



Reading in KS2 at St Breock

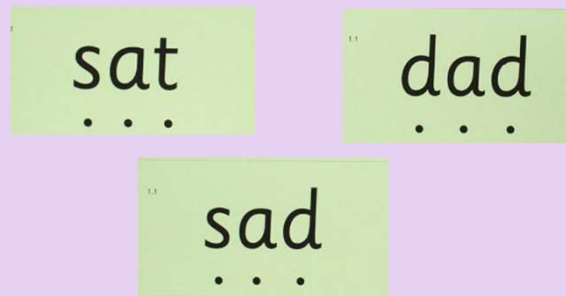
Your child's reading journey at St Breock started the minute they joined us. Through **daily high-quality stories** and **rhymes** and with our **phonics programme**, Read, Write Inc.

Nursery



Pre reading skills
with stories,
rhymes, sound and
listening games.

Reception



Learning sounds
and **blending**
these to **read**
words.

Key Stage 1



Using the sounds
learnt to **read**
phonically
decodable books.

As your children progress from KS1 into KS2, they come to the **end of the RWI** phonics programme.

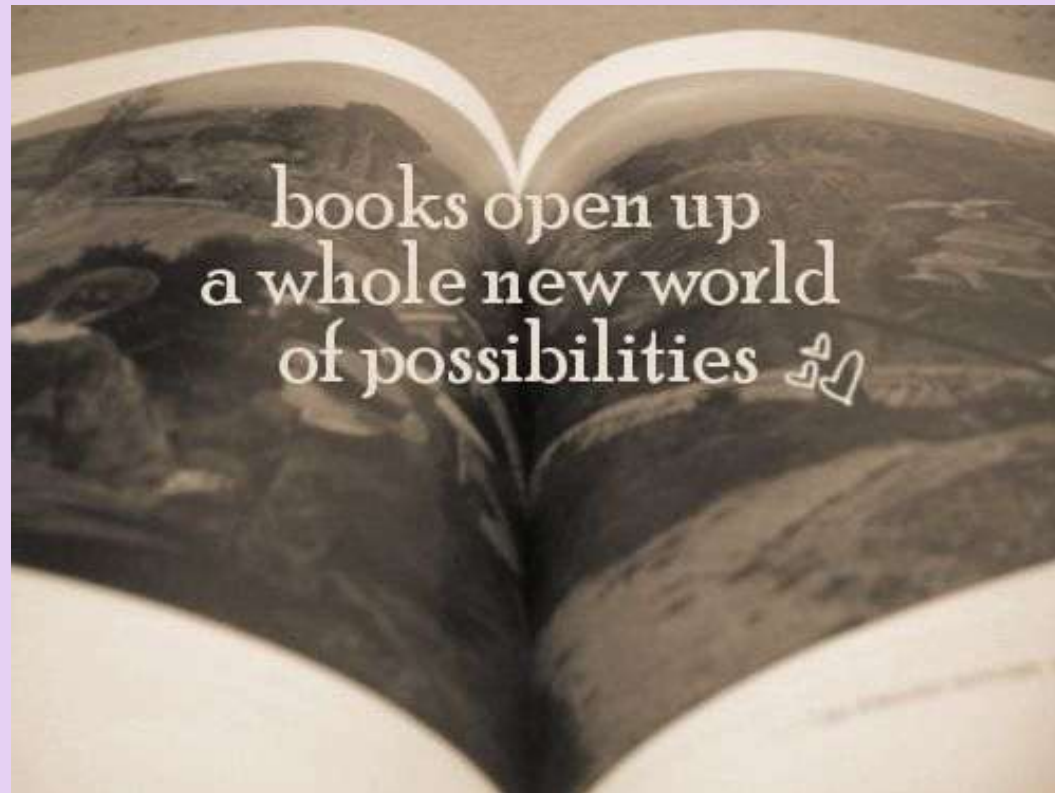


Once they finish the programme, they will have learnt all the **necessary phonics sounds** and **skills** to enable them to be **confident** and **fluent readers**.

Armed with the **reading skills** necessary to read more **advanced texts**, your children's reading journey can now really take off.



In KS2 we start to focus on your child being able to read **confidently across the curriculum**. We work on their **understanding** of what they have read as well developing their **love of reading for pleasure**.



