

## Helping your child with reading

When your child does get a reading book, please do hear them read regularly and comment in their reading record book. It is important that an adult does hear them, to check that your child is decoding correctly and not guessing, as well as understanding the comprehension and new words. These initial books allow your child to learn to read independently and to apply their phonic knowledge.

Research suggests that in the UK, only three in 10 parents read to their children every day.

- Be patient and be impressed!
- Start by looking at the front cover and the title. *What might this story be about?*
- Encourage your child to sound out first then blend to read the word. Use letter sounds not alphabet names. We will be learning diagraphs where two letters become a new sound (for example such as ai (rain, train etc) and encourage your child to do this).
- Some words can't be sounded eg: I, no, go, he, me, to, the, said, (we call these "tricky words"). We learn to read these as whole words. Do not attempt to sound these out.
- If your child gets stuck, first check the word can be sounded out or if it is a "tricky word". If they still can't read the word, then you say it and move on.
- It's a good idea to read the whole book back to your child so they can hear it, read with expression and the correct phrasing.
- After reading the book ask questions about what happened in the book. What might happen next? See below for guidance.
- Try spotting letters and words eg: *Can you find where it says the tricky word 'the'?, How many words beginning with 's' can you find?*
- Reading should never feel like a battle. If your child is reluctant or too tired, don't push it. Try again at a different time and feel free to keep the book over a few days - please keep in the book bag though - to build up confidence.
- Please write comments in the **Reading Record Book** this helps us to know how you are getting on and give advice and tips to help.
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As the children move up the school, their reading is assessed, not only on how well they read aloud, but also how well they understand (comprehend) what they are reading.

The areas that they need to understand in reading are set out in 'Content Domains' which vary between the two key stages. The following tables summarise these Content Domains and then give questions stems that you can use to ask your children questions to develop their comprehension in these areas.

### **Key Stage One Reading Content Domains**

Content domain reference	
1a	draw on knowledge of vocabulary to understand texts
1b	identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
1c	identify and explain the sequence of events in texts
1d	make inferences from the text
1e	predict what might happen on the basis of what has been read so far

### **Key Stage Two Reading Content Domains**

Content domain reference	
2a	give / explain the meaning of words in context
2b	retrieve and record information / identify key details from fiction and non-fiction
2c	summarise main ideas from more than one paragraph
2d	make inferences from the text / explain and justify inferences with evidence from the text
2e	predict what might happen from details stated and implied
2f	identify / explain how information / narrative content is related and contributes to meaning as a whole
2g	identify / explain how meaning is enhanced through choice of words and phrases
2h	make comparisons within the text

## Key Stage One question stems:

1a: Draw on knowledge of vocabulary to understand texts

- What does this... word/phrase/sentence... tell you about... character/setting/mood etc?
- Highlight a key phrase or line. By using this word, what effect has the author created?
- In the story, 'x' is mentioned a lot. Why?
- The writer uses words like ... to describe .... What does this tell you about a character or setting?
- What other words/phrases could the author have used?
- The writer uses ...words/phrases...to describe ... How does this make you feel?
- How has the writer made you and/or character feel ...happy /sad/angry/frustrated/lonely/bitter etc? Can you find those words?
- Which words and /or phrases make you think/feel...?

1b: Identify and explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information

- Where/when does the story take place?
- What did s/he/it look like?
- Who was s/he/it?
- Where did s/he/it live?
- Who are the characters in the book?
- Where in the book would you find...?
- What do you think is happening here?
- What happened in the story?
- What might this mean?
- Through whose eyes is the story told?
- Which part of the story best describes the setting?
- What part of the story do you like best?
- What evidence do you have to justify your opinion?
- Find, it. Prove it.
- How do the title/contents page/chapter headings/glossary/index... help me find information in this book?
- Which part of the text should I use to find...?
- Why has the author organised the information like this?

1c: Identify and explain the sequence of events in texts

- What happens first in the story?

- Use three sentences to describe the beginning, middle and end of this text?
- You've got 'x' words; sum up this story.
- Sort these sentences/paragraphs/chapter headings from the story
- Make a table/chart to show what happens in different parts of the story
- Why does the main character do 'x' in the middle of the story?
- How does the hero save the day in the story?

