

# Reading Workshop KS2

# How reading is taught at SMSG





In EYFS and KS1 the  
children  
**learn to read.**

In KS2, they  
**read to learn.**

In EYFS and Year 1, children **learn to read**.

The children will have followed a phonics scheme which teaches them the letters and sounds they need to decode words.

In KS2, they **read to learn**.

The ability to read and understand texts is vital for children to be able to access the whole curriculum.

Reading is something that happens throughout the day.

Whether it is phonics in EYFS and Year 1 or reading lessons in Year 2 and KS2, or reading at other times, the children are immersed in stories, non-fiction and poems.

Daily reading lessons focus on reading skills and the children have plenty of opportunities to read, and be read to, beyond this.

This includes, silent reading, class stories and novels, visiting the school library and reading across the curriculum.

Reading lessons in Year 2 and KS2 use VIPERS resources.

So what is VIPERS?

Vocabulary

Infer

Prediction

Explain

Retrieve

Sequence/Summarise

These focus on **comprehension** skills. It is more important to know that your child has fully understood what they have read than how quickly they can read the all the books on their reading level.

Why is it  
important to  
read with your  
child?

# Reading at home

Part of every child's home learning is to read at home.

This should be for at least 10 minutes a day, however up to 20 minutes is ideal.

This could be a combination of them reading to you and you reading to them.



# Reading at home

VIPERS provides ideas for targeted questioning about what your child has read.

The easiest way to do this is to use the sentence stems that go with each VIPERS skill.

# Reading at home

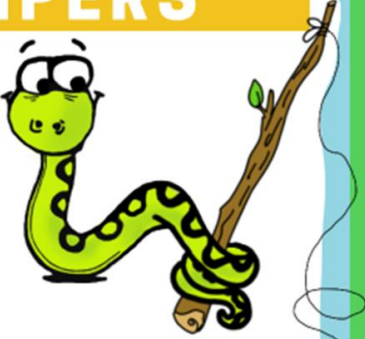


In your pack to take home I have included all the VIPERS sentence stems.

Here is an example.

**READING VIPERS**

**R**etrieve



**Retrieve and record information and identify key details.**

- How would you describe this story/text?  
What genre is it? How do you know?
- How did...?
- How often...?
- Who had...? Who is...? Who did....?
- What happened to...?
- What does.... do?
- How ..... is .....
- What can you learn from ..... from this section?
- Give one example of.....
- The story is told from whose perspective?

[www.literacyshedplus.com](http://www.literacyshedplus.com)

Today was another stressful day. I'm so exhausted! Who knew being the only superhero in school would be so time-consuming? It's only been a week since Green Jumper disappeared but already things are piling up.

Who had disappeared?

How long have they been missing?

# And another...

## READING VIPERS



### vocabulary



### Find and explain meaning of words in context

- What do the words ..... and ..... suggest about the character, setting and mood?
- Which word tells you that...?
- Which keyword tells you about the character/setting/mood?
- Find one word in the text which means.....
- Find and highlight the word that is closest in meaning to.....
- Find a word or phrase which shows/suggests that.....

Today was another stressful day. I'm so exhausted! Who knew being the only superhero in school would be so time-consuming? It's only been a week since Green Jumper disappeared but already things are piling up.

Find the word that is closest in meaning to tired?

# And another...

## READING VIPERS

# I

nfer



**Make and justify inferences using evidence from the text.**

- Find and copy a group of words which show that...
- How do these words make the reader feel?
- How do the descriptions of ..... show...
- How can you tell that.....
- What impression of ..... do you get from these paragraphs?
- What voice might these characters use?
- What was .... thinking when.....
- Who is telling the story?

Today was another stressful day. I'm so exhausted! Who knew being the only superhero in school would be so time-consuming? It's only been a week since Green Jumper disappeared but already things are piling up.

## How do you think the superhero feels about their job?

## Reading Levels

From the end of this week, or the beginning of next week, your child will be bringing home a reading book every day.

Reading books are chosen by the children from their level.

They can change their book daily, if necessary.

# How do we decide the level your child reads?

We use a variety of information to assess your child's level. This includes reading tests, children reading to an adult who will also ask them to answer one or two questions and reading that they do within reading lessons.

If we identify children who are struggling with their reading, we will also check their phonics knowledge and provide further help with this if necessary.

Our reading scheme is Oxford Reading Tree.

This chart gives you a guide to how the levels relate to year groups.

We use this as a guide in school but continually use teacher assessment and judgement to make sure your child is on the right level for them.