Why is this important? As the research tells us, reading not only supports children's **understanding of the world** as well as their **academic ability**, but it can also provide great **enjoyment** and **escapism** in an already hectic, technology-filled world.

Wide recreational reading expands pupils' knowledge about the world and about language, as well as their understanding of subject-specific academic and technical vocabulary.²³ Such knowledge eases their access to the whole curriculum. Higher performance in mathematics has also been found.²⁴

Further, pupils who read regularly report heightened levels of social and emotional wellbeing.²⁵ For many, reading is a form of relaxation, a place to escape everyday challenges, a source of entertainment. Reading allows readers to adopt new perspectives, develop empathy and become more socially conscious.²⁶

So, **how** do we continue to teach reading in KS2?

Reading is taught **daily, every morning** in all Key Stage 2 classes.

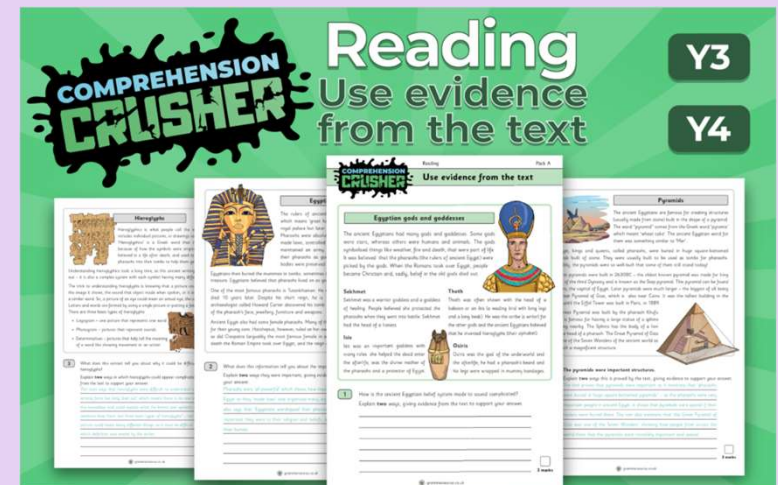
9:00 – 9:30	READING
9:30 – 9:45	SPELLING
9:45 – 9:50	
9:50 – 10:45	ENGLISH
10:45 – 11:00	
11:00 – 11:55	MATHS

Our Key Stage 2 reading lessons follow a weekly **structure**.

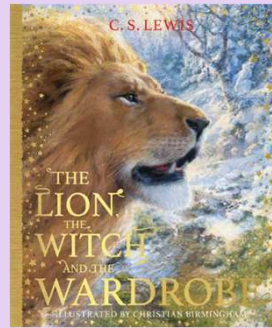
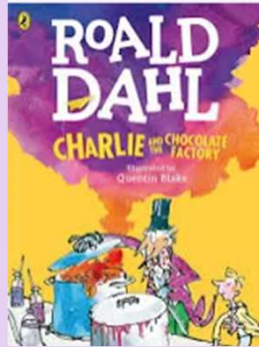
Three days **novel study** lessons.



Two days **reading comprehension** lessons.



Our **novel study** lessons are centred around carefully chosen **high-quality texts**.



These texts are read to the children by their teacher and then during **novel study lessons** we delve deeper into what has been read. Different strategies are used to **develop reading skills** such as choral reading and the children **answer written questions** based on their reading and understanding.

Our reading comprehension lessons focus on a wider range of text types.

COMPREHENSION CRUSHER

Reading

Use evidence from the text

Y3

Y4

Hieroglyphs

Hieroglyphs is what people call the symbols that ancient Egyptians used to write. The word 'hieroglyph' comes from the Greek word 'hieros' which means 'sacred' and 'glyph' which means 'carving'. The ancient Egyptians used hieroglyphs to write on stone, wood, and other materials. They were used to tell stories, record events, and give instructions. Hieroglyphs were also used to decorate tombs and temples. They were a very important part of ancient Egyptian culture.

Understanding hieroglyphs took a long time, so this ancient writing system - it is also a complex system with each symbol having many different meanings. The trick to understanding hieroglyphs is knowing that a picture is worth a thousand words. So, a picture of an eye could mean an actual eye, the word 'eye', or a symbol for 'to see'. Letters and words are formed by using a single picture or putting a few pictures together.

