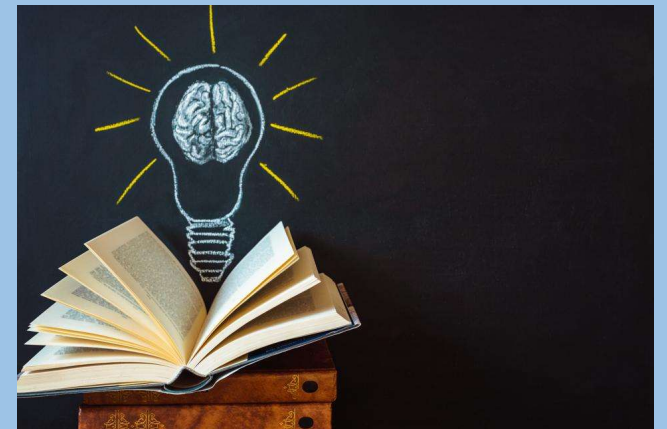


# KS2 Parent Reading Workshop

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

# Impact of Reading

- Develops cognitive development
- Develops empathy
- Deeper understanding of the world around them
- Builds stronger relationships
- 85% of the curriculum is taught by reading



# Reading at St. Cross in KS2

- Shared reading through class stories/books
- Daily readers
- Reciprocal Reading (vocabulary triangles)
- Enrichment activities/weeks ('Take One Book', WBD, Shakespeare Week)
- All children are heard by an adult at least once a week
- Lexia
- Pre-teaching (in reading)



# Parental Support/Strategies to use



- Parental partnership
- Provision in school is not enough; reading must happen at home too.
- Daily reading (BoomReader)
- Modelled reading (show enthusiasm as parents)
- Audiobooks (Audible)
- Board Games / Word Games
- Show a love of reading. Children mirror parents:

Share a book together? Read in the same room? Talk about books!

- Active readers: When hearing children read, ask questions/discuss vocabulary



# Suggested questions when reading

## Questions to ask when reading with your child

*Remember to choose the questions that best fit the type of book you're reading.*

1. What is the title?
2. Can you think of a different title this book could have?
3. Why do you think the author chose this title?
4. What is the setting (where and when the story happens)?
5. What adjectives can you use to describe the setting?
6. Does it remind you of any places you've been to?
7. Why do you think the author chose this setting?
8. Who are the characters in the story?
9. Which words can you use to describe the main character/s?
10. What sort of person is the character? How do you know?

# Does it matter which language we use?



## Use your home language.

It is better for your child to hear expert talk from you in your language.

Many studies tell us it is the back-and-forth talk between adults and children when they are sharing books that makes the difference to children's language and comprehension.

This impact will translate to better language and comprehension for your child in English.



# What if they always want to read the same book?

Repeated reading of books is really beneficial for children. It helps them memorise parts of stories, words and phrases too.

Knowing a book or poem by heart is fun and powerful for children, they can 'read' the story with you, or join in with words or phrases.

If you really want to mix it up, offer another book alongside the much-loved favourite!



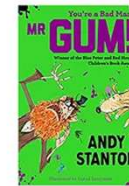
# Reluctant readers

- Spend time choosing – Library visits
- Trial and error
- Try short chapter books or non-fiction
- Try visiting
  - <https://www.booksfortopics.com/upper-ks2-reluctant-readers>
  - <https://www.booksfortopics.com/lower-ks2-reluctant-readers>
- Try audio books
- Try linking books to any recent experiences