1d: Make inferences from the text

- What makes you think that?
- Which words give you that impression?
- How do you feel about...?
- Can you explain why...?
- I wonder what the writer intended?
- I wonder why the writer decided to...?
- What do these words mean and why do you think the author chose them?

1e: Predict what might happen on the basis of what has been read so far

- Look at the cover/title/first line/chapter headings...what do you think will happen next? How have the cover/title/first line/chapter headings...helped you come up with this idea?
- What do you think will happen to the goodie/baddie/main character? Why do you think this?
- What will happen next? Why do you think this? Are there any clues in the text?
- Can you think of another story, which has a similar theme; e.g. good over evil; weak over strong; wise over foolish? Do you think this story will go the same way?
- Which stories have openings like this? Do you think this story will develop in the same way?
- Why did the author choose this setting? How will that effect what happens next?
- How is character X like someone you know? Do you think they will react in the same way?

### Key Stage Two question stems

2a: Give/explain the meaning of words in context

- What does this... word/phrase/sentence... tell you about... character/setting/mood etc?

- Highlight a key phrase or line. By writing a line in this way what effect has the author created?
- In the story, 'x' is mentioned a lot. Why?
- The writer uses words like ... to describe .... What does this tell you about a character or setting?
- What other words/phrases could the author have used?
- The writer uses ...words/phrases...to describe ... How does this make you feel?
- How has the writer made you and/or character feel ...happy /sad/angry/frustrated/lonely/bitter etc?

## 2b: Retrieve and record information/identify key details from fiction and non-fiction

- Where does the story take place?
- When did the story take place?
- What did s/he/it look like?
- Who was s/he/it?
- Where did s/he/it live?
- Who are the characters in the book?
- Where in the book would you find...?
- What do you think is happening here?
- What happened in the story?
- What might this mean?
- Through whose eyes is the story told?
- Which part of the story best describes the setting?
- What words and /or phrases do this?
- What part of the story do you like best?
- What evidence do you have to justify your opinion?

## 2c: Summarise main ideas from more than one paragraph

- What's the main point in this paragraph?
- Can you sum up what happens in these three/four/five... paragraphs?
- You've got 'x' words; sum up these paragraphs.
- Sort the information in these paragraphs. Do any of them deal with the same information?
- Make a table/chart to show the information in these paragraphs.
- Which is the most important point in these paragraphs? How many times is it mentioned?

2d: Make inferences from the text/explain and justify inferences with evidence from the text

- What makes you think that?
- Which words give you that impression?
- How do you feel about...?
- Can you explain why...?
- I wonder what the writer intended?
- I wonder why the writer decided to...?
- What do these words mean and why do you think the author chose them?

2e: Predict what might happen from details stated and implied.

- Can you think of another story, which has a similar theme; e.g. good over evil; weak over strong; wise over foolish? Do you think this story will go the same way?
- Do you know of another story which deals with the same issues; e.g. social; moral; cultural? Could this happen in this story?
- Which other author handles time in this way; e.g. flashbacks; dreams?
- Which stories have openings like this? Do you think this story will develop in the same way?
- Why did the author choose this setting? Will that influence how the story develops?
- How is character X like someone you know? Do you think they will react in the same way?

2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole

- Explain why a character did something.
- Explain a character's different/changing feelings throughout a story. How do you know?
- What are the clues that a character is liked/disliked/envied/feared/loved/hated etc...?
- What is similar/different about two characters?
- Why is 'x' (character/setting/event) important in the story?
- What is the story (theme) underneath the story? Does this story have a moral or a message?
- Why do you think the author chose to use a... question/bullet/subheading/table etc to present the information?
- How does the title/layout encourage you to read on/find information?

- Where does it tell you that...?
- Why has the writer written/organised the text in this way?
- In what ways do the illustrations support the instructions?
- How could these instructions/information/illustrations be improved?
- Who do you think this information is for?

