



LKS2  
PARENT AND CARER READING MEETING  
Mrs Stevens

*Inspiring minds through opportunity*

[www.cyriljackson.towerhamlets.sch.uk](http://www.cyriljackson.towerhamlets.sch.uk)

Do you know why readings so important?

Is reading at home regular and something you look forward too?

Do you know how to improve your child's understanding of reading?

Do you know how to help your child improve their reading ability?

Are you aware of the types of reading support offered in school?

# Vision

At Cyril Jackson, we aim to prepare children for a rapidly-changing world and pave the road towards them becoming life-long learners. We are proud to deliver an English curriculum designed to progressively build on knowledge and skills which promote high standards of oracy and literacy. Children are able to transfer these skills across the wider curriculum. English lessons are planned to be engaging, thought-provoking and to deepen learning.

We believe that literature plays a key role in children's cultural, emotional, intellectual, social and spiritual development. Therefore, throughout their time at the school, children will be exposed to a range of high-quality texts which form the basis for core units of work. Our learning journeys are carefully planned to be engaging and to teach a wide range of knowledge and skills which lead to creative outcomes; our aim is to inspire children to become enthusiastic writers and authors by inviting them to be imaginative, innovative and develop a love of writing.

We endeavour to promote a love of reading which enables children to journey to unfamiliar places and other worlds - to extend their knowledge beyond their inner city lives. We understand the value of reading in developing a child's imagination and the ability to translate descriptions of places and people into pictures in their minds. We intend for our children to be both independent and reflective readers who can read fluently and for meaning.

At the heart of our teaching is the development of children as language learners and language users. Our ethos is to create learners who are confident at expressing themselves and able to articulate ideas and thoughts. The ability to speak and listen well is essential for children in order to express their feelings, opinions and ideas and learn to value the differing opinions of others.

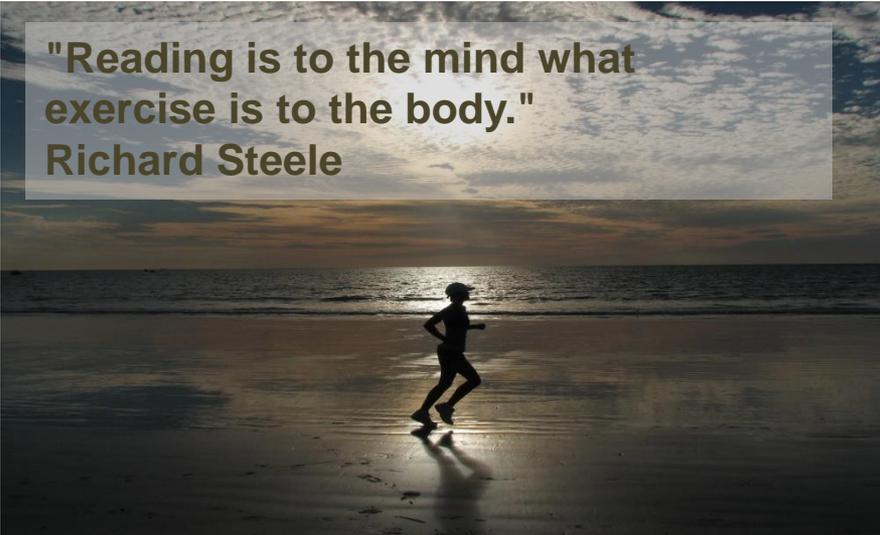
When children leave Cyril Jackson, they will be equipped to transfer their skills in English to different contexts, increase their capacity to innovate and take with them rich, purposeful experiences.

