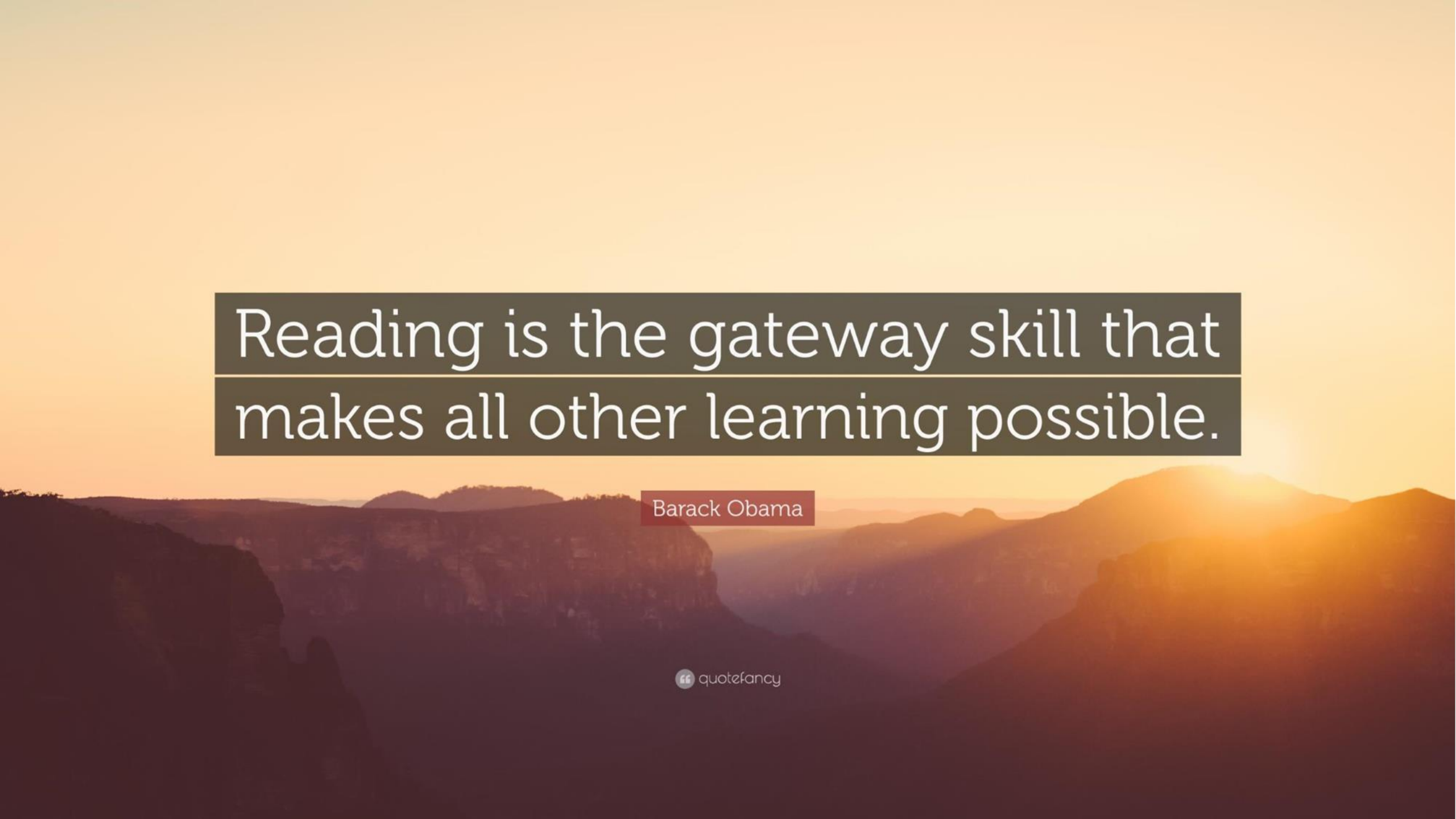


A person is holding an open book, with their hands visible on the left and right sides. The book is open to two pages, and the text on the pages is blurred. The background is a soft, out-of-focus blue-grey color. Overlaid on the center of the book is the text "Reading in Key Stage 2" in a bold, black, sans-serif font.

Reading in Key Stage 2



Reading is the gateway skill that
makes all other learning possible.

Barack Obama

How will you develop my child's reading in KS2?