Year Group	Level	Notes
Nursery and Reception	1	<ul style="list-style-type: none"> <li>Level 1 and 1+ are pre-reading standard</li> <li>Secure standard by end of Reception is ORT level 3</li> </ul>
	1+	
	2	
	3	
Year 1	4	<ul style="list-style-type: none"> <li>Secure Standard by end of Yr 1 is ORT level 6</li> </ul>
	5	
Year 2	6	<ul style="list-style-type: none"> <li>Secure standard by end of Yr 2 is ORT level 10</li> <li>Children reading at ORT level 9 should be capable of achieving the National Standard in KS1 SATs</li> </ul>
	7	
	8	
	9	
	10	
	11	
Year 3	12	<ul style="list-style-type: none"> <li>Secure standard by end of Yr 3 is ORT level 13</li> </ul>
	8	
	9	
	10	
	11	
	12	
	13	
Year 4	14	<ul style="list-style-type: none"> <li>Secure standard by end of Yr 4 is ORT Level 15</li> </ul>
	15	
Year 5	16	<ul style="list-style-type: none"> <li>Secure standard by end of Yr 5 is ORT Level 17</li> </ul>
	17	
Year 6	18	<ul style="list-style-type: none"> <li>Secure standard by end of Year 6 is ORT Level 19</li> <li>Children reading ORT level 17 should be capable of achieving National Standard in the KS2 tests.</li> </ul>
	19	
	20	
	20	



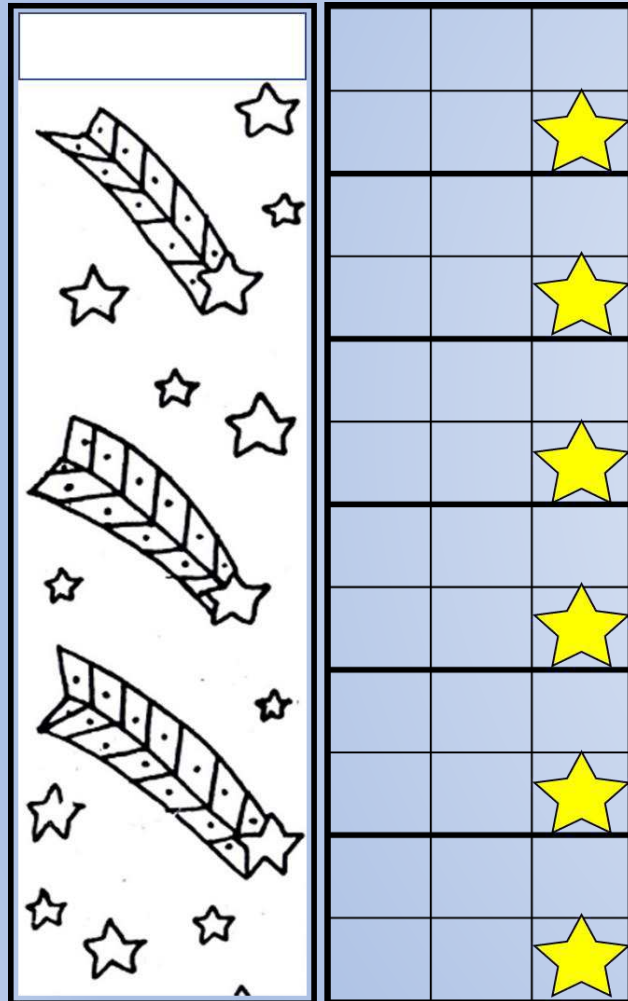
## **A reminder**

It is more important to know that your child has fully understood what they have read than how quickly they can read the all the books on their reading level.

# Reading Reward

How we encourage children to  
read at home.

Children make  
their own  
bookmark.



For every complete  
week that the children  
read daily, they  
receive a small sticker.



For every 6  
complete weeks,  
the children read,  
they receive a  
'Reading Star'  
sticker.

For Reception, the small stickers  
and Reading Star Stickers are  
achieved on a daily and weekly  
basis to begin with.



## Some ideas for reading

All reading is good – Don't rule out non-fiction, comics, graphic novels, magazines or leaflets. Reading is reading and it's all worthwhile..

Turn movie night into book night...  
Hot chocolate,  
popcorn and a book.

Make use of  
your local  
library

Read favourites again and again  
Encourage your child to re-read the books and poems they love. Re-reading helps to build fluency and confidence.

Make the most of rhyme and repetition. Books and poems with rhymes and repeated words or phrases are great for getting your children to join in and remember the words.

And finally. . .

Something to keep in mind

# Why read for 20 minutes a day?

CHILD A

reads 20 minutes  
per day

hears 1,800,000  
words per year

scores in the  
90th percentile on  
standardized tests

CHILD B

reads 5 minutes  
per day

hears 282,000  
words per year

scores in the  
50th percentile on  
standardized tests

CHILD C

reads 1 minute  
per day

hears 8,000  
words per year

scores in the  
10th percentile on  
standardized tests

