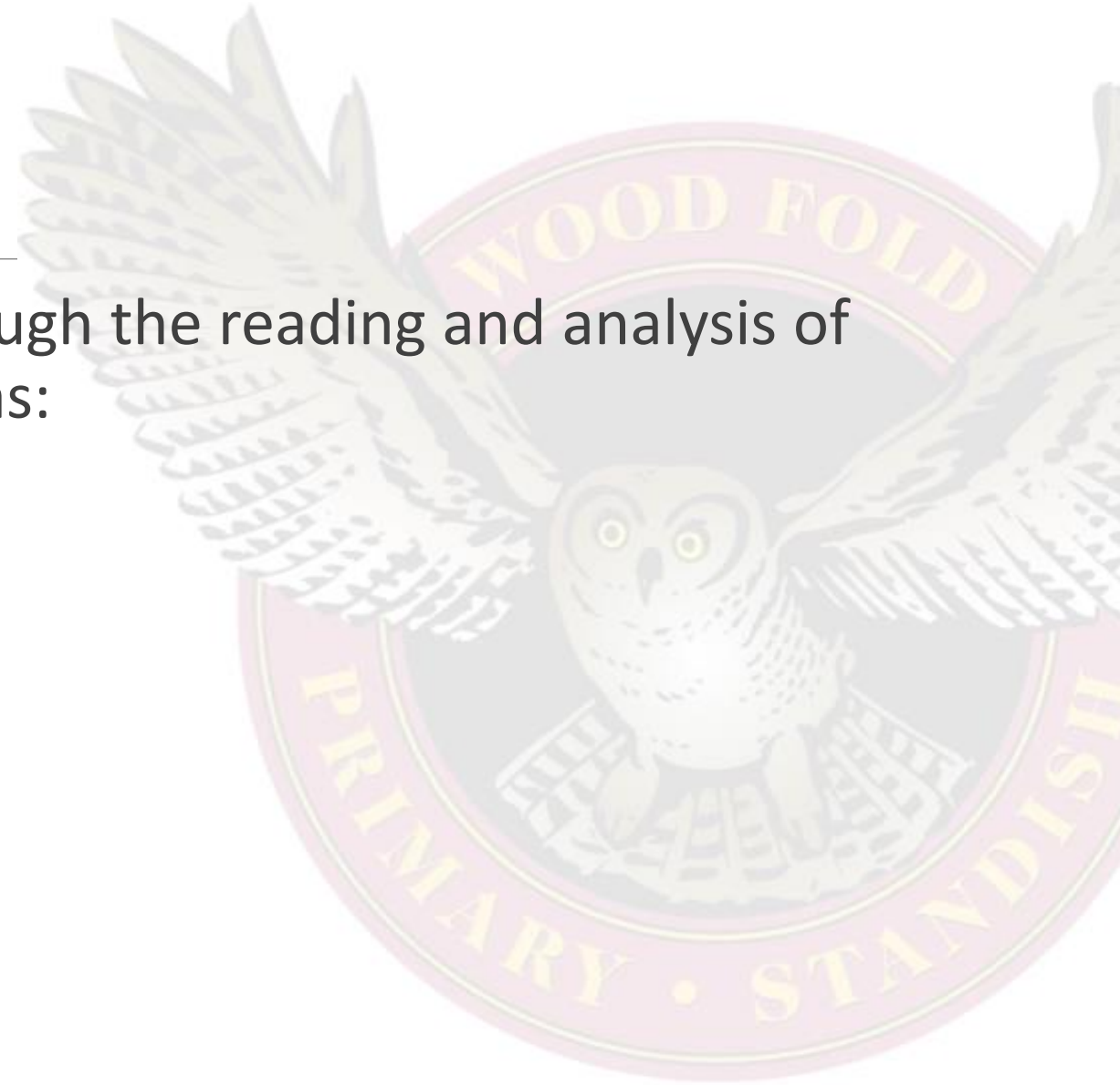


# Reading at Wood Fold

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When teaching comprehension through the reading and analysis of texts, we focus on the following areas:

- Fact Retrieval
- Language
- Inference
- Summary/Sequence
- Prediction



3

What made Priya realise that one of the vehicles was not a car?

