



Meole Brace
C of E Primary School and Nursery

Let Your Light Shine!



Community



Respect



Perseverance

Reading

Key Stage 2

Parent and Carer Workshop

September 2025

By the time they enter Key Stage 2, children are becoming more fluent with their reading and are less reliant on segmenting and blending. As such, phonics teaching is no longer the focus, and we are now working on building fluency, confidence and comprehension skills.



Children are beginning to move from **learning to read** to **reading to learn**.

Parental engagement and support remains vital in enabling this progress.

Support your child at home by:

- Continuing to listen to them read and to read stories to them
- Sharing what you're reading and your own excitement about books
- Sharing stories from your childhood
- Using their online Bug Club account alongside weekly reading books is a great way of accessing a range of different texts at the correct level for your child. Have a look at our 'Using Bug Club at Home' Guide for more details on how to access the online world and to get the most out of their reading books.

A screenshot of a document titled 'Using Bug Club at Home'. At the top left is the 'Mele Braze' logo with the text 'C of E Primary School and Nursery' and 'Let your Light shine!'. To the right are four circular icons labeled 'Community', 'Respect', and 'Perseverance'. The main text describes how Bug Club provides graded reading books and eBooks, and how children can access online eBooks linked to their school's phonics. It also mentions a 'Bug Club User Guide' and 'Bug Club Online World'. At the bottom, there is a section titled 'Using the printed books' with bullet points about weekly book returns and notes inside the books. To the right of this section is a stack of colorful children's books.

Mele Braze
C of E Primary School and Nursery
Let your Light shine!

Community Respect Perseverance

Using Bug Club at Home

Bug Club provides carefully graded reading books and eBooks. Every week your child will bring home a physical book from school, ready for them to share and read with you at home. They will also have access to a teacher allocated range of online eBooks which will link tightly to the phonemes they have been learning and practising in school.

Have a look at our handy Bug Club User Guide to help you get the most out of reading Bug Club books and exploring the Bug Club Online World at home!

Using the printed books

- Every week, your child will come home with a book closely linked to the sounds they have been working on in school.
- Inside every printed book there are notes to help you make the most of reading with your child.

Year 3 and 4 Common Exception Words



Aa	breath	consider	enough	group	island	natural	popular	Rr	surprise
accident	breathe	continue	exercise	guard	Kk	naughty	position	recent	Tt
accidentally	build	Dd	experience	guide	knowledge	notice	possess	regular	therefore
actual	busy	decide	extreme	Hh	Ll	Oo	possession	reign	though
actually	business	describe	Ff	heard	learn	occasion	possible	remember	thought
address	Cc	different	famous	heart	length	occasionally	potatoes	Ss	through
although	calendar	difficult	favourite	height	library	often	pressure	sentence	Vv
answer	caught	disappear	February	history	Mm	opposite	probably	separate	various
appear	centre	Ee	forward	Ii	material	ordinary	promise	special	Ww
arrive	century	early	forwards	imagine	medicine	Pp	purpose	straight	weight
Bb	certain	earth	fruit	increase	mention	particular	Qq	strange	woman
believe	circle	eight	Gg	important	minute	peculiar	quarter	strength	women
bicycle	complete	eighth	grammar	interest	Nn	perhaps	question	suppose	

Year 5 and 6 Common Exception Words



Aa	Cc	develop	Gg	Mm	privilege	sincere
accommodate	category	dictionary	government	marvellous	profession	sincerely
accompany	cemetery	disastrous	guarantee	mischievous	programme	soldier
according	committee			muscle	pronunciation	stomach
achieve	communicate	Ee	Hh			sufficient
aggressive	community	embarrass	harass	Nn	Qq	suggest
amateur	competition	environment	hindrance	necessary	queue	symbol
ancient	conscience	equipment		neighbour		system
apparent	conscious	equipped	Ii	nuisance	Rr	
appreciate	controversy	especially	identity		recognise	Tt
attached	convenience	exaggerate	immediate	Oo	recommend	temperature
available	correspond	excellent	immediately	occupy	relevant	thorough
average	criticise	existence	individual	occur	restaurant	twelfth
awkward	curiosity	explanation	interfere	opportunity	rhyme	
			interrupt		rhythm	Vv
Bb	Dd	Ff		Pp		variety
bargain	definite	familiar	Ll	parliament	Ss	vegetable
bruise	desperate	foreign	language	persuade	sacrifice	vehicle
	determined	forty	leisure lightning	physical	secretary	
		frequently		prejudice	shoulder	Yy
					signature	yacht

Copies of word mats and all other resources are available to download on the 'Supporting Your Child at Home' page in the English Curriculum section of our school website. <https://www.meolebraceprimary.co.uk/page/supporting-your-child-at-home/57774>

































Reading in Year Three

Children continue to be heard regularly in Year Three, completing a Guided Reading session with both the Class Teacher and TA every week.

