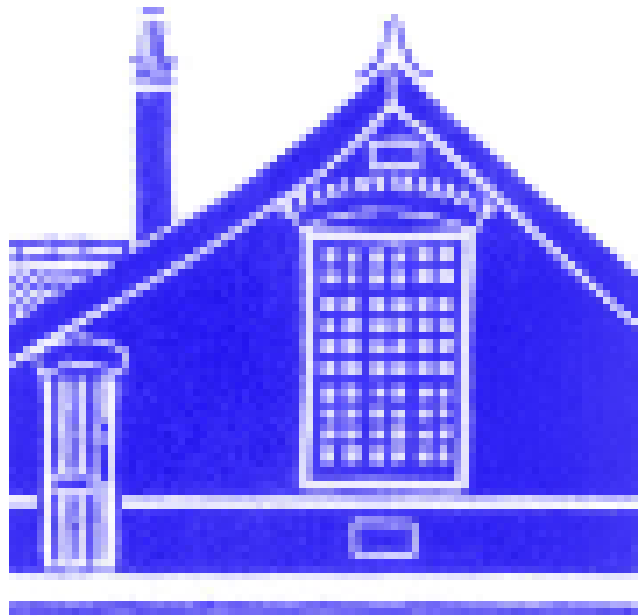


Chipping Hill Primary School



Reading with your child at home

Parents often wonder how they can help to develop the reading skills of children who are already fluent readers. The best way is to continue to share books with your child, regularly listening to them read, sometimes reading to or with them, but also discussing books read in increasing depth.

To become good readers children need to develop skills in seven key areas and it can be useful to think about these when reading with your child. The seven key areas are:

- **Decoding:** this is the skill that parents are generally most familiar with, and deals with the varying strategies used by children to make sense of the words on the page. Even fluent readers can be stumped by an unfamiliar word, and it is useful at these times to discuss the range of strategies used to make a sensible guess.
- **Retrieval and recall:** early readers need to develop this skill, in order to locate important information and to retell stories and describe events.
- **Inference:** reading between the lines. Encouraging children to make inferences based on clues in the text and their understanding of the context of the book will help them to develop this important skill.
- **Structure and organisation:** as children read a wider range of text types, they need to be able to comment on the features of each and how they are organised. Discussing the presentation of the text, e.g. the use of subtitles to assist reading of a non-fiction text, and the author's reason for organising the text in this way, will support children's development in this area. Making links between the *purpose* of the text and its *organisation* is a useful place to start.
- **Language:** specifically, thinking about the language choices made by writers, their possible reasons for making those choices and the effect the choices have on the reader. Discussing alternative choices and their effects can be a good way to begin discussion about the author's language and an opportunity to develop vocabulary generally.
- **Purpose and viewpoint:** Who is the narrator of this story? What does the writer of this biography feel about his/her subject? Children need to understand that writers write for a purpose, and to be able to recognise that this will have an impact on the way a text is written. Newspapers and advertisements are perfect examples of this and can lead to lots of lively discussions.
- **Making links:** as adults, we are constantly making links between ideas and experiences. Good readers connect the book they are reading with real life experiences; with other books read and stories heard; with films; and with the context in which they were written. A child reading 'Goodnight Mister Tom', for example, will need to place the story within the context that it was written to fully understand it. They might also link it with other stories read, such as 'Friend or Foe' or 'Carrie's War'.

Below are some generic questions linked to the above points, which I hope you will find useful. It is not necessary to ask every question each time your child reads, of course, but they may prove to be useful prompts to start a more focused discussion.

- What has happened in the story so far?
- What do you think will happen next?
- Who is your favourite character? Why?
- Who is the character you like least? Why?
- Do you think the author intended you to like / dislike this character? How do you know?
- Does your opinion of this character change during the story? How? Why?
- Find two things the author wrote about this character that made him / her likeable?
- If you met one of the characters from the story, what would you say to him / her?
- Which part of the story is your favourite / least favourite? Why?
- Would you change any part of the story? How?
- Would you change any of the characters? How?
- Which part of the story was the funniest/scariest/ saddest/ happiest? Find some evidence in the text to support your opinion.
- What is the purpose of this book? How do you know?
- Why is this page laid out in this way? Could you improve it?
- Pick three favourite words or phrases from this chapter. Can you explain why you chose them?
- Did this book make you laugh? Can you explain what was funny and why?
- Have you read anything else by this author? Is anything