



**Key Stage 2
Reading workshop**

Wednesday 22nd January 2025

**Mrs Freychet-Stevenson
Year 6 teacher and English Lead**

**Mrs Davies
Phase leader and English Lead**

Aims of the session

- To inform you how we teach and assess reading in Key stage 2.**
- To understand some of the key reading and comprehension skills children need.**
- To provide you with helpful strategies you can use to support your child with reading at home.**

Assessing reading

At Joseph Hood, teacher assessments are ongoing throughout the year.

This happens in lessons through questioning as well as when a child reads to an adult.

Children will be read with regularly: with a teaching assistant or with the class teacher.

Banded books

Throughout the year, teachers assess children's reading levels to determine their reading range. They will be given books for their reading level, based on teacher assessments.

Once children become more confident with their comprehension and fluency, they become 'free readers', which means they can choose their own reading book to take home.

Red
Green
Purple
Pink
Orange
Yellow
Blue
Grey
Turquoise
Purple
Gold
White
Lime
Brown
Grey
Dark Blue
Burgundy
Black
Black +

Teaching reading in KS2

In KS2, we teach whole class reading: this means all children study the same book, but activities may be adapted to meet specific needs.

In KS2, reading strategies are weighted towards comprehension and developing children's ability to use what they have read and discuss the meaning of a text.

At the start of each lesson, we explore 3-4 words before reading the chosen text, to ensure children have a better understanding when reading the text.

Teaching reading in KS2

We cover a variety of genres in our reading sessions, including: **fiction** and **non-fiction texts** as well as **poetry**.

We choose high quality texts and try to link these with our termly topics, to immerse children fully in the topic.

Monday 13th January 2025 (2b)

2b

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

- Discuss with your partner what you think the key vocabulary for today means.
- If you are unsure look it up in a dictionary.
- As we go through today's section keep an eye out for the vocabulary.

Key vocabulary

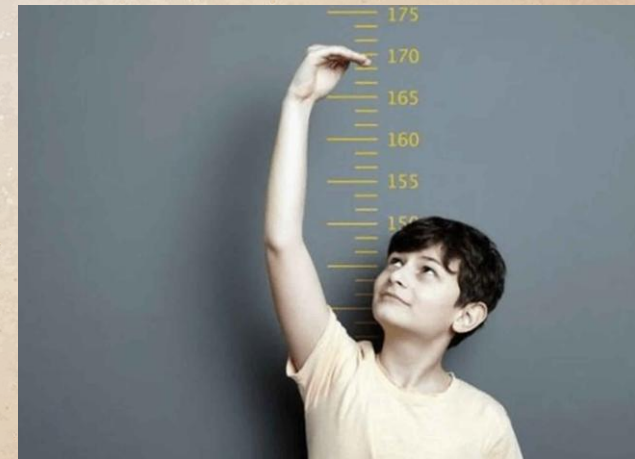
blackbird going around the bend
stunted arthritis

blackbird going around the bend
stunted arthritis

2b

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

If you go around the bend, **you go crazy**. It's an informal way to describe a slight nuttiness or a more serious bout of insanity.



Arthritis - NHS

Arthritis is a common condition that causes pain and inflammation in a joint. In the UK, millions of people have **arthritis** or other, similar conditions

Teaching reading in KS2

During reading sessions, we teach different skills to help the children develop their understanding of a text.

These skills are referred to as 'Assessment Focuses'. These focuses mean that children have the opportunity to make inferences and predictions, explain reasons for their thinking and summarise key ideas.

The skills being taught in each lesson should be explicit when teaching.

AF1 Use a range of strategies including accurate decoding of text, to read for meaning

AF2 Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text

AF3 Deduce, infer or interpret information, events or ideas from texts

AF4 Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level

AF5 Explain and comment on writers' uses of language, including grammatical and literary features at word and sentence level

AF6 Identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader

AF7 Relate texts to their social, cultural and historical contexts and literary traditions

Teaching reading in KS2

In Year 6, the teaching of reading skills shifts slightly to prepare children for their SATS in May 2025.

