



# KS2

## Reading at Home

**Parents often wonder how they can help to develop the reading skills of children who are already fluent readers. Here are some suggestions that build on the KS1 top tips.**

### **1. Continue Reading with Your Child**

By continuing to actively share your child's reading you are giving it status and importance.

Even if your child is a fluent reader, it is still important to hear them read aloud regularly. In school, your child will be working with increasingly more difficult texts, and in reading for pleasure, they

should be choosing material which stretches their reading. Even fluent readers can be stumped by an unfamiliar word, and you can help them to fully understand what they are reading.

## 2. Ask Questions!

Early readers need to develop skills to locate important information in the text and to retell stories and describe events. As reading progresses, your child will need to develop the skills to look at the text in increasing depth. Asking questions that go beyond the literal meaning of the book will help your child to think more deeply about what they are reading.

Check out the school website, which has lots of examples of the sorts of questions you can ask. Try to use one or two every time you read with your child.

## 3. Talk, talk, talk to develop skills!

Talk about what can be inferred or deduced from the text. **Inference** is an interpretation that goes beyond the literal information given. **Deduction** is an understanding based on the evidence given in the text. For example, in "The police find a body with a knife sticking out of it", we could infer that someone didn't like that person. We can deduce that the person has probably been murdered because the body has a knife sticking out of it.

Make links between the purpose of the text and its organisation, e.g. the use of subtitles in a non-fiction text, and think about why it's organised in this way.

Talking about alternative language that the writer could have used and its possible effect can lead to a discussion about why the writer has made the language choices they have, and effect these choices have on the reader. It's a good opportunity to develop vocabulary too.

Think about the narrator. Children need to be aware that writers write for a purpose, and that this will have an impact on the way a text is written. Newspapers and advertisements are perfect examples of this and can lead to lots of lively discussions.

#### 4. Make links

Good readers connect the book they are reading with real life experiences; with other books read and stories heard; with films; and with the context in which they were written. A child reading 'Goodnight Mister Tom', for example, will need to place the story within the context that it was written to fully understand it. They might also link it with other stories read, such as 'Friend or Foe' or 'Carrie's War'.



## 5. Variety is important

Children need to experience a variety of reading materials, such as comics, magazines, newspapers, information books and poetry. You could link non-fiction reading to your child's topics at school. Try reading extracts from a children's newspaper such as First News or the Newsround website. Encourage your child to read a series of books from a favourite author. Books on topics of interest can help to keep reluctant readers interested and reading.

## 6. Choosing What to Read

Choosing books appropriate for your child's reading ability can be a challenge. Your child's teacher and the school librarians can help your child to select books from the school library. Use the local library too - the librarians will be able to give helpful advice. Other parents may have books that have been popular, and many children will tell their friends about their favourite books. Check out the ideas on the school website too.

## 7. It's still good to share

Children enjoy being read to even when they are fluent readers, so keep reading at bedtime to. This helps your child to experience new, more sophisticated language.