

What if my child struggles or is a reluctant reader?

Some children do not find reading easy. They struggle to read the words or to understand the meaning. Children develop at different rates and it may be that in time your child will become an accomplished reader. However, some children do have a problem and may need some special help and may need to use a structured phonic and reading program.

If you think your child has a problem discuss your concerns with the class teacher in the first instance. He/she will discuss the problem with the special needs coordinator and the head teacher and a special program will be drawn up to help your child. Help from outside agencies will be sought if necessary. If your child is a reluctant reader the following may help:

- Try not to worry as your tensions will pass on to your child.
- Don't force your child to read—encourage.
- Be crafty—ask them to read the recipe for something you're cooking or information from a newspaper.
- Read to your child in a relaxed, cosy setting. Make it a pleasant, special, one to one experience.
- Share books with them—you read a page ask your child to read a page.
- Allow your child to read books which are easy then gradually move to more challenging material when your child is ready.
- If your child has a busy social life allow him/her to read for 15 minutes before going to sleep.
- Let your child see you reading.

Reading Record;

Every child has a reading record book. This is useful for keeping a note of the page your child has read up to and which books they have read. Children are expected to read every day and to record the days they have read. When children reach a specific number of days reading they receive a reward sticker and can record their achievement on the readometer chart in their class. It is also important to make a comment in their reading record books about their reading, to inform teachers and teaching assistants of their progress at home.

How can I help my child?

Children have very busy lives today and reading sometimes gets forgotten. However even if children can read fluently it is still important that they read daily. It is a great help if parents can encourage their children to read (even if it is only for 15 minutes a day) and discuss aspects of the book with them. Show children that you value reading, let them see you reading, share books with them. Encourage them to read a wide range of texts from a variety of authors. Perhaps join the local library.

Further tips for sharing books can be found in your child's home reading record Book.

Reading Key Stage 2



Reading for the future

Reading can be a wonderful, relaxing experience and can open up a whole new world for our children. Even in this technological age we need to be able to read, and read a variety of styles and texts. As children progress through the education system, more demands will be made upon them.

As parents and teachers we must help our children to become accomplished readers but we also want them to enjoy the experience so that they can go forward into the world with confidence and a skill for life.



Happy Reading!

Reading at Key Stage 2

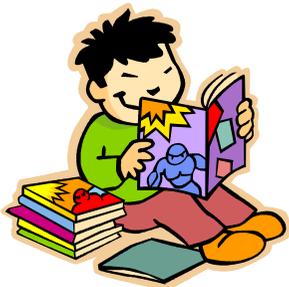
Reading opens the door to learning and to the world. It underpins everything we do and is essential to everyday life. In order to survive, we need to be able to read instructions, signs, and safety information as well as reading for pleasure.

By the time children reach KS2 most of them can read, many read fluently. Our job is to further improve their reading skills by developing higher order reading skills; to increase the range of texts our children read and to foster a love for reading and books.

Successful readers use many strategies to help them to understand the text.

- Phonic (sounds and spelling)
- Grammatical knowledge
- Knowledge of punctuation
- Word recognition and graphic knowledge
- Knowledge of context
- Knowledge of spoken language

By the time children reach KS2 they use most of these strategies. Our job is to build on these and develop higher order reading skills.



Reading in School

Children read everyday in school in lots of different situations.

As part of English lessons we spend time working as a class on a shared text and small groups on teacher led guided reading. We read the text, discuss spelling patterns and vocabulary, parts of speech and sentence structure.

We also focus on authorial technique. (Why the author uses certain words, phrases and sentences) We discuss how a story is put together—the introduction, the setting, the development of characters, the climax, the events and resolution of the story.

In addition each class has group readings sessions. The texts are chosen to suit the reading level of each child. Children read the book together and then complete some activities related to the text which help to develop higher order reading skills. Lots of other reading happens in school in all other curriculum areas, whether it is reading instructions from a worksheet or the white board or information from the internet. Children are constantly reading.

Library Books

What are Higher Order Reading Skills?

Once children have a good knowledge of phonics and word building we move on to develop higher order reading skills. These are:-

- Inference
- Deduction
- Authorial technique and intent
- Skimming and scanning

Inference—Something that is not explicit in the text but is inferred.

Deduction-Work out something from clues in the text.

Authorial technique and intent-What the author does to get his/her intended message across.

Skimming and scanning-to read quickly to get an overview of the story or to look for particular points in the text.

Range of Reading

As children get older they are expected to read a wide range of both fiction and non fiction material.

Fiction

- Adventure
- Historical
- Fantasy
- Science fiction
- Mystery
- Horror
- Myths and legends

Non fiction

- Newspapers and magazines
- Diaries
- Journals
- Biographies and Autobiographies
- Letters
- Leaflets
- Signs and posters

In addition they are expected to read playscripts (including Shakespeare) and poetry.