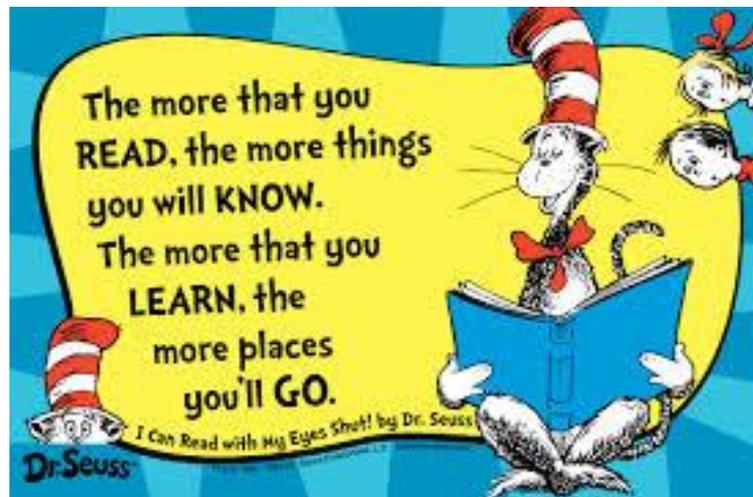


Reading with your child



A guide for parents



Introduction

Thank you for taking the time to read through this booklet and help your child to develop their reading and comprehension skills. Being able to read confidently is vital if we are to fully access the world around us; especially with knowledge at our fingertips thanks to the internet.

Listening to your child read regularly can really aid their progress in reading. Understandably, parents can sometimes feel unsure of how to develop their child's reading skills, particularly if their child is a fluent reader and seems to read everything with ease. This booklet aims to help parents get more out of reading sessions by providing questions they can ask which will help to develop their child's reading skills. These questions are based on a set of foci for reading.

There are seven areas which describe key elements of performance in reading, therefore when listening to children read all of these areas should be worked on in order to ensure children's reading skills are being developed fully.

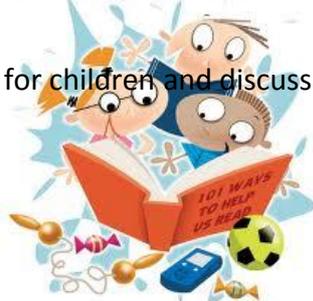
How to use this booklet

Each page will focus on a specific focus area. Each focus will have a short explanation and a list of possible questions which you can use when listening to your child.

It is not necessary to work on every focus area in every reading session, instead choose one or two and pick some questions from those lists.

Helpful hints

- Although it can be difficult, try to find time to read with your child when you are not in a rush. This gives you quality reading time where neither you nor your child will feel under pressure.
- Try to read in a quiet place without distractions e.g. the television. It will be easier to engage with the text and get more from the session.
- Try to read with your child when they are not too tired. As you know, if they are too tired, they will probably not be in the right frame of mind to read and answer the questions.
- Try to ensure that some reading sessions are just for fun! If a child feels that their understanding of the text is being scrutinised every time they pick up a book, they might begin to resent reading. Instead try to ensure that sometimes they simply read on their own for pleasure or you could read the story to them!
- Allow children to read what interests them as this will encourage them to read for pleasure e.g. football magazines, comics.
- Where you can, be a role model for children and discuss with them what you've enjoyed about what you've read.





Assessment Focus 1

AF1: Use a range of strategies, including accurate decoding of text, to read for meaning.

Q: Can the child use a range of strategies to actually read the text?

For example, can they sound out words, break words into small parts, read 'around' a word to work out its meaning etc.?

Questions to ask...

If a child cannot read the word

- Can you sound out this word?
- Can you break the word down into smaller parts then put it back together?
- Can you use the pictures to help you work out what this word might be?
- Can you work out what this word might be by reading on to see what is written in the rest of the sentence and then thinking about what word would make sense here?

If a child does not understand the meaning of the word

- Can you 'read around' this word to work out what it might mean?
- What word could you use in place of this word? What word would make sense here? Does that help you to work out what this word might mean?





Assessment Focus 2

AF2: Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.

Q: Can the child find information which is clearly stated in the text?

For example, can they tell you what the main character is called, what the main events are?