There are three basic types of hieroglyphs:

- Logogram - one picture that represents one word
- Phonogram - pictures that represent sounds
- Determinative - pictures that help tell the meaning of a word like showing movement or an action

1 What does this cartoon tell you about why it could be difficult to understand hieroglyphs?

Explain **two** ways in which hieroglyphs could appear complicated from the text to support your answer.

The cartoon says that hieroglyphs were difficult to understand because they were a complex system with each symbol having many different meanings. It also says that a picture is worth a thousand words, which means that a single picture could represent many different things. This makes it difficult to understand what a hieroglyph means without knowing the context in which it was used.

Egyptian gods and goddesses

The ancient Egyptians had many gods and goddesses. Some gods were stars, whereas others were humans and animals. The gods symbolised things like weather, fire and death, that were part of life. It was believed that the pharaohs (the rulers of ancient Egypt) were picked by the gods. When the Romans took over Egypt, people became Christian and, sadly, belief in the old gods died out.

Sekhmet
Sekhmet was a warrior goddess and a goddess of healing. People believed she protected the pharaohs when they went into battle. Sekhmet had the head of a lioness.

Thoth
Thoth was often shown with the head of a baboon or an ibis wearing a long blue and a long beak. He was the scribe (or writer) for the other gods and the ancient Egyptians believed that he invented hieroglyphs (their alphabet).

Hathor
Hathor was an important goddess with many roles. She helped the dead enter the afterlife, was the divine mother of the pharaohs and a protector of Egypt.

2 What does this information tell you about the importance of the gods and goddesses in ancient Egypt?

Explain **two** ways they were important, giving evidence from the text to support your answer.

The text says that the gods and goddesses were very important in ancient Egypt. One way they were important was that they protected the pharaohs when they went into battle. Another way they were important was that they helped the dead enter the afterlife. The text also says that the gods and goddesses were believed to be the creators of the world and everything in it.

Pyramids

The ancient Egyptians are famous for creating structures usually made from stone built in the shape of a pyramid. The word 'pyramid' comes from the Greek word 'pyramis' which means 'wheat cake'. The ancient Egyptian word for them was something similar to 'mar'.

Pyramids were built in 2600BC - the oldest known pyramid was made for king of the third Dynasty and is known as the Step Pyramid. The pyramid can be found in the capital of Egypt. Later pyramids were much larger - the biggest of all being the Great Pyramid of Giza, which is also near Cairo. It was the tallest building in the world at the time. The Great Pyramid of Giza was built in 2500BC.

Pyramids were built by the pharaoh Khufu. He was famous for having a large statue of a sphinx in front of his pyramid. The Sphinx has the body of a lion and the head of a pharaoh. The Great Pyramid of Giza is one of the Seven Wonders of the ancient world as it is a magnificent structure.

