

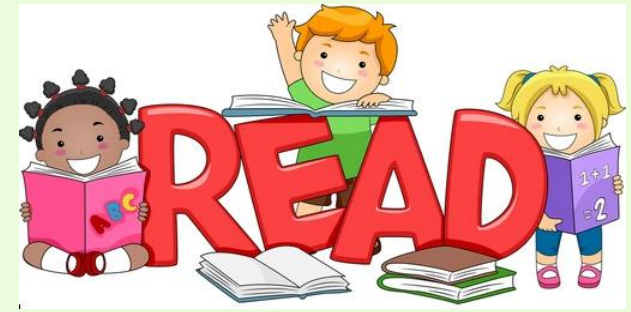
# **Welcome to Year 2's Reading Workshop**



# **Today, we aim to...**

1. Share the importance of reading.
2. Show you what a reading lesson looks like within the classroom.
3. Provide ideas on how best to support your child's reading at home.

# Reading



At Hagley Primary School, reading is at the centre of **everything** we do. We all understand that unless children can read with accuracy and automaticity, they cannot learn to the best of their ability or easily access the wider curriculum.

The whole team at Hagley are passionately determined that every child will learn to read and enjoy reading, regardless of their background, needs or abilities. **We aspire for all pupils to make progress in reading** and we aim to further nurture those pupils who are below age-related expectations, in order to help them to narrow the academic gap and strive to meet this target.

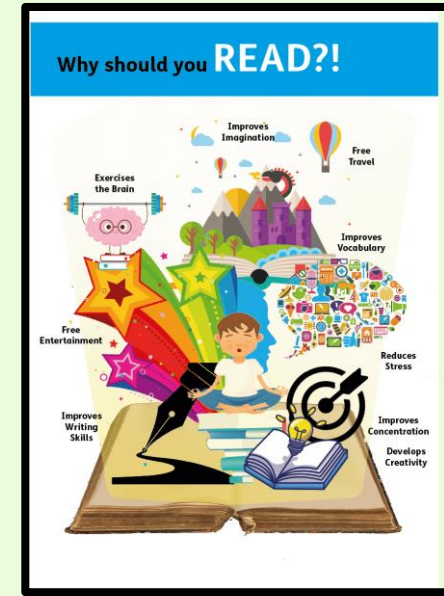
## **Reading - comprehension**

- Discussing the **sequence** of events in books and how items of information are related.
- Being introduced to non-fiction books and identifying **key features** and **structures** of the genre.
- Discussing and clarifying the **meanings of words**, linking new meanings to known vocabulary.
- Drawing on what they already know or on background information and **new vocabulary**.
- Checking that the text **makes sense** to them as they read and correcting inaccurate reading.
- Making **inferences** on the basis of what is being said and done.
- Answering and asking **questions**.
- Predicting** what might happen on the basis of what has been read so far.

# Reading for Pleasure

Professor Barbara Sahakian from the University of Cambridge stated in 2023,

“Reading isn’t just a pleasurable experience – it’s widely accepted that it inspires thinking and creativity, increases empathy and reduces stress. But on top of this, we found significant evidence that it’s linked to important developmental factors in children, improving their cognition, mental health, and brain structure, which are cornerstones for future learning and well-being.”



# **Top tips to help at home.**

1. Make time to read, little and often.
2. Be a role model – make time to read as a family to each enjoy your own book.
3. Talk about the text when you are reading with your child and ask questions.
4. Find books to share that match your child's interests.
5. Read in different locations.

## BE A READING ROLE MODEL

Parents are the #1 source of encouragement for kids ages 6–17 to read books for fun

82%

Followed by teachers & school librarians

67%



Reading is  
incredibly powerful.

Reading **to** your child  
is just as important as  
hearing your child  
read to you.



# In reading lessons, we focus on five reading skills.



Read around the target word to see how it is being used in the text.



Touch the answer in the text before you fish it out.



Find the events in the text before you put them in order.



Use clues from the text and your own ideas to work out the answer.



Decide what is most likely to happen next in the text.





# Word meaning

In assessments, this is not as simple as  
'what does the word \_\_\_ mean?'

They often look like:

- Find and copy one word that means the same as \_\_\_\_.
- What does the group of words \_\_\_\_ mean here?
- Underline one word that tells you the character was \_\_\_\_.



# Retrieval

This skill requires the children to retrieve information from the text.

This can look like:

- How did the character feel?
- Tick to show whether each statement is true or false.
- What happened at the \_\_\_\_\_?



# Sequencing

This skill requires the children to sequence the events of the text.

This can look like:

- Number the events to show the order in which they happened in the story.
- What did the character do when \_\_\_\_\_?
- What did the character do after \_\_\_\_\_?



Use clues from the text and your own ideas to work out the answer.

# Inference

This is the most challenging skill.  
The children need to use clues from the text  
and their own ideas to respond.

This can look like:

- Why do you think the character wanted to \_\_\_\_\_?
- What do you think happened to the character next?
- How do you think the character felt?



Decide what is most likely to happen next in the text.

# Prediction

For this skill, the children need to predict what is most likely to happen using clues from the text.

This can look like:

- What do you think the character will do next?
- What might happen if the character does this?
- How might the problem be solved?

We would now like to invite you into your child's classroom to observe and share one of our weekly reading lessons with us, to see these skills in action.

If you have any further questions or queries at the end of the session, please let your child's class teacher know so they can support you.