

Reading in KS2



Your child should read daily. They can read books from school or if they would like to read a book from home they should check with their class teacher that it is suitable for school. When meeting unfamiliar words, the children are encouraged to use a range of strategies:

- Stretching out the word and blending the sounds that they can hear e.g. 't-r-ai-n'.
- Chunking a word into smaller chunks e.g. 's-and-w-i-ch-es'.
- Thinking about a word that would make sense in the sentence.
- Using clues in the pictures.

Children still need to be listened to as they read some of their book. This continues to be a useful strategy as when reading aloud, children hear how using punctuation, like commas, helps the flow of the text (this can help them to know when to use commas in their own writing). Your child is likely to be reading longer texts by ages 9, 10 and 11 years, ask them questions about the things they are reading, for example:

- What has happened in the chapter you have just read?
- Why do you think the main character behaved as they did? (Ask them to give you examples to support what they think)
- Compare two main characters – how are they alike / how are they different?

We want children to develop a love of reading. Please encourage them to read their own books or comics at home – maybe reading a bedtime story to younger siblings!

Spelling and Grammar KS2

Each week we explore the use of a spelling pattern in class and as part of homework. We encourage the children to keep using their 'spelling eyes' share any words they find that match our spelling focus for the week.

By the time your child reaches the juniors, they should have a sound understanding of phonics and be able to use this when spelling. In key stage 2, your child will focus on becoming increasingly accurate at spelling words with prefixes, suffixes, homophones, past tenses and plurals.

The children will be asked to apply their knowledge when writing sentences. Great effort with punctuation and word choices can earn extra house points!

A new Grammar objective is also explored each week. The children are encouraged to explore and apply grammar rules throughout the curriculum.

Writing KS2

Providing your child with pencils, rubbers, paper, note books etc can encourage them to write and to see it as a fun activity! Give lots of praise when you notice that your child has used capital letters, full stops, exclamation marks, question marks or apostrophes correctly. As they mature, they may enjoy writing their own stories or poems – they could always bring these to school to share with their friends.

There are some phrases that we use at school that are also useful to know:

- Try to use **adjectives** in your writing, including **noun phrases** adds colour and interest to your sentences.

E.g. The *happy* dog jumped into the *deep, cold* river.

- Use **joining words** (such as 'and, but, so, because') to link your ideas together.

E.g. The happy dog jumped into the river *because* he was feeling very hot.

- Adding an **adverb** to a sentence is another great way of adding detail (these are words that describe 'how' a verb is carried out and often end in '-ly')

E.g. The happy dog *excitedly* jumped into the deep, cold river.

Sentence Types

Simple

One clause (one statement)

- e.g. The boy screamed.
Exercise is good for you.
You can injure yourself playing sport.

Compound

Join two simple sentences with a connective

- e.g. Exercise is good for you, *on the other hand* you can injure yourself playing sport.
The boy screamed, consequently the librarian told him off.

Complex

One main clause with a subordinate clause (add extra information to the simple sentence).

These sentences use punctuation: bracket, dashes and commas.

- e.g. The man, who should have known better, ran straight across the road.
Every Tuesday – apart from next week – is green bin day.
The child (aged 10 years) stared out of the window.