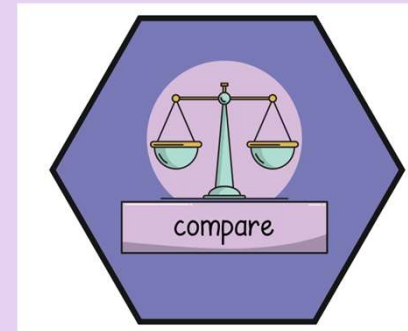
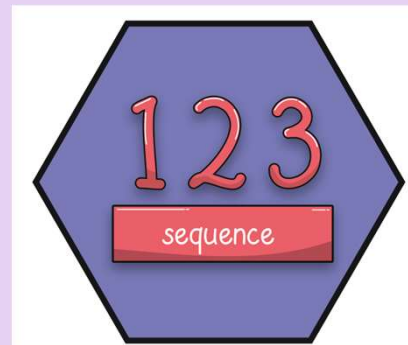
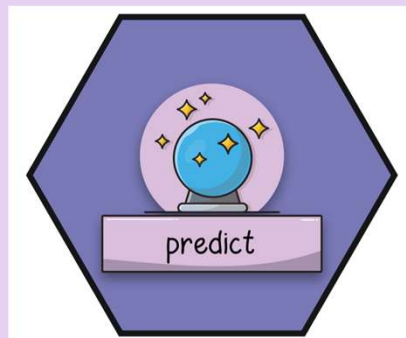
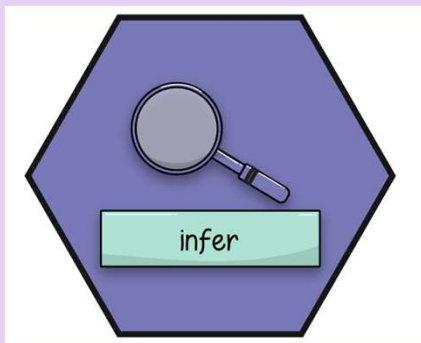
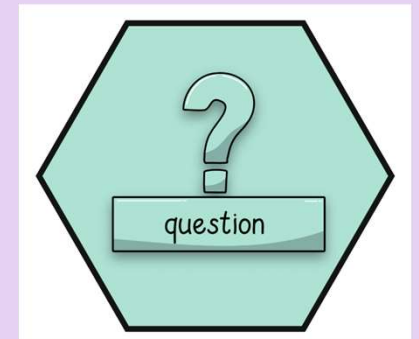
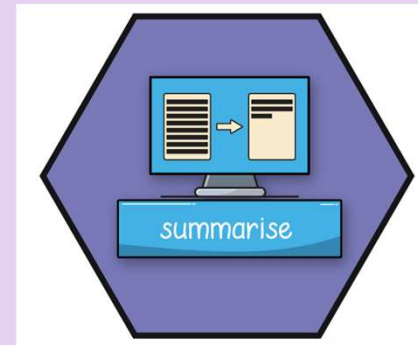
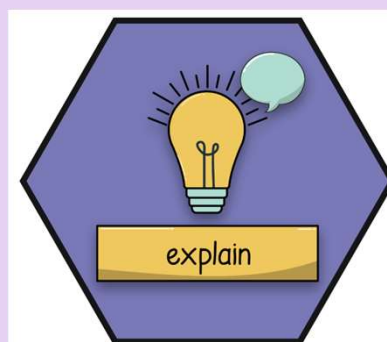
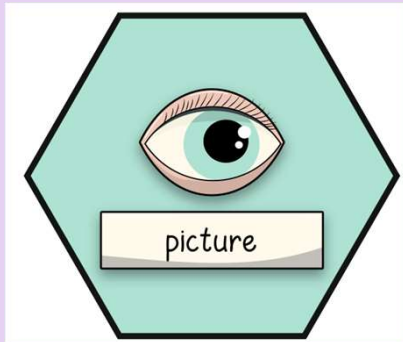
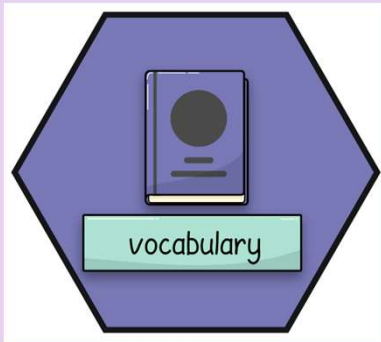
3 How is the ancient Egyptian belief system made to sound complicated?

Explain **two** ways, giving evidence from the text to support your answer.

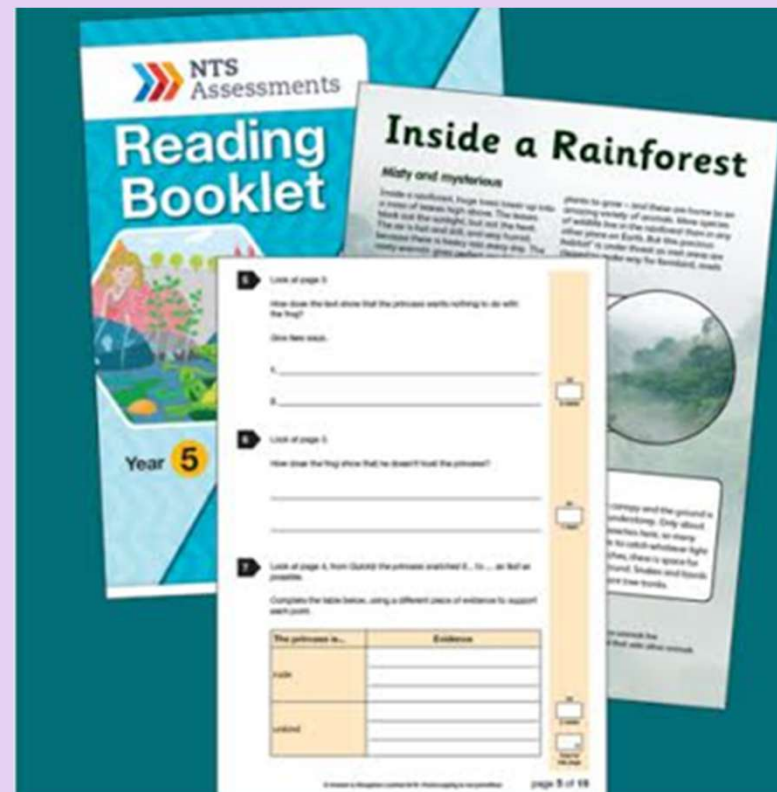
The text makes the ancient Egyptian belief system sound complicated by using words like 'logogram', 'phonogram', and 'determinative'. It also mentions that the gods and goddesses had many different roles and that the pharaohs were believed to be picked by the gods. The text also says that the ancient Egyptians believed in the afterlife and that they built pyramids to help them get there.