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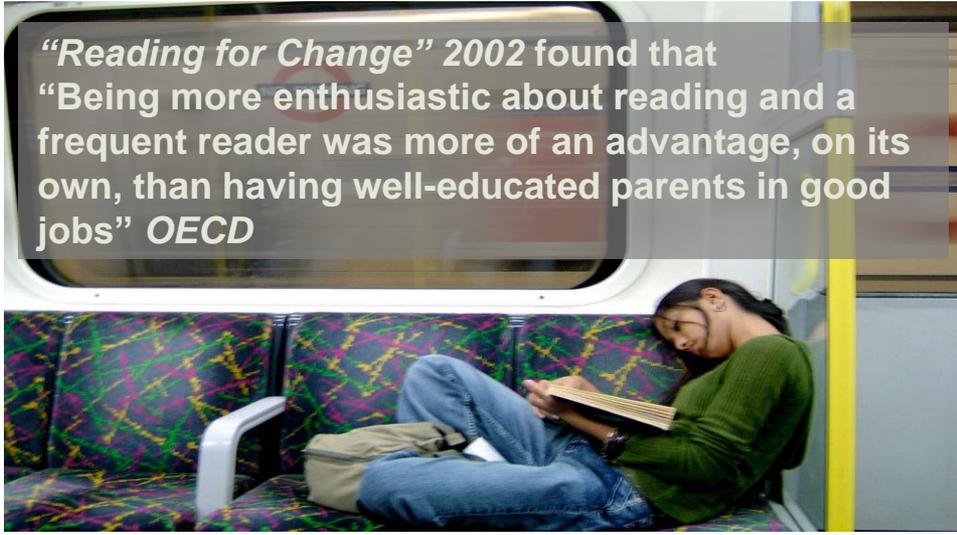
# Why is Reading Important?

Creating a love of reading in children is potentially one of the most powerful ways of improving academic standards in school.

There can be few better ways to improve pupils chances in school, or beyond in the wider world than to enable them to become truly independent readers.



"Reading is to the mind what exercise is to the body."  
Richard Steele



*"Reading for Change" 2002* found that  
"Being more enthusiastic about reading and a frequent reader was more of an advantage, on its own, than having well-educated parents in good jobs" *OECD*

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# Reading memories

Do you have a good childhood memory about books and reading?

Do you have an unpleasant memory?

It is the conditions and feelings associated with your good memory that should be recreated for reading with your child.

**What are we doing  
in school to support  
your child with  
reading?**

# Reading in School: The Teaching of Reading

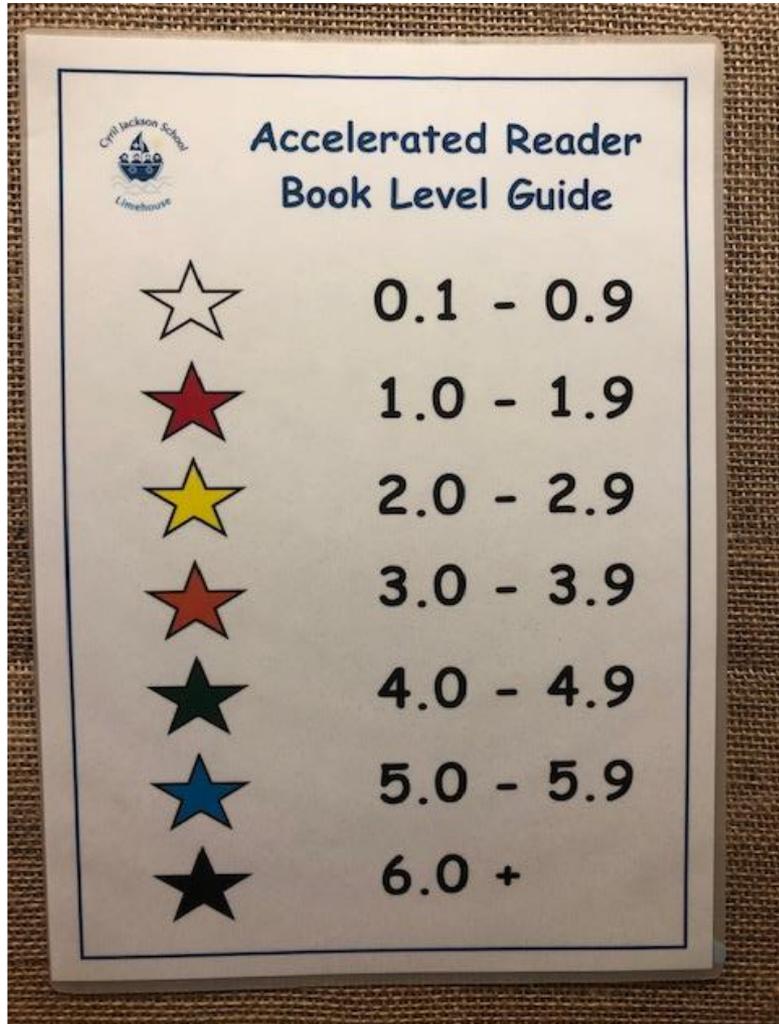
Phonics  
Shared reading  
Focused reading  
Independent reading  
Reading for Pleasure  
Focused reading activities  
Reading across the curriculum  
Class novels and stories