Reading for pleasure is encouraged with time to explore information and their own reading books during reading sessions.

Comprehension activities are completed both within the guided sessions and as an independent follow up task with a focus on retrieval and inference skills.

Children are encouraged to take ownership of changing their own reading books, independently accessing books matching to their phonic level.

Group/ Day	Monday	Tuesday	Wednesday	Thursday	Friday
	Follow up task 	Information books 	TA 	Reading own book  	Guided reading 
	Guided reading 	Follow up task 	Information books 	TA 	Reading own book  
	Reading own book  	Guided reading 	Follow up task 	Information books 	TA 
	TA 	Reading own book  	Guided reading 	Follow up task 	Information books 
	Information Books 	TA 	Reading own book  	Guided reading 	Follow up task 

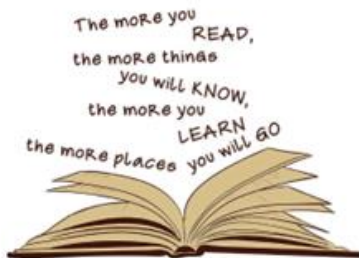
Reading Leaflet

Professor Barbara Sahakian from the Department of Psychiatry at the University of Cambridge said:

"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."



Reading in Year 3



Getting involved with reading

The reader

Until they are fluent readers, younger children will benefit from reading aloud to you as often as possible.

Before reading: look at the book cover and talk about your child's expectations. Is the book likely to be fiction or non-fiction? Have you read other books together about these characters or by this author? What does your child think the book is going to be about?

While reading: support your child when unknown words need tackling: you can sound them out, split them into syllables, or identify suffixes and prefixes. Remind your child to listen to the words while reading them, to make sure that they make sense. Have a 'meaning check' every now and again to ensure that your child understands the text.

After reading: talk about the book. What was it about? Did it match your child's expectations? Ask questions beginning with the words how and why to check that your child has been able to read between the lines. Ask whether anything seemed puzzling. Then ask your child to explain what they did or didn't like and why.

Ways to support reading unfamiliar words.

- Can you break it up into chunks/syllables/sounds?
- Which sounds do you know?
- Will reading the rest of the sentence help us?
- What's the first/last sound?
- Which sound do these two letters make when they are together?



Retrieval Questions

These are questions where the child is asked about something which is already in the text.

- Who is the main character(s)?
- When/where is the story set? How do you know?
- Which is your scariest/worst/funniest part of the story? Why?
- Tell me three facts you have learned from the text.
- Find the part where...
- Which part of the story best describes the setting?
- What do you think is happening here?
- What might this mean?

Inference Questions

These are questions where the child is making a good guess based on information given to them in the text.

- What do you think...means? Why do you think that?
- Why do you think...?
- How do you think...?
- When do you think...?
- Where do you think...?
- How has the author made us think that...?
- Can you explain why...?
- What do these words mean and why do you think that the author chose them?



Other question prompts

- Can you find a noun/adjective/verb that tells/shows you that...?
- Which other word on this page means the same as...?
- Where do you think...will go next?
- What do you think this book will be about? Why?
- What might...say about that?
- Do any sections/paragraphs deal with the same theme?
- Describe different characters' reactions to the same event.
- Which is better and why?
- What is similar/different about the two characters?
- Why did the author choose this setting? Will that influence the story?
- What do you think the author meant by...?



At the end

- How/where does the story start?
- What happened at the end of the story?
- What is the problem in the story? How is it solved?
- Can you retell the story to me?
- What is the main point in this paragraph?
- Can you think of another story with a similar theme? Which stories have openings like this?
- Do any sections/paragraphs deal with the same themes?
- How has the author made you feel happy/sad/angry?