In these sessions, the children **read** and **explore** the texts then **answer questions** about them.

In Key Stage 2 reading lessons, we focus on the **key skills** required to gain a **deeper understanding** of what they have read.



In terms of assessment, the children complete a formal **reading assessment** every term. They **read different texts** and then **answer written questions** on them.



At the end of Year 6, children sit the **Key Stage 2 SATs Reading paper.**

Amelia Earhart



A 1930s aeroplane

Early air travel

Before the aeroplane was invented, travelling over long distances was very difficult and took much longer than it does today. It wasn't until 1903 that the first successful plane was invented. Later, the period between 1918 and 1939 was considered a golden age of flying. This was because of the achievements of brave, pioneering pilots who flew in some of the first powered planes.

In those days, travelling by plane wasn't comfortable or easy. As flying became popular as a form of travel, there were lots of improvements to the way in which planes were built. There were also many opportunities for pilots to take part in extraordinary displays of their flying skills to capture the public's imagination. As well as performing at popular air shows, aviators began planning longer and longer flights, trying to fly to different continents, which previously could only be reached by long sea voyages. Flying had opened up a new era of adventure and exploration.

Amelia's first flights

Pushing the limits of aircraft and setting aviation records became the goal of a select few, among them a young American woman called Amelia Earhart. Amelia had her first flight in 1920 when she was 23. By the time the plane was a few hundred feet off the ground, she was determined to learn to fly by herself. She was a strong-willed and unconventional young woman and, even though most pilots were men at that time, she did not change her mind. When she earned her pilot's licence in 1923, she was only the sixteenth woman in the world to do so.



Amelia Earhart in front of the 'Friendship' in 1928

In June 1928, only one year after Charles Lindbergh completed the first solo flight across the Atlantic, Amelia was invited to accompany pilots Wilmer Stultz and Louis Gordon on a flight in their plane called 'Friendship'. They flew from Newfoundland in Canada to Wales, and so she became the first woman to travel across the Atlantic in a plane. The three became instant celebrities and, although Amelia had played no part in flying the plane, her book about the flight became a bestseller.

8

37 *A massive and expensive search was carried out at the time, and no **trace** of her plane was found.*

What does the word *trace* mean in this sentence?

1 mark

38 Look at the sections: *Amelia's next record attempt* and *Amelia's last flight*.

What was it about Amelia's personality that helped her to make this journey?

Write **two** impressions of her personality, using evidence from the text to support each answer.

[illegible]

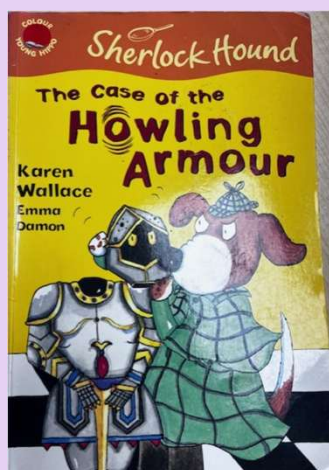
3 marks

How do we support your child's **reading journey** in KS2?

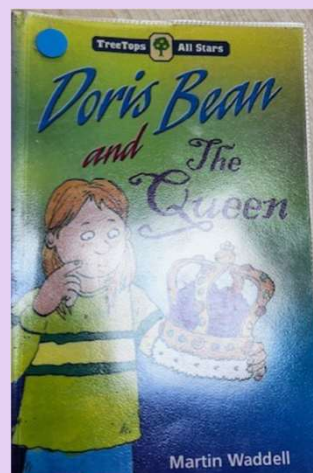
The children no longer bring home a RWI Phonics Book Bag book. Instead, they bring home a book from our well-equipped **school library.**



To support them with this transition, the library books are **colour coded** so the children know which books they can choose from.



