



Roberts Primary School

lighting the way to success

★ *Year 4/5 Reading Meeting*

AIMS

To inform parents and carers of the expectations for children in Year 4/5.

To give parents ideas about how they can support their child's reading.

To offer parents and carers an opportunity to ask any questions about reading in Year 4/5.



At Roberts Primary School, we value reading as an essential life skill that empowers children to achieve their full potential.

We have high expectations of our children as readers and our aims are:

- to teach every child to become a fluent and confident reader

- to give children the reading skills necessary to enable their learning in all subjects

- that each child grows to enjoy reading, in order that they become lifelong readers



To help your child to achieve their full potential, we would like your support in encouraging and engaging in their reading.

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 4, 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.

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

- Summarise the main ideas from more than one paragraph
- Increase their familiarity with a wide range 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;
- Distinguish between statements of fact and opinion;
- Make comparisons within and across books;
- Identify themes across a wide range of texts;
- 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.

Year 6 SATS

Each year in May, year 6 children in England take part in a SATs reading paper. This paper is designed to test children's reading and comprehension skills across all areas of the curriculum. The test consists of two parts:

- **a reading booklet** (typically containing three texts which increase in difficulty throughout the booklet)
- **an answer booklet** (containing a variety of questions about each of the texts, each relating to one of the eight content domains)

2019 national curriculum tests

Key stage 2

English reading
Reading answer booklet

First name					
Middle name					
Last name					
Date of birth	Day		Month		Year
School name					
UIC number					

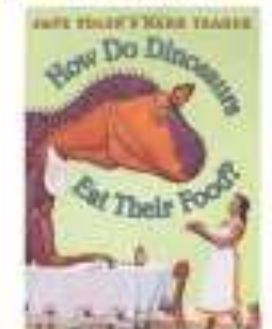
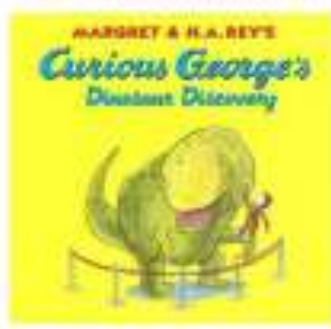
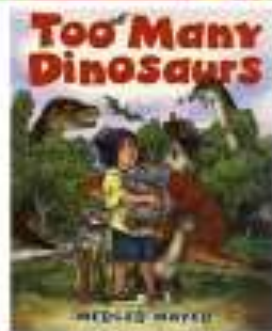
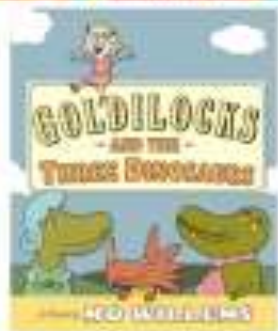
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Children have one hour to complete as many questions as they can. Children are expected to read the text themselves and no help can be given.

THE DIFFERENT MODES OF READING



- Shared reading
- Independent reading
- Paired reading
- Guided reading
- Listening to stories
- Home reading
- Books linked to all areas of the curriculum.

Today a
READER,
tomorrow a
LEADER.

Margaret Fuller



10 ways to become a
better reader...

1. Read 2. READ

3. Read 4. read

5. READ 6. Read

7. Read

8. read

9. Read

10. READ



READING IS A PRIORITY

- During the school day your child will encounter many chances to read and listen to books. Here at Roberts, we believe it is vital to encourage reading for pleasure as well as reading to learn and progress within the curriculum.
- Each term your child will listen to an author book read by their teacher.
- Your child will bring home one book that they have chosen from the class library, which you can share together and enjoy.
- Also, your child will bring home a banded book at their level which they should be able to read independently and finish over 1 – 2 weeks.