Questions to ask

- Where does the story take place? How do you know?
- When did the story take place?
- What did he/she look like? Can you describe them?
- Where does he/she live?
- Who are the characters in the book? Who is your favourite?
- What has happened so far in the story? What do you think will happen next?
- What kinds of people are in the story?
- What is happening at this point in the story?
- Read the part that tells me....
- Where did you find the information about...?





Assessment Focus 3

AF3: Deduce, infer or interpret information, events or ideas from texts.

Q: Can the child 'read between the lines' to work out information that might not be clearly stated, but is hinted at or suggested?

For example, if the child reads that a character in a story, 'slumped their shoulders and dragged their feet along the ground,' can the child deduce that the character feels sad?

Questions to Ask

- What makes you think that? Can you support your view with evidence?
- What words give you that impression? Why?
- How do you feel about...why?
- What sort of person do you think would use this book? Describe a time when you think they would use it.
- Which parts of the book could help you find the information you need?
- Do you agree with this opinion? Explain your own opinion using the text to help you.
- At the end of the story, the main character is feeling...Does this surprise you? Explain as fully as you can, using parts of the story to help you.
- What does this tell you about what...was thinking?
- Through whose eyes was this story told? How can you tell?
- Do you think this true/untrue? Why do you think this?
- What do you think...is thinking? If it were you, what would you be thinking and why?
- Predict what you think is going to happen? Why do you think this? Can you support your view with evidence?
- What is your opinion about...? What evidence do you have to support your view?
- How did one of the characters change during the story?





Assessment Focus 4

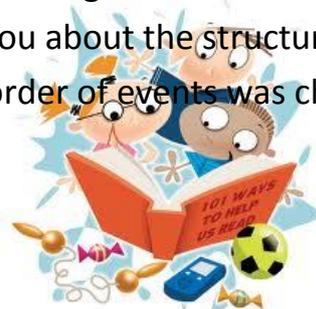
AF4: Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level.

Q: Can the child explain why the text has been set out on the page in a certain way?

For example, why has the author used numbered points in a set of instructions?

Questions to ask

- What kind of text is this? How do you know?
- What can I expect of a text/book of this type?
- How are the beginning and ending of the story similar?
- Tell me the words that tell you there is an order to follow?
- What is the main event of the story? Why do you think this?
- What is the purpose of the pictures?
- How does the layout of the text help the reader?
- Some of the text is printed on a dark background. What effect do you think the designer wanted to achieve by this?
- How does the way the title has been written encourage you to read on?
- In the leaflet, how have the different parts of the ... been made clear?
- How do you know the order to follow the information in the text?
- Why have these words been made to stand out?
- Why are these words in bold print?
- Why are some words in the glossary italics?
- Why is this paragraph in bold print?
- What are the sub-headings for?
- Why has some of the information been presented as a table?
- What is the purpose of the writing in the boxes?
- What do the arrows show you about the structure of the text?
- What would happen if the order of events was changed?





Assessment Focus 5

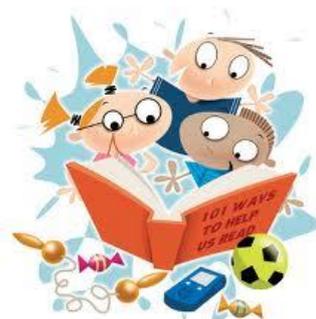
AF5: Explain and comment on writer's uses of language, including grammatical and literary features at word and sentence level.

Q: Can the child explain why the author has chosen particular words?

For example, if the author has described the sea as a 'writhing, furious monster,' can the child explain that the author has done this in order to make the sea sound as if it is alive, frightening and threatening?

Questions to ask

- I wonder what the writer intended by using these words? What do you think?
- What do these words mean and why do you think the author chose them? How has the author used adjectives to make this character funny?
- What do the physical descriptions of characters tell us about how they are feeling?
- Look at these verbs/ adjectives/ adverbs. What do these words tell us about...?
- By writing the line in this way, what effect has the author created?
- What do these words tell you about...?
- Which word encourages you to read the...?
- Why do you think the author has mentioned ... a lot in the story?
- Why has the author repeated the word/ phrase...? What is the effect of the repetition?
- Explain what you think this phrase adds to the story.
- Why did the author choose this title?
- What is the effect of writing in the past/ present tense?
- Why do you think the writer has chosen to use the words...?
- Why do you think the author has written this sentence in this way?





