

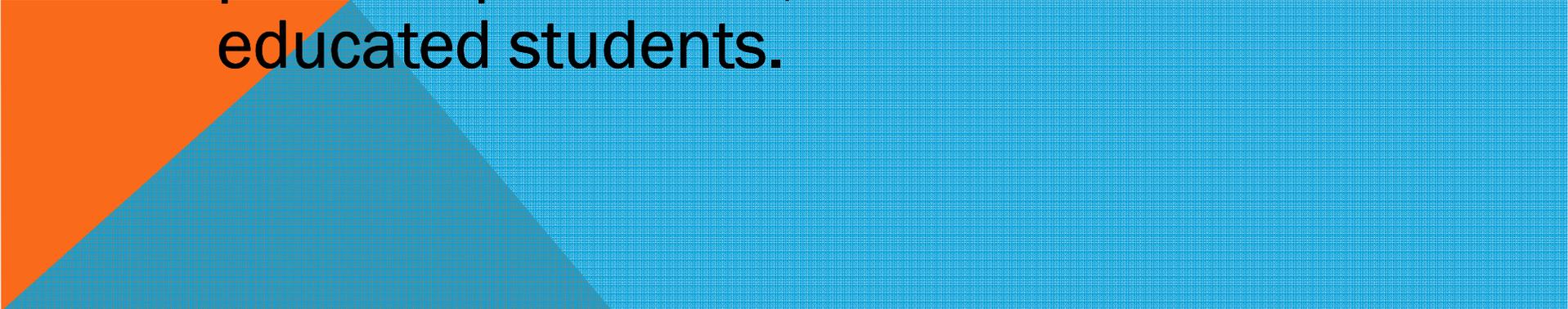
# READING MEETING KS2



ROSSMORE SCHOOL

## NEW CURRICULUM

The main aim is to raise standards, particularly as the UK is slipping down international student assessment league tables. Inspired by what is taught in the world's most successful school systems, including Hong Kong, Singapore and Finland, as well as in the best UK schools, it's designed to produce productive, creative and well educated students.



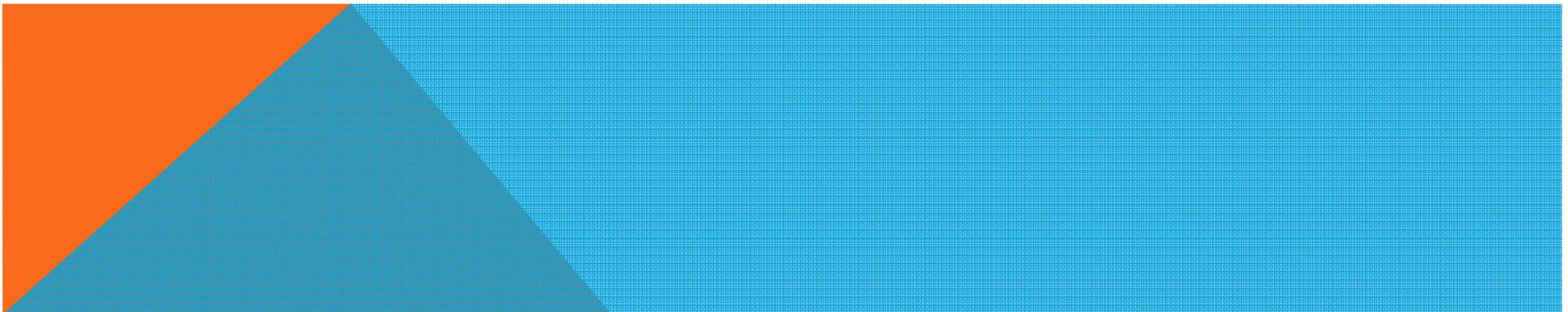
Although the new curriculum is intended to be more challenging, the content is actually slimmer than the current curriculum, focusing on essential core subject knowledge and skills . It also follows on from similar curriculum revamps in Scotland and Wales, which were implemented in 2010 and 2008 respectively and have a similar focus on excellence and core skills.

# CHANGES TO THE ENGLISH CURRICULUM

- Stronger emphasis on **vocabulary development, grammar, punctuation and spelling** (for example, the use of commas and apostrophes will be taught in KS1)
- **Handwriting** – not currently assessed under the national curriculum – is expected to be fluent, legible and speedy
- **Spoken English** has a greater emphasis, with children to be taught debating and presenting skills.
- Strong emphasis on reading for pleasure.