These skills are referred to as the 'content domain'.

The skills being taught in each lesson should be explicit when teaching.

Content domain reference	
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
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

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- AF2 Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text
- AF3 Deduce, infer or interpret information, events or ideas from texts
- AF4 Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level
- AF5 Explain and comment on writers' uses of language, including grammatical and literary features at word and sentence level
- AF6 Identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader
- AF7 Relate texts to their social, cultural and historical contexts and literary traditions

AF1 - 2a

AF2 - 2b/2c

AF3 - 2d

AF4 - 2h

AF5 - 2g/2h

AF6 - 2f/2h

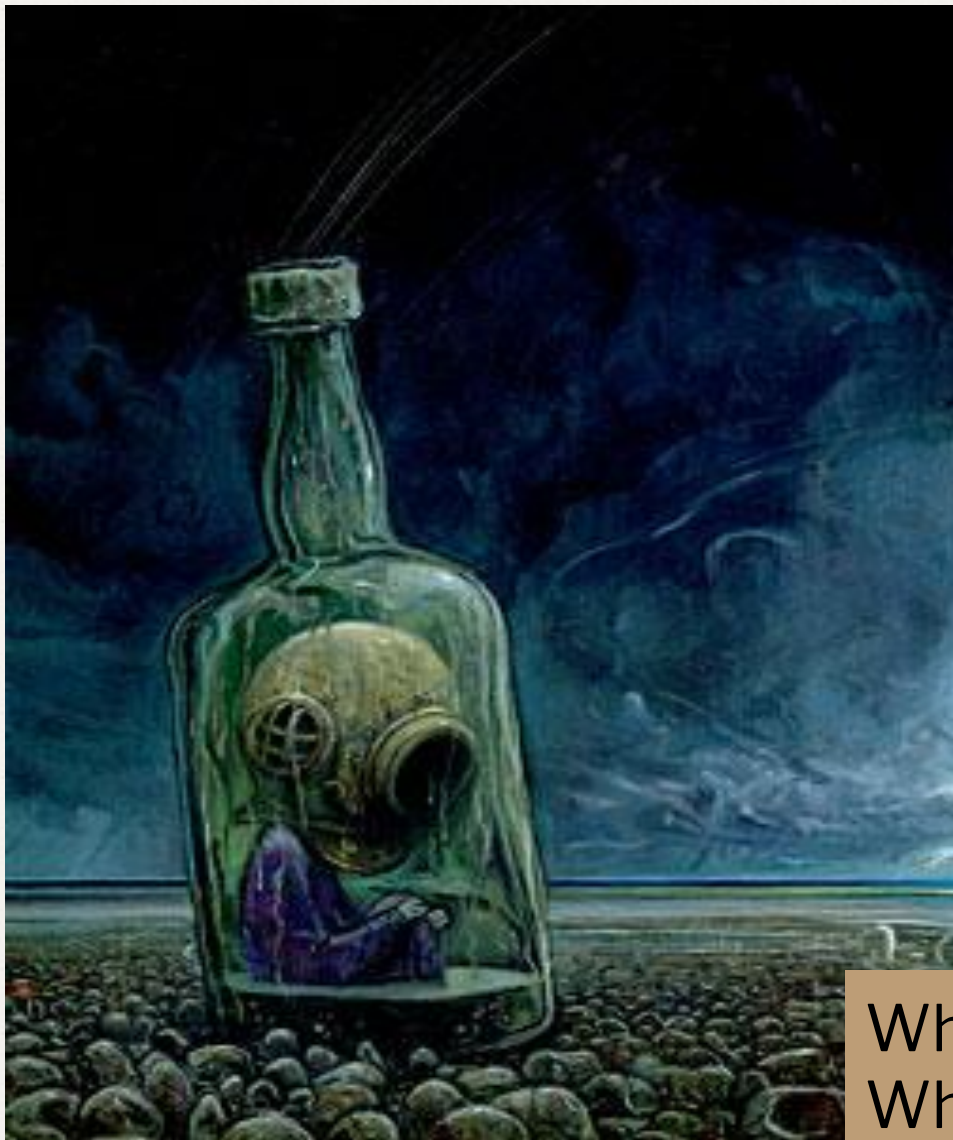
AF7

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Which skills could be covered when studying this image?