**School readers**

**Home readers**

*The hearing of reading is NOT the  
teaching of reading*

# Accelerate Reader



Accelerated Reader Book Level Guide	
★	0.1 - 0.9
★	1.0 - 1.9
★	2.0 - 2.9
★	3.0 - 3.9
★	4.0 - 4.9
★	5.0 - 5.9
★	6.0 +

- Children should be taking home at least two books. One book that is at their reading level (AR book) and book which they have chosen to read for pleasure.
- Once they have finished their AR book, they will be able to conduct an AR test to try and see if they can move up a colour.





# Reading Skills

## Phonics and Word Recognition

The ability to recognise words presented in and out of context.  
The ability to blend letter sounds (phonemes) together to read words.

## 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.

If a child understands what they hear, they will understand the same information when they read.

# Reading Domain

These are all the strands children will need to know by year 6

Content domain reference	
<b>2a</b>	give / explain the meaning of words in context
<b>2b</b>	retrieve and record information / identify key details from fiction and non-fiction
<b>2c</b>	summarise main ideas from more than one paragraph
<b>2d</b>	make inferences from the text / explain and justify inferences with evidence from the text
<b>2e</b>	predict what might happen from details stated and implied
<b>2f</b>	identify / explain how information / narrative content is related and contributes to meaning as a whole
<b>2g</b>	identify / explain how meaning is enhanced through choice of words and phrases
<b>2h</b>	make comparisons within the text

# Reading: Understanding

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.

The best way to develop understanding is to talk about texts, for example:

- *Finding information on the page.*
- *Being able to find information that is not on the page. Looking for clues*
- *Thinking about situations and predicting what might happen.*
- *Putting yourself in a character's shoes and understanding what is going on from their viewpoint.*
- *Book talk to make your child think.*
- *Knowing the difference between retrieval, inference, summary, predictions, language choices.*

# Closed Questions

- Do you like this book?
- Do you like this character?
- It's a good story isn't it?
- Do you like reading?
- Are you good at reading?
- Do you like this kind of story?
- What do you like about this book?
- What do you think of this character?
- Why do you think this is a good story?
- What's great about reading?
- Why are you a good reader?
- What is it about these stories that you like so much?

**Change these questions so that the answers cannot be *yes* or *no*.**

# Talk about Books

Do you like this book; why?

Who is your favourite character?

Tell me about a character in the book.

Which words tell you what the character is like?

How would you feel?

What do you think will happen next?

What would you do?

What have you learned about ..... in your book?

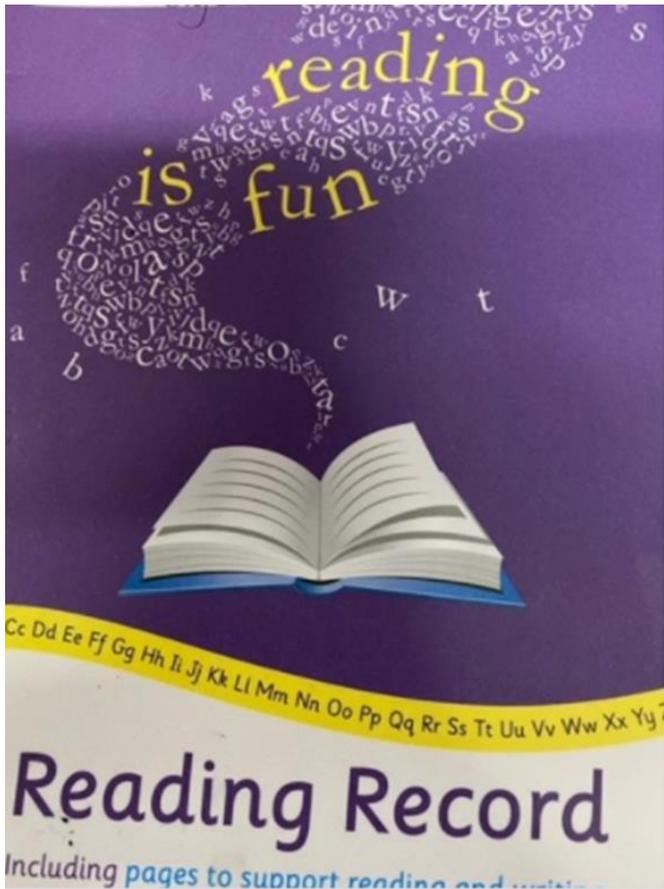
What can you tell me about...?

