



How to support your child with reading

KS2 – Reading Comprehension



The **MORE** that you
READ, the more things
you will **KNOW**.
The **MORE** that you
LEARN, the more places
you'll **GO**.

The benefits of reading...

- Improved vocabulary
- Perform better academically
- Creativity skills are developed
- Gain a deeper understanding of the world
- Creates empathy
- Concentration levels improve
- Child and parent bond can be strengthened

What do we already do in school?

- Every child is heard reading in school, at least once a week.
- Every class has reading timetabled daily. 3 out of the 5 sessions will be focused around their class book for that term. One session will be 'book talk', the second will be based around vocabulary and the third will be comprehension based.
- The other 2 sessions are for children to complete a reading box comprehension and the other one is a stand alone comprehension.
- Children will be assessed in reading 3 X a year. Reading box assessment should be carried out termly. Year 6 follow a slightly different assessment timetable.

Reading books

- All children are set 2 books.
- One is from the reading scheme – this is levelled and is used when reading to adults in school. This should be kept in school.
- The other book is a free reader book. Children have all picked their own book from the library. This is to encourage children to read for enjoyment.
- Any reading of this book that is done at home should be logged in their reading journals. Displays are up in each class, listing the books the children have read. We are encouraging children to read until complete.
- If you find the book is too tricky for them at home, please let their class teacher know.

What can you do to
help?



What skills do children need to have?

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

Reading Vipers

Vocabulary
Infer
Predict
Explain
Retrieve
Sequence or Summarise



Vocabulary

Find and explain the meaning of words in context

Example questions

- What do the words and suggest about the character, setting and mood?
- Which word tells you that....?
- Which keyword tells you about the character/setting/mood?
- Find one word in the text which means.....
- Find and highlight the word that is closest in meaning to.....
- Find a word or phrase which shows/suggests that.....

The following slides are taken from the Literacy Shed.

Infer

Make and justify inferences using evidence from the text.

Example questions

- Find and copy a group of words which show that...
- How do these words make the reader feel? How does this paragraph suggest this?
- How do the descriptions of show that they are
- How can you tell that.....
- What impression of do you get from these paragraphs?
- What voice might these characters use?
- What was thinking when.....
- Who is telling the story?

Predict

Predict what might happen from the details given and implied.

Example questions

- From the cover what do you think this text is going to be about?
- What is happening now? What happened before this? What will happen after?
- What does this paragraph suggest will happen next? What makes you think this?
- Do you think the choice of setting will influence how the plot develops?
- Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.

Explain

- Explain how content is related and contributes to the meaning as a whole.
- Explain how meaning is enhanced through choice of language.
- Explain the themes and patterns that develop across the text.
- Explain how information contributes to the overall experience.

Example questions

- Why is the text arranged in this way?
- What structures has the author used?
- What is the purpose of this text feature?
- Is the use of effective?
- The mood of the character changes throughout the text. Find and copy the phrases which show this.
- What is the author's point of view?
- What affect does have on the audience?
- How does the author engage the reader here?
- Which words and phrases did effectively?
- Which section was the most interesting/exciting part?

Retrieve

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

Example questions

- How would you describe this story/text? What genre is it? How do you know?
- How did...?
- How often...?
- Who had...? Who is...? Who did....?
- What happened to...?
- What does.... do?
- How is?
- What can you learn from from this section?
- Give one example of.....

Summarise

Summarise the main ideas from more than one paragraph

Example questions

- Can you number these events 1-5 in the order that they happened?
- What happened after?
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapter headings come in the story?

How is it best to
share a story?



Advice from the Book Trust

- Ask your child to choose what they'd like to read. They'll feel more interested in the story if they've picked it out themselves. (And don't worry if they keep returning to the same story, either!)
- If you can, turn off the TV, radio and computer. It's easier for both of you to enjoy the story without any other distractions.
- Sit close together. You could encourage your child to hold the book themselves and turn the pages, too.
- Take a look at the pictures. You don't just have to read the words on the page. Maybe there's something funny in the pictures that you can giggle about together, or perhaps your child enjoys guessing what will happen next.
- Ask questions and talk about the book. Picture books can be a great way to talk through your child's fears and worries, or to help them deal with their emotions. Give them space to talk, and ask how they feel about the situations in the story.
- Have fun! There's no right or wrong way to share a story – as long as you and your child are having fun. Don't be afraid to act out situations or use funny voices... your little ones will love it!

Parents...

- Read yourself! It doesn't matter what it is – pick up a newspaper or magazine, take a look at a cookery book, read a computer manual, enjoy some poetry or dive into a romance or detective novel. And get your children to join in – if you're cooking, could they read the recipe? If you're watching TV, can they read out the listings?
- Give books as presents. And encourage your children and their friends to swap books with each other – it'll give them a chance to read new stories, and get them all talking about what they're reading.
- Visit the local library together. It's always fun choosing new books to read, and keep an eye out for special author events at the library or local bookshop.
- Encourage children to carry a book at all times. That way, they'll never be bored (this is something you can do, too!)
- Have a family bookshelf. If you can, have bookshelves in your children's bedrooms, too.
- Keep reading together. Just because your children are older, it doesn't mean you have to stop sharing stories.
- Don't panic if your child reads the same book over and over again.