Reading at Ladygrove- KS2

At Ladygrove, we love and value reading as a core part of our curriculum. Through hearing or reading stories, children are exposed to a wide range of words, helping them to build their own vocabulary and improve their understanding of the world around them, as well as broadening their imagination. Of course, reading is a gateway to knowledge, and we want our children to be life-long readers by the time they leave Ladygrove.

Reading Expectations and Reading at Home

In Key Stage Two, we encourage the children to read at least **5 times a week.** Once children have read both at home and in school, they are encouraged to write a sentence in their Reading Record to summarise what they have read. Reading Records are a vital resource for learning and an opportunity for children to display their journey of reading across the year.

Your child's class teacher will use the Reading Record to display the reading in which children have participated in at school. A slip will be glued into your child's reading record which will detail the focus reading strand for the focus group- as parents, you can use this to look for the reading strand that is focussed on in class and use the example questions from the Reading VIPER bookmark at the front of your child's Reading Record.

What does 'Fluency' mean?

Fluency is the process of reading with speed and accuracy. If your child leaves long pauses or sounds 'robotic' when reading, then they need to reread sentences to improve their speed when reading. If children make mistakes when reading, they need to be encouraged to reread to correct mistakes when decoding. In order for children to become more fluent in their reading, they need to read regularly, this should be at least once a day where possible.

Children should be using expression and altering their tone of voice when reading to display strong fluency links between the text. When children are exposed to new vocabulary/words, they should reread them and visit the words in different contexts. In order to think about the meaning of an unfamiliar word, we teach children to pull out the word from the sentence and see if they can replace it with another word that would make sense, they are also encouraged to use their understanding of the context of the sentence and other words to help them.

Supporting fluency:

To support fluency it is important to, in the early stages by sounding out words and letting the child blend sounds to create words. Then we must encourage the child to reread sentences when they know each word (able to read each word). Next, we must encourage the children to read each sentence with speed and accuracy (fluency). Again, to achieve this we must encourage children to reread sentences and reread sentences to our children. It is a great idea to get them to decode, then you reread to model good reading and then they reread the sentence. Also, we must not change books too frequently, it is important that children understand the books they are reading and able to read them fluently (with accuracy and speed) before changing them. Getting to the end of a book doesn't mean they understand it and can read it well.

If your child is reading longer, more challenging texts when they progress to KS2, we must ensure that they understand what they are reading and can read approximately 97% of the words on the page accurately and at speed.

Asking questions when reading:

When reading to children we always ask a variety of questions. To support asking questions at home we have added a link to VIPERS. This will give you a starting point and support you with asking questions as you read with your child. You can record these questions in your child's Reading Record with their responses or get them to write a response. At the bottom of the Reading Record there is also a section for you to record the words that children have struggled to read when reading at home- this is a really useful tool for the adults in school as they can be recapped and revisited when reading during school time.

Useful Websites to support your child's reading at home

- Oxford Owl Reading / Read Write Ink
  https://home.oxfordowl.co.uk/bookshop/read-with-oxford/

  Using this link, you are able to sign into your child's account and download an endless number of E-Books for free! Reading books and texts are available for different phases if your child is accessing phonics as well as banded books for children in KS2. A wonderful resource to extend your home library. **If you do not know your child's log in details, please contact their class teacher and they will be happy to help.**



- Collins English
  https://collins.co.uk/pages/big-cat-ebook-parent-access

  Collins are offering their free Big Cat E-books during lockdown available for children to download and explore. E-books available also come with free downloadable activity packs, resources, and online quizzes.

  Use the following details to log in for free:

  Username: parents@harpercollins.co.uk

  Password: **Parents!21**

- National Literacy Trust
  https://literacytrust.org.uk/family-zone/

  The National Literacy Trust have educational apps, videos, audiobooks, and activities for children to download in the 'family zone' section of their website. These are designed to support Home Learning and provide creative and interactive resources to aid children independently at home.

- Fiction Express
  https://en.fictionexpress.com/

  As a school, we subscribe to Fiction Express which offers a wide range of E-books suitable for children in Years 3-6. Children can use their own individual log in to download and read a huge range of books, suitable for all interests. After reading a chapter, children are asked to complete a short, interactive quiz based on the chapter they have just read- this information gets sent to their teacher to track their level of understanding. Children can also communicate with authors live as well as completing fun and engaging activity packs based around the text they have chosen to read. **Please email your child's class teacher for log in details if you do not have them.**