12

Using information from the text, tick one box in each row to show whether each statement is **true** or **false**.

	True	False
At the beginning of the story, Priya knew what had woken her up.		
The binoculars belonged to Priya.		
Both Priya and Abby agreed that they had to do something.		
The rustlers stopped in Priya and Abby's campsite		

13

Look at the first two paragraphs.

In which American state is the Congress Avenue Bridge found?

\_\_\_\_\_

5

Look at page 4.

What made Priya decide to take a look outside the tent?

Tick **one**.

She heard hedgehog noises.

She heard Toby coughing.

She heard the engine stop.

She heard the noise from the road.

16

Look at Harriet's answer to the question: ***This ordinary bridge is popular with bats. What makes it such a hotspot?***

The Congress Avenue Bridge attracts bats to Austin.

What else attracts bats to Texas?

\_\_\_\_\_

## Retrieval Example Questions

- Where is the story set?
- How does the main character look/behave/speak?
- When is the story set?
- Where would you find a section about \_\_\_\_\_?
- Can \_\_\_\_\_ have more than one meaning?
- What does the word \_\_\_\_\_ mean?
- What did \_\_\_\_\_ do when \_\_\_\_\_?
- Where did \_\_\_\_\_ go?
- Find a word or phrase which tells us how the character is feeling.
- Where in the book would you find \_\_\_\_\_?
- Who are the key characters in the book? (*fiction*)
- What happened at \_\_\_\_\_?
- Describe...
- Which paragraph tells us \_\_\_\_\_?
- Which section tells us \_\_\_\_\_?
- Where does the story take place? (*fiction*)
- When did the story take place? (*fiction*)
- What did (s)he/it look like? (*fiction*)
- Who was (s)he/it? (*fiction*)
- Where did (s)he/it live? (*fiction*)

### Retrieval questions...

Find and copy one word meaning...  
Which word most closely matches the meaning of the word .....?  
Find and copy one word/group of words that suggests/tells you that ...?  
What does the word ..... suggest about .....?  
What does (group of words) mean?  
Explain three things you are told about .....  
What was revealed at ..... place in the story?  
Give two reasons why ..... was .....  
Use the word ..... correctly in a sentence  
Summarise the events in chapter....