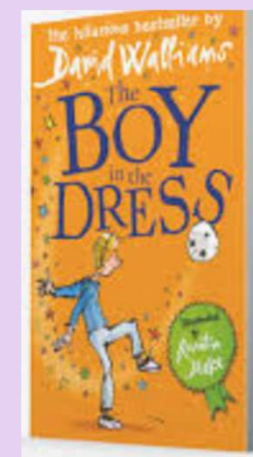
Red
Easy Read



Blue
Easy Read



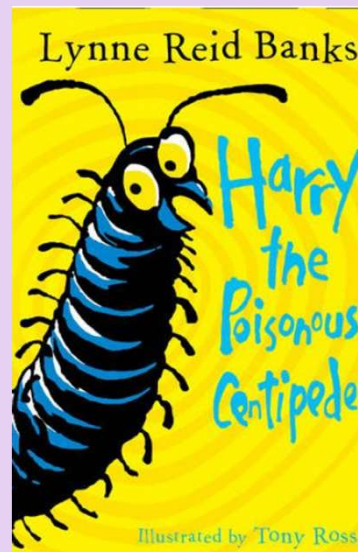
Green
Easy Read



Free
Reading

There are librarians in the library who are able to offer support. There are books to suit all interests.

The children **choose** their library book during the allocated time and take this book home to read, along with their **Reading Journal**.



When they have finished their reading book, they bring it back to the library to change.

The **Reading Journal** is a book for the children to use to record what they have read. It could be what they particularly **enjoyed** about a book, a favourite **quote**, or interesting **vocabulary** for example.



It is also for parents and class teachers to write **comments** in or to write questions to support their child's understanding.

What should be included in the Reading Journal?

Recording in your Reading Journal

Start a new page for a new book.



Record with a pencil.



Write the short date at the top.

01.03.24

Write the title of the book.

Fantastic Mr Fox

Write the name of the author.

Roald Dahl

Write a comment after you have read (what you enjoyed, something funny you read, what you think might happen).

I predict that Mr Fox might escape from the farmers.