## THE POWER OF READING.

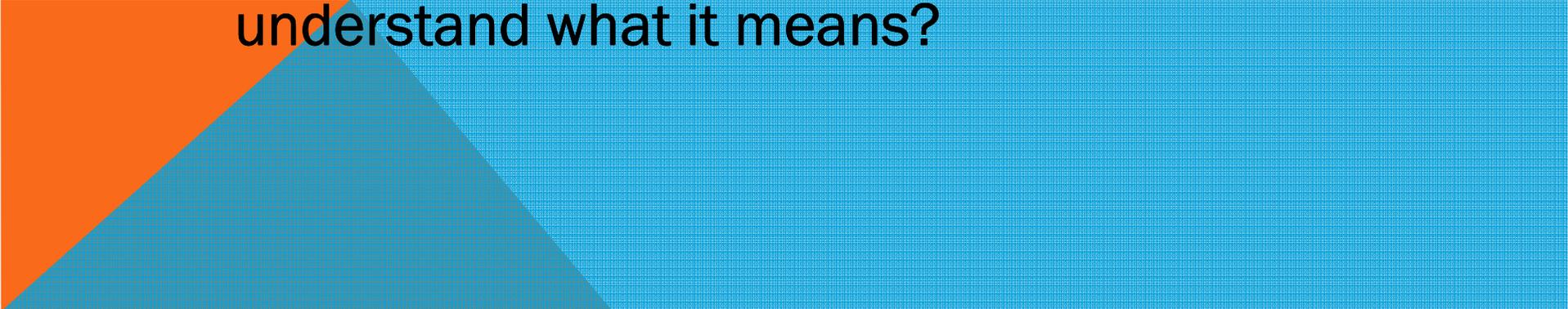
- Creating a love of reading in children is potentially one of the most powerful ways of improving academic standards in school.
- There can be few better ways to improve pupils chances in school, or beyond in the wider world than to enable them to become truly independent readers.



# COMPREHENSION

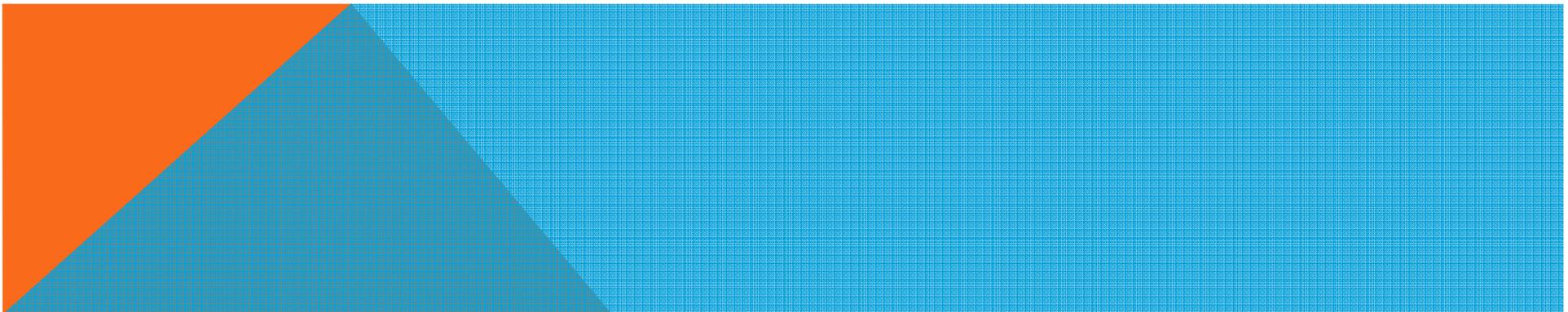
- Being able to read does not mean you understand what you read.
- Your child might sound like a good reader but may not necessarily understand what the text means.
- The best way to develop understanding is to talk about texts.
- The next slide is easy to read – does anyone

understand what it means?



***AN EXTRACT TAKEN FROM A COMPUTER MANUAL.....***

According to the previous ATA/IDE hard drive transfer protocol, the signalling way to send data was in synchronous strobe mode by using the rising edge of the strobe signal. The faster strobe rate increases EMI, which cannot be eliminated by the standard 40-pin cable used by ATA and ultra ATA.