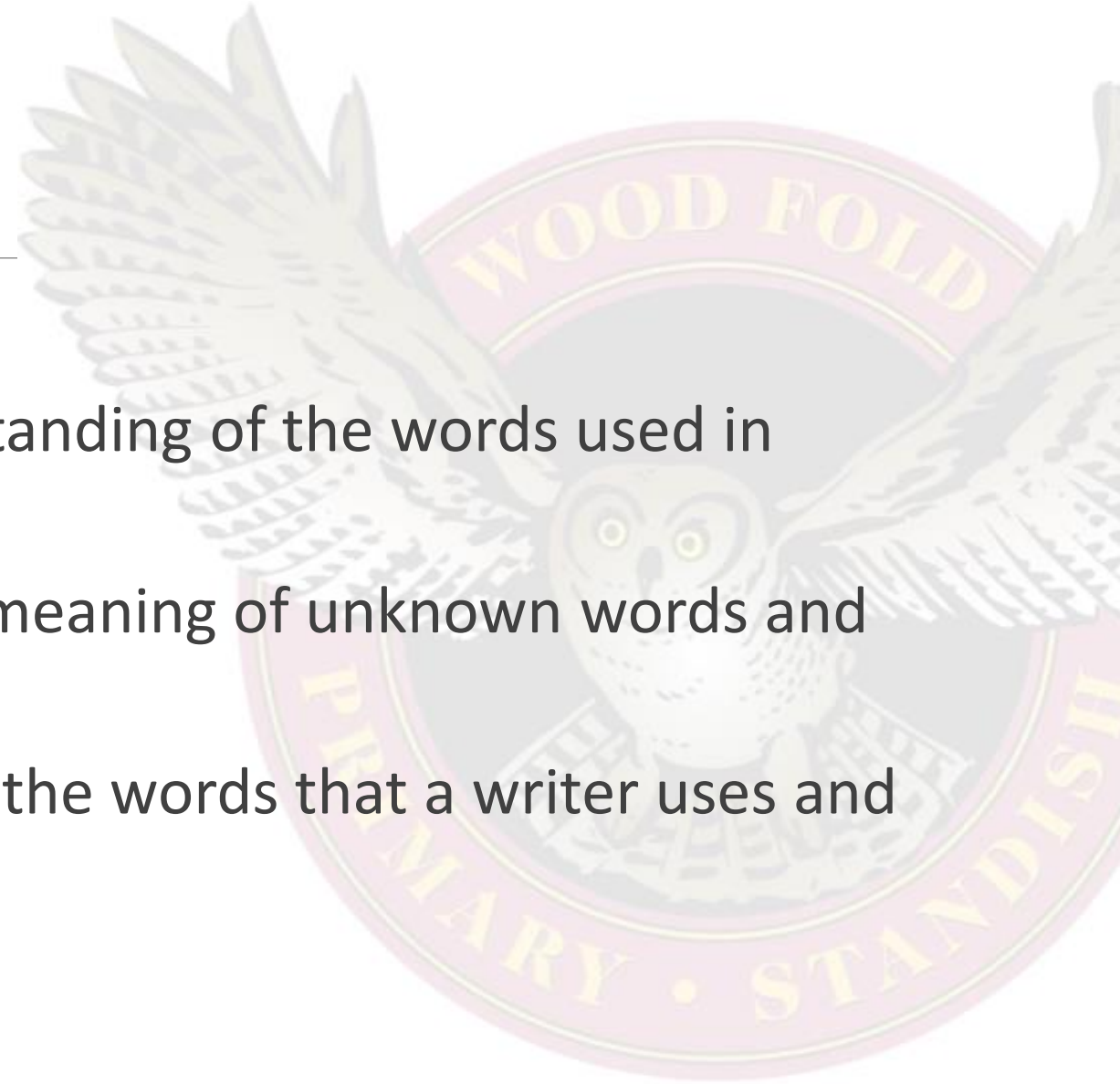
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the question is asking.

# Reading at Wood Fold

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## Language

- Asking children about their understanding of the words used in texts
- Will help children to work out the meaning of unknown words and phrases using context clues
- Vocabulary questions are all about the words that a writer uses and the meaning of these words





8

She wriggled back inside the tent...

What does this tell you about how Priya got inside?

Tick one.

She ran quickly inside.

She jumped through the flap.

She had to squeeze in.

She crept in quietly.

15

The bridge is described as a **hotspot** by the interviewer and Harriet.

What does the word **hotspot** mean when the interviewer uses it in her question?

\_\_\_\_\_

What does the word **hotspot** mean when Harriet uses it in her answer?

\_\_\_\_\_

18

Look at Harriet's answer to the question: **Have there always been so many bats here?**

Find and copy one word which means 'a group of bats living together'.

\_\_\_\_\_

17

Look at Harriet's answer beginning: *It's actually very appropriate...*

Find and copy one word that is closest in meaning to 'eat'.

\_\_\_\_\_

27

After Innis heard the wolf howl for the first time, he **pressed on**.

What does *pressed on* mean in the text?

\_\_\_\_\_

20

Look at Harriet's answer to the question: **There are millions of bats in Texas – how can they need protecting?**

Harriet describes bats as **vulnerable**.

(a) Which of the following is closest in meaning to *vulnerable*?

Tick one.

foolish

at risk

frightening

tormented

'The Barrens' was the name for...

Tick one.

a snowy, wooded area.

sandy land on the coast.

a wet area of rough ground.

fields of grass and crops.

