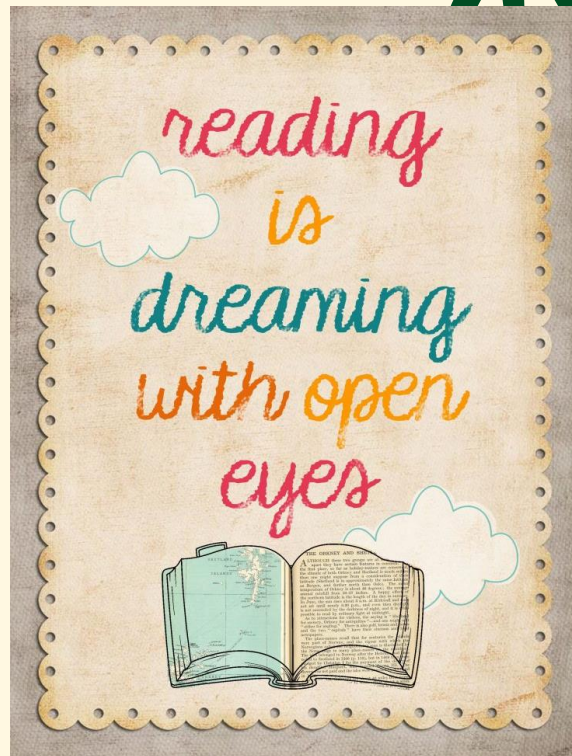


Supporting Learning Workshop 1

Reading Skills in KS2

— Fluency



Aims

To share curriculum expectations for Year 5 and Year 6

To share how reading is taught and encouraged at school

To give you strategies to help when reading at home with your child

For more info:

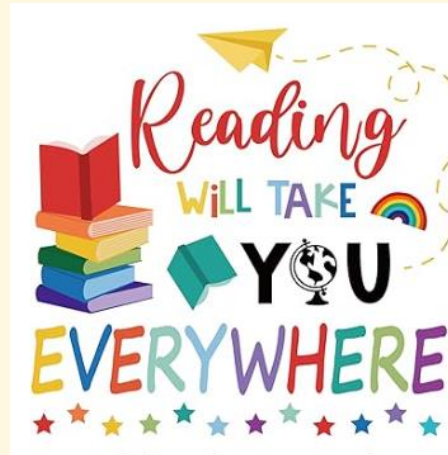
**[Ryecroft C.E. Middle School
Website – English Pages](#)**

For more info:

[Ryecroft C.E. Middle School Newsletter](#)



Most of us read without even thinking about it. It's a skill we take for granted, yet one that is essential for being able to get on in life. As a child grows up, being able to read well not only enables them to discover new facts and to learn at school, but also opens them up to a world of new ideas, stories and opportunities.



DECODING

X

ORAL LANGUAGE
COMPREHENSION

=

READING
COMPREHENSION

Fluency

Phonics

Phonemic
Awareness

Compre-
hension

Vocabulary

Compre-
hension

Vocabulary

Fluency

Phonics

National Curriculum Expectations

By the time children reach year 5, they should already be familiar with a wide range of text types, including fiction, non-fiction, plays, poetry and reference books.

Throughout year 5 and year 6, children will continue to develop comprehension skills which will ensure that they fully understand the text they're reading.

It is important to remember that not all children learn at the same speed. Some children may find certain areas of comprehension trickier than others.

The most important aspect to develop is an enjoyment of reading.

By the time they leave year 6, children are expected to:

- ☐ summarise the main ideas and supporting details from more than one genre of books, including myths, legends and fiction from our literacy heritage;
- ☐ use stated or implied details to make predictions about what may happen next;
- ☐ recommend books to their peers;
- ☐ retrieve, record and present information from a non-fiction text;
- ☐ identify themes across a wide range of texts;
- ☐ make comparisons within and across books;
- ☐ distinguish between statements of fact and opinion;
- ☐ understand and explain the meaning of words in context;
- ☐ discuss and evaluate the author's choice of language;
- ☐ draw inferences from a text and justify these with evidence;
- ☐ provide reasoned justifications for their views.

SATS PAPER 2023

Reading Vipers

Vocabulary
Infer
Predict
Explain
Retrieve
Sequence or Summarise



Let's take a look at the SATs paper from last year.

Any reading domain can be tested but the bulk of the questions focussed on **vocabulary** and **inference**.

Reading Vipers

Vocabulary

Infer

Predict

Explain

Retrieve

Sequence or Summarise



How can you help at home?

Talking about word meanings is important – what does the word mean? Does it have a range of definitions? Does the meaning differ based on context?

SATS PAPER 2023

Reading Vipers

Vocabulary

Infer

Predict

Explain

Retrieve

Sequence or Summarise



I had to *restrain* my laughter when he fell over that chair!

The coach had to *restrain* the football team captain to keep a fight from breaking out.

SATS PAPER 2023

Reading Vipers

Vocabulary

Infer

Predict

Explain

Retrieve

Sequence or Summarise



Synonym Sort

ANGRY

irate mad exasperated
irritated annoyed furious

SATS PAPER 2023

VOCABULARY WORD -

Describe the vocabulary word to your team
but you can't use the 'banned words'.



**Can your partner
guess the word
correctly?**

Partner A and Partner B

BANNED WORDS:

where
lost
place



MAP

Read Within Your ZPD!

