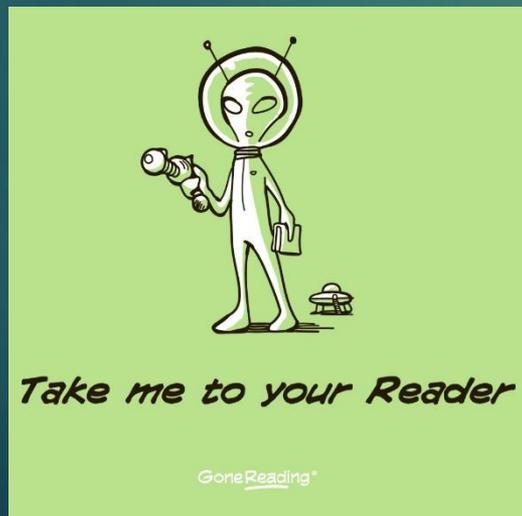


Key Stage 2 Reading Workshop

- ▶ 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.

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“The more you **read**
the more **things** you know.
The more that you **learn**
the more **places** you’ll go.”
-Dr. Seuss

What's new in the National Curriculum

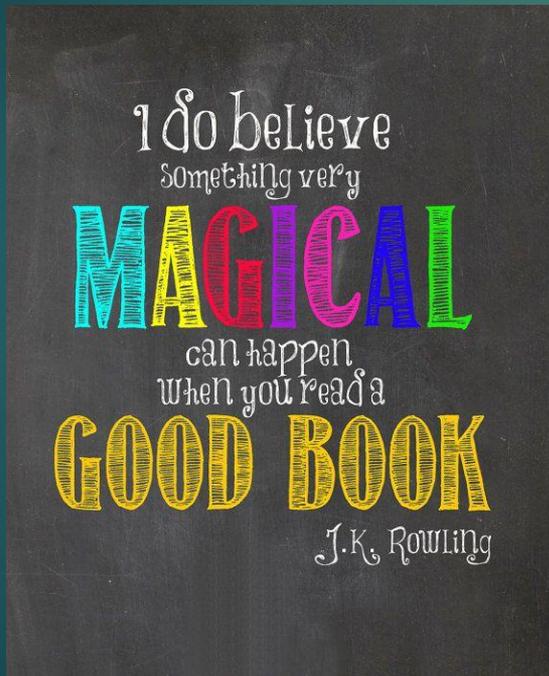
- ▶ All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum.
- ▶ Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.

Dream Big
READ!

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- ▶ It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in **any** subject in their forthcoming secondary education.

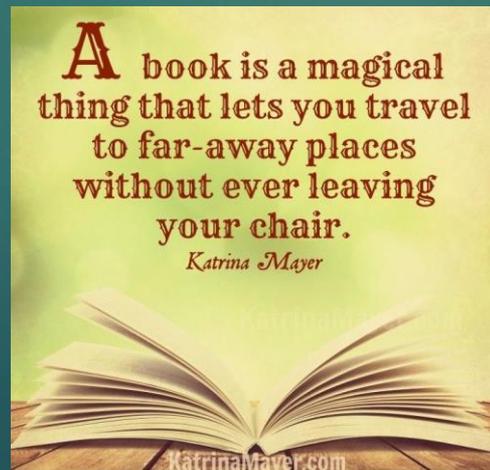


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Requirements for Years 3 and 4