# Reading at Wood Fold

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## Language

- The best way to support the development of your child's vocabulary is through lots of **talk and lots of reading**.
- Don't be afraid to use more advanced vocabulary and to explain its meaning to your child (which teachers do all the time).
- When reading to you child or hearing them read to you, **discuss the meanings of words** they come across and talk about how we could use those words in different situations.

### Vocabulary Example Questions

- What does this word tell us about the character/setting/atmosphere?
- Look at that sentence/passage and circle a word/phrase that means the same as \_\_\_\_\_.
- Which words/phrase in this text give us the impression that the main character is \_\_\_\_\_?
- Which words/phrase in this text give us the impression that the setting is \_\_\_\_\_?
- Which words/phrase in this text give us the impression that the atmosphere is \_\_\_\_\_?
- The author uses words like \_\_\_\_\_ to describe \_\_\_\_\_. What impression does this give us of the character/setting/atmosphere?
- The author describes the main character as \_\_\_\_\_. Think of another word that could be have been used instead.
- Why did the author use the word \_\_\_\_\_ to describe \_\_\_\_\_?
- How does the author make the reader feel \_\_\_\_\_ in this part of the text?
- How has the author's choice of words created the feeling \_\_\_\_\_?
- What do phrases such as \_\_\_\_\_ tell you about \_\_\_\_\_?
- What might that mean?
- What do you think the writer is saying, when they \_\_\_\_\_?
- What does that imply/suggest/indicate about \_\_\_\_\_?



1

Look at the first paragraph.

How can you tell Priya was feeling nervous?

Write **two** ways.

1. \_\_\_\_\_

2

Look at page 4.

Why did Priya find it surprising to hear two vehicles driv

\_\_\_\_\_

6

Look at the last paragraph on page 4.

How can you tell that the moonlight was very bright?

9

'You'd better not be making this up.'

Why does Abby say this to Priya?

\_\_\_\_\_

25

Tick **two** reasons why Harriet Lopez is a good person to interview about bats.

She can explain why bats are dangerous.

She organises Bat Fest.

She knows important details about bats.

She campaigns against bats.

She understands how people feel about bats.

Tick **two**.

7

Look at the top of page 5.

Then **it** hit her.

What is **it**?

10

Look at page 5.

Write **one** piece of evidence that shows Abby was shocked by what she saw.

\_\_\_\_\_

## Inference Reading Questions

- What makes you think \_\_\_\_\_? Give evidence for your opinions.
- Which words/phrases give you that impression?
- Why do you think the author chose to \_\_\_\_\_? Give reasons for your answer.
- How was \_\_\_\_\_ different after \_\_\_\_\_? Why?
- Explain why the author chose this word to describe...
- What impression do we get of \_\_\_\_\_? Why?
- What do you think will happen to the main character now? Can you give reasons for your opinion?
- What makes you think this?
- Why is \_\_\_\_\_ important?
- What does the word \_\_\_\_\_ imply about \_\_\_\_\_?
- Which character would you most like to meet? Explain why.
- Why did the character behave like this?
- What do people usually do when \_\_\_\_\_?
- Does that remind you of \_\_\_\_\_?
- Why do you think (s)he \_\_\_\_\_?
- What do they seem to think about each other?
- Can we work out how \_\_\_\_\_ feels about \_\_\_\_\_?
- Which characters seem to \_\_\_\_\_?
- Why do you think \_\_\_\_\_ tells \_\_\_\_\_?
- What does \_\_\_\_\_ think?
- How did \_\_\_\_\_ react?



11

Number the following events 1–5 to show the order in which they happened.  
The **last** one has been done for you.

Veronika waved to her family.

Yuri handed Veronika her kit bag.

Veronika met Sofi.

Veronika walked out to the bus.

Veronika helped Uncle up the steps.

5

35

Number the following events 1–5 to show the order in which they happened to Innis.

He ran away.

He imitated a wolf howl.

He met a boy.

He heard an unexpected wolf howl.

He saw a wolf.

23

Which of the following gives the best summary of the text?

Tick **one**.

It tells children how to join the circus.