Reading for Pleasure in school

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- Not only do we want the children to learn how to read, but we also want the children to ENJOY reading.
 - Reading corners are vibrant and stimulating. Encouraging children to borrow a book for home reading, organised by the class librarians.
 - Class Readers have been introduced across all years, so that the teacher can read to their class. These have been carefully selected so that a different author is read each term.
 - New books have been purchased and have been and will be arriving throughout the academic year.

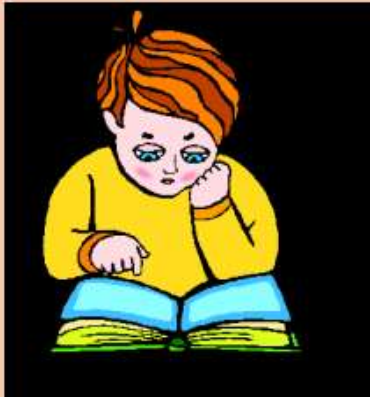


Reading Requires Two Skills

Phonics and Word Recognition

The ability to blend letter sounds (phonemes) together to read words.

The ability to recognise words presented in and out of context.



Understanding

The ability to understand the meaning of the words and sentences in a text.

The ability to understand the ideas, information and themes in a text.

- Being able to read does not mean you understand what you read.
- Your child might sound like a good reader but may not necessarily understand what the text means.

HOME READING

Reading at home is as important at Key Stage 2 as it was in Key Stage 1.

Children who regularly read at home tend to make better progress in school.

We suggest that children should be heard read at least 3 times a week at home.

Adults should write a short comment in a child's reading record .



SUPPORTING READING AT HOME

Listening to your child read can take many forms:

- first and foremost, focus developing an enjoyment and love of reading.

- enjoy stories together – reading stories to your child is equally as important as listening to your child read.

- read a little at a time but often, rather than rarely but for long periods of time!

- Before reading, make predictions. what is the story going to be about?

- Make connections to their life, other books, TV or films. What does this remind you of?

- After you have read the book, ask your child to retell the story in order

- Act out the story and have fun with it





GOVERNMENT GUIDANCE

1. Encourage your child to read

2. Read aloud regularly.

3. Encourage reading
4. Read together

5. Create a comfortable environment

6. Make use of your local library

7. Talk about books
8. Bring reading to life.

9. Make reading active.

10. Engage your child in reading in a way that suits them



Talk about the story before, during and afterwards – discuss the plot, the characters, their feelings and actions, how it makes you feel, predict what will happen and encourage your child to have their own opinions.



Look up definitions of words together – you could use a dictionary, the internet or an app on your phone or tablet.



All reading is valuable – it doesn't have to be just stories. Reading can involve anything from fiction and non-fiction, poetry, newspapers, magazines, football programmes, TV guides.



Visit the local library - it's free!

HOW TO HELP YOUR CHILD AT HOME WITH READING

How to help when they are struggling?

Encourage them to use the 5 strategies for when they are stuck on new or difficult words:

- 1) Ask your child to pronounce each sound and then see if they can blend the sounds together?
- 2) Use the story or sentence to help them discover what word might make sense in the plot.
- 3) Help them to memorize irregular words like - where, hour, sign as words like this are hard to sound out.
- 4) Remind them of words with similar word patterns or root words to help. For example, if they know the word 'day' then they should be able to define new words like 'yesterday, daily'
- 5) Look at the illustrations, pictures, titles to figure out the meaning.

If you are worried?

Don't push them to read for hours as this will just effect their confidence and could make them hate reading!

Give them encouragement and support!

Go to your local library! There are plenty of different books there.

Find something that they are interested in and encourage them to read books about that topic.

ONE FINAL THOUGHT

Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens a treasure-house of wonder and joy for curious young minds.

Student "A"
reads **20 minutes**
each day

3600 minutes in
a school year

1,800,000 words



Student "B"
reads **5 minutes**
each day

900 minutes in
a school year

282,000 words



Student "C"
reads **1 minute**
each day

180 minutes in
a school year

8,000 words





Thank you for attending

We appreciate your support

★ *Questions and discussion*