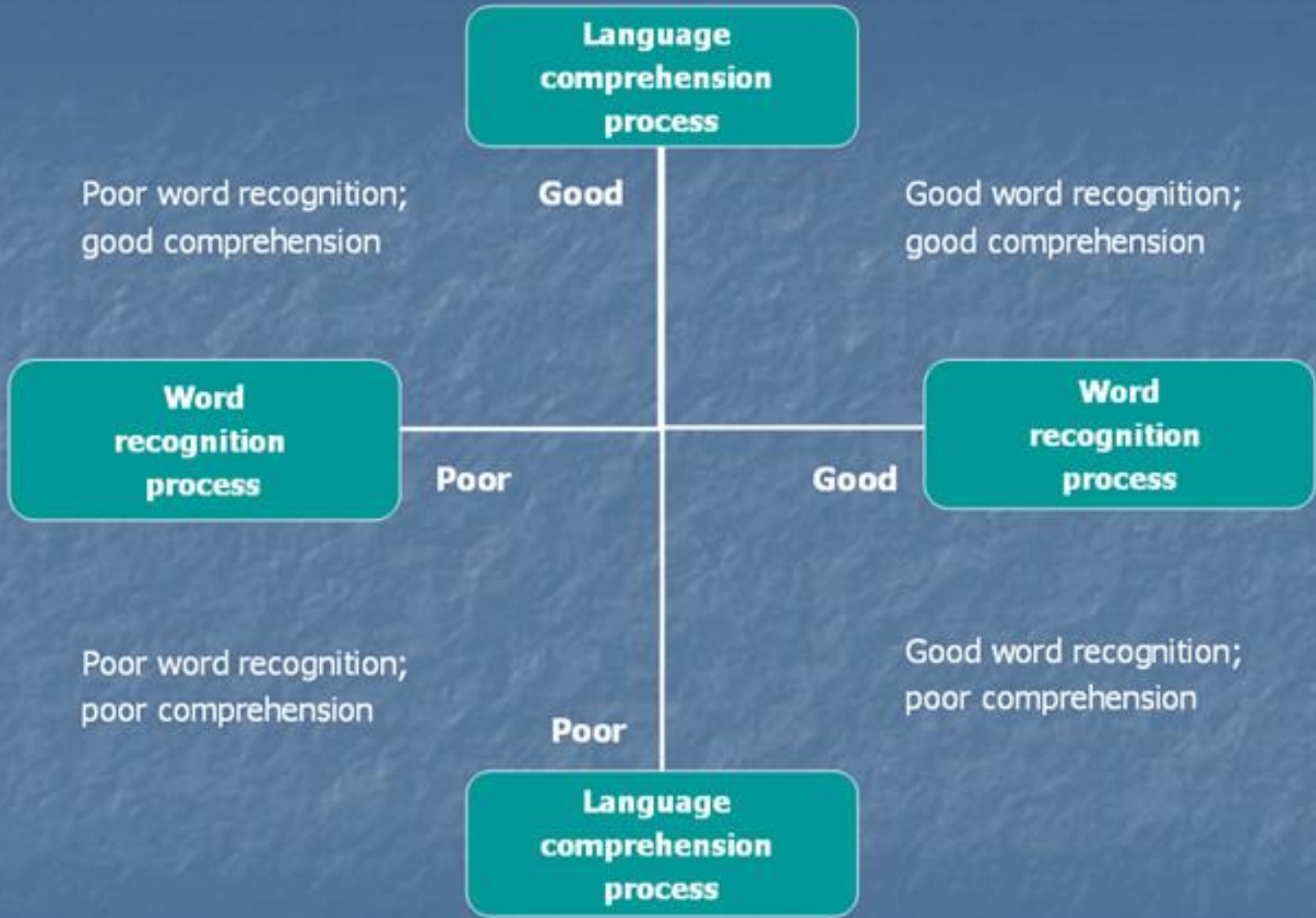




Reading at Key Stage 2





Skills of reading

Word reading	Comprehension
apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 , both to read aloud and to understand the meaning of new words they meet	Use dictionaries to check the meaning of words that they have read
read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
	preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
	discussing words and phrases that capture the reader's interest and imagination
	understand what they read, in books read independently, by checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
	asking questions to improve their understanding of a text with increasing complexity
	drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text
	predicting what might happen from details stated and implied
	identifying main ideas drawn from more than one paragraph and summarising these
	identifying how language, structure, and presentation contribute to meaning: include paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials.
	retrieve and record information from non-fiction over a wide range of subjects
	participate in discussion about both books that are read to them and those read for themselves, taking turns and listening to what others say.

Word reading

- Apply phonic knowledge to decode new or unfamiliar words
- Read a wider range of words including those with prefixes (re- dis- un-) and suffixes (-ly, -ness, -ful, -tion)
- Read further exception words (tricky words)

Key comprehension skills

- Show they understand what they read by checking and correcting themselves
- Exploring and deducing the meaning of unfamiliar words in context
- Retrieve information from a text
- Draw inferences such as characters' feelings and justify these with evidence
- Predict what might happen from details stated or implied
- Evaluate texts, compare, sharing preferences and reasoning

Key comprehension skills

- Summarising paragraphs and key details
- Identifying how text structure and language contribute to meaning
- Evaluate author's use of language and the impact on the reader
- Read aloud and perform poems and play scripts
- Read and discuss a wide range of genres

Range of Books

- Fiction – myths, legends, traditional, familiar setting, adventure, science fiction, classics
- Non-fiction – autobiographies/biographies, information texts, reports, leaflets, adverts, articles, posters,
- Poetry – classic, rhyming, non-rhyming, play on words
- Play scripts – classic, modern

Progressing

- Simple inference to complex inference
- Retrieval – simple fact to presenting information in a different way
- Sharing points of view to debate
- Analysing simple language to complex language and author's intention
- Summarising one paragraph to multiple paragraphs and texts.
- Simple and familiar contexts to complex contexts and characters.

How can I help?

- Read regularly with your child
- Give your child time to read
- Discuss the text as you read and between longer sections of text
- Question the understanding and meaning of words
- Ask questions which involve the literal retrieval of facts and information
- Ask increasingly more complex questions (inference) – why do you think he did that? Do you think it was right for....? And ask for the evidence to support their answers
- Encourage your child to summarise the text they have read
- Encourage your child to read a range of texts
- Model being a good reader – read to your child and discuss.

Any questions?