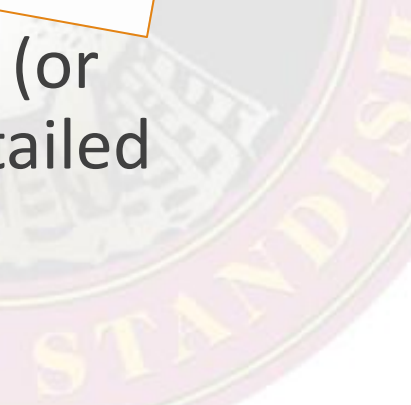
It looks at an unusual career.

It gives tips on how to juggle.

It shows how much performers travel.

... questions will  
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# Reading at Wood Fold

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## Summary/Sequence

- To support your child at home, ask them to summarise the key points of a chapter or section of a book they have read.
- You could also ask them to summarise films and television shows (or segments of them) that they have watched to reinforce this skill.

### Sequence Example Questions

- What is the main theme/argument in this paragraph?
- What is the main message in this paragraph?
- Can you describe what has happened in this paragraph/chapter?
- Using less than 20 words, could you write a new blurb for this book..
- Which is the most important message in this book?
- Can you describe what happened in three sentences?
- Why do you think that might be important?
- Is there anything you know now which you didn't know before?
- What sticks most in your mind about \_\_\_\_\_?
- What moment do you remember most from \_\_\_\_\_?
- Can you remind us about \_\_\_\_\_?
- How would you sum up \_\_\_\_\_?(fiction)