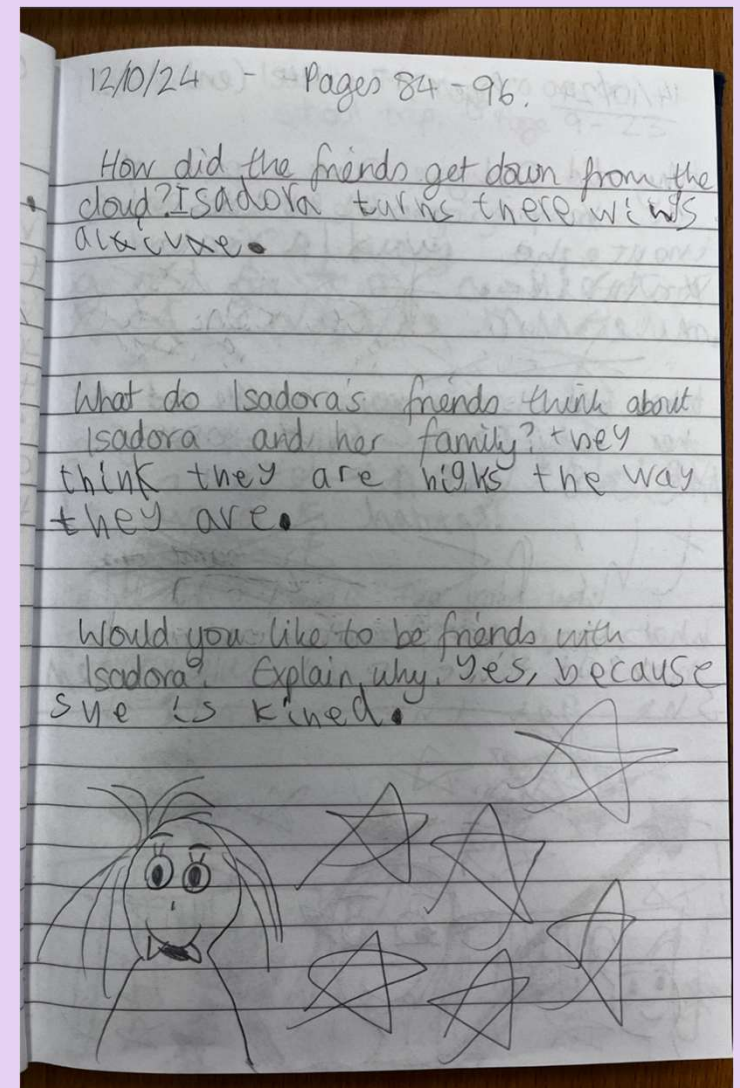
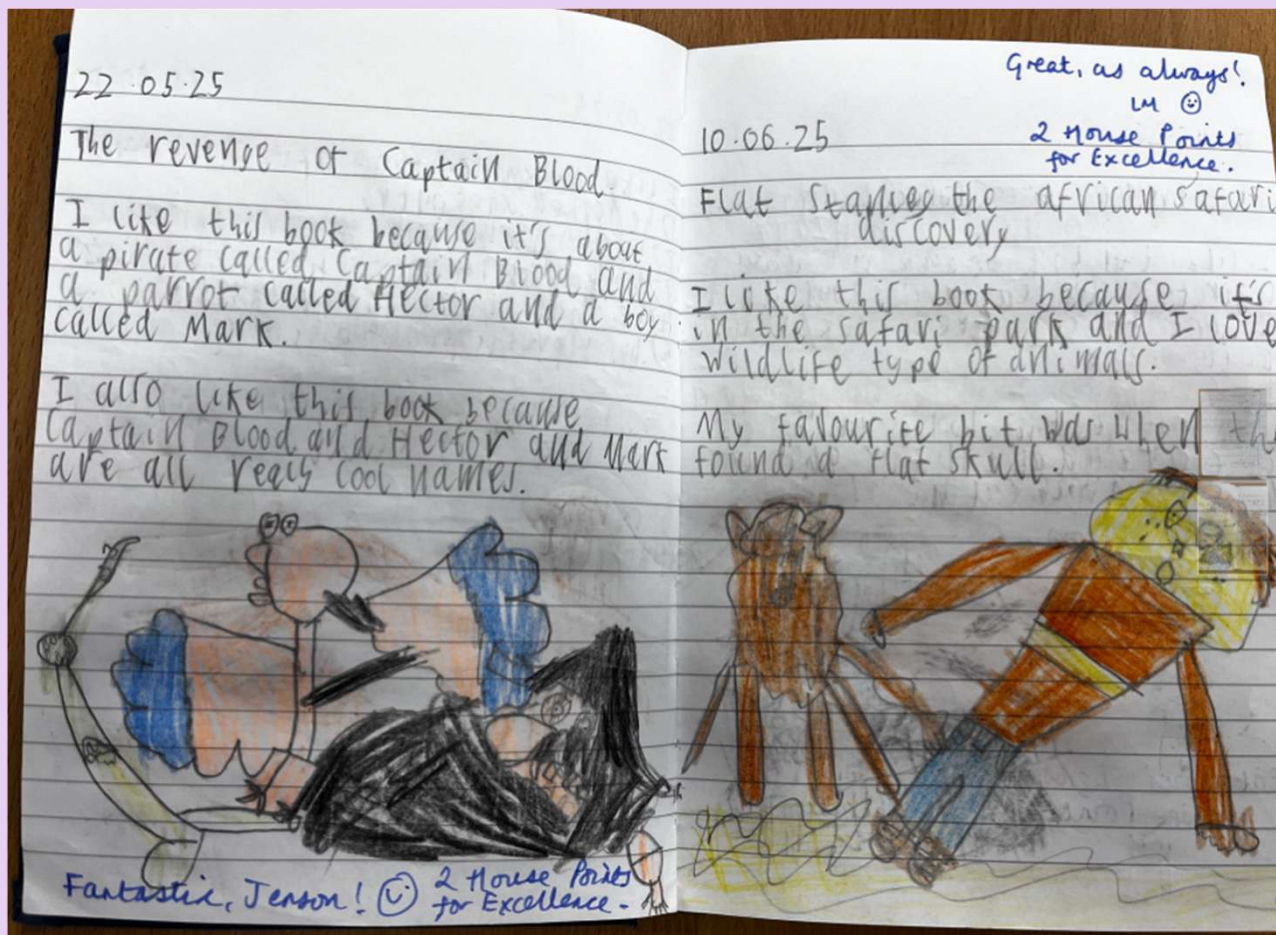
Draw pictures about what you have read.