# Hearing your child read

- Choose a quiet time and give your child your full attention;
- Give support if required using the strategies explained earlier;
- Explain the meaning of new words;
- Talk about the text using open questions.

# School Expectations Reading Diaries

- **Every day**
- 20-25 minutes daily minimum
- Date and write a comment whether the book has been completed or not.
- Child or parent can comment.
- Teachers will also comment when books are changed.



Date	Book and page number	Comments

Tricky words, or words to practise			

New sounds I have spotted (e.g. night rain)			



# Reading Diaries

## Tips for Readers

### Top Tips for the Reader

Now that you are a confident reader, you need to:

- Read a wide range of fiction (e.g. legends and modern stories) and non-fiction books.
- Choose books that you find interesting and enjoyable to read.
- Make sure you understand what you are reading and ask for help if you don't.

Here are some top tips to help you with your reading skills.

- 1** Use the 'Comments' spaces in this reading record to write down:
  - if you thought your book was interesting
  - how easy or difficult the book was to read and understand
  - what you enjoyed most about the book.
- 2** In the spaces at the bottom of each reading record page, make a note of any tricky words or new words you have discovered. If possible, check the meaning of new words by using a dictionary.
- 3** Join a library if you can and spend some time choosing your own books. Don't forget to recommend great books to your friends. Remember to tell them why you think the books are worth reading.
- 4** If you are struggling to understand what you are reading, try some of these ideas:
  - Read over the difficult parts again.
  - Slow your reading down a little.
  - Ask someone to read with you and talk about anything you don't understand.
  - Look at any pictures to see if there are any clues.
- 5** Make sure you know the difference between fact and opinion. When you are reading non-fiction books, magazines or web pages, try to work out what is fact and what is someone's opinion.

- 6** When you have finished a book, it is important to check that you have understood everything. You could try doing one of these activities:

- Tell the story in your own words.
- Draw pictures of scenes or characters from the book.
- Write a letter to a character from the book.
- Describe a character from the book, including the character's feelings and thoughts.



### Questions About Your Book

Try asking yourself some of these questions to check that you are understanding what you are reading.

#### Before you start

- Why did you choose this book?
- What do you think will happen in the story?
- If this is a non-fiction book, what do you hope to find out?

#### Halfway through

- What has happened so far?
- Who are the main characters?
- How do you think the main characters are feeling now?
- How would you describe the story so far? (For example it could be funny or exciting.)
- What might happen next?
- Questions about non-fiction books:
  - What have you learned so far?
  - What are you hoping to find out next?
  - What is the most interesting thing you have learned?

#### At the end

- Did you enjoy this book?
- What was the best part of the story?
- Would you recommend this book to a friend?
- Why would you recommend it, or why wouldn't you?
- Would you choose more books by the same author? (If so, you could look for some.)



### Figurative Language

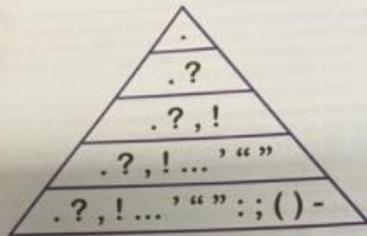
Look out for great use of language by the author of your book and make a note of any interesting examples in your reading record. Watch out for:

- |                        |  |
|------------------------|--|
| <b>Metaphors</b>       | It was a deep, dark secret.                |
| <b>Similes</b>         | She swims like a tuna.                     |
| <b>Personification</b> | The litter danced in the wind.             |
| <b>Hyperbole</b>       | I've asked you a thousand times.           |
| <b>Idiom</b>           | Now you've let the cat out of the bag.     |
| <b>Onomatopoeia</b>    | The wild winds whistled through the trees. |