Assessment Focus 6

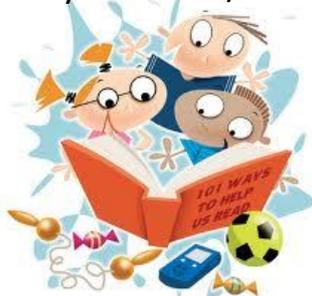
AF6: Identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader.

Q: Can the child identify the overall effect that the author has created, the message that the author wanted to convey etc.?

For example, tension created to show that there is going to be a dramatic event coming up or excitement as a character embarks on an adventure.

Questions to Ask

- I wonder why the writer has decided to...? What do you think?
- What was in the author's mind when...?
- Why did the author choose this setting?
- What is the author trying to tell you about...?
- How do you think the author feels about...?
Support your views with evidence from the text.
- What mood/atmosphere do you think the author is trying to create? How are they doing this?
- What does the author want the reader to think/feel about...?
Support your view with evidence from the text.
- How do the views put across in the text affect your views on...?
- What makes this a successful story? What evidence do you have to justify your opinion?
- What effect does this text have on you as a reader? Could it be improved? How?
- How does this text make you feel? Why?
- Why do you think the writer wrote the description in this way?
- What is the author trying to tell you about?
- What are the main contrasts the poet makes in the third and first parts of the poem?
- What impression of the... does the first paragraph give you? In what ways is the second paragraph different?
- If the author was alive today, do you think s/he would hold the same viewpoint?





Assessment Focus 7

AF7: Relate texts to their social, cultural and historical contexts and literary traditions.

Q: Can the child identify texts which are from similar traditions?

For example, fairy tales, myths, legends, fables etc.

Q: Can they identify that a story is set in the past?

For example, historical narrative set in WW1 or Victorian Britain.

Questions to Ask

- Can you think of another story that has a similar theme e.g. good over evil, weak over strong, wise over foolish?
- Do you know another story which deals with the same issues?
- Does this story remind you of any personal experience? What and how?
- How would you have felt if you were in the same situation as...?
- How would you feel if you were treated like...? What would you do?
- Many traditional tales have messages. What do you think this story is trying to tell us?
- Which types of stories have openings/endings like this?
- Do you know of another story with similar characters? In what ways were the characters similar?
- Can you think of another story where the main character has similar problems/issues?
- This story was written a long time ago. How do you think its original audience would have felt about the issues raised? Are the issues raised still relevant today?
- This story was written for a different culture. Can we relate to it within our own culture?



Recommended Reading Lower

KS2

- *Fergus Crane* ~ Paul Stewart
- *The Iron Man* ~ Ted Hughes
- *The Worst Witch* ~ Jill Murphy
- *The Butterfly Lion* ~ Michael Morpurgo
- *Dancing Bear* ~ Michael Morpurgo
- *A Series of Unfortunate Events* ~ Lemony Snicket
- *Giggler Treatment* ~ Roddy Doyle
- *Matilda* ~ Roald Dahl
- *The Mousehole Cat* ~ Antonia Barker
- *Charlotte's Web* ~ E. B. White
- *Strongest Boy in the World* ~ Sally Gardner
- *Granny* ~ Anthony Horowitz
- *The Scream* ~ Joan Aiken
- *Diary of a Killer Cat* ~ Anne Fine
- *The Legend of Spud Murphy* ~ Eoin Colfer
- *The Werepuppy* ~ Jacqueline Wilson
- *Stig of the Dump* ~ Clive King
- *War Boy* ~ Michael Foreman
- *Bill's New Frock* ~ Anne Fine
- *Freckle Juice* ~ Judy Blume
- *Snow Spider* ~ Jenny Nimmo
- *Ice Palace* ~ Robert Swindells
- *Tom's Sausage Lion* ~ Michael Morpurgo
- *Loudmouth Louis* ~ Anne Fine
- *Horrid Henry Series* ~ Francesca Simon
- *The Hodgeheg* ~ Dick King Smith
- *Cup Final Kid* ~ Martin Waddell
- *One Hundred Mile an Hour Dog* ~ Jeremy Strong
- *Viking Goes to School* ~ Jeremy Strong
- *George's Marvellous Medicine* ~ Roald Dahl
- *The BFG* ~ Roald Dahl
- *Danny the Champion of the World* ~ Roald Dahl
- *Fantastic Mr Fox* ~ Roald Dahl

