

# Reading in KS2



At Old Mill Primary School, we recognise that reading is the key to ensuring children are successful not just at primary level, but as they move into secondary school and beyond. We recognise that both reading for pleasure and reading for purpose are vital in ensuring our pupils succeed. Exposing our pupils to a range of texts, genres, stories, and authors provides an understanding of the world that will help them become more respectful and inclusive members of society.

## Themed Lessons

These lessons ensure our pupils are exposed to a variety of texts: a diverse, inclusive collection of stories, books and authors, helping raise pupils' reading for pleasure. The lessons focus on creating an effective mental model in the reader's mind, modelled by the teacher, as well as a focus on inference and retrieval. Each week the books our pupils explore are based on a specific theme. e.g. Black History Month, Leicester, Remembrance.

Lessons include the following:



### Whole class reading

The class read an extract together, reading aloud, focusing on expression.



### Vocabulary

Identify and clarify new vocabulary.



### Quick Quiz

A set of quick-fire questions about the extract our pupils have read.



### Partnered Talk

Opportunity to discuss ideas and thoughts with a partner.



### Individual Thinking

Answering questions about the text in their books.



### Independent Task

An activity for pupils to complete independently to deepen their understanding of the text.

## Comprehension

Teachers read their class novel to the class four times a week. A short extract is taken from the class novel as the basis for a reading lesson focusing on comprehension.

Comprehension focuses on the following skills (content domains):



### Vocabulary

Give and explain meaning of words.



### Retrieval

Retrieve and record information and identify key details from fiction and non-fiction.



### Inference

Make inferences from the text; explain and justify inferences with evidence from the text.



### Predict

Predict what might happen from details stated and implied.



### Choice

Authorial choice: identify and explain how meaning is enhanced through choice of words and phrases.

Pupils also learn how to summarise texts and how to make comparisons within and between texts.

## Book Club

Once a week, pupils will participate in a 'book club' to celebrate, share and recommend different books, stories and authors.

Activities may include:



**Signposting** to other books pupils might like.



**Book reviews:** sharing their thoughts on a text and recommending it to others.



**Book trailers:** creating a short video to encourage others to read the book.



**Character profiles:** highlighting what they know about a character from a book they've read.



**Accelerated Reader:** an opportunity to complete quizzes on a recently read book.

...and much more!

# Top Tips to Support Your Child's Reading



Helping your child with reading is one of the most important ways you can support their learning and development. At ages 7 to 11, children are building critical reading skills that will impact their success in school and beyond. Reading together, discussing books, and encouraging a love for stories can improve comprehension, vocabulary, and confidence. Your support makes reading enjoyable, strengthens their skills, and sets them up for a lifelong love of learning.

## Encourage your child to read

Reading helps your child's wellbeing, develops imagination and has educational benefits too. Just a few minutes a day can have a big impact on children of all ages.

## Read aloud regularly

Try to read to your child every day. It's a special time to snuggle up and enjoy a story. Stories matter and children love re-reading them and poring over the pictures. Try adding funny voices to bring characters to life.

## Encourage reading choice

Give children lots of opportunities to read different things in their own time - it doesn't just have to be books. There's fiction, non-fiction, poetry, comics, magazines, recipes and much more. Try leaving interesting reading material in different places around the home and see who picks it up.

## Read together

Choose a favourite time to read together as a family and enjoy it. This might be everyone reading the same book together, reading different things at the same time, or getting your children to read to each other. This time spent reading together can be relaxing for all.

## Create a comfortable environment

Make a calm, comfortable place for your family to relax and read independently - or together.

## Make use of your local library

Visit your local library when you're able to and explore all sorts of reading ideas. Local libraries also offer brilliant online materials, including audiobooks and ebooks to borrow.

## Talk about books

This is a great way to make connections, develop understanding and make reading even more enjoyable. Start by discussing the front cover and talking about what it reveals and suggests the book could be about. Then talk about what you've been reading and share ideas. You could discuss something that happened that surprised you, or something new that you found out. You could talk about how the book makes you feel and whether it reminds you of anything.

## Bring reading to life

You could try cooking a recipe you've read together. Would you recommend it to a friend? Alternatively, play a game where you pretend to be the characters in a book, or discuss an interesting article you've read.

## Make reading active

Play games that involve making connections between pictures, objects and words, such as reading about an object and finding similar things in your home. You could organise treasure hunts related to what you're reading. Try creating your child's very own book by using photos from your day and adding captions.