# Reading Diaries Support

## Punctuation



- A **full stop** (.) ends a sentence.
- A **question mark** (?) ends a sentence that asks a question.
- A **comma** (,) is used to separate parts of a sentence. It is also used to split up items in a list.
- An **exclamation mark** (!) is used at the end of a sentence to show a strong feeling or emotion like surprise, shock, pain, joy or anger.
- An **ellipsis** (...) is used to show that something has been left out or is not finished.
- An **apostrophe** (') is used to show ownership. (The girl's coat.) It is also used to show that a word has been shortened by missing out letters. (I am → I'm, we will → we'll)
- Inverted commas** (" ") are used to show that someone is speaking. They wrap around the words that are being spoken. ("I've finished my book," she said.)
- A **colon** (:) is used to introduce a list or an example.
- A **semi-colon** (;) can be used to join two sentences to make a new sentence. (I liked the book; it was great to read.) It is also used to split up detailed items in a list. (I need a large bar of chocolate; a box of breakfast cereal; a long wooden spoon...)
- Brackets** ( ) are used to explain something or to add extra detail.
- A **dash** (-) is used in writing instead of a comma, colon, semi-colon or brackets.
- A **hyphen** (-) is used to join two words or to divide a word that runs over two lines.

## The Building Blocks of Sentences

### Nouns

We use **nouns** to give names to people, places and things.

**Proper nouns** start with capital letters and they can be:

- names of particular people (**Joe, Amy**)
- place names (**Spain, London**)
- days and months (**Monday, July**)



Joe



mouse

**Common nouns** such as **child, town** and **mouse** are not names of any particular person, place or thing. Nouns can also be **countable** (**book, toy**) or **non-countable** (**water, imagination**).

### Noun Phrases

**Noun phrases** are groups of words doing the job of a noun.

**Example:** **The old yak** walked slowly to the field.



The old yak

### Pronouns

**Pronouns** are used in place of nouns in sentences.

**Examples:** **Jane** went to school → **She** went to school

Pronouns like **mine** and **yours** are called **possessive pronouns**. They show who something belongs to. **Example:** **Yours** is the best.

### Determiners

**Determiners** give important information about nouns.

**Examples:** **the, a, an** - **the** picture was amazing  
**this, that** - **that** book is fantastic  
**some, every** - **some** noisy people arrived  
**my, your** - **my** name is Sam

Determiners have to go before adjectives in sentences.

### Adjectives

**Adjectives** describe things (nouns). They can tell us about 'colour', 'size', 'how many' and lots more.

**Examples:** The **blue** pencil. An **enormous** bar of chocolate.



blue

### Verbs

## Homophones and Commonly Confused Words

Homophones are words that sound the same but have different spellings. Near-homophones almost sound the same, and some words are just easy to get mixed up. Here are some to look out for.

**advise** Ask for some good **advise**.  
**advise** Your teacher can **advise** you.

**practice** Hockey **practice** is cancelled.  
**practise** I need to **practise** more.

**device** It is a measuring **device**.  
**devise** She needs to **devise** a good plan.

**licence** He needs a driving **licence**.  
**license** We must **license** the TV.

(In these pairs of words, nouns end -ce and verbs end -se)

**aisle** You can walk along an **aisle**.  
**isle** An **isle** is an island.

**quest** You are a **quest** in my house.  
**quested** I **quested** the answer would be so.

**past** You were born in the **past**.  
**passed** I **passed** the ball to you.

**hard** A **hard** of cows.  
**heard** We **heard** a loud bang.

**steal** Stainless **steel** knives and forks.  
**teal** She tried to **steal** my money.

**lead** A guide **led** the way.  
**lead** The rock was as heavy as **lead**.

**stationary** If it's not moving it is **stationary**.  
**stationery** **Stationery** includes pens and paper.

**aloud** Do you have to sing **aloud**?  
**allowed** Eating in class is not **allowed**.

**profit** I sold my bike and made a **profit**.  
**prophet** A **prophet** speaks about the future.

**morning** Wake up! It's **morning**.  
**mourning** I'm **mourning** a friend who died.

**wary** If you are **wary**, you are cautious.  
**wary** If you are **wary**, you are tired.

**medal** The athlete won a gold **medal**.  
**meddle** Please don't **meddle** with my things.

**army** My father is in the **army**.

**not** That's **not** fair!

# Reading Diaries

## Word Lists

### National Curriculum Word List for Years 3-4

You are expected to know these words by the end of Year 4. Tick ✓ each word when you know the meaning (M) and when you know the spelling (Sp).