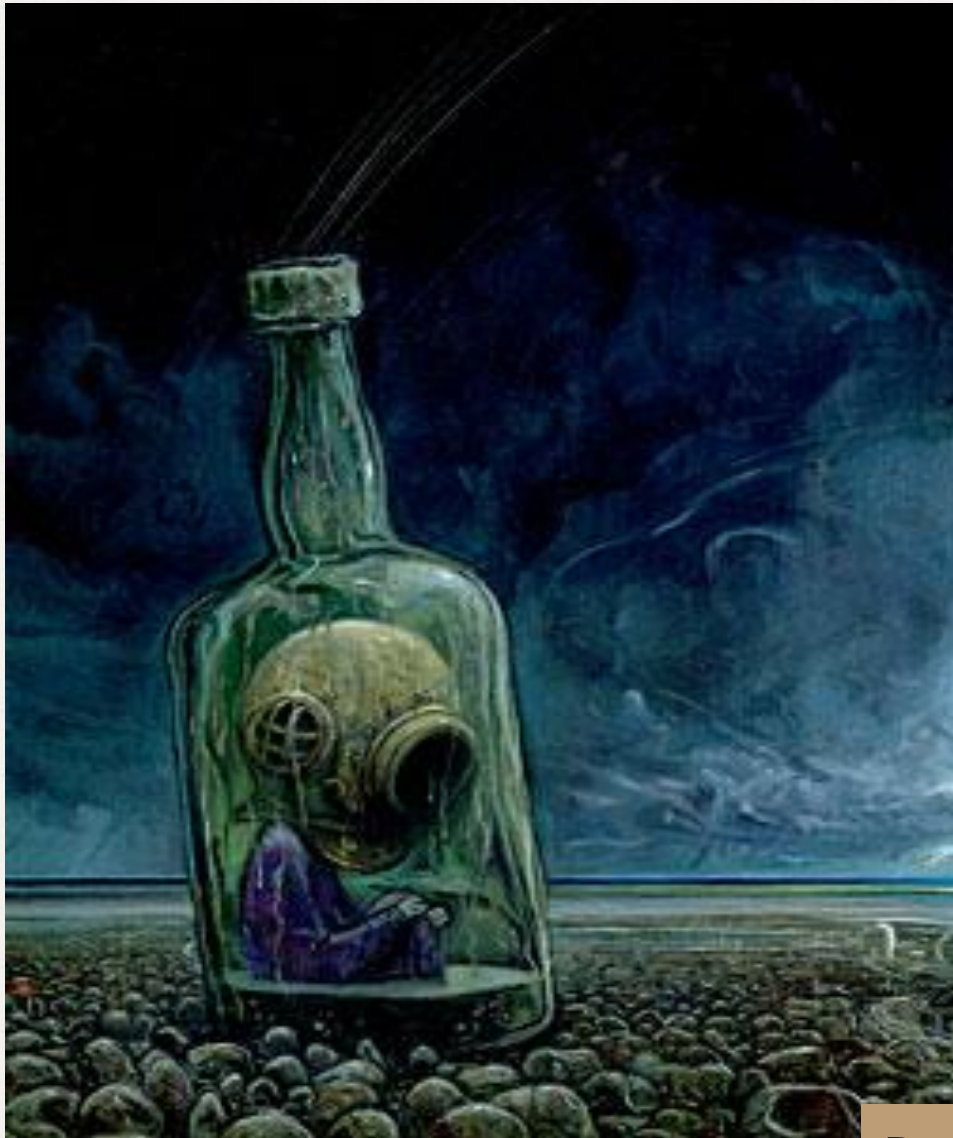


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What is in the bottle?
What is the
person/creature wearing?