Recommended Reading

KS2

- *Skellig* ~ David Almond
- *Kensuke's Kingdom* ~ Michael Morpurgo
- *Wolf Brother (Chronicles of Ancient Darkness)* ~ Michelle Paver
- *Stormbreaker* ~ Anthony Horowitz
- *Artemis Fowl* ~ Eoin Colfer
- *Northern Lights Trilogy* ~ Philip Pullman
- *The Secret Garden* ~ Frances Hodgson Burnett
- *The Midnight Fox* ~ Betsy Byars
- *Tom's Midnight Garden* ~ Phillipa Pearce
- *Goodnight Mr Tom* ~ Michelle Margorian
- *Holes* ~ Lois Sacher
- *Young Bond Series* ~ Charlie Higson
- *Truckers* ~ Terry Pratchett
- *Middle Earth* ~ Paul Stewart
- *The Hobbit* ~ J R R Tolkien
- *Danny Champion of the World* ~ Roald Dahl
- *Sir Gawain and the Green Knight* ~ Michael Morpurgo
- *Flour Babies* ~ Anne Fine
- *The Breadwinner* ~ Deborah Ellis
- *Parvana's Journey (Sequel to The Breadwinner)* ~ Deborah Ellis
- *Indian in the Cupboard* ~ Lynne Reid Banks
- *Hitler's Canary* ~ Sandi Toksvig
- *How the Whale Became* ~ Ted Hughes
- *Street Child* ~ Berlie Doherty
- *Carrie's War* ~ Nina Bawden
- *Arthur High King of Britain* ~ Michael Morpurgo
- *Boy* ~ Roald Dahl
- *The Lion, the Witch and the Wardrobe* ~ C S Lewis
- *Boy in the Striped Pyjamas* ~ John Boyne
- *The Wreck of Zanzibar* ~ Michael

- *Julian, Secret Agent* ~ Ann Cameron
- *Gorilla Who Wanted To Grow Up* ~ Jill Tomlinson
- *The Tunnel* ~ Anthony Browne
- *The Lion, the Witch and the Wardrobe* ~ CS Lewis
- *Six Storey House* ~ Geraldine McCaughrean
- *Jalopy* ~ Geraldine McCaughrean
- *Josie Smith in Summer* ~ Magdalen Nabb
- *Mr Majeika* ~ Humphrey Carpenter
- *Five Children and It* ~ E Nesbit

Morpurgo



Useful websites

Websites to help children with grammar and spelling at home

<http://resources.woodlands-junior.kent.sch.uk/literacy/index.htm>

http://www.bbc.co.uk/bitesize/ks2/english/spelling_grammar/

<http://www.topmarks.co.uk/interactive.aspx?cat=46>

<http://www.crickweb.co.uk/ks2literacy.html>

Activities to help reinforce spellings:

- Write spelling words in sand/sugar with a finger.
- Write words with water from a squeeze bottle on a path.
- Write in lots of different colours.
- Fill an image (e.g. fish) with lots of repetitions of the spelling word.
- Write a story using ALL of the spelling words as many times as possible. Underline all the spelling words.
- Make the words out of playdough and feel the outline of the shapes. Take a 'photograph' in your mind; close your eyes – can you still see the word?
- Cut up newspapers and magazine headlines and create the spelling words from these letters.
- Write the words in the air or on a friend's back.
- Build up the word in different colours.
- Write the word out and if there is a tricky part write this in a different colour.
- Make up a rhyme e.g. necessary (never eat cheese, eat sizzling sausages and runny yolks).
- Learn rules to apply to lots of words e.g. take off the 'e' add 'ing'.
- Play around with how to say the word, emphasising different parts e.g. 'Go...es' for goes.



**CONCENTRATE
HARD
AND
LEARN YOUR
SPELLINGS**