Reading in Years Four, Five and Six

- By the time children reach Year 4, most will be competently decoding and cementing their love of reading.
- At this stage, Reading Vipers is introduced as a tool to help develop children's ability to share and explain their understanding of the text they're reading.
- As always, parental engagement and support is just as important as in their early reading years. Reading Vipers is a great way of helping children and parents to remember what these vital skills are and in supporting them to develop these skills at home.
- Children complete a daily Reading Vipers session, focussing on a different element of their comprehension skills each day.

Reading Vipers

Vocabulary

Infer

Predict

Explain

Retrieve

Sequence or Summarise








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Reading Leaflet




Children are taught to draw upon knowledge of word meanings in order to understand the text. This may also include finding and explaining the meaning of words in the context of what they have read. These conversations are a great way to discover which words children know and fill gaps in this knowledge, expanding their own repertoire of vocabulary. You could show them how to use a dictionary or the internet to find definitions. 'Vocabulary' questions might include finding alternative words or discussing which words are the most effective in an extract.



Reading Vipers


Vocabulary
Interpret
Predict
Explain
Retrieve
Sequence or Summarise



By the time children reach Year 4, most will be competently decoding and cementing their love of reading. At this stage, Reading Vipers is introduced as a tool to help develop children's ability to share and explain their understanding of the text they're reading.

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Reading in Year 4, Year 5 and Year 6



The more you READ,
the more things
you will KNOW,
the more you
LEARN
the more places you will GO

Example questions

- What do the words and suggest about the character, setting and mood?
- Which word tells you that....?
- Which keyword tells you about the character/setting/mood?
- Find one word in the text which means.....
- Find and highlight the word that is closest in meaning to.....
- Find a word or phrase which shows/suggests that.....

Inference

To infer is to find meaning that is not made explicit in the text. Children will use their understanding of a wide range of prior experiences to make sense of events in what they see and read. As children get more confident, they should start to increasingly back these inferences up with evidence from the text. They may paraphrase or even directly quote to justify what they think.



Example questions

- Find and copy a group of words which show that...
- How do these words make the reader feel? How does this paragraph suggest this?
- How do the descriptions of show that they are
- How can you tell that.....
- What impression of do you get from these paragraphs?
- What voice might these characters use?
- What was thinking when.....
- Who is telling the story?

Predict

Children are encouraged to predict what they think might happen based on the events so far and details that are implied in the text. The emphasis here is not to necessarily be right – if all books were predictable, that could become very dull – but to engage with the plot and actively think about where the journey of the story might go.



Example questions

- From the cover what do you think this text is going to be about?
- What is happening now? What happened before this? What will happen after?
- What does this paragraph suggest will happen next? What makes you think this?
- Do you think the choice of setting will influence how the plot develops?
- Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.

Explain

Children are encouraged to explain their preferences, thoughts and opinions about a text. As they get more confident, children should also be able to explain themes and patterns across a text as well as why authors have made certain choices and the impact of these on the overall effect of the writing.



- Why is the text arranged in this way?
- What structures has the author used?
- What is the purpose of this text feature?
- Is the use of effective?
- The mood of the character changes throughout the text. Find and copy the phrases which show this.
- What is the author's point of view?
- What affect does have on the audience?
- How does the author engage the reader here?
- Which words and phrases did effectively?
- Which section was the most interesting/exciting part?
- How are these sections linked?



Retrieve

This skill concerns finding and recording information located in the text. It tends to cover some of the more straightforward and closed questions that don't require as much inference (often beginning with who, what, when and where). However, the challenge can lie in children having to skim back over large quantities of text. You can support your child by helping them to narrow down sections to search and scan for key words that will help them look for the information they need.

- How would you describe this story/text? What genre is it? How do you know?
- How did...?
- How often...?
- Who had...? Who is...? Who did....?
- What happened to...?
- What does.... do?
- How is?
- What can you learn from from this section?
- Give one example of.....
- The story is told from whose perspective?