## Engage your child in reading in a way that suits them

You know your child best and you'll know the best times for your child to read. If they have special educational needs and disabilities (SEND) then short, creative activities may be the way to get them most interested. What matters most is that they enjoy it.

If you need any additional help selecting books or ways to encourage your child further, please contact your child's class teacher.

# Questioning: What to ask your child as they read



Asking questions while your child is reading helps develop their comprehension, critical thinking, and engagement with the story. Your child will benefit from discussing what they read, making predictions, and connecting ideas to their own experiences. Simple questions like "What do you think will happen next?" or "Why do you think the character did that?" encourage deeper understanding. This not only improves reading skills but also makes reading more interactive and enjoyable for your child. Below are some questions you could use when reading with your child.



## Vocabulary

- Find and tell me one word meaning...
- Which word most closely matches the meaning of the word...?
- Look at the paragraph beginning... Find and tell me one word that suggests...
- What does the word ... suggest about the ...
- Give the meaning of the word... in this sentence.
- What does this [word/phrase/sentence] tell you about [character/setting/mood etc]?
- What other words/phrases could the author have used?
- The writer uses [words/phrases] to describe ... How does this make you feel?
- How has the writer made you and/or character feel [happy /sad/angry/ frustrated/lonely/bitter etc]?
- Which word tells us that...?



## Retrieval

- Tell me three things you're told about...
- What did they have to do to...
  - Give two reasons why...
  - Why were ...?
- Where does the story take place?
- What did she/he/it look like?
  - Who was she/he/it?
  - Where did she/he/it live?
- Where in the book would you find...?
- What happened in the story?
  - Through whose eyes is the story told?
- How does the information given in the first paragraph compare with the last?
- Which... do these words describe?



## Inference

- How can you tell that...?
- What impressions of [character] do you get from the first 2 paragraphs?
- How do you know that ...?
- What evidence is there ...?
- Explain what this description suggests...
  - Why was ...?
  - In what ways might [character] appeal to many readers? I wonder what the writer intended?
- I wonder why the writer decided to...?
- Which words give you that impression?
- What do these words mean and why do you think the author chose them?
- How do you know...?
- What does this word/ phrase tell you about ...?
- What is the overall mood of the story and why do you think that?



## Summarise and sequence

- What's the main point in this paragraph?
- What is the main theme/ idea?
- Can you sum up what happens in these three/four/five... paragraphs?
- Which is the most important point in these paragraphs?
- How many times is it mentioned?
- Do you think the author/ poet is trying to convey a message? Why?
- Can you describe what has happened in this paragraph/chapter?
- Using less than 20 words, could you write a new blurb for this book...
- Which is the most important message in this book?



# Questioning: What to ask your child as they read



## Predict

- Do you think [character] will change behaviour in the future? Explain your choice with evidence from the texts?
- Which stories have openings like this?
- Do you think this story will develop in the same way?
- Why did the author choose this setting? Will that influence how the story develops?
- How is character X like someone you know? Do you think they will react in the same way?
- What might happen next and what evidence is there?
- How might the next paragraph be organised?



## Comparing

- Describe different characters' reactions to the same event in a story.
  - How is it similar to ...?
  - How is it different to ...?
- Compare one character to another. How are they different or similar?
- Compare how the characters are reacting to this problem. Who deals best with the situation?
- Compare and contrast different settings/themes in the text.
- How does this link to previous section? Other texts?
- Explain how the character's behaviour/appearance has changed over the book. Why/how has this happened?



## Choice

- What does the word 'x' tell you about 'y'?
- Find two or three ways that the writer tells you 'x'.
- Show me a key phrase or line. By writing a line in this way what effect has the author created?
- In the story, 'x' is mentioned a lot. Why?
- The writer uses [words/phrases] to describe ... How does this make you feel?
- What do you think the writer meant by... 'x'?
- The author makes an action/description 'like' something else. Why?
- How has the author organised the text? Why?
- How does the organisation of this text help us to better understand the information?
- In what ways do diagrams, photographs or illustrations help us to enjoy/understand the text? • Who has the author written this text for?



## Useful Websites



**love4reading4kids.co.uk**  
Book recommendations and information.

**literacytrust.org.uk**  
Ideas on how to improve your child's literacy.  
**National Literacy Trust**  
Change your story

**BookTrust**  
Switching children reading  
**booktrust.org.uk**

Book recommendations and information.



**thereaderteacher.com**  
Book recommendations by year group.

**booksfortopics.com**

Book recommendations sorted into topics.

**Books for Topics**



**oldmillprimary.co.uk**  
Our school website.

If you need any more support, please contact your child's class teacher.