

# Helping your child with their reading and writing



*KS2 Workshop - 2023*

# What will the meeting cover?

- ▶ What reading looks like in KS2 at Deansfield
- ▶ How to help your child at home with reading
- ▶ Assessment of reading
- ▶ Strategies for learning spellings
- ▶ How to support your child at home with writing

# How do we promote a love of reading at Deansfield?

- ▶ Engaging class book corners
- ▶ Book Weeks/Author visits
- ▶ Class text 'Protected reading time'
- ▶ Text led approach in Literacy
- ▶ DEAR
- ▶ Using texts in a cross curricular way



# How we teach reading in KS2?

- ▶ Daily focused whole class reading
- ▶ VIPERS
- ▶ Comprehension skills
- ▶ Fluency strategies
- ▶ Reading across the curriculum
- ▶ 1:1 with an adult
- ▶ Text led Literacy lessons
- ▶ Reading logs

## Reading Vipers

**V**ocabulary

**I**nfer

**P**redict

**E**xplain

**R**etrieve

**S**equence or Summarise



# Assessment of reading

*From the reading framework*

## **Appendix 10. Content domains for key stage 2 assessment**

The eight content domains for the key stage 2 national assessment for reading are:

- Give/explain the meaning of words in context
- Retrieve and record information/identify key details from fiction and non-fiction
- Summarise main ideas from more than one paragraph
- Make inferences from the text/Explain and justify inferences with evidence from the text
- Predict what might happen from details stated and implied
- Identify/explain how information/narrative content is related and contributes to the meaning as a whole
- Identify and explain how meaning is enhanced through choice of words and phrases
- Make comparisons within the text.

[English programmes of study: key stages 1 and 2 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

# Fluency, Precision, Pace and Stamina

These are 3 of the key skills that children need to develop as they move through KS2

- ▶ **Fluency**- they need to be able to read fluently and confidently, using prosody to read out loud
- ▶ **Pace**- they need to be able to read at a good pace, taking in what they are reading as they read
- ▶ **Stamina**- they need to build stamina for reading longer texts and read whole books
- ▶ **Precision**- they need to develop precision when answering questions about the text and develop the ability to use evidence to back up their answers.

# How can you help your child at home?



- ▶ Even though your child may now be a fluent reader, it is still important to hear them read aloud as much as possible. They should be reading every day.
- ▶ By continuing to actively share your child's reading you are giving it status and importance as well as continuing to develop enjoyment and you are also increasing their understanding of more challenging texts.
- ▶ It is a good idea to share reading aloud as you can model pace, expression and fluency for your child.

# How can you help your child at home?

- ▶ Listen to your child read as often as you can.
- ▶ Find a quiet place to share books where you can be comfortable
- ▶ Encourage your child to read a range of texts such as comics, newspapers, non-fiction, plays and poetry etc
- ▶ Talk about the book and the storyline.
- ▶ Ask questions which encourage your child to give opinions about the text.
- ▶ Play word games to engage with new vocabulary.
- ▶ Encourage your child to read a series of books from a favourite author or books on topics of interests, especially to keep reluctant readers interested in reading.