accident(ally)	disappear	interest	pressure
actual(ly)	early	island	probably
address	earth	knowledge	promise
answer	eight/eighth	learn	purpose
appear	enough	length	quarter
arrive	exercise	library	question
believe	experience	material	recent
bicycle	experiment	medicine	regular
breath	extreme	mention	reign
breathe	famous	minute	remember
build	favourite	natural	sentence
busy/business	February	naughty	separate
calendar	forward(s)	notice	special
caught	fruit	occasion(ally)	straight
centre	grammar	often	strange
century	group	opposite	strength
certain	guard	ordinary	suppose
circle	guide	particular	surprise
complete	heard	peculiar	therefore
consider	heart	perhaps	though/although

### National Curriculum Word List for Years 5-6

You are expected to know these words by the end of Year 6. Tick ✓ each word when you know the meaning (M) and when you know the spelling (Sp).

accommodate	correspond	identity	queue
accompany	criticise	immediate(ly)	recognise
according	curiosity	individual	recommend
achieve	definite	interfere	relevant
aggressive	desperate	interrupt	restaurant
amateur	determined	language	rhyme
ancient	develop	leisure	rhythm
opponent	dictionary	lightning	sacrifice
appreciate	disastrous	marvellous	secretary
attached	embarrass	mischievous	shoulder
available	environment	muscle	signature
average	equipped/equipment	necessary	sincere(ly)
backward	especially	neighbour	soldier
again	exaggerate	nuisance	stomach
base	excellent	occupy	sufficient
category	existence	occur	suggest
category	explanation	opportunity	symbol
committee	familiar	parliament	system
communicate	foreign	persuade	temperature
community	forty	physical	thorough

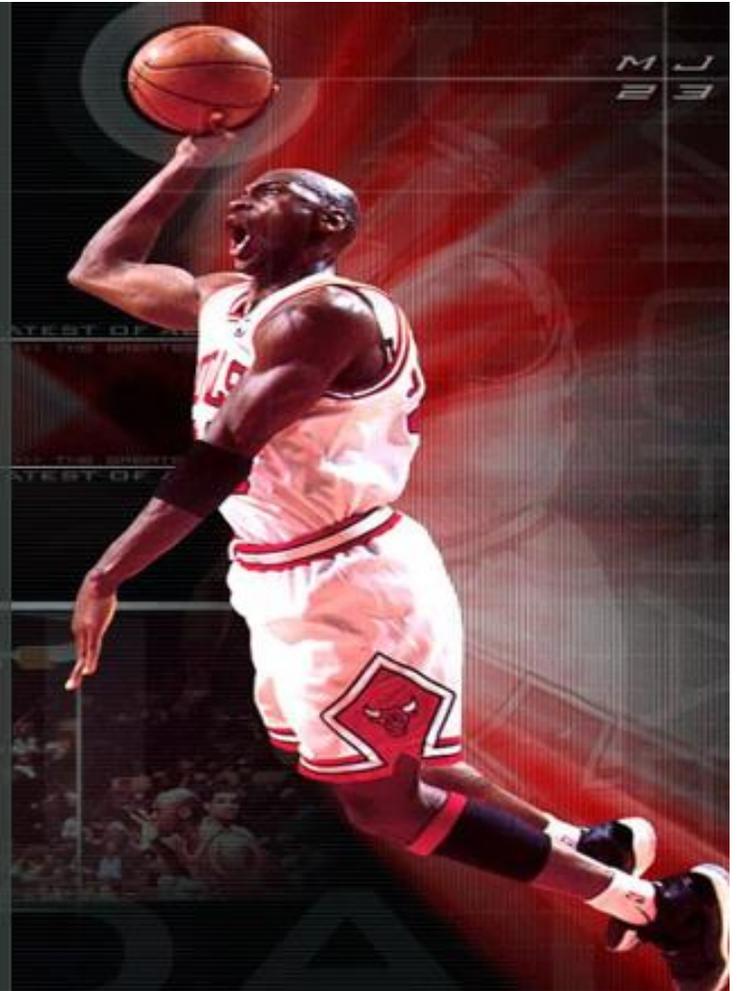
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# Reading to your child