Write a summary of what you have read when you finish the book.

I really enjoyed this book because there was a lot of suspense. You didn't know what was going to happen to Mr Fox.

What might a Reading Journal look like?



Children with **SEND** also take part in **daily reading sessions**, 1-1 with an adult.



The children complete **reading activities tailored to them**. They **read texts and answer questions adapted** to their needs. We have many books suited to all needs and interests in our library. Our new **Early Reader** versions of many of the Julia Donaldson books have been a real hit.

For children finding reading more of a **challenge** in Key Stage 2, we provide **additional support**.



Some children might continue to go to **Phonics** sessions during reading time 1-1 with an adult or in a small targeted group.



Other children might receive a **fluency intervention** in the afternoons if they need support **speeding their word reading**.

So, what you can do at **home** to **support** reading?
First and foremost, **listen** to your child read.



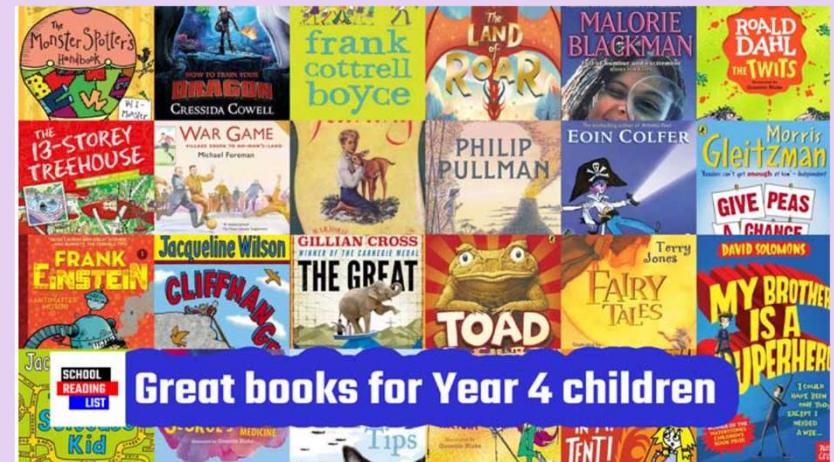
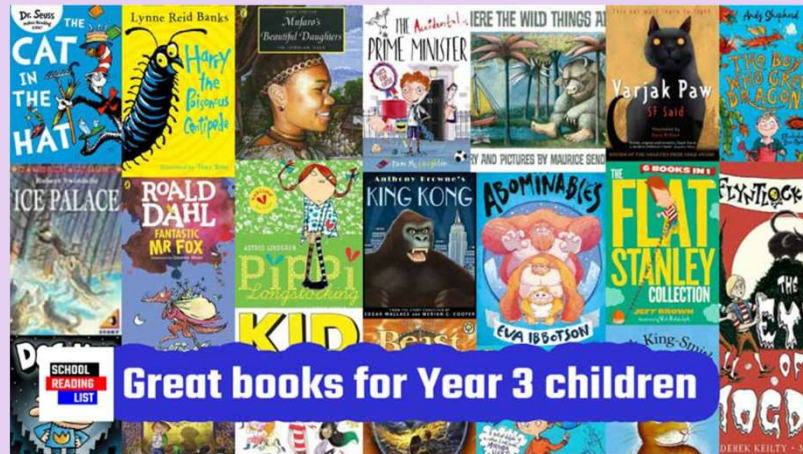
Ask them **questions** about what they have read, **talk** about themes, discuss what has **happened**.
You can talk a lot about just one paragraph!

Have **books** and **newspapers** and magazines readily available at home. Take your child to **Wadebridge Library** and encourage them to find a **genre** of books that they love.



Be **reading role models** and show your child that reading for pleasure can be both **relaxing** but also **entertaining**.

What books do we recommend?



School reading list - recommended books for children and teens

We want to instil a **love of reading** in your children and with your support we can help them to become **lifelong readers**.



Please do come and ask us if you have any questions or queries.



Thank you