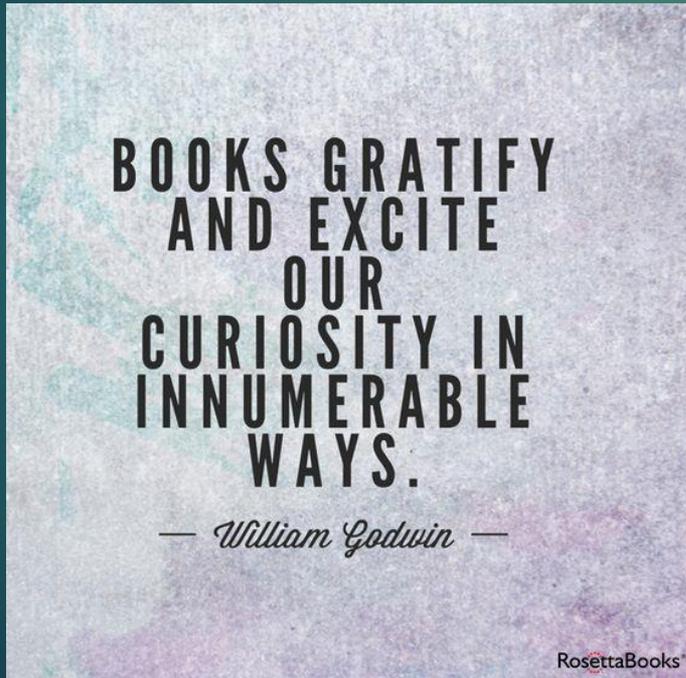
- ▶ Recognise themes in what they read e.g. the triumph of good over evil.
- ▶ Use their skills learned in Key Stage 1 to continue to read for pleasure, find out information and the meaning of new words.
- ▶ Pupils should listen frequently to stories, poems, non-fiction and other writing including whole books.



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- ▶ Children need to exercise choice in selecting books and be taught how to do so.
- ▶ In using non-fiction, pupils should know what information they need to look for before they begin and be clear about the task. They should be shown how to use contents pages and indexes to locate information.

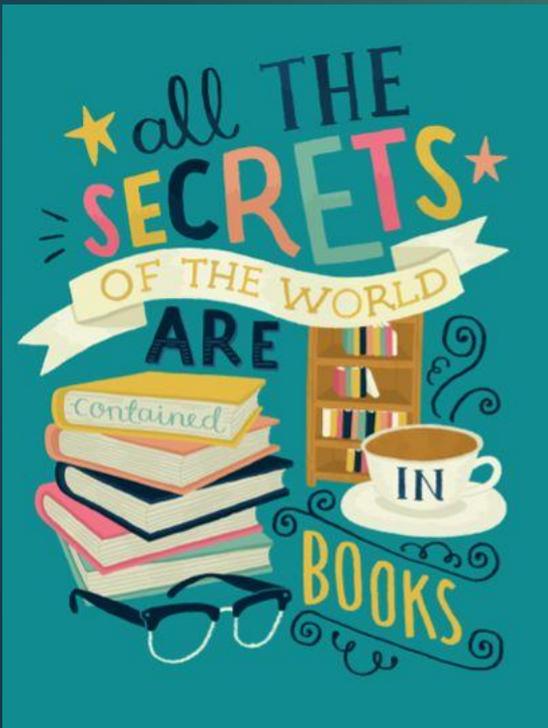


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Requirements for Years 5 and 6

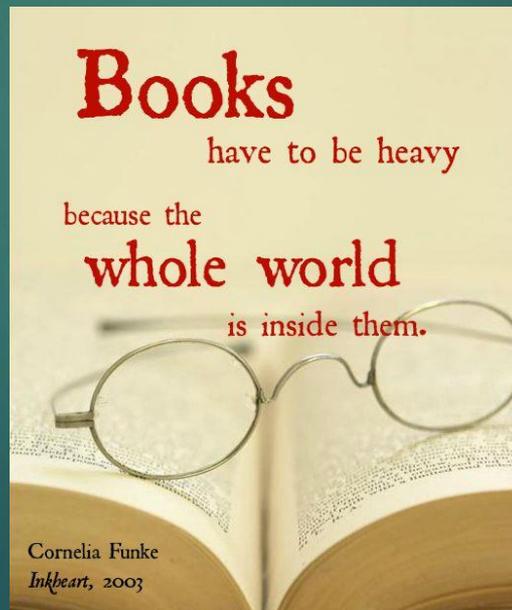
- ▶ Pupils should be taught to recognise themes in what they read, such as loss or heroism. They should have the opportunities to compare characters, consider different accounts of the same event and discuss viewpoints within a text and across more than one text.