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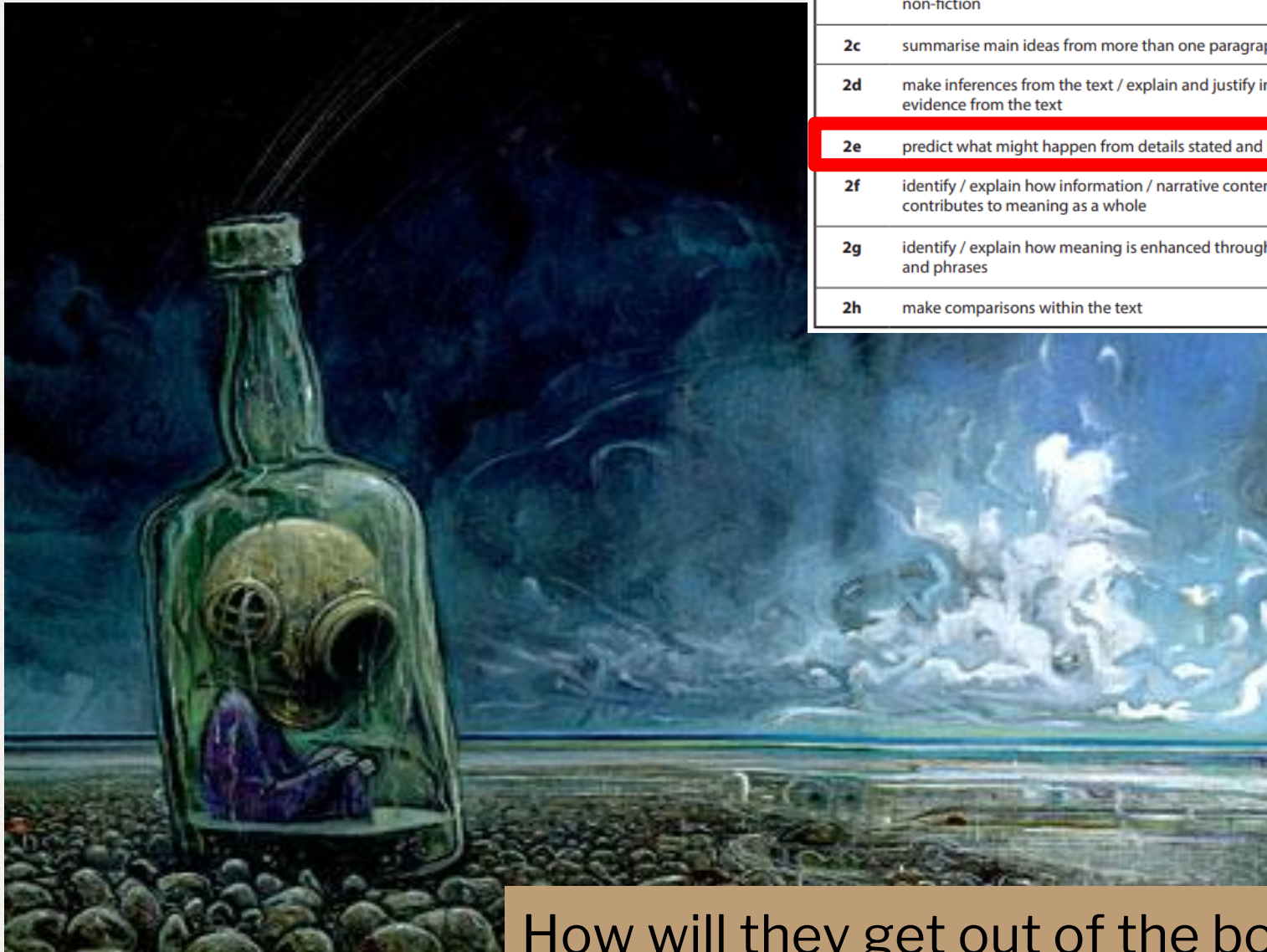
Describe what is happening in this image.



