

Profile of a Reader by the end of Lower Key Stage 2

Skills	How?	School	How?	Home
				
<p>Children will be confident to:</p> <ul style="list-style-type: none"> • <i>ENJOY reading and will choose to read for pleasure from a wider range of fiction and non-fiction</i> • apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and whether these occur in the word. • use dictionaries to check the meaning of words they have read • retell familiar texts orally • identify themes and conventions • prepare poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action • discuss words and phrases that capture the reader's interest and imagination • recognise some different forms of poetry • check that the text makes sense to them, discuss their understanding and explain the meaning of new words in context • ask questions to improve their understanding of the text • draw inferences such as inferring characters' feelings, thought and motives from their actions, and justifying inferences with evidence • predict what might happen from details stated and implied • identify main ideas drawn from more than one paragraph and summarise these • identify how language, structure, and presentation contribute to meaning • retrieve and record information from non-fiction 	<p>Moorlands Primary School will:</p> <ul style="list-style-type: none"> • offer a wide range of fiction, poetry, plays, non-fiction texts and reference books or textbooks for the children to choose from • offer a range of opportunities to be read to, read with, and to read independently across the curriculum • teach children to participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say • teach daily whole class reading lessons incorporating the development of fluency and comprehension through rich texts • ensure texts are matched to children's reading ability when they are required to read independently • provide each child with a home reading book matched to their reading ability and change these regularly • model reading for pleasure by having class story time • provide opportunities for the children to visit the school library • use assessments to inform next steps in learning • carry out half termly reading assessments • provide additional support for children that are still developing their word reading through: <ul style="list-style-type: none"> - small phonics groups - small reading groups - regular 1:1 reading with an adult every week - 1:1 Precision Teaching focussing on phonics or tricky words - Tutoring programme 	<p>Parents/carers will:</p> <ul style="list-style-type: none"> • read with your child every day and record this in his/her reading diary – this can take the form of children reading to you, you reading to them and shared reading. • support your child in reading books and e-books sent home • support your child with regularly practising reading his/her word lists and inform your child's class teacher when you feel they are ready to move on • support your child in any catch-up work that is sent home • motivate your child to gain his/her 'Reading Rocket Rewards' and celebrate his/her achievements throughout this booklet 		