

Reading Skills

Children within Second Level will continue to develop and consolidate a variety of skills to help them decode, understand and analyse a range of texts. They will begin to work with increasing independence to apply these skills, and will have opportunities to use them across a wide range of contexts in learning and life.

Some of the reading skills being developed at Maidenhill, include:

Literal Comprehension

Understanding the stated information in a passage.

Scanning

Reading quickly and accurately to find a specific word or information.

Skimming

Reading quickly to get the gist of what the text is about.

Prediction

Discussing what might happen next or how the story might end.

Character Analysis

Looking closely at the main characters, their appearances, actions, personalities, temperament and emotions.

Sequencing

Understanding that events can be ordered in time sequence. The ability to discuss the story in time sequence and in your own words.

Genre

Identifying different types of text and their features.

Main Idea

Identifying the main theme and important ideas in the text. The ability to express the main ideas in your own words.

Using Contextual Clues

Reading round about unknown words to deduce meaning.

Cause and Effect

Discussing what effect one character or one event has upon another.

Inference

Understanding that some information may be implied rather than explicitly stated. The ability to read between the lines.

Fact and Opinion

The ability to distinguish between the two.

Evaluating

Recognising, appreciating and making judgements on the author's writing skills.

Maidenhill Primary School



Developing Reading at Second Level



Reading at Second Level

By the time our children reach Second Level, most of them can read, many read fluently. Our job is to further improve their reading ability by developing higher order thinking skills; enabling them to engage critically with texts, form their own opinions and make connections. One way this can be achieved is by fostering and promoting a love of reading and providing our children with access to a wide range of written material from a variety of genres.



Questioning

The conversations we have with young readers are vital in their development. Children have to learn to think about a text and become active in their reading process.

By asking a variety of questions, children can deepen their knowledge and have the opportunity to think critically.

Literal

The answer is right there in the text.

- Read the question
- Look for key words in the question,
- Use these to find the correct section of the text.
- Read to find the answer.
- Write the answer.

Inferential

There are some clues in the text but you have to think.

- Scan the text to find the right section using 'Skating Eyes'.
- Scan for key words then read carefully around the words.
- Find clues in the text.
- Think about the question.
- Use clues in the text and what you know about the subject.

Evaluative

The answer isn't in the text.

- Scan the text to find the right section.
- Use what you know about the subject to answer the question.

Helping Reluctant Readers

Some children don't find reading easy. They can find it difficult to read text or to understand the meaning. Children develop at different rates, it may be that in time, and with appropriate support, your child will become an avid reader.

TIPS

Follow your child's interests. Whatever their interests, there will be something out there to grab their attention whilst also improving their reading skills.

Try not to worry as your tensions may pass on to your child which may discourage them from engaging with texts.

Be crafty - ask them to read the recipe for something you are cooking or information from a newspaper or magazine.

Read to your child in a relaxed, cosy setting; make it a pleasant, enjoyable one-to-one experience.

Share books with them - read a book to them or share the experience, taking turns to read a page each.

Allow your child to read books which are easy to build their confidence then gradually move to more challenging material when your child is ready.

If you find it difficult to fit in time for reading, allow your child to read for 15 minutes before going to sleep.

Let your child see you reading and enjoying books - you are their most important and influential role model!

Reading Material

As children get older they are expected to read a wide range of both fiction and non-fiction material to ensure they are exposed a greater variety of vocabulary, ideas and writing styles.

Fiction

- Adventure
- Historical
- Fantasy
- Science Fiction
- Mystery
- Horror
- Myths and Legends

Non-Fiction

- Newspapers and Magazines
- Diaries
- Journals
- Biographies/ Autobiographies
- Letters
- Leaflets
- Signs and Posters

