



Reading Fluently and Reading for Understanding

For KS2 children.

There are many different ways of teaching reading comprehension.

This video draws from many sources (including the latest guidance on 'Teaching the foundations of literacy' from the DFE, July 2021).

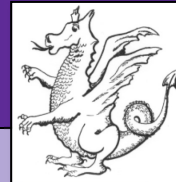
I have included the strategies that I feel work best, based on my teaching experience.

Why is reading important?

‘reading for pleasure had a powerful influence on children’s cognitive development, especially in terms of their vocabulary.’ DFE 2021

‘Children with poor vocabulary at age 5 are more than twice as likely to be unemployed at age 34’

ECF training materials December 2021



In addition to improving academic outcomes, research shows that reading for pleasure results in:

- Increased empathy
- Improved relationships
- Reductions in depression
- Improved wellbeing
- Reduction in likelihood of dementia in later life

Why is reading important?

Through stories, children encounter vocabulary that they are unlikely to hear in everyday conversation but will come across in writing, once they can read for themselves. This vocabulary is called 'second tier' words. (Isobel Beck)

Children who enjoy reading & writing are 3 times more likely to have higher levels of wellbeing than those who do not.





Reading Fluency

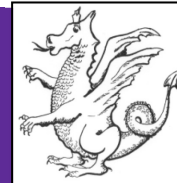
‘A reader lives a thousand lives before he dies’
George R R Martin

A simple way to check how many words your child is reading →

1. Source an age appropriate text. The link opposite has some excellent 10 minute tests that would be perfect.
2. Ask your child to read for 1 minute and, while they are reading, tally any incorrectly read words, word omissions and any words added that are not in the text.
3. Count up the words read in a minute (all of them). Subtract the errors noted in point 2.
4. This is the child's reading speed per minute.

If the speed is less than 90, your focus must be on fluency and decoding. Please reference the Early Reading video as well as the next few slides.

Fluency before comprehension



90 words per minute is a good indicator of when children 'start to read with sufficient fluency to focus on their **understanding**'.

For Year 6, leading into secondary school, a child should be reading a minimum of 120 words a minute.

<https://www.cgpbooks.co.uk/primary-books/ks2/english/reading/expr24-ks2-english-sat-buster-10-minute>

Year 6 test shown, but available for all other year groups in KS2.

Why is fluency important?

Because if a child has gained accuracy and speed in word reading, the brain's resources are available to focus on lifting the meaning from the page.

This accuracy can be seen through speedy decoding strategies, but increasingly through word memory, so the child is less reliant on decoding strategies for all words.



When children start learning to read, the number of words they can decode accurately is too limited to broaden their vocabulary.

Their understanding of language should therefore be developed through their listening and speaking, while they are taught to decode through phonics.

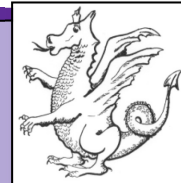
An adult sharing and discussing pictures in books offers opportunities to broaden children's experiences beyond the immediate and the local.

Children need you as a model for reading - even in Year 6 and above.

A child's book choice should reflect what they like to read for pleasure, but also books that will help them in later life i.e. classic authors, non-fiction books & new topics.



This is how
vocabulary
GROWS



The most common mistake made is to allow a child to read on their own all of the time.

It's okay at times, when they're relaxing, but when they are reading for learning, their book should contain words that they can read (80%) but also words that they might need to talk to an adult about - either to know how to pronounce them, or most importantly what they mean compared to a known word.

Preparing to read with your child

Firstly , choose a great text! One that your child will enjoy, but also one that will expose them to wonderful words and knowledge. There's lots of great texts on our wishlist and here's a link to more!

<https://www.booktrust.org.uk/books-and-reading/our-recommendations/great-books-guide/>

You have an amazing opportunity here to grow their vocabulary and memory of how a story unfolds!

You will read two/three pages at a time - twice!

Rereading is important: it's another chance to explore the language, the characters and their feelings, and to relive the emotions the child felt on the first reading.

When children hear the same words read in the same way they can gain a sense of comfort in knowing what follows.

Their attachment to the story equips them to retell it and, encourages them to read it for themselves.





First Read

Sit in a comfortable place where you and the child can see the words and pictures.

You should aim to read two or three pages once then go back for your second read.

Choose a neutral voice for reading as the narrator. Think about how the main characters will sound as you read them aloud. You need to read ahead for this as it's important to show the child how you use clues in the text to decide the tone, the emotion and the volume of character speech i.e. The giant huffed, and mumbled crossly "I only tasted a spoonful."

Model pauses that are shown by punctuation. If you read using your finger to hold your place, your child will recognise the changes as you read.

Don't explain words or question in this first read.

Preparing to read
to improve fluency -
you read first!



Second Read

In your second read, just tell the child the meaning of the word if they don't know it. Guessing games are pointless if they have no idea. It's great here to link the new word to a known synonym *i.e. sinister means similar to spooky but more threatening.* However, there are strategies to help children efficiently work out unknown words later in this video!

Use asides to show your reaction to particular events i.e. *that wasn't a very kind thing to do!*

Look for memorable words and phrases that would be great for future stories or writing. Give them emphasis in your voice.

Link the story to a known context i.e. *well I don't think the tiger would fit around our kitchen table! Where would he sit?*

Look at the pictures - but give time for talk rather than skimming through. Link learned words to the image.



Third Read

Now ask your child to read the same pages to you - uninterrupted.



Don't correct them, but remind them before they start to correct themselves.

If they read a word and it doesn't sound right in the sentence, see if they independently go back for a re-read.

If they don't, they're probably not reading for meaning yet.

Encourage and praise this stop, check and reread process!

When they've read through, take them back to places where they need support with the decoding process. Explore the repercussions of reading a word wrong for the meaning of a sentence.

Fourth Read - checking whether the child is able to understand as well as read

Now you can spark a verbal discussion about the text which helps children to explore meaning. You do this by asking questions like the ones in the table...

Is there enough cognitive capacity to allow this or is all cognitive effort being taken up in the reading process?

If so, is the book too tricky for now?



Predicting

What do you think will happen next?
What will the character do now?
Why?
These pages make me think that..

Clarifying

This sentence was a bit confusing. What do you think that it meant?

I'm not sure why *she waited there* ...what do you think?

Questioning

What do you think about the way... *the dragon hunter captured the dragon?*

What did that word tell you about *how the dragon moved?*

Summarising

What do you think this part of the text told us?

What happened first and last?

So far, what do we know about..?



Now we've covered reading fluency and verbal questioning, we'll move onto written comprehension strategies in our next PowerPoint.

Children need to be able to confidently record a written response from Year 2 onwards.