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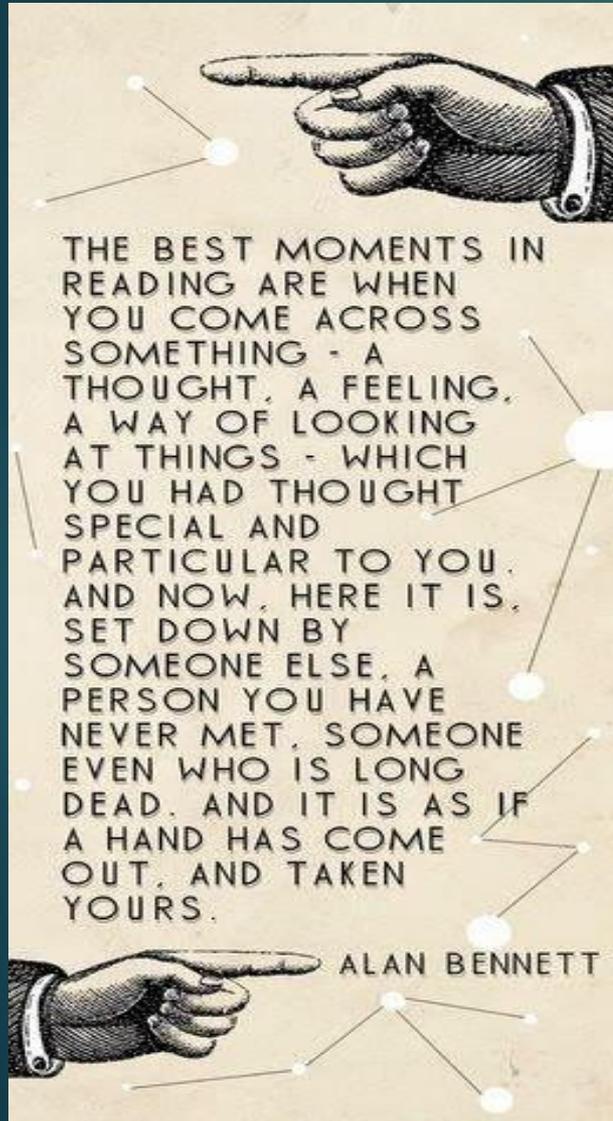
- ▶ Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect.
- ▶ Non-fiction skills the children acquired in Lower KS2 should be applied in history, geography and science.
- ▶ Pupils should be shown how to compare characters, settings, themes and other aspects of what they read.



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Reading for Pleasure



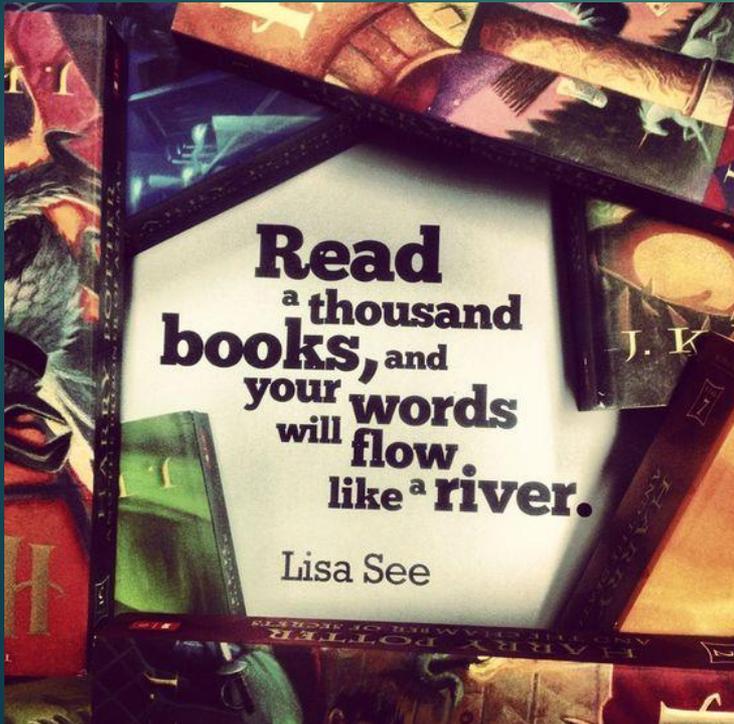
- ▶ The ethos of the new requirements is reading for pleasure, at home and at school. Research has shown that children who read for pleasure have:
- ▶ Increased literacy skills
- ▶ Better life chances
- ▶ Better health
- ▶ Increased social mobility
- ▶ Increased self-confidence
- ▶ Higher earning potential!