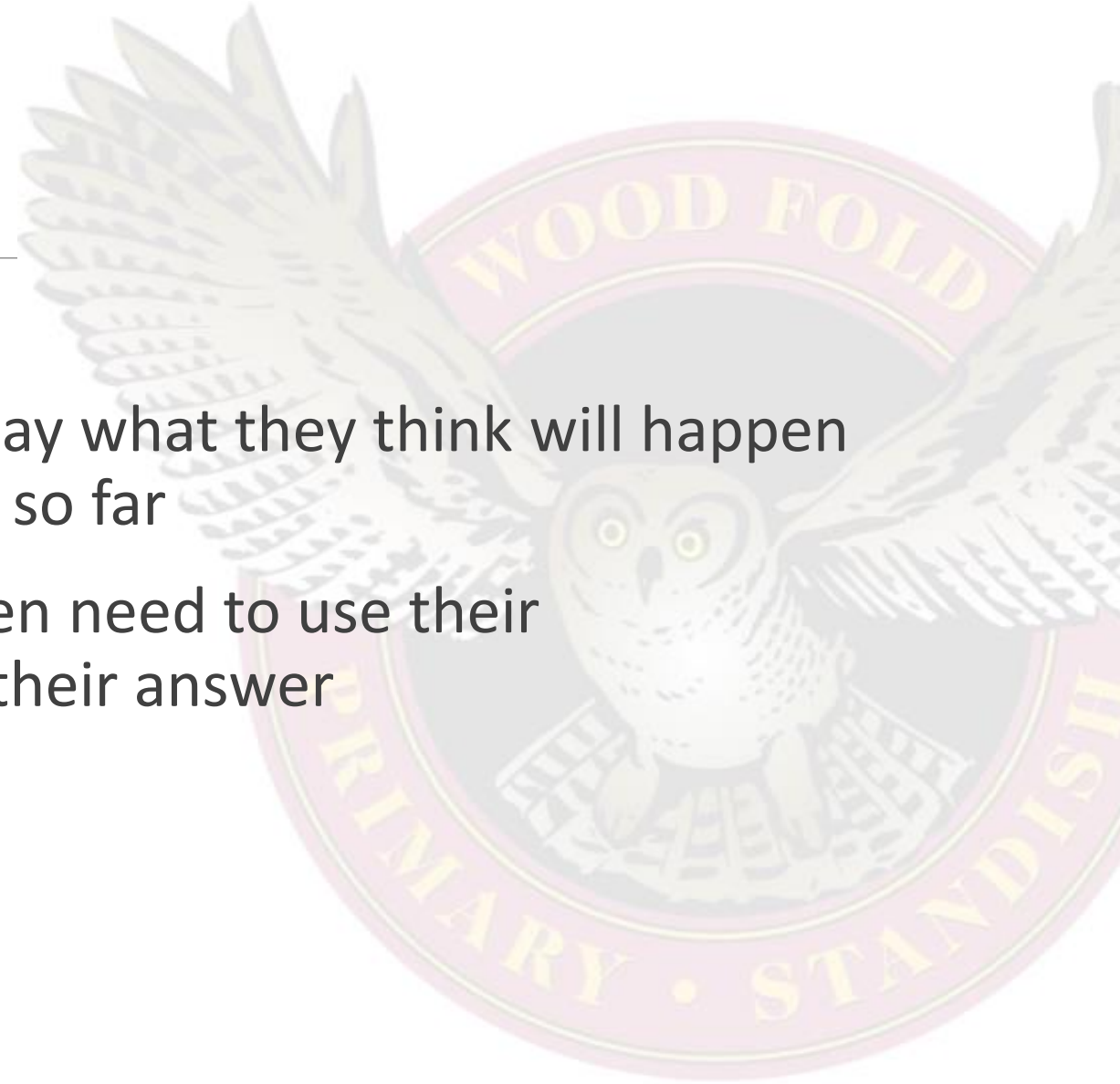


# Reading at Wood Fold

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## Prediction

- Prediction questions ask pupils to say what they think will happen next, based on what they have read so far
- As with inference questions, children need to use their understanding of the text to justify their answer



# Reading at Wood Fold

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- Where does the tunnel lead?
- What is the source of the light?
- Do you think the rabbit will go through?
- Has it been through before?
- How did it find out about the tunnel?
- Would you go through it?
- Write/explain the rest of the story.





# Assessment of Reading

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# Assessment of Reading

- Written reading responses in their English books
- Teachers are able to assess the children's work against the reading target cards for each year group.

1) I can give the meaning of words in context and infer the meaning of unfamiliar words by re-reading the surrounding text (2a)

2) I can identify the key details that support main ideas within a text (2b)

3) I can summarise ideas from more than one paragraph. (2c)

4) I can draw inferences and justify these with evidence from the text (2d)

5) I can make plausible predictions about what might happen, referring directly to the points that are explicit and implied within the text. (2e)

6) I can identify and comment on writers' use of words, phrases and language features, including figurative language. (2f)