# READING REQUIRES TWO SKILLS

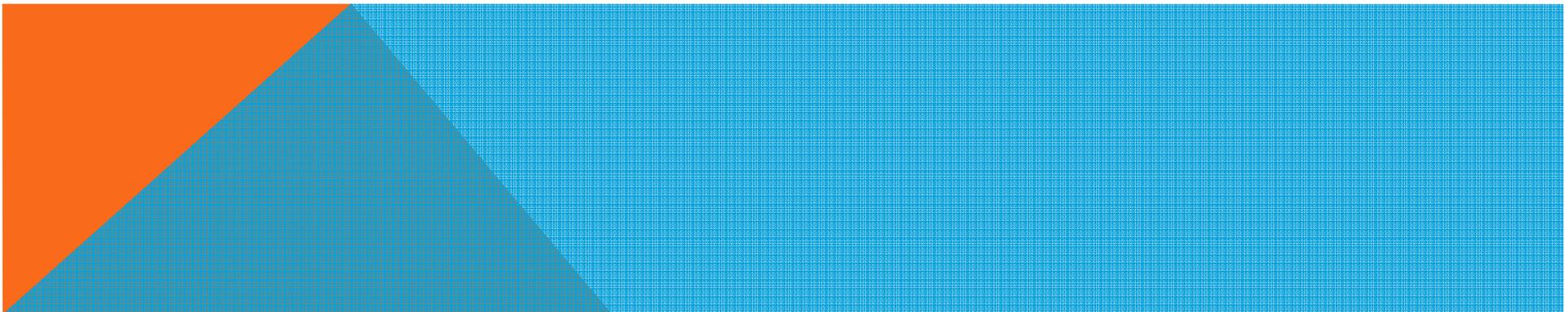
## Phonics and Word

### Recognition

- The ability to recognise words presented in and out of a text.
- 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.

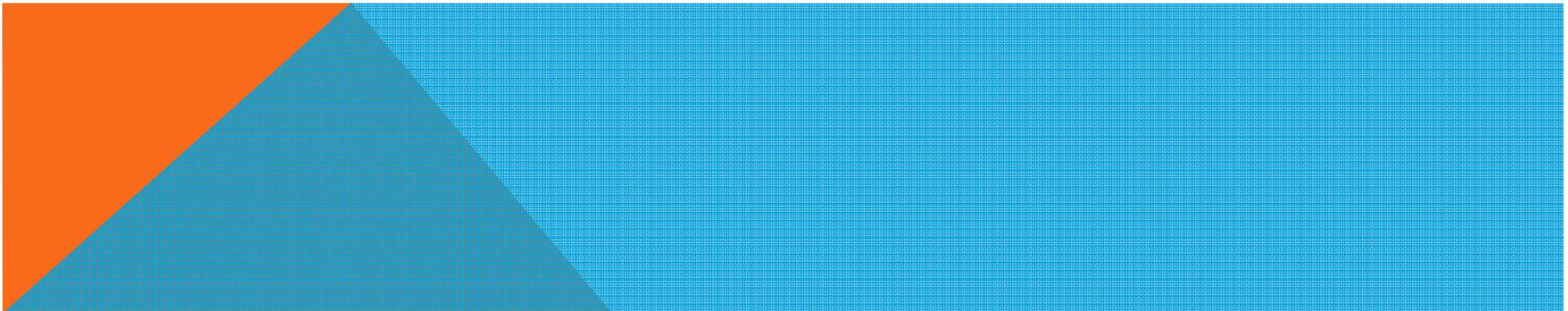


# READING IN SCHOOL

## THE TEACHING OF READING

- Phonics
- Individual reading
- Guided reading
- Independent (silent) reading
- Personal reading for pleasure
- Focused reading activities in reading journals
- Reading across the curriculum
- Class novels and stories
- School readers /Home readers