Sequence/Summarise

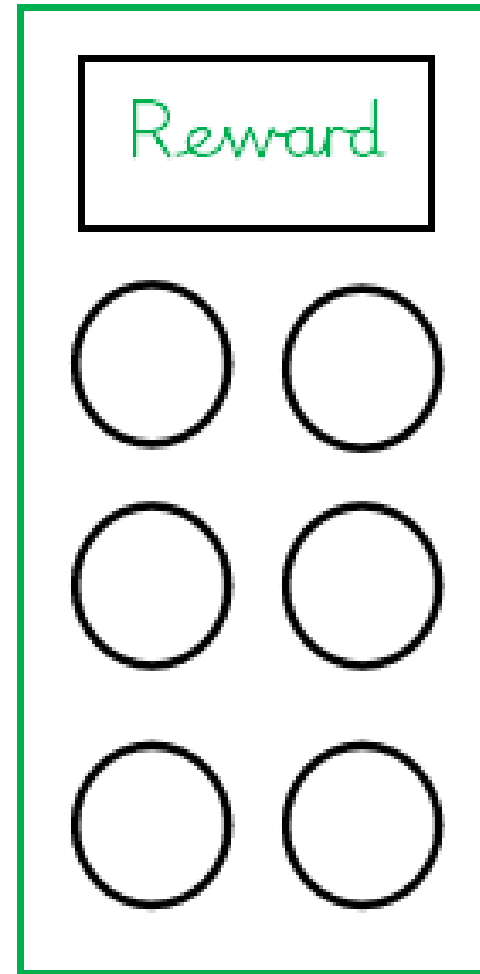
Children are taught to recap the events of a narrative and put them in order (sequence) or sum them up (summarise). This can be an effective way to remind children of the story so far in a longer text or to build familiarity with a shorter book or traditional tale. For younger children, the ability to retell a well-known story from their head is an important step in their development and will give them the foundation on which to build their own stories later on.

- Can you number these events 1-5 in the order that they happened?
- What happened after?
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapter headings come in the story?



Reading Rewards

To encourage reading for pleasure, each year group will have a reading reward chart in their reading diaries. Each week, if a child can demonstrate they've read at home, a section on their chart will be completed by an adult in school. When their charts are full, they can collect their reward.



Brilliant books to share with your children

The image displays a collection of 48 children's book covers, organized in a 6x8 grid. Each cover is vibrant and features unique illustrations and typography. The books are as follows:

- Row 1:**
 - JOURNEY* by Michael B. O'Leary
 - MEGAN MACLEOD* by Megan MacLeod
 - JIM AND A* by Jim A.
 - KING COOL* by King Cool
 - LEONRA BOLT* by Leonra Bolt
 - LISTS for Curious Kids* by R. G. Anderson
 - LOBB* by Lob
 - Wishy Washy* by Wishy Washy
- Row 2:**
 - ME PIGGY* by Me Piggy
 - My Maths Growing* by My Maths Growing
 - Nano* by Nano
 - Nights Rainbows* by Nights Rainbows
 - NINE ISLAND* by Nine Island
 - THE HERO HOTEL* by The Hero Hotel
 - NT CAR SPOTTER* by Nt Car Spotter
 - Ottoline Piggy Cat* by Ottoline Piggy Cat
 - OWEN* by Owen
- Row 3:**
 - FEELER POCKET* by Feeler Pocket
 - PIGgy* by PIGgy
 - PIGgy* by PIGgy
 - PIGgy* by PIGgy
 - PIGgy* by PIGgy
 - PIGgy* by PIGgy
 - PIGgy* by PIGgy
 - PIGgy* by PIGgy
- Row 4:**
 - SKUNK BADGER* by Skunk Badger
 - SILLY BOOK* by Silly Book
 - SPY LOW SCHOOL DINNERS* by Spy Low School Dinners
 - SWAP* by Swap
 - TIMBLE* by Timble
 - TIGGY* by Tiggy
 - Tin Forest* by Tin Forest
 - THE DIARY PIG* by The Diary Pig
 - MABEL* by Mabel
- Row 5:**
 - VIOLET INVESTIGATES* by Violet Investigates
 - Voices in the Park* by Voices in the Park
 - THE WILD ROBOT* by The Wild Robot
 - Wisp* by Wisp
 - WIZARD* by Wizard
 - THE EMBEL GARDEN* by The Embel Garden
 - WORLD-WHIZZING FACTS* by World-Whizzing Facts
 - FOREST CLASS* by Forest Class
 - GUM!* by Gum!

[illegible][illegible][illegible]

Thank you for coming!

Now let's get the children...