Breadth of genres

Children are expected to read:

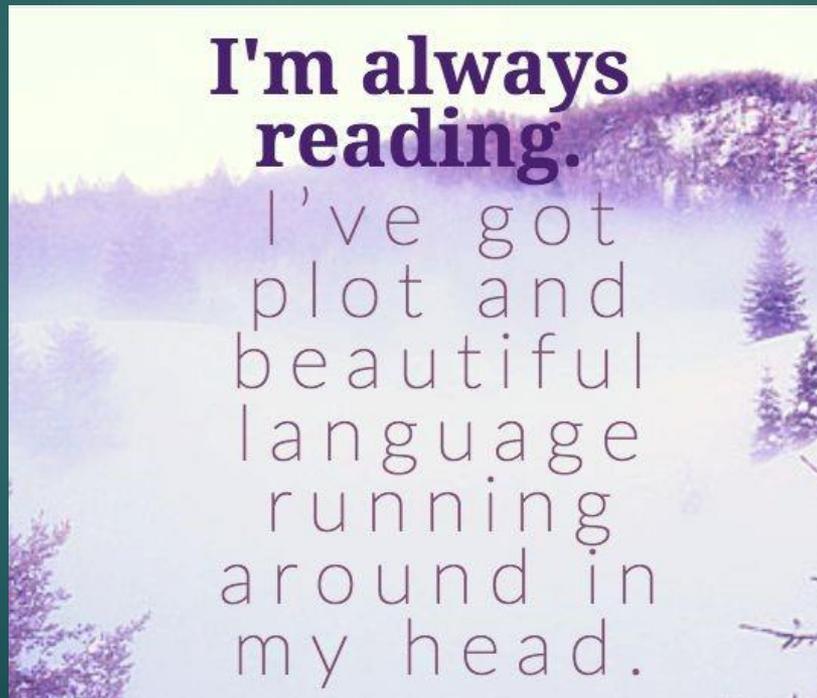
- ▶ Recounts – stories, letter, autobiography, diary or journal, newspaper report, magazine article and science experiment.
- ▶ Report – information leaflet, tourist guide, encyclopaedia entry, non-fiction book and letter.
- ▶ Discussion – newspaper editorial, non-fiction book, debate and leaflet or article giving a balanced account of an issue.



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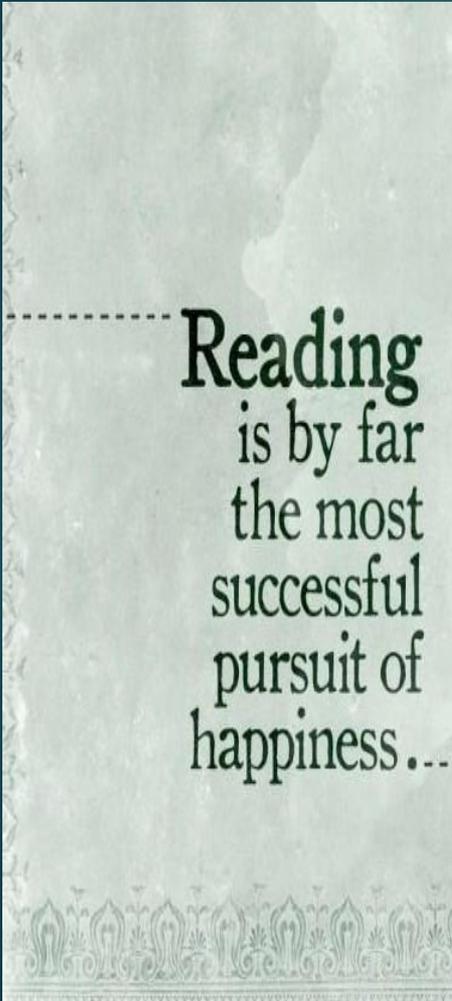
- ▶ Explanation – technical manual (e.g. instructions for computer game), question and answer articles, write up of science experiments, websites.
- ▶ Persuasion – advertisement, catalogue, travel brochure, poster or flier, book blurb and letter.
- ▶ Instructions – recipe, non-fiction book, timetable, list of rules, posters, notices, signs and instructions on packaging.



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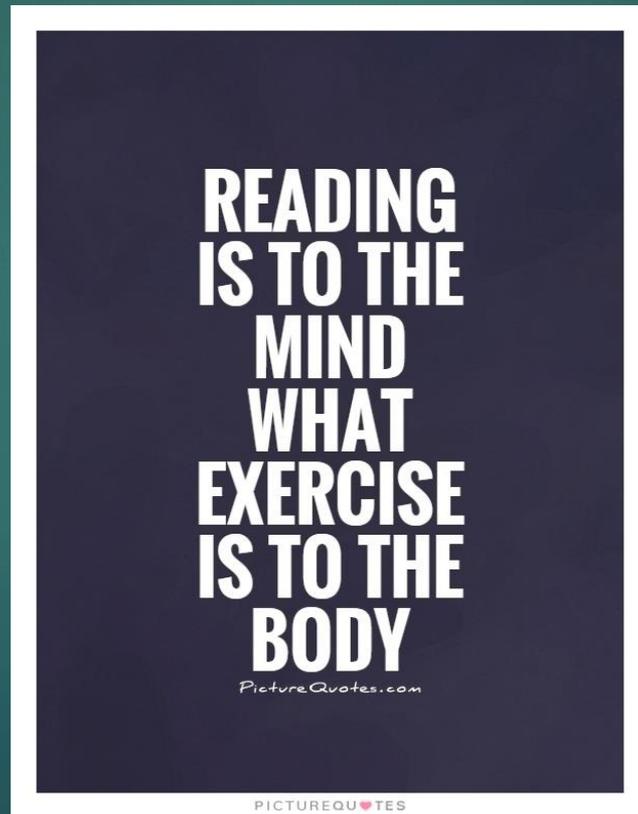
Questions for the Able Reader.



- ▶ Find a short quotation to show that the writer feels
- ▶ How does the writer use the opening paragraph to put across a sense of ?
- ▶ What can you say about the final sentence in the text? Why do you think the writer used this sentence?
- ▶ Which words are meant to stand out? Why has the writer made these words stand out?



- ▶ Why has the writer chosen to use the words and ?
- ▶ What does the phrase bring to the text?
- ▶ Why has the writer chosen to use first, second or third person narration?
- ▶ How are we as readers supposed to react to the text?



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Zooming In and Zooming Out!

- ▶ Zooming in – look closely at words, phrases and whole sentences.
- ▶ Zooming out – evaluate the effect of a text on a reader and offer a confident explanation of the overall structure of a text.

5 STEPS TO BECOMING A HAPPIER PERSON

1. Read
2. Read
3. Read
4. Read
5. Read



Book Recommendations

- ▶ Booktrust website
- ▶ Waterstones
- ▶ The Guardian
- ▶ Goodreads.com
- ▶ Your local library

**WITHOUT QUESTION,
READING HAS BEEN
THE FOUNDATION OF
WHATEVER SUCCESS
I'VE HAD IN MY LIFE.**

HUGH MCCOLL, JR.

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