



*Christ Be
Our Light*

ST PIUS X
CATHOLIC PRIMARY SCHOOL

Reading in KS2



This booklet contains information about how reading is taught in KS2 at St. Pius X. Within this booklet you will find helpful tips for you as parents and carers to help your child become better readers.

Included in this booklet:

- **Reading in school**

- How we teach reading in school
- Whole Class Reading
- Book Bands
- Reading records
- Reading at home

- **How to help your child with reading at home**

- Reading Records
- What you can do at home
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Reading in school

Once children have finished KS1 they will have the skills and knowledge to be able to read. During KS2 children develop their reading skills further and begin to comprehend texts in much more detail.

How we teach reading in school

- Shared reading (adult reads to the child)
- Whole class guided reading (daily)
- Individual reading (children will be listened to reading once a week)
- Reading for pleasure (children reading a book of their choice)



Whole Class Reading

Whole class reading is a new approach that the school has adopted in teaching reading in KS2. Children will be exposed to a range of text types and authors within sessions so by the time they leave St. Pius X, they have read a wide range of both fiction and non-fiction. Reading sessions are taught daily where the teacher will read and ask children to read also. Children will answer questions based on the text and learn different skills to answer questions.



Book Band Levels

Reading books are graded by difficulty, by reading levels known as Book Bands. Each Book Band has its own colour. The chart below gives an indication of the range of Book Band levels at which most children will be reading as they progress through primary school.

The chart shows the progress of an ‘average’ band of children - but no individual child is ‘average’ - so no child makes smooth progress precisely in this way. Children tend to learn in fits and starts – periods of growth followed by periods of consolidation when their progress seems to halt for a while. The periods where you don’t see rapid progress may be worrying, especially after a ‘growth spurt’, but they are important as your child develops confidence in using and applying their newly acquired skills.

If you are ever worried about your child’s progress, talk to their teacher.

Book Band Colour	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Lilac							
Pink							
Red							
Yellow							
Blue							
Green							
Orange							
Turquoise							
Purple							
Gold							
White							
Lime							
Brown							
Grey							
Blue (KS2)							
Red (KS2)							

Brown Level

At this level, children should be able to:

- interpret more sophisticated word-play and puns
- distinguish the narrator's voice in a fiction story from the characters' voices through figurative, idiomatic and literary language
- understand a story that is told through dialogue and action to 'show' instead of 'tell' the plot

How to support your child reading Brown level books

Your child may well not want to read aloud to you anymore because they probably enjoy silent reading more. This is fine as long as your child continues to read actively and not just pass their eyes over the words. You can help them by:

- Continuing to make a time available for regular quiet reading sessions, and reading your book while your child reads.
- Establishing an expectation of a conversation at the end of each reading session: can they tell you what's happening in their book?
- Ask questions which make your child go back to the book to find answers. Support your child as they develop skills in skimming and scanning to find the information to answer your question.
- Continuing to read aloud to your child at bedtime. This shows them the importance you place on reading as well as developing their language, vocabulary and love of story

Grey Level

Children reading at Grey level will be able to interpret more sophisticated word-play and puns. At this level, they should be able to:

- explain a character's motivations
- discuss the points of view of the character and the narrator
- better understand a range of narration styles

How to support your child reading Grey level books

Your child may well not want to read aloud to you any more because they probably enjoy silent reading more. This is fine as long as you child continues to read actively and not just pass their eyes over the words. You can help them by:

- continuing to make a time available for regular quiet reading sessions, and reading your book while your child reads.

- Establishing an expectation of a conversation at the end of each reading session: can they tell you what's happening in their book?
- Ask questions which make your child go back to the book to find answers. Support your child as they develop skills in skimming and scanning to find the information to answer your question.
- Continuing to read aloud to your child at bedtime. This shows them the importance you place on reading as well as developing their language, vocabulary and love of story.

Blue Level (KS2)

Children reading at Blue level will be able to gather information from more than one place in the text and use inference based on what is shown rather than being told. This allows for greater complexity in building character and setting.

How to support your child reading Blue level books

The books at this level are written in a much more subtle way than in previous levels which means that it is important that the reader is fully engaged with the process of reading and alert to the language and vocabulary the writer is using. This level is more advanced than many books that are sold to adults but these stories are not intended to be just 'leisure reads'. Although your child should enjoy them, the books need the reader to be fully alert and willing to learn.

You can help them by:

- continuing to make a time available for regular quiet reading sessions, and reading your book while your child reads.
- Suggest that your child invites friends who are also reading the book to a 'Book Group'. If you skim-read the book first – or ask your child's teacher – you can prepare some questions for the book group to discuss.
- Before a reading session, ask your child to find and note down some particular information. It could relate to the plot or it could be something like: a really good descriptive passage; three words which are adventurous; two words you want to use in your next piece of writing; an example of something typical a character does or says; how one character's reaction to another shows their relationship ... There are lots of questions you can ask which don't mean you have to know the book yourself, but just serve to alert your child to its possibilities.

Red Level (KS2)

Children reading at Red level will be able to synthesise information from different places in a text. They are beginning to recognise how layers of meaning allow for the build-up of humour or tension and are able to discuss how the author has achieved the effects.

How to support your child reading Red level books

The books at this level are written in a much more subtle way than in previous levels which means that it is important that the reader is fully engaged with the process of reading and alert to the language and vocabulary the writer is using. This level is more advanced than many books that are sold to adults but these stories are not intended to be just 'leisure reads'. Although your child should enjoy them, the books need the reader to be fully alert and willing to learn.