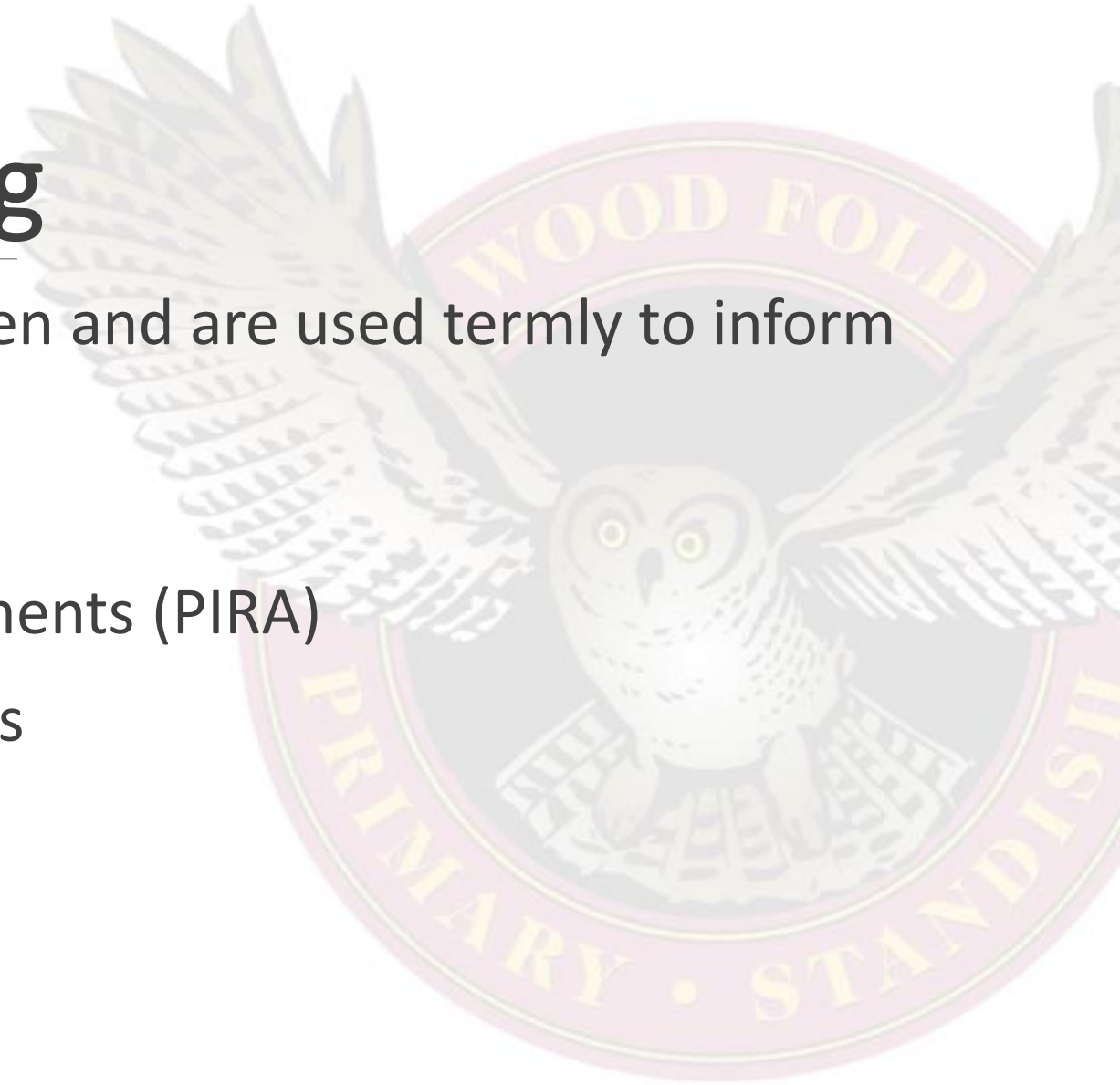
1					
2					
3					
4					
5					
6					

- Teachers will identify which reading targets have been met at the bottom of the work completed, children will then write the date next to the target(s) they have achieved on their target cards
- This is a really effective way for children to visually track their own progress in reading

# Assessment of Reading

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- Reading assessments are undertaken and are used termly to inform Teacher Assessments
- All content domains covered
- LKS2 – Progress in Reading Assessments (PIRA)
- UKS2 – Past end of KS2 SAT's papers
- Data analysis



# Love of Reading

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# Love of Reading

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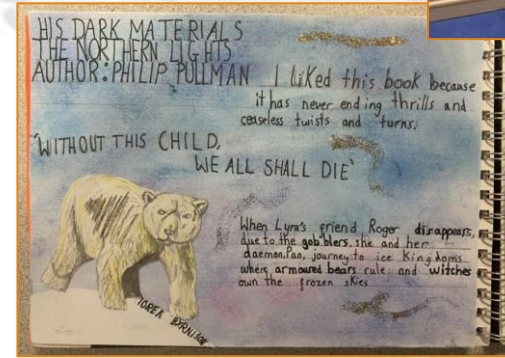
- Create a rich reading environment in our classrooms and library
- Books used across the curriculum
- Teachers read aloud on a regular basis – range of genres
- ‘Author in the spotlight’ - a feature within all of our classrooms to showcase the profile of a specific author and introduce the children to other books this author has written
- Share reading recommendations





# Love of Reading

- Newsletter feature
- KS1/KS2 libraries
- Individual class library
- Reading sketchbooks (Y2 - Y6)
- Author of the week
- Recommended books (school website)
- Reading librarians





# Questions or queries

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# Thank you

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