- **Children from Year 3 up to Year 6 continue to have reading at the centre of all their learning. Now that they can decode accurately and fluently, they build on these strong foundation skills.**
- **Throughout KS2, the focus will be on developing comprehension skills which will ensure that they fully understand the text they're reading.**

The most important aspect to develop is an enjoyment of reading.



What is my child expected to do by the end of KS2?



identify themes across a wide range of texts;



make comparisons within and across books;



understand and explain the meaning of words in context;



draw inferences from a text and justify these with evidence;



summarise the main ideas from more than one paragraph;



use stated or implied details to make predictions about what may happen next;



retrieve, record and present information from a non-fiction text;



provide reasoned justifications for their views.



distinguish between statements of fact and opinion;



discuss and evaluate the author's choice of language;

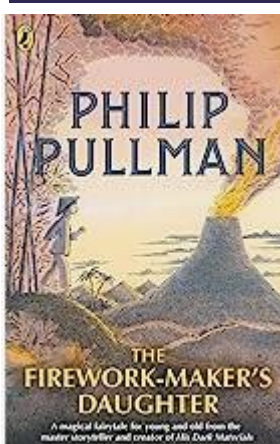
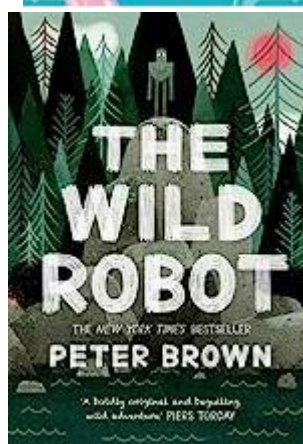
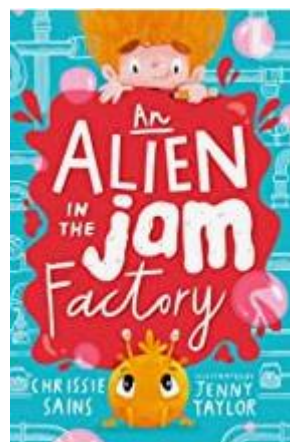
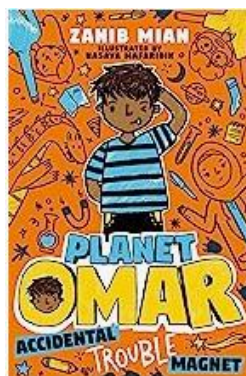
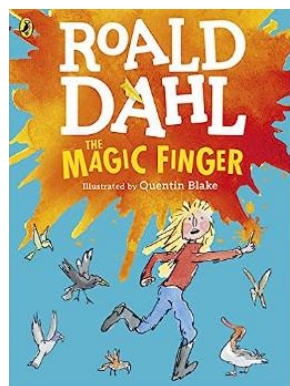
How do you teach reading in KS2?

- Comprehension skills are taught through whole class reading sessions which take place 4x a week
- Each class will read a class novel on a daily basis. This text has been carefully chosen to ensure children have a rich and varied reading diet.
- Books are chosen with variety of different characters, complex themes and vocabulary
- Activities will be based around discussions of the plot, themes and characters

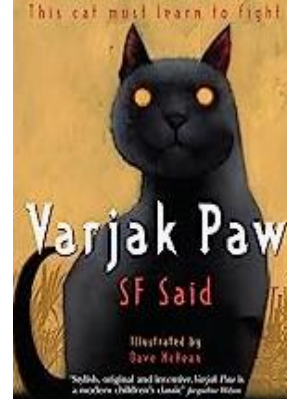
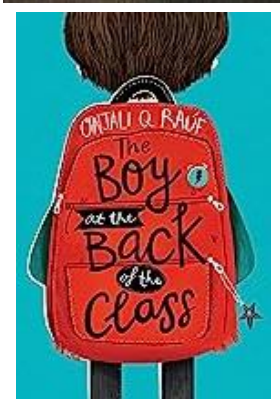
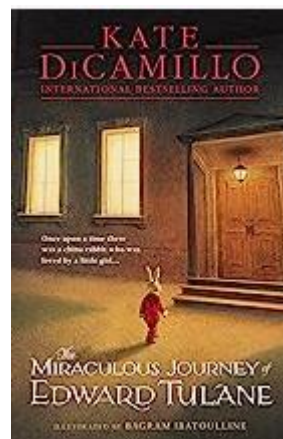
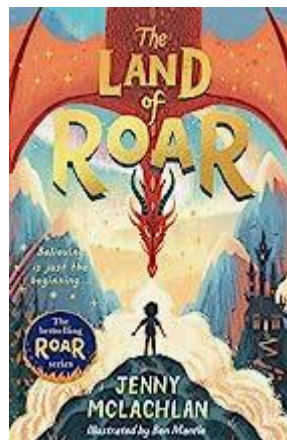
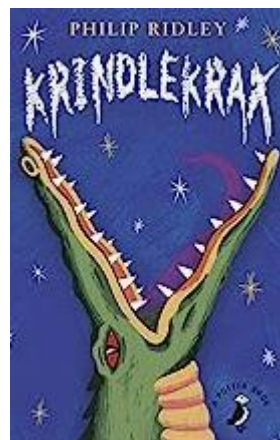
How do you teach reading in KS2?