2g: Identify/explain how meaning is enhanced through choice of words and phrases

- What does the word 'x' tell you about 'y'?
- Find two or three ways that the writer tells you 'x'.
- What does this... word/phrase/sentence... tell you about... character/setting/mood etc?
- Highlight a key phrase or line. By writing a line in this way what effect has the author created?
- In the story, 'x' is mentioned a lot. Why?
- The writer uses words like ... to describe .... What does this tell you about a character or setting?
- What other words/phrases could the author have used?
- The writer uses ...words/phrases...to describe ... How does this make you feel?
- How has the writer made you and/or character feel ...happy /sad/angry/frustrated/lonely/bitter etc?
- Has the writer been successful in their purpose or use of language?
- What do you think the writer meant by... 'x'?
- Which words do you think are most important? Why?
- Which words do you like the best? Why?
- The author makes an action/description 'like' something else. Why?
- The author states that 'x' is something it isn't. What is the effect of this? Why have they done this?

2h: Make comparisons within the text.

- Describe different characters' reactions to the same event in a story.
- How is it similar to ...?
- How is it different to ...?
- Is it as good as ...?
- Which is better and why?
- Compare and contrast different character/settings/themes in the text
- What do you think about the way information is organised in different parts of the text? Is there a reason for why this has been done?

## 10 benefits of reading

1. **Children who read often and widely get better at it.** After all, practice makes perfect in almost everything humans do, and reading is no different.
2. **Reading exercises our brain.** Reading is a much more complex task for the human brain rather than watching TV, for example. Reading strengthens brain connections and builds NEW connections.
3. **Reading improves concentration.** Children have to sit still and quietly so that they can focus on the story when they are reading. If they read often, they will develop the skill to do this for longer.
4. **Reading teaches children about the world around them.** Through reading a variety of books children learn about people, places, and events outside of their own experience.
5. **Reading improves vocabulary and language skills.** Children learn new words as they read. Subconsciously, they absorb information on how to structure sentences and how to use words and other language features effectively in their writing and speaking.
6. **Reading develops a child's imagination.** As we read our brains translate the descriptions we read of people, places and things into pictures. While we are engaged in a story we are also imagining how a character is feeling. Young children then bring this knowledge into their everyday play.
7. **Reading helps children to develop empathy.** As children develop they begin to imagine how they would feel in that situation.
8. **Reading is a fun.** A book or an e-reader doesn't take up much space and is light to carry, so you take it anywhere so you can never be bored if you have a book in your bag.
9. **Reading is a great way to spend time together.** Reading together on the sofa, bedtime stories and visiting the library are just some ways of spending time together.
10. **Children who read achieve better in school.** Reading promotes achievement in all subjects, not just English. Children who are good readers tend to achieve better across the curriculum.



## Top tips for reading stories aloud

*Here are a few ideas that you could use to liven up story time.*

- **Do the voices** - Try to make sure each character talks differently - this makes the story come to life for the listeners. You could try making them talk higher or deeper, faster or slower, or even in different accents. If you have trouble thinking up voices, ask your audience to give you ideas for how a certain character might talk - they could even read one character's lines for you...
- **Get with the programme** - Make sure you have a regular slot in which to read every day. This makes sure you don't forget about it, and stops everyone forgetting the plot! (This idea is used by lots of soaps, where there are lots of different stories to keep in mind, like Hollyoaks or Neighbours).
- **Go for a journey** - If you have a regular reading time every day, choose a longer chapter book. It'll be more of an experience for you and your listener, and helps build their memory and understanding.
- **Keep them guessing.** Ask questions every so often to find out what everyone thinks might happen next. This can help to build the suspense and make it more interesting for your listeners...
- **Make sure they're still with you.** Recap what's happened every few pages to make sure your listeners know what's going on (especially important if they're younger).
- **Always leave them wanting more** - stop reading at an exciting point in the story - maybe at the end of a chapter or even in the middle of a sentence! TV dramas use cliffhangers like this to make sure their audience comes back tomorrow to find out what happened - yours will too.