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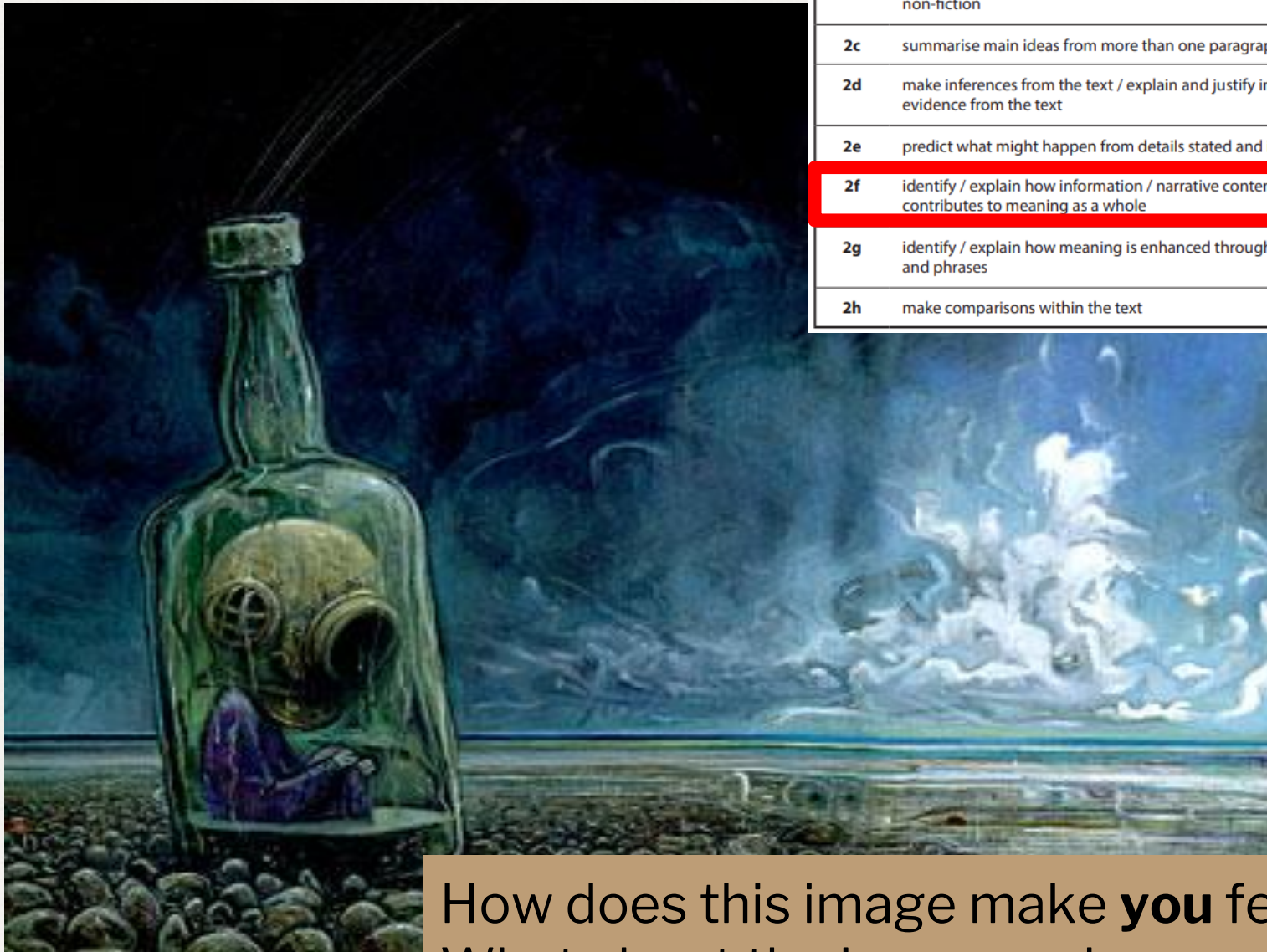


How did the bottle get to the beach?
Why is the person in the bottle?
How are they feeling?