You can help them by:

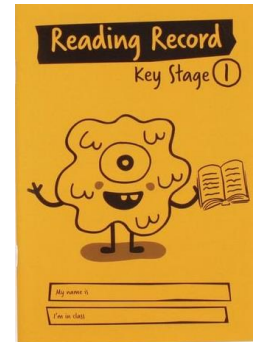
- continuing to make a time available for regular quiet reading sessions, and reading your book while your child reads.
- Suggest that your child invites friends who are also reading the book to a 'Book Group'. If you skim-read the book first – or ask your child's teacher – you can prepare some questions for the book group to discuss.
- Before a reading session, ask your child to find and note down some particular information. It could relate to the plot or it could be something like: a really good descriptive passage; three words which are adventurous; two words you want to use in your next piece of writing; an example of something typical a character does or says; how one character's reaction to another shows their relationship ... There are lots of questions you can ask which don't mean you have to know the book yourself, but just serve to alert your child to its possibilities

How to help your child with reading at home

Your child will move towards becoming an independent reader but it is vital that they continue to read aloud regularly to an adult.

Reading Records

It is essential to your child's development that they're reading at home daily. We ask parents to read daily with their children and write a comment in their reading record. These will be checked daily by an adult and used to record individual reading in school as well.



What you can do at home

- Find a quiet place away from other interruptions.
- Ask your child questions to check their understanding of the text e.g. What was your favourite part? How did you feel about the main character? Which words show you that the character is happy? What might happen?
- Give your child lots of praise and encouragement.



Reading to, and with, your child is an enjoyable and positive experience. Talking about the things you read – books, newspapers, instructions, recipes, shopping lists etc demonstrates that reading is a useful meaningful activity. Ensure your child knows you value reading – let them see you reading too!

Useful questions for reading times

Fiction Books

Questions about characters

- What does look like? Use parts of the story to explain how you know this.
- What sort of things does get up to?
- Why do you think that behaves in the way that he/she does?
- What have you learned about? Where did you get this from?
- Would you like to have as a friend? Why/why not?
- How did feel at the beginning/middle/end of the story? How do you know this?
- Do you feel that you are in any way similar to? In what way?
- Do you think that changed in any way during the story? How and why did these changes happen?
- Why do you think said “.....”?



Questions about settings

- Where do the main events take place?
- What effect does the setting have on the story?
- When do the main events take place?
- Does the timing of these events have an effect on the story?
- Why do you think the author chose the settings that he/she has?
- Do you think that the settings are well described? Why?
- Can you select some good description and say why you think it is so effective?

General questions

- Does what you have read in your book today make you want to carry on reading? Why/why not?
- What main events have taken place in your book?
- What caused these events to happen?
- What was the result of these events?
- What do you think may happen next & why?
- What part of the story do you think is the funniest/saddest/most interesting?
- How do you think the story will end?
- Why do you think the book is called?

- Did anything in the book make you think about something that once happened to you?
- Do you think that the pictures help you to understand the book better?
- Do the pictures make the book more enjoyable? How?
- What questions would you like to ask the author?
- Would you recommend this book to other children?
- Would it appeal to all children? What sort of children do you think would like it?

Non-fiction Books

- What have you learnt from your reading today?
- Who do you think would find this book most interesting and useful?
- How is the information arranged on each page?
- How does the way that the information is set out help you to
- understand it?
- Here it says (point to the contents page) is on page ... What do you
- think that page will be about?
- How would you use the index to find something out?
- Could you suggest any ways in which your book could be improved?



Poetry

- Can you find out who wrote this poem and when it was written?
- What pictures did it make you think of as you read the poem?
- What is the poem about?
- What is the poet trying to do or say?
- What is it about the poem that you liked?
- How do you think the poet is feeling about what they are writing about?
- What 'poetic features' can you identify? (rhyme, rhythm, alliteration etc)
- Did the poem remind you of anything else that you have read?
- Does the shape the poem makes on the page, or the sounds it makes when you read it, add to the message?

Reading for pleasure

Sharing a book together with your child is bonding, relaxing and gives you the opportunity to escape into another world with your child. Reading for pleasure will help develop your child's vocabulary, communication, concentration, empathy and imagination. Children in KS2 will be more independent readers but it is important to encourage the children to read for pleasure at home and get involved with what they're reading. We advise that all children read for at least 10 minutes a day.

This is separate to your child's reading book from school. We encourage parents and carers to promote a love of reading by encouraging children to read books. There are plenty of books available to home loan from school.

Here are some things you can try:

Make books part of your family life - Always have books around so that you and your children are ready to read whenever there is a chance.

Join your local library - Get your child a library card!

Match their interests - Help them find the right book - it doesn't matter if it's fiction, poetry, comic books or non-fiction.

All reading is good - Don't discount non-fiction, comics, graphic novels, magazines and leaflets. Reading is reading and it is all good.

Get comfortable! - Snuggle up somewhere warm and cosy with your child, either in bed, on a beanbag or on the sofa.

Ask questions - To keep them interested in the story, ask your child questions as you read such as, "What do you think will happen next?" or "Where did we get to last night? Can you remember what has happened already?"

Read whenever you get the chance - Bring along a book or magazine for any time your child has to wait, such as at a doctor's surgery.

Bedtime stories - Regularly read with your child or children at bedtime. It's a great way to end the day and to spend valuable time with your child- **children are never too old to be read to!**



Useful websites

- <https://www.activelearnprimary.co.uk/login?c=0>
- <https://schoolreadinglist.co.uk/>
- <https://www.booktrust.org.uk/>
- <https://www.booktrust.org.uk/books-and-reading/our-recommendations/100-best-books/>
- <https://www.readformyschool.com/>
- <https://www.oxfordowl.co.uk/>

Useful apps

These apps might be useful if your child struggles with reading

- Teach your Monster to read
- Epic!
- ABC Mouse
- VocabularySpellingCity
- Homer
- Starfall
- Amazon Kindle