## How to encourage your child to read.

### Helping with reading: Age 5 to 7

- **Read yourself!** Set a good example by sharing your reading. Let your children see that you value books and keep them at home.
- **Keep books safe.** Make your child their own special place to keep their books. Show them how to turn pages carefully. Point out words all around you.
- **Help your child to read the words around them:** on food packets in the supermarket, on buses, in newspapers, in recipes.
- **Visit your library** - it's free to join! All libraries have children's sections. Many also have regular storytelling sessions.
- **Make time to read.** Read a bedtime story with your child every night. Encourage them to share reading with grandparents, brothers and sisters and aunts and uncles.
- **Keep in touch with school.** Make sure your child swaps their home reading books regularly at school and try to make a regular time slot of about 10 minutes to hear them read.
- **If English is not your family's first language:** You can buy dual language books. You can talk about books and stories in any language.
- **Be positive.** Praise your child for trying hard at their reading. Let them know it's all right to make mistakes.
- **Turn off the TV!** It's easier for your child to concentrate if there are no distractions. Give them time. Let them make a guess before you tell them the word. Help them to get the first sound or try breaking the word up into smaller sections.
- **Point with a finger.** Encourage them to follow the words with their finger.
- **Don't make them try too hard!** It doesn't matter if you have to tell them the word sometimes.
- **Let them read their favourites.** It's good practice to read the same books over and over again. Ask lots of questions.
- **Check** they understand the story by asking them questions about what happens. Use the pictures to explain what's happening.
- **Don't read for too long.** A good ten minutes is better than a difficult half hour.
- **Activities to try at home.** Organise a treasure hunt around the house on a rainy day. Give your child a list of things that they can find in the house and see how quickly they can collect all the items. Create a monster dictionary by making up names of frightening monsters that begin with different letters.

- **Read yourself!** Show a good example by talking about the reading you do at work and at home. Let your child know that reading is an important part of your life.
- **Keep books safe.** Make your child their own special place to keep their books in their bedroom.
- **Visit your library** - it's free to join! As well as taking out story books, use visits to the library as a time to find books and CD ROMs about your child's hobbies and interests.
- **Make time to read.** Set aside a time for reading for the family - after school or before bedtime. Encourage independent reading but don't be afraid to still tell a bedtime story.
- **Don't just read books.** Encourage your child to read newspapers, TV guides, comics and magazines. Ask your child to find out information from the Yellow Pages, the Internet, cookery books, etc.
- **Let your child read with younger children.** Encourage them to read to other members of the family.
- **Keep in touch with school.** Make sure your child swaps their home reading books regularly at school and try to make a regular time slot of about 10 minutes to hear them read.
- **If English is not your family's first language:** You can buy dual language books. You can talk about books and stories in any language.

### Activities to try at home

- Make a scrap book with your child about their favourite star, group or team.
- Let them cut pictures out of magazines and papers and write their own captions.
- Buy a book of crosswords and wordsearches and try to solve them together. Make up your own puzzles to try out on family and friends.
- Write on bits of paper, or post it notes (phonemes, digraphs, tricky words) and hide them around the house, play snap, make words (what comes first, second etc).
- Play I-Spy
- Sound talking 'get your c oa t' (oral blending)

### **Reading websites**

[www.oxfordowl.co.uk](http://www.oxfordowl.co.uk)

<https://www.topmarks.co.uk/Interactive.aspx?cat=38>

[www.oup.com/oxed/primary/rwi/forparents/](http://www.oup.com/oxed/primary/rwi/forparents/)

<https://www.topmarks.co.uk/english-games/3-5-years/letters-and-sounds>

<https://www.twinkl.co.uk/resources/literacy/literacy-phonics> (some free resources)

<https://www.funkyphonicsresources.co.uk/free-resources>

<https://www.booktrust.org.uk/books-and-reading/tips-and-advice/reading-tips/>

<https://www.readingrockets.org/article/choosing-childs-book>

<https://www.bbc.co.uk/cbbc/quizzes/which-classic-childrens-book-should-you-read?collection=we-love-books>

<https://www.scholastic.com/parents/books-and-reading/book-lists-and-recommendations/favorites-classics/13-books-kids-should-read-turning-13.html>

<https://www.readingbyphonics.com/early-start/why-should-children-read.html>

<http://www.readstoriesforkids.com/>

<https://www.booktrust.org.uk/books-and-reading/have-some-fun/storybooks-and-games/>