- As well as the class novel, we will read a range of non-fiction and poetry texts
- As well as focussing on comprehension, we also want your child to be a fluent reader. From Monday-Thursday, we have 4 short reading sessions with the focus on developing fluency. The aim is for your child to be able to read confidently and accurately at a rate of over 90 words a minute.

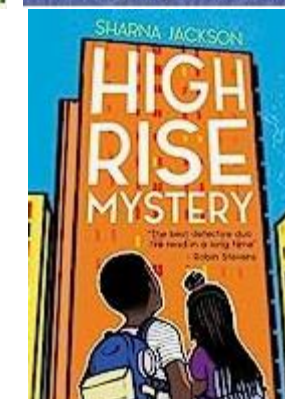
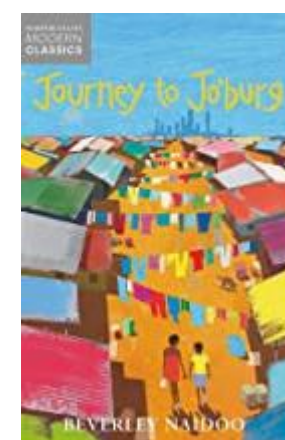
Year 3



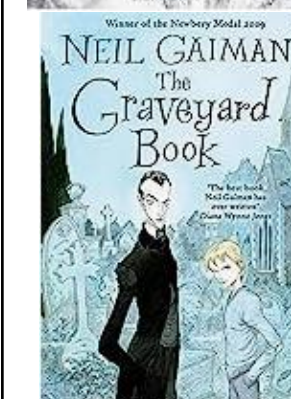
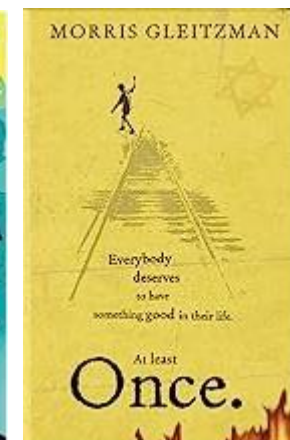
Year 4



Year 5



Year 6



What if my child is still on the phonics scheme?

- Children develop and progress at different rates.
- Some children may still need phonics interventions. These will take in groups or 1:1 sessions and will be led by phonics trained KS2 staff.
- KS2 use the Read Write Inc phonics scheme for interventions

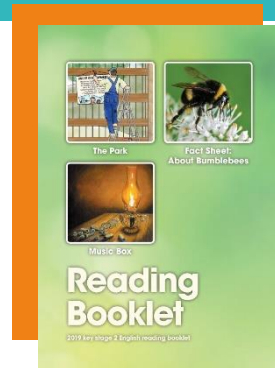
How will you assess my child in reading?

- We use standardised assessments each term to gauge where your child is in their reading. These tests will focus on your child's comprehension skills
- For those children on the phonics scheme, they will be assessed regularly using Read, Write, Inc phonics assessments.
- Children will complete the phonics scheme when they are secure with all their sounds and are able to read an age appropriate book at a rate of 90 words a minute

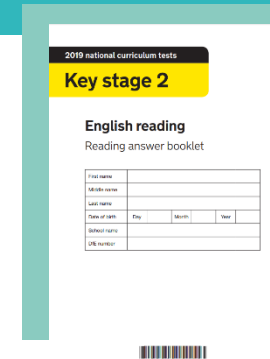
What are the Year 6 SATS?

Each year in May, year 6 children in England take part in a SATs reading paper.

