

## **Active Reading**

The aim of Active Reading is to develop the problem-solving skills developing KS2, readers so they become confident and independent at lifting longer more complex new words off the page and make sense of what they have read, whilst enjoying reading.

Our approach to reading has three strands -

**Whole class teaching** and application of skills - on a text that is challenging and provides, new learning opportunities

**Guided work**, - on a text just above their independence level. The aim of these sessions is to observe children closely and support them as they read so that they become more confident and independent as they progress up the book banded books

**Reading at home = Reading For Pleasure** -a range of easier text that can be shared and enjoyed: 1 to 2 longer books per week from our scheme - (plus a free choice of age appropriate books can be borrowed from our class library and school library.) We aim to provide a wide reading diet to increase the reading 'mileage' of all pupils. KS2 children often have many extra activities and clubs they enjoy. Please support us by helping them find time to develop their reading at home.

**The main focus of home reading is to ensure that the following key skills develop fully in KS2.**

Decoding of longer and more complex words (blending) is applied as independently as possible so reading sounds automatic and fluent.

Expression and intonation is used fluently, so pupils can demonstrate they understand what is happening and adjust their voice appropriately. (awareness of punctuation)

The ESSENTIAL 8 are strategies necessary for pupils to understand what they have read.

In Juniors we encourage readers to comprehend and infer by:

- Previewing - activating prior knowledge, ***predicting***, and setting a purpose for reading.

- **Self questioning** - generating questions to guide reading, such as... I wonder why...? Did I really understand that?
- Making connections - to TV shows, other books and things they know about how the world works, and their own experiences, to help them understand the text.
- Visualising - create their own 'mini movie' in their head to follow the plot or imagine the setting.
- Knowing how words work - use root words and parts of words to tackle new words.
- Monitoring- ask whether text makes sense and **clarify** as they go so comprehension is not lost.
- **Summarising** - to keep track of the main/important ideas so that longer stories make sense.
- Evaluating- make confident and informed reviews.

➤ The **CORE4** are: Prediction, Questioning, Clarifying and Summarising. Pupils need to be 'Actively thinking' as they read to engage and understand the text. Suitable level of challenge is assessed through - PM benchmarking activities, Standardised Reading Scores, Verbal and written comprehension activities. Skills are then assessed and any gaps in skills are identified. Lessons and guided groups then target these skills.

### Parents can support by;

Encouraging them to use the Essential 8 as they read.

Use questions such as;

Tell me more... to encourage them to respond in more detail.

Ask them to share anything that puzzles or surprises them so you can unpick that together.

Discuss new vocabulary and find out what new words mean together.

Join in and discussing books with your child.

Listen to them read aloud occasionally so they can apply expression and become more fluent.

Thank you for your help. Together we can strengthen your child's skills.

If you would like any more help, please contact school.