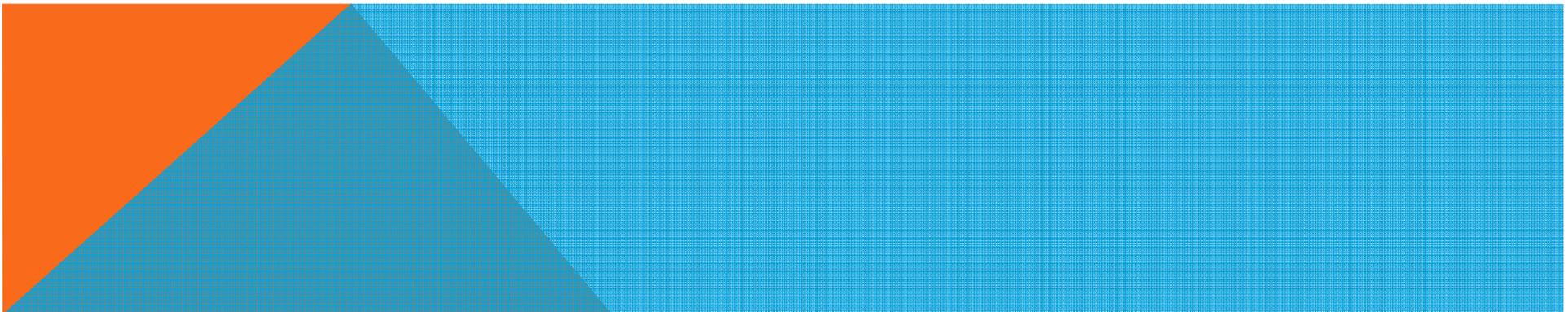
*The hearing of reading is NOT the teaching  
of reading!*



# TALKING ABOUT BOOKS

Please have a conversation about the book your child is reading.

- 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...?

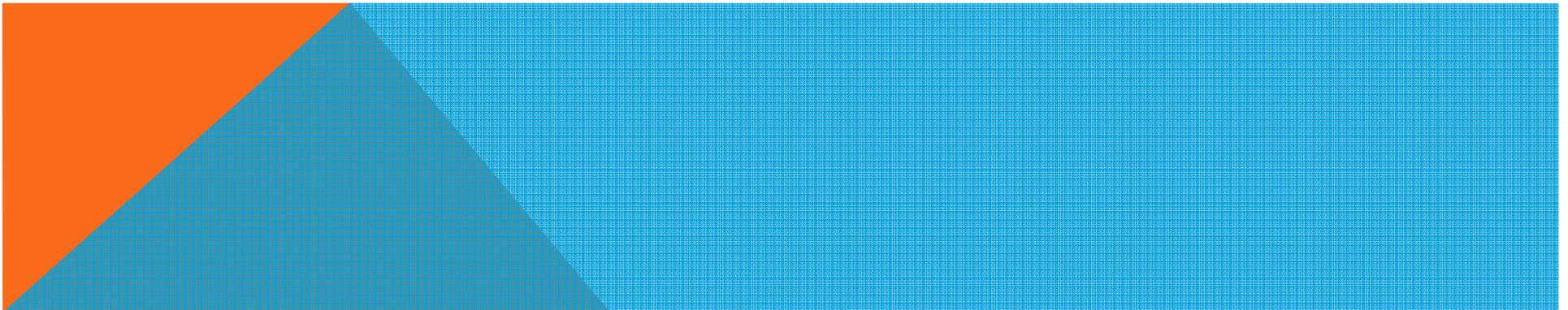


## WHAT DOES READING LOOK LIKE IN THE NEW NATIONAL CURRICULUM IN YEAR 3 AND 4

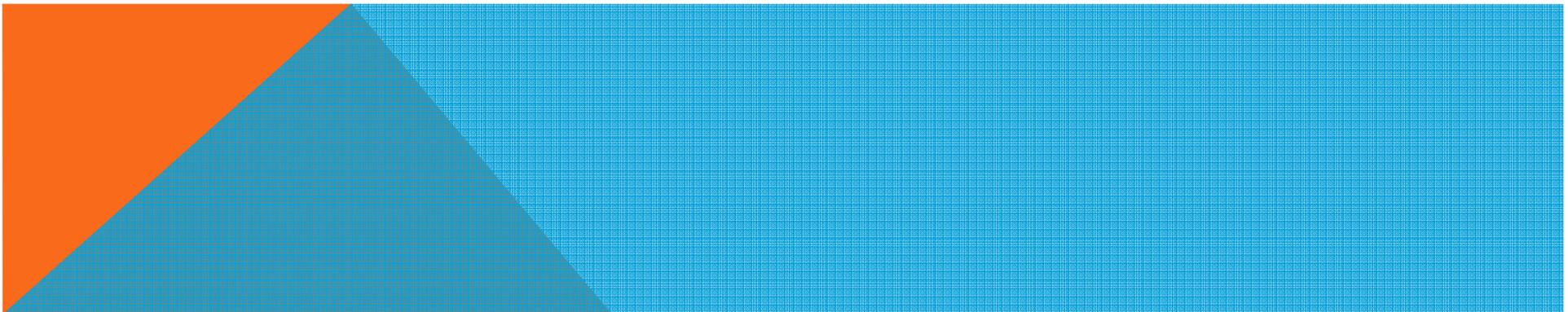
Pupils should be taught to:

*develop positive attitudes to reading and understanding of what they read by:*

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes



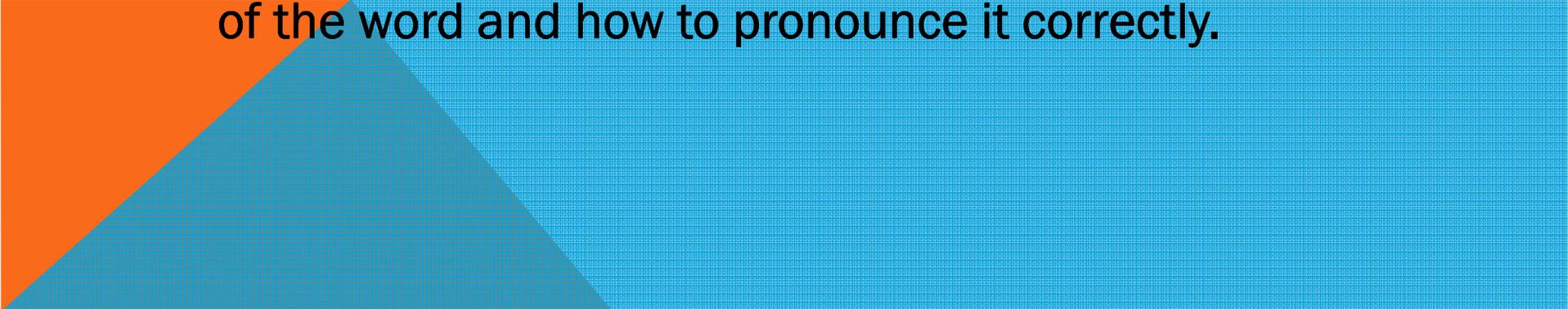
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling of these orally identifying themes and conventions in a wide range of books
- Pupils should be taught to recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales.



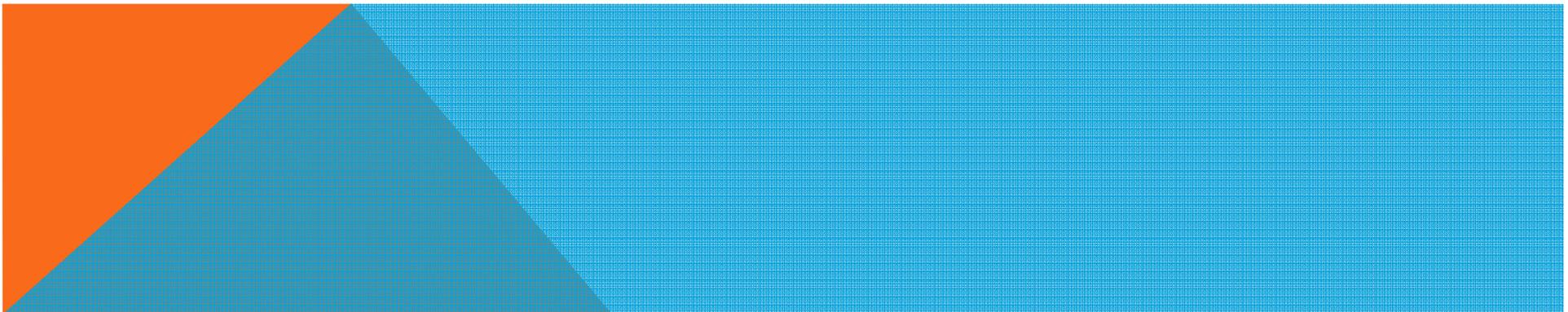
## YEARS 5 AND 6

*Pupils should be taught to:*

*develop positive attitudes to reading and understanding of what they read by:*

- read aloud a wider range of poetry and books written at an age appropriate interest level
  - read accurately and at a reasonable speaking pace
  - read most words effortlessly and be able to work out how to pronounce unfamiliar written words with increasing automaticity.
  - should ask for help in determining both the meaning of the word and how to pronounce it correctly.
- 

- prepare readings, with appropriate intonation to show their understanding
- summarise and present a familiar story in their own words
- read widely and frequently, outside as well as in school, for pleasure and information.
- read silently for sustained periods of time, with good understanding
- infer the meanings of unfamiliar words
- discuss with confidence what they have read.



Are there any  
questions?