This paper is designed to test children's reading and comprehension skills across all areas of the curriculum. The test consists of two parts:



a reading booklet (typically containing three texts which increase in difficulty throughout the booklet)



an answer booklet (containing a variety of questions about each of the texts)

Children have one hour to complete as many questions as they can. Children are expected to read the text themselves and no help can be given.

END OF KS2 ASSESSMENTS - SATS

This text is about a young girl called Penelope who describes an unusual experience in her home. The story takes place in the early 20th century before electric lights were common in most households.

A Traveller in Time

Ours was a steep, crooked stair, with a handrail on one side, very narrow, with rooms leading off it so suddenly that it was easy to fall headlong as one stepped from a doorway. We had wallpaper with leaves on it, like a green wood in spring, and I used to sit on the stairs, pretending I was in a forest with birds singing around me. I was sitting there one evening, with my feet tucked under me, in a blue dusk, waiting for the lamplighter to come whistling down the street to bring a gleam to the stairway. There was a street lamp near, and this shone over the door and saved us from using our own gas-lamp.

I was suddenly aware how quiet it was. I might have been the only person in the world. Even the clock stopped ticking, and the mice ceased rustling in the wainscot. I turned my head and saw a lady coming downstairs from the upper floor. She was dressed in a black dress which swept round her like a cloud, and at her neck was a narrow white frill which shone like ivory. Her eyes were very bright and blue as violets. I sprang to my feet and smiled up at her, into the beautiful grave face she bent towards me. She gave an answering smile, and her deep-set eyes seemed to pierce me, and I caught my breath as I stood aside to let her pass. I never heard a footstep; she was there before I was aware.



She went by as I leaned against the wall, and I pressed myself against the paper to leave room for her full floating skirts which took all the stairway. I never felt them touch me, and this gave me a curious sensation. Soundlessly she swayed down the stairway, and I stood watching her, smelling the sweet, faint odour of her dress, seeing the pallor of the hands which held her ruffled skirts, yet hearing nothing at all.

I leaned over the rail to watch her, and suddenly she was gone. The clock ticked loudly, the sounds of the street came to my ears, the lamplighter's whistle, clear and round, fluted through the air, and the bright gleam of the gas danced upon the patterned wall. I ran downstairs and pushed open the door into the sitting room, expecting to see her there. The room was empty, and I went thoughtfully down to the basement where my mother was cooking, and I asked about the lady.



"There is no one, child," she exclaimed. "You've imagined her. It is easy to think you see someone in the dusk with flickering street lights falling on the walls. It was the shadow of somebody in the street perhaps."

I was positive I had seen the lady and I described her.

Mother was very quiet, as if she were thinking what to say next. Then she changed the conversation, asking me if I would like to make treacle toffee that night.

This text is an interview with Vladik Miagkostoupov, a juggler and acrobat with a famous travelling circus.

My Circus Life

Interview by Kari Kamin



Some people might be good at their jobs, but performer Vladik Miagkostoupov was actually born to do his! Raised by two Moscow Circus performers, young Vladik was tutored early on by his juggler father. By age nine, he'd perfected enough of his natural acrobatic and juggling skills to work full time with the circus.

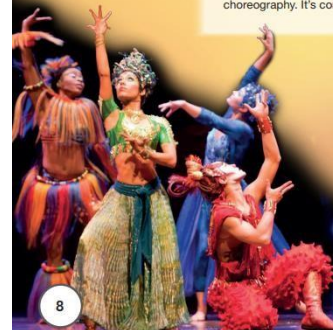
Combining a seamless mix of acrobatics, dance and juggling, the star has performed with a range of companies in Paris and Monte Carlo. Several years ago, Vladik – who is now 28, married and a dad – began as a character in Dralion, an epic performance piece.

What will most appeal to kids about this show?

For children, the clowns! The show itself, I'm sure the kids will love because there are a lot of acrobatics. There's a lot of movement. It's very colourful. It's an uplifting show. You leave feeling happy. There's always something going on onstage.

You've performed this character for many years, since 2006. How often does your routine in Dralion change?

I'm always changing it. This routine I've actually been doing for 14 years. Every time I look at it, I'm putting in a new trick or changing the choreography. It's constantly changing.



Do those changes happen naturally, or are you looking for ways to change it?