High  
image-to-  
text ratio



Laugh-out-  
loud funny

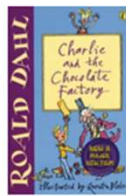


## “Like” authors

| Anne Fine              | Francesca Simon            | JK Rowling        | Anthony Horowitz |
|------------------------|----------------------------|-------------------|------------------|
| Geraldine Mc Caughrean | John Gant Lauren Child     | Jill Murphy       | Charlie Higson   |
| Jacqueline Wilson      | Andy Stanton Chris Riddell | Eva Ibbotson      | Robert Muchamore |
| Dick King Smith        | Alan Ahlberg               | Diane Wynne Jones | Eleanor Updale   |
| Cathy Cassidy          | Jan Mark John Dougherty    | Darren Shan       | Philip Reeve     |
| Sarah Singleton        | Dav Pilkey                 | Ursula K Le Guin  | Joe Craig        |
| Adele Geras            |                            | Jenny Nimmo       | Marcus Sedgewick |
| Malorie Blackman       |                            | Duncan Pile       |                  |
| Michael Morpurgo       |                            | Nigel Hinton      |                  |

# Recommended Reading Lists

## 100 Books To Read In Year 3 and 4



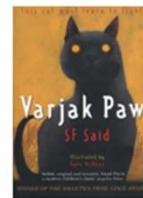
Charlie and the Chocolate Factory  
Roald Dahl



The Butterfly Lion  
Michael Morpurgo



The Iron Man  
Ted Hughes



Varjak Paw  
S F Said



Stuart Little  
E B White



The Battle of Bubble and Squeak  
Phillipa Pearce



War Game  
Michael Foreman



The Last Castaways  
Harry Horne



Surf's Up  
Kwame Alexander



Diary of a Wimpy Kid  
Jeff Kinney



The Railway Children  
E Nesbit



The Yearling  
Marjorie Kinnan Rawlings



The Firework-Maker's Daughter  
Phillip Pullman



A Little Princess  
Frances Hodgson Burnett



My Headteacher is a Vampire Rat  
Pamela Baskes



Horrid Henry  
Francesca Simon



A Child of Books  
Oliver Jeffers



Malkin Moonlight  
Emma Cox



Alison Hubble  
Alison Hubble and Bruce Goldstone



The Legend of Captain Cow's Teeth  
Eoin Colfer



The Worst Witch  
Jill Murphy

# Recommended Reading Lists

## 100 Books To Read In Year 5 and 6



Demon Dentist  
David Williams



Goodnight Mister Tom  
Michelle Magorian



Inside Out & Back Again  
Thanhha Lai



The Suitcase Kid  
Jacqueline Wilson



Mortal Engines  
Philip Reeve



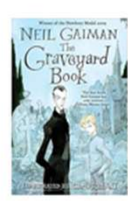
Firegirl  
Tony Abbott



The Many Worlds of Albie Bright  
Christopher Edge



Percy Jackson and the Lightning Thief  
Rick Riordan



The Graveyard Book  
Neil Gaiman



Journey to the River Sea  
Eva Ibbotson



Five On a Treasure Island  
Enid Blyton



Time Travelling With a Hamster  
Ross Welford



Room 13  
Robert Swindells



Kick  
Mitch Johnson



Millions  
Frank Cottrell-Boyce



Street Child  
Berlie Doherty



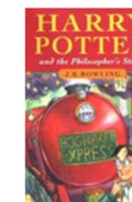
Cogheart  
Peter Bunzl



Cloud Busting  
Malorie Blackman



Gaslight  
Eloise Williams



Harry Potter and the Philosopher's Stone  
J.K. Rowling



The Imaginary  
A.F. Harrold

# BoomReader

Difference between group books, school books and home books.

Parents should fill in the comments section, not children.

The screenshot shows the BoomReader interface with a pink header bar containing navigation icons and tabs for 'All Books' and 'Active'. A search bar is also present. Below the header, a list of books is displayed, each with a title, a 'Reading Book' tag, a date, a page range, and icons for adding or saving the book.

| Book Title               | Type                | Date      | Pages     |
|--------------------------|---------------------|-----------|-----------|
| The kitchenmaid          | Reading Book        | 30 Nov 21 | 22 - 40   |
| In Trouble               | Reading Book        | 25 Nov 21 |           |
| Journey to the River Sea | Reading Book        | 22 Nov 21 | 280 - 11  |
| Wonder                   | Reading Book        | 24 Sep 21 | 117 - 120 |
| Wonder                   | Reading Book        | 19 Oct 21 | 51 - 90   |
| An eagle in the snow     | Group Book (Legacy) | 24 Nov 21 | 17 - 19   |

