



# St Joseph's Catholic Primary School

Reading Comprehension at St Joseph's.

A School Presentation to Parents

# The Reading Curriculum at St Joseph's

- Shared reading
- Regular independent reading.
- Individual, group and paired.
- Home/school reading.
- Hearing books read aloud on a regular basis.
- Selecting their own choice of texts.
- Reading whole texts for English learning.
- Reading across the curriculum.
- 1:1 reading.
- Miscue assessments and Accelerated Reader.

# Why is Reading Important

Of all the help you can give your child, the most important job you'll probably do is helping with reading. That's because learning to read is best taught on a one-to-one basis, so giving your child a bit of shared reading time every day will make a big difference.

They should be reading a range of genres and reading out loud to enable them to develop expression, intonation, confidence and fluidity in their reading.

This should not stop even when a child becomes an independent reader. We know that being able to read underpins everything a child does in school and is directly linked to their self-esteem, confidence and achievements as they go through life.

# The Components of Reading

## Word Recognition (decoding)

The ability to recognise words presented in and out of context.

The ability to apply phonic rules - blending phonemes to decode (c-a-t)

High quality phonics work

## Comprehension

The process by which word information, sentences and discourse are interpreted.

The same processes underlie comprehension of both oral and written language.

Continues to develop throughout life!

# Book Words & Questions – Non-fiction

The title of the book...

A page containing an illustration...

What does an illustrator do?...

Who is the illustrator?

The title page...

The name of the author...

The first sentence of the blurb...

The contents page...

The index...

What is a glossary? How does it help us?....

Fiction or non-fiction?

## Retrieval/Literal (find it and prove it)

Where did ..... go?

Where did Peter Rabbit go?

Which paragraph tells you ....?

Which paragraph tells you that bats are nocturnal?

What did the ..... do?

What did the Goldilocks do after she'd eaten the porridge?

# Inference and Deduction 'Reading between the lines'

## What's the difference?

**Inference** is using observation and background to reach a logical conclusion. You probably practice **inference** every day. For **example**, if you see someone eating a new food and he or she makes a face, then you **infer** he does not like it. Or if someone slams a door, you can **infer** that she is upset about something.

**Deduction** is an understanding based on the evidence given in the text.

e.g. **The fire brigade and other emergency services are called out to a distressing scene.**

We could infer that a fire has happened.

We can deduce that it must be very serious as other emergency services have been called out and 'distressing' tells us that something major has happened.

# How Parents Can Help With Inference Skills

Ask “What do you think?” and “What struck you here?” when you are reading or talking.

Explain that we make inferences all day long, not just when reading. Encourage a conversation with your child about this.

Model your own behind-the-scenes thinking: this technique is called a ‘think-aloud’. For example, “How do you know the princess is sad?” When your child replies, ask “What clues helped you figure that out? Show me the words.”

Similarly, when they have used context to puzzle out the meaning of an unknown word, ask “What helped you figure that out?”



# How Parents Can Help With Inference Skills

Build inference skills with quick word games like twenty questions: children try to guess the identity of a mystery person or thing by asking questions – if they can't guess, the asker gets a point.

Predict what the next page will hold; explain why you think so. Let the child agree or not and defend his position.

Think about the author's intention i.e. why have they chosen the words 'inky, black sky'? - to create atmosphere. Why has the author used a certain technique e.g. simile - to create interest for the reader?

# Reading for Pleasure

Reading should be fun – that way they will want to read to you. Here are some tips:

Talk about the story and the characters as you go along.

Let your child take over reading gradually – don't push them into reading before they're ready.

Visit the library and borrow books you enjoy reading together.

Choose subjects your child prefers - factual books or stories.

Look for words in everyday life

# Reading: Sample Questions

Questions are designed to assess the comprehension and understanding of a child's reading.

There are a variety of question types:

## Multiple Choice

**1** When Bella was learning to fly, she...

Tick **one**.

was lazy.

did not try hard.

did not give up.

found it easy.



1 mark

chapter  
menu

next page

# Reading: Sample Questions

## Ranking/Ordering

7

Number the sentences below from 1 to 4 to show the order they happened in the story.

The first one has been done for you.

William sent Bella to get help.

Fishermen came to rescue William.

The boat hit some rocks.

William went to sea on his boat.



1 mark

chapter  
menu

next page

# Reading: Sample Questions

## Matching/Labelling

Here is some more information about Africa.  
Match each sentence to the correct heading in the booklet.  
The first one has been done for you.

Creation stories describe how and why the world was made.

**Introduction**

Africa has deserts, forests and mountain areas.

**Clothes**

Traditional African clothes are made from local materials.

**Music and Dance**

Some African people play 'talking drums'.

**Story Time**

## Short-Answer Questions

4

What job did Tony Ross want to do before he became a writer and illustrator?

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1 mark

chapter menu

next page

So Monster was not very happy when a little boat came drifting towards them. But it cheered Frog up.

"This must be our lucky day," he said. "Come on, Monster."

"I've never been in a boat," said Monster.

The two friends climbed in and Frog pulled hard on the oars.



**6** Why did Frog say, "This must be our lucky day"?

Tick **one**.

Monster  
liked boats.

A boat drifted  
towards them.

They were  
by the sea.

It was a  
sunny day.



**7** Why was Monster worried?

\_\_\_\_\_



Plastics can be useful for people but bad for the planet. Here are some of the reasons.

Good points	Bad points
<p>Plastics can be shaped into almost anything.</p> <p>Plastics are light and cheap to make.</p> <p>Plastics can be produced in different colours.</p> <p>Plastics do not rot.</p>	<p>Plastics can be difficult to recycle.</p> <p>Plastics can give off poisonous fumes when they melt.</p> <p>Plastics are made from oil, which is running out.</p> <p>Plastics do not rot.</p>

### The problem with plastics

Some plastics can last for a long time without wearing out, but this means that it is very difficult to get rid of them when they are not needed. They may remain in rubbish dumps for hundreds of years. These dumps, called landfill sites, can be smelly, ugly and harmful to our planet.



(page 8)

**11** Why can plastics be dangerous when they melt?

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(page 8)

**12** Give **two** problems with landfill sites.

1. \_\_\_\_\_

2. \_\_\_\_\_



## How can adults support children in their reading at home?

Give reading status and importance by reading every day with your child.

Don't let a child struggle over a word for too long! If it's too tricky and they've used their strategies then help! Allow time to self-correct. Children will scan down the page. Follow with finger word by word.

It is a good idea to share reading aloud as you can model pace, expression and fluency for your child. 'story teller voice'. Model reading sentences back.

Encourage your child to read a range of texts such as comics, newspapers, non-fiction, plays and poetry etc.

Encourage your child to read a series of books from a favourite author or books on topics of interests, especially to keep reluctant readers interested in reading.

Use plenty of praise. Do not criticise when they get it wrong. Patience!

Use questioning without ruining the flow of the story!