Sometimes those changes happen naturally, yeah. Sometimes I say to myself, "Wait a minute! I'm doing this differently." I don't know how it even happens. Some things, of course, I modify deliberately; I add a trick in or something. It's easy to do it in practice. I have many, many tricks in training. But when you're on stage, it's different because you really have to have it perfect. Especially because you get used to doing the same things for that long. So when you start to put in something new, you automatically feel your body doing something wrong. [Laughs]

How does your daughter react to your act?

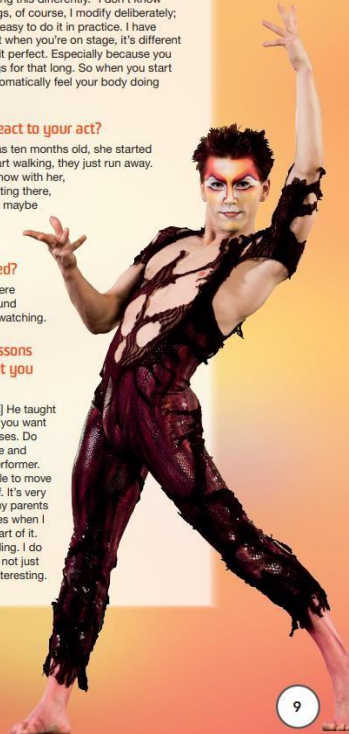
Actually, she likes it! After she was ten months old, she started walking. You know when they start walking, they just run away. Surprisingly when you watch a show with her, as soon as we sit down, she's sitting there, watching the show. I don't know; maybe she'll be a performer also.

Did you react similarly when your father performed?

Yeah, yeah! All the shows they were doing, the kids were running around backstage. For me, I really liked watching.

Are there any particular lessons your father taught you that you still use today?

Everything he taught me! [Laughs] He taught me everything. One main thing: if you want to juggle, try and take dance classes. Do some other stuff, especially dance and acting. It helps you be a better performer. As a performer, you should be able to move well onstage and present yourself. It's very important. I was lucky because my parents started taking me to dance classes when I was four years old. That's a big part of it. My act is more performance juggling. I do movement and acrobatics, so it's not just static juggling. It makes it more interesting.



13 What **two** skills did Vladik show a natural talent for as a child?

1. _____

2. _____

17 Look at page 9.

Vladik is always changing his *Dralion* performance.

Give **two** ways that these changes to his performance happen.

1. _____

2. _____

21 Look at Vladik's answer to the question: ***Are there any particular lessons your father taught you that you still use today?***

How do you know that Vladik's father was a big influence on him?

Give **two** ways.

1. _____

2. _____

15 Underline **one** word in the quotation below that suggests that Vladik's performances are carefully rehearsed.

Combining a seamless mix of acrobatics, dance and juggling, the star has performed with a range of companies...

19 Look at Vladik's answer to the question beginning: ***How does your daughter react...***

When Vladik says *they*, who is he referring to?

Tick **one**.

his daughter

☐

his other children

☐

circus performers

☐

children in general

☐

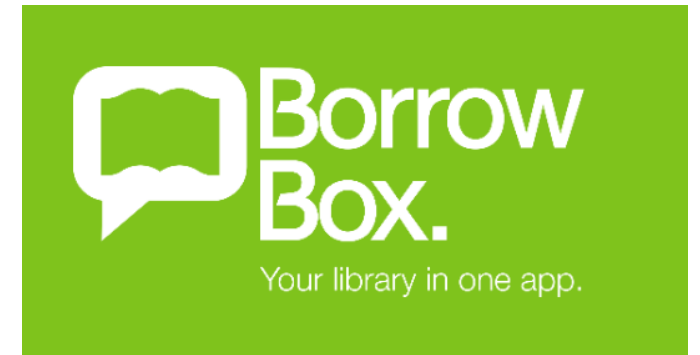
What reading books will my child bring home?

- For those children on the phonics scheme, they will take home a decodable phonics reading book
- Children will be able to choose a book from the junior library or from their class libraries. These books will be colour coded to guide the children to choose an age appropriate book.

Please could home reading be recorded in home/school diaries.

What can I do to support my child?

- Share books with your child. Read to your child – even the most confident, fluent Year 6 reader enjoys hearing someone read to them.
- Visit the library or download apps such as Borrow Box
- Ask lots of questions about what your child is reading
- Make reading fun. Reading should never seem like a punishment or chore. You do not just have to read books – newspapers, reference books or magazines and comics are great alternatives to chapter books



Final thought