WHITE 1.0 - 1.9	BLUE 2.0 - 2.9	GREEN 3.0 - 3.4
YELLOW 3.5 - 4.0	PINK 4.1 - 4.5	ORANGE 4.6 - 5.0
RED 5.1 - 6.0	PURPLE 6.1 - 7.9	GOLD 8.0 - 10.0
REGULAR READER + 1	READING RICHES + 3	MILLION WORDS/ OWN TARGET + 5

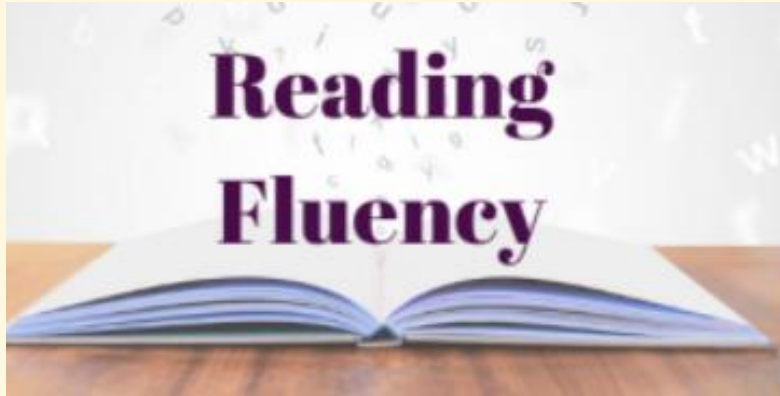
All pupils are given a ZPD range (colours).

Our library books are banded to ensure pupils find reading content within an appropriate level of challenge.

Accelerated Reader Bookfinder

Barriers to Reading

FLUENCY



Reading is slow and labored reading; frequent stopping at unknown words

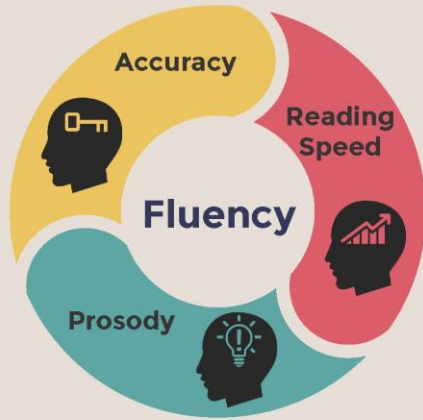
Reading lacks expression

Inefficient decoding and word recognition in places

Poor comprehension

What is Fluency?

Oral reading fluency includes 3 parts.



Accuracy

Reading with few errors.

Reading Speed

The rate at which a student reads.

Prosody

The skill of reading aloud with proper intonation, phrasing, and expression.

Why should we focus on Fluency?

Fluency is not an end in itself but a critical gateway to comprehension. Fluent reading frees cognitive resources to process the meaning of what is being read.

How can I support my child to boost their fluency?



The research reported here is funded by a grant to the National Center on Improving Literacy from the Office of Elementary and Secondary Education, in partnership with the Office of Special Education Programs (Award #: 52E3D160000). The opinions or policies expressed are those of the authors and do not represent views of OES, OSEP, or the U.S. Department of Education. You should not assume endorsement by the Federal government. Copyright © 2019

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📘 @improvingliteracy

🐦 @NCILiteracy



The shop from nowhere arrived with the dawn on a crisp November morning.

Word travelled quickly around the village, and by midday the place was abuzz with rumour and hearsay.

"There were four shops in the row yesterday. Today there are five!"

"Did you hear? It sits between the butcher's and the ironmonger's..."

"The brickwork is black as midnight, and it sparkles strangely in the light!"

By evening time, a curious crowd had begun to gather around the mysterious building. They jostled for position and traded strange and wonderful theories about where the shop had come from and what it

Read With Me

The adult reads the first page with expression, taking account of punctuation.

might sell, all the while hoping to catch a glimpse of movement through the darkened windows.

The shop was indeed built from bricks the colour of midnight, bricks that shimmered and sparkled under the glow of the gas streetlamps. Blocking the doorway was a golden gate so fine and intricate that some wondrous spider might have spun it. Over the windows, curling letters spelled out a name:



THE
NOWHERE
EMPORIUM

There was a glimmer of movement in the entranceway, and a ripple of excitement passed through the crowd. And then silence fell – a silence so deep and heavy that it seemed to hang in the atmosphere like mist.

The shop's door swung open. The fine golden gate turned to dust, scattering in the wind.

The air was suddenly alive with a hundred scents: the perfume of toasted coconut and baking bread; of salty sea air and freshly fallen rain; of bonfires and melting ice.

Read With Me

The adult and child read the second page – the adult doesn't 'slow down', they model appropriate pacing and expression.

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Word Tracking

Use your finger under the words if needed to keep the place.

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Repeated Reading

Sometimes, reading it once is not enough.

I think the character is feeling

..... because.....

.....

The character states, '.....'

which tells me that

.....

So far, I know that because

.....

.....

The author creates a feeling of

..... by.....

.....

The main argument in this

paragraph is.....

.....

One important message/theme

is I know

this because

Build Up A Reading Routine



Set aside between 10-30 minutes a day to read with your child.

Keep reading to and with your child even once they are confident, fluent readers.

Library Visits

Consider joining your local library and visiting regularly – weekly or fortnightly.



Audio Books

SoundCloud

Spotify

Audible

Get Epic



BorrowBox – available for free with your library membership. Check with your library.

Follow their passions - encourage them to read books that reflect their interests and hobbies

Hook them into a series- reading the first book of a series with your child will often lead to them independently wanting to read more and learn more about these characters and the plot of these books.

Make reading social – set up a family/friend book club (complete with snacks and games) can be a fantastic way to encourage children to get involved in books and reading.

Read and Relax Sessions – next half term