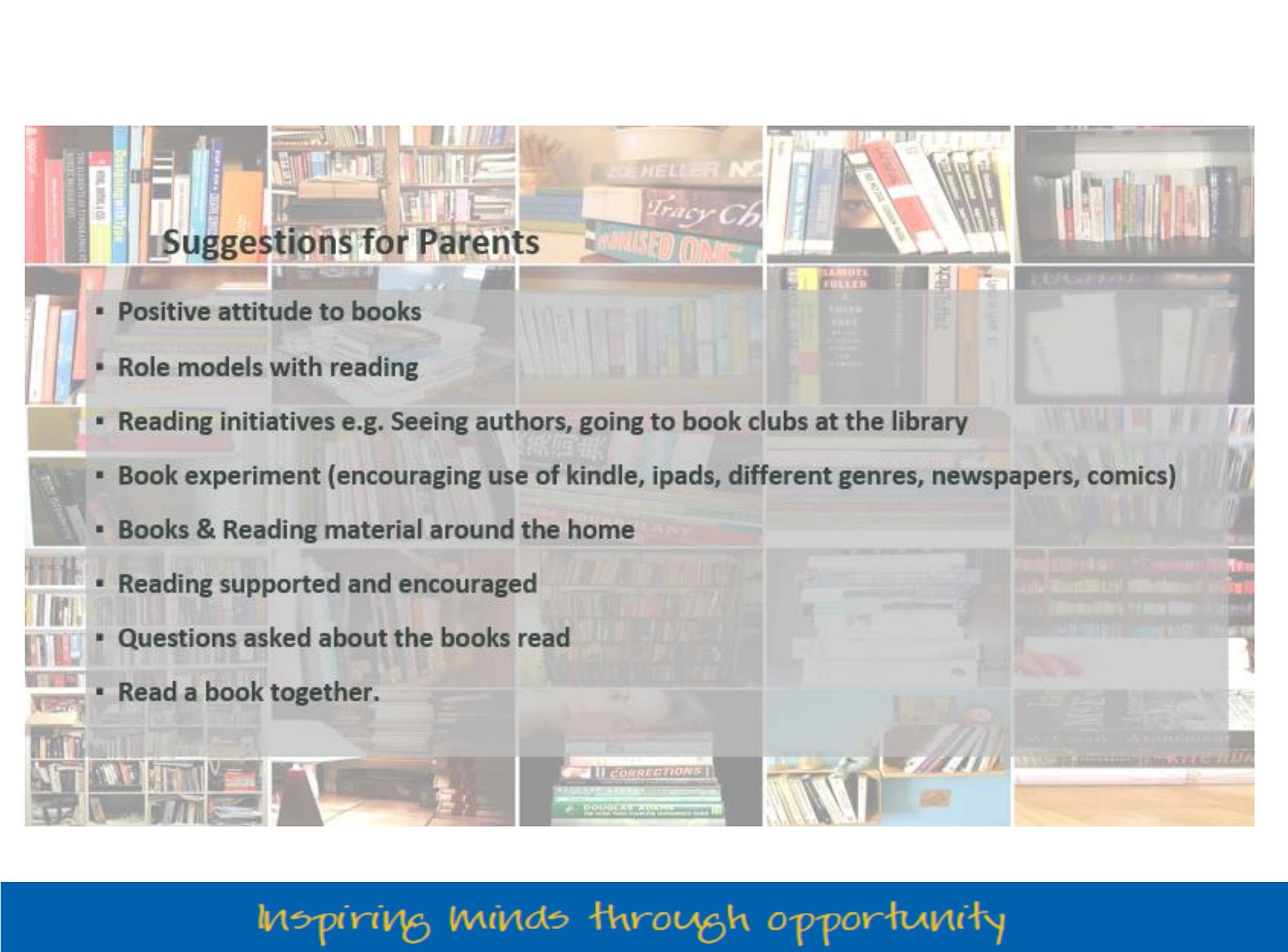
- Introduce your children to different types of books; classic fiction, chapter books, short stories, joke books, poetry, non-fiction.
- Read them the book that was your favourite when you were a child.
- Read slowly, with expression. Try to use different and funny voices for characters.
- Follow the words and read the story using the pictures.
- Talk about what is happening and what might happen next. Leave the story on a cliffhanger!

Michael Jordan can teach you to how to throw the perfect foul line shot, but if you don't ever **practise** the skill, his instruction is worthless.

When students **voluntarily** read, they practise and enforce what is taught in the classroom.



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## Suggestions for Parents

- Positive attitude to books
- Role models with reading
- Reading initiatives e.g. Seeing authors, going to book clubs at the library
- Book experiment (encouraging use of kindle, ipads, different genres, newspapers, comics)
- Books & Reading material around the home
- Reading supported and encouraged
- Questions asked about the books read
- Read a book together.

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# Any Questions