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How will they get out of the bottle?



Content domain reference	
2a	give / explain the meaning of words in context
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2c	summarise main ideas from more than one paragraph
2d	make inferences from the text / explain and justify inferences with evidence from the text
2e	predict what might happen from details stated and implied
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How does this image make **you** feel?
What about the image makes you feel that way?

SATS style questions

Look at the paragraph beginning: *The sound died away...* to the paragraph ending: *...the other side of the valley.*

Number the following locations 1–4 to show the order in which Priya thought she heard the vehicles travel.

the foot of the hill

the campsite

the cattle grid

the bridge

1 mark

Content domain: 2b – retrieve and record information or identify key details from fiction and non-fiction

SATS style questions

Content domain: 2d – make inferences from the text or explain and justify inferences with evidence from the text

Award 1 mark for reference to any of the following:

Look

Then

What

1. Priya's realisation that they were rustlers, e.g.
 - *she had figured out that they were rustlers*
 - *that she saw rustlers*
 - *they were rustlers*
 - *the fact it was robbers*
 - *'it' is Priya knowing that those vehicles are rustlers*
 - *she thought that it was the rustlers.*

2. Priya's understanding of the situation, e.g.
 - *that she knew who they were*
 - *she knew what was happening*
 - *she instantly knew who was making the noise*
 - *it is what was going on with the vehicles*
 - *she noticed what it had to be*
 - *the idea of who the people might be.*

3. Priya's realisation only, e.g.
 - *she realised*
 - *the answer*
 - *the realisation*
 - *she figures something out.*

mark

SATS style questions

Content domain: 2d – make inferences from the text or explain and justify inferences with evidence from the text

Award 3 marks for **two** acceptable points, at least **one** with evidence.

Award 2 marks for either **two** acceptable points, or **one** acceptable point with evidence.

Award 1 mark for **one** acceptable point.

Positive message	Evidence
Bats shouldn't be judged by their appearance.	She says even though they might look scary they aren't really.

3 marks

Supporting your child

- Listen to your child read **and** read to your child.
- Discuss what is being read: this will help with their comprehension of the text.
- Ask questions (using the question stems on your hand out).

Helpful Hints

- Children in KS2 should be reading for 20 mins a day – fun, fairly short bursts of reading every day will make a big difference to fluency and comprehension skills .
- A mix of reading independently and being read to .
- Reading for purpose (for information or reading to a younger sibling).
- Comprehension - it is really important that children are asked questions about what they are reading to ensure understanding. Don't be afraid to let the conversation stray from the text.
- Reading records – recording each time your child reads is important as it demonstrates that reading is part of a routine, a habit which we want the children to develop – hopefully – for life.
- Choose high quality texts.

www.lovereadings4kids.co.uk

<https://www.oxfordowl.co.uk/>



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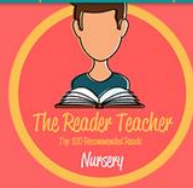
Christmas

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<https://www.thereaderteacher.com/year-groups>

Promoting a love of reading

- Library visits
- Modelling reading for pleasure
- Whole school events: World Book Day, sponsored read, etc...

Suggested dictionaries and thesauruses

KS1:

- Collins First School Dictionary

KS2:

- Collins English School Dictionary
- Oxford Primary Dictionary
- Oxford Primary Thesauruses