

Reading support guidance

Key Stage 2



Thank you for supporting your child with their reading. It is incredibly important that children have opportunities to read with an adult and that they **really enjoy it too!** Practise makes progress and children **develop their pleasure for reading by sharing it with others.** We hope you enjoy it too!

At this stage of reading, the focus is for children to develop a **deeper understanding** of their reading by **using inference - reading between the lines** based on the vocabulary used in the text.

Your role is a **supportive, encouraging co-reader.** Share the book by showing interest in their reading and ideas, taking part and offering gentle support. Show your child that you are **enjoying reading** with them. Giving lots of **support and praise** is great for their confidence.



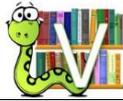
- ✓ Find a quiet, comfy place.
- ✓ Do take your time, there is no pressure for a child to race through a book to finish it, better to read fewer pages and enjoy sharing ideas and opinions about it. Aim to read with them for around 10 - 15 minutes but you can be flexible with this. Some children will want to read for hours while others will say they are done after a sentence. Speak with the class teacher if you are unsure how long a read should take.
- ✓ Child holds the book and turns the pages.
- ✓ Some children find a book mark useful to 'keep their place' while reading.
- ✓ Talk about the book before opening it by looking at the front cover, the title and the blurb. What could/does it tell us about the book?
- ✓ Make predictions - what might the story be about? What words might appear?
- ✓ If they have read the book before, can your child summarise what has happened so far?

Strategies to support your reader

- ✓ Try not to interrupt the reading if possible.
- ✓ If they make a mistake, give them time to spot their mistake and correct it.
- ✓ If they don't self-correct, ask them to look at that bit again and re-read it.
- ✓ Use pictures for clues if needed and appropriate.
- ✓ Some children may use their phonics to decode tricky words.
- ✓ Look for smaller words within longer words to support decoding.
- ✓ Look carefully at the word, is it similar to any other word they know?
- ✓ Use what they already know about the story/setting/characters.
- ✓ Use their own knowledge/experience of a similar situation.
- ✓ What word would make sense?
- ✓ Re-visit tricky words at the end of your session and talk about what they mean. Could your child use it in a sentence?

Suggested questions

Vocabulary



Understanding the meaning of words in context

What do the words....andsuggest about the character/setting/mood?
Find one word in the text that tells you about the character/setting/mood
What does the phrase....tell you about the character/setting/mood?

Infer



Reading between the lines, using evidence from the text

How can you tell that....?
What impression do you get of...(character/setting/mood)...from this paragraph?
What voice might these characters use?
How do these words make the reader feel?

Predict



What might happen from the details given and implied

What is happening now? What happened before? What could happen next?
What does this paragraph make you think is going to happen next?
Do you think...will happen? Explain your idea using evidence from the text.

Explain



Explain thoughts and opinions about the text

How is the text organised? Why did the author use these features?
Which section was the most interesting/exciting? Why?
How does the author show the character's mood?
What affect do the phrases.... and....have on the reader?

Retrieve



Find information and identify key details from fiction/nonfiction

How would you describe this story/text? What genre is it, how do you know?
Who had...? Who is....? Who did....? How did....?
What did you learn from this section?
The mood of the character changes, what words and phrases show this?

Sequence



Summarise the main ideas from more than one paragraph

What was the first thing that happened? What happened after...?
Can you summarise, in a sentence, the beginning/middle/end of the story?
Can you put these events in the order that they happened?



Thank and praise your child by picking out something they did well or something you enjoyed. This could be their expression, fluency, word reading, knowledge of sounds (if appropriate), using what they already know to tackle new words, perseverance, making it enjoyable to listen to, and their understanding of the text. Make a note in your child's reading record of the date, book title, pages they have read, something that they did well and words that they found tricky.

Supporting reluctant readers

How you might support children who are developing reading for pleasure.

- ✓ Allow them to choose a text of interest - this could be fiction/non-fiction or even digital.
- ✓ Read in silly voices to encourage them to enjoy the session with you.
- ✓ Read aloud to them with passion, excitement and expression.
- ✓ Provide reading recommendations based on their interests.
- ✓ Paired reading - take it in turns to read sections of the text/sentences.
- ✓ Echo reading - you read a sentence/section of text and then your child reads it back to you.