The screenshot shows the BoomReader interface with a pink header bar containing navigation icons and tabs for 'All Books' and 'Active'. A search bar is also present. Below the header, a list of books is displayed, each with a title, a 'Reading Book' tag, a date, a page range, and icons for adding or saving the book.

| Category           | Last Read | This Week | This Year |
|--------------------|-----------|-----------|-----------|
| Last Teacher Read: | 24 Nov 21 | 0         | 25        |
| Last Parent Read:  | 30 Nov 21 | 1         | 55        |
| Last Pupil Read:   | --        | 0         | 0         |

Recent Problem Words:

- Circumstances 24-11-2021
- effortlessly 24-11-2021
- Knitting 24-11-2021
- Ma 24-11-2021
- Obediently 18-11-2021

[View all](#)

# Spellings

- Try these strategies at home
- Teach to a pattern rather than rote learning
- Website - Homework

## Class Pages

Home >> Children >> Class Pages

### St Cross Homework Expectations 2021



St Cross Homework expectations 2021 Sept



St. Cross Spelling Strategies for Parents.pdf



Reading Workshops

## No Nonsense Spelling strategies

|                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Look, say, cover, write, check            | This is probably the most common strategy used to learn spellings.<br><b>Look:</b> first look at the whole word carefully and if there is one part of the word that is difficult, look at that part in more detail.<br><b>Say:</b> say the word as you look at it, using different ways of pronouncing it if that will make it more memorable.<br><b>Cover:</b> cover the word.<br><b>Write:</b> write the word from memory, saying the word as you do so.<br><b>Check:</b> Have you got it right? If yes, try writing it again and again! If not, start again - look, say, cover, write, check.                                                                        |
| Segmentation strategy                     | The splitting of a word into its constituent phonemes in the correct order to support spelling.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Quickwrite                                | Writing the words linked to the teaching focus with speed and fluency. The aim is to write as many words as possible within a time constraint. Pupils can write words provided by the teacher or generate their own examples. For example, in two minutes write as many words as possible with the /i:/ phoneme. This can be turned into a variety of competitive games including working in teams and developing relay race approaches.                                                                                                                                                                                                                                |
| Drawing around the word to show the shape | Draw around the words making a clear distinction in size where there are ascenders and descenders. Look carefully at the shape of the word and the letters in each box. Now try to write the word making sure that you get the same shape.<br>                                                                                                                                                                                                                                                                                                                                       |
| Drawing an image around the word          | This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable.<br>You can't use this method as your main method of learning spellings, but it might work on those that are just a little more difficult to remember.<br>                                                                                                                                                                                                                                                                                                   |
| Words without vowels                      | This strategy is useful where the vowel choices are the challenge in the words. Write the words without the vowels and pupils have to choose the correct grapheme to put in the space. For example, for the word <i>field</i> :                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Pyramid words                             | This method of learning words forces you to think of each letter separately.<br>You can then reverse the process so that you end up with a diamond.<br>                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Other strategies                          | Other methods can include: <ul style="list-style-type: none"> <li>• Rainbow writing. Using coloured pencils in different ways can help to make parts of words memorable. You could highlight the tricky part <i>s</i> of the word or write the tricky part in a different colour. You could also write each letter in a different colour, or write the word in red, then overlay in orange, yellow and so on.</li> <li>• Making up memorable 'silly sentences' containing the word</li> <li>• Saying the word in a funny way - for example, pronouncing the 'silent' letters in a word</li> <li>• Clapping and counting to identify the syllables in a word.</li> </ul> |

# Lexia

- Children that need further support in reading have access to the Lexia reading programme.
- Although your child will have access to this at school, you can also access it from home using their login
  - Logins can be found in Homework Diaries.



Any questions?

