

WALLACE FIELDS JUNIOR SCHOOL

READING AT HOME

Not all children love to read and need to be encouraged:

1. Try making reading part of daily life: Let them see you grabbing a moment for a quick read. Think about what books you have around the house - are they accessible?
2. All reading counts: a website, instructions for a game, e-books, audible books, jokes etc It does not always have to be a fiction book.
3. Encourage reading through their interests: hobbies, sport, book of a film, graphic books, science etc
4. A reading 'nest': create a comfy place to read.
5. Talk: talk about books, browse bookshops and libraries together. Visit <https://authorfy.com/> where children can listen to popular authors talking about books.

Once children have learnt to read, they then need to develop comprehension skills to help them to understand a variety of different texts. When you are reading with your child you can help them to improve their understanding by discussing what they have read.

Ask them questions about the text, their ideas about what could happen next or whether they are enjoying the book. Encourage them to tell you what stories and information they know. Discuss their opinions about how things might be different in stories or in the world.

Let them see you, and join you in, reading; TV, magazines, letters, instructions, charts, signs ... and remember your child will like to hear you read to them as much as they like reading to you!

Here is a selection of questions that can be used. Primary schools in England teach children to answer a number of different types of questions - these can be simply questions where they recall the answer from the text or questions that require them to understand inferences, make deductions, evaluate and analyse. The questions are group into key skills for assessment (see attached).

By asking your child a variety of these questions, you will be helping them to progress with their reading and understanding. They will then also use these skills to progress with their writing. Reading skills are taught in these strands at school:

The Reading Strands

What the reader does



Retrieve: Find information and ideas in the text and quote them in the answer.

Predict: using clues in the text to predict what happens

Inference: Find the author's clues about what is happening or how characters

Compare: Make comparisons within texts and with other texts.

Meaning & explain: Understand how information in non-fiction and events in fiction are linked, and explain their meaning as a whole

Language: Explain the meaning of words and phrases and the intended effect of the language chosen by the author.

Retrieve Fiction

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?

Retrieve Non Fiction

What is the text about? What is the title of the text?

Who is the author of the text?

What kind of things would you expect to see in this book?

Find something that interests you from the text.

Where would you look to find out what a technical word means?

What is on the cover of the book? What does this tell you about what might be inside?

Inference Fiction

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?

Inference Non Fiction

Which parts of the book could help you find the information you need?

When would you use the contents page in the book?

When would you use the index page in the book?

What sort of person do you think would use this book?

When might someone use this book? Why?

Can you suggest ideas for other sections or chapters to go into the book?

Do you think the author of the book is an 'expert' about the topic of the book? Why/why not?

Language

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.....

Predict

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.

Meaning and Explain

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?

Summarise

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?

Compare

Can you think of another story that has a similar theme eg good over evil, weak over strong, wise over foolish?

Do you know another story, which deals with the same issues eg social, cultural, moral issues?

Have you ever been in a similar situation to a character in the book? What happened?

How would you have felt in the same situation?

What would you have done differently to the character in a particular situation from the book?

How would you feel if you were treated in the same way as the main character?

What did the story make you think of?

Have you read any other stories that have similar characters to this one? If so, which story was it and what happened?

Do you think this book is trying to give the reader a message? If so, what is it?