# What are the components of teaching writing?



# Spelling

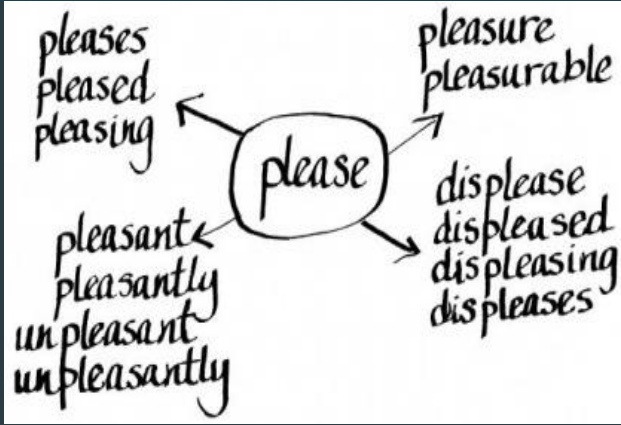
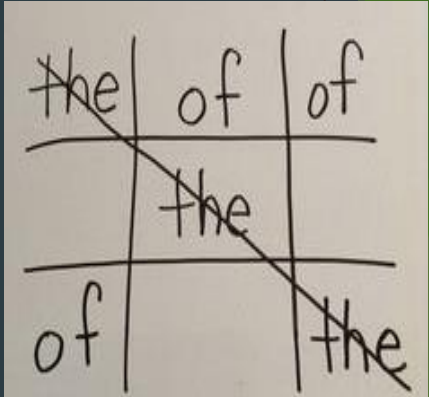
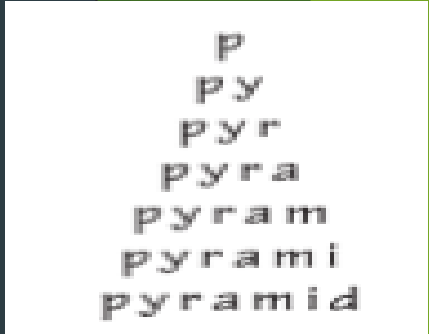
- ▶ The National Curriculum sets out clear guidance about the requirements for teaching spelling, punctuation and grammar.
- ▶ This is now assessed by a statutory test at the end of KS2.
- ▶ Your child will have **weekly spellings** to practice, these are taken from the National Curriculum or may be linked to topics they are studying.
- ▶ The children will undertake spelling activities during the week to practice these spellings.

# Strategies for learning spellings

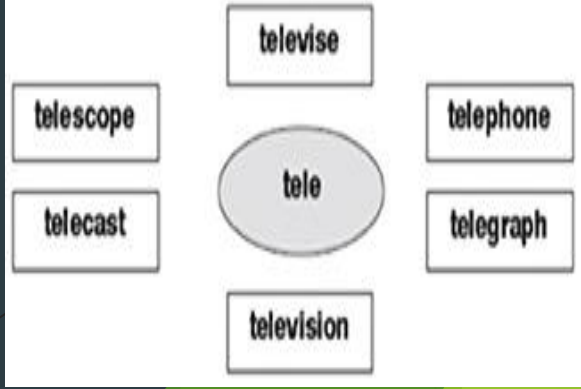
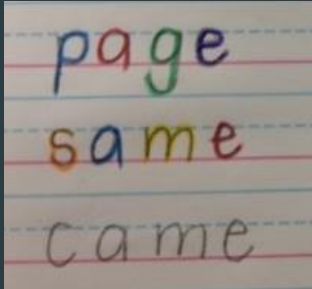
- ▶ Look, cover, write, check
- ▶ Underline the tricky bit or spelling pattern
- ▶ Find fun ways of writing the word e.g create a pyramid of the words or a rainbow (using different colours)
- ▶ Look for words within word (e.g conscience = con-science)
- ▶ Make up a rhyme (mnemonic)
- ▶ Practice writing them in sentences
- ▶ Spelling games e.g noughts and crosses but with spellings instead/hangman

**Riddle: I am cute.  
I am young.  
I wear nappies.**

**Answer: baby.**



	Write your word in a sentence.
	Draw a picture of your word.
	Write a synonym of your word.
	Write an antonym of your word.
	Write the definition for your word.
	Write your word three times.



# Handwriting

This is the letter formation used in our school.



This is the letter formation used in our school.



# Happy Handwriting

- ▶ This teaches letters with exit strokes from the start but does not join the 'break' letters (this is different to before, which was continuously joined).
- ▶ Handwriting lessons use a spelling and proofreading focus to study aspects of handwriting which can be used across the curriculum. As students go through KS2 they develop evaluation of their own writing.

## **The four letter formation families are:**

Curly caterpillar  
c a d g o q e s f

Long ladder  
i l t u y j k

Robot family  
r n m h b p

Zig zag family  
v w x z

## **Break letters:**

b s q f g y j p x

# Composition:

*Grammar, punctuation, vocabulary*

**Free write**

**BBC Bitesize for  
grammar  
videos and  
activities**

**Telling stories about your  
days, recounting things  
you have done verbally**

**Reminding children  
of punctuation  
needed when they  
are doing  
homework or writing  
at home**

**Modelling  
vocabulary  
and grammar  
choices-  
picking it out  
of stories**

# Useful websites

- <https://www.thereaderteacher.com/bookmatch>
- <http://www.booktrust.org.uk/books/children/booklists/243/>
- <http://www.lovereadng4kids.co.uk>
- <http://www.topmarks.co.uk/english-games/7-11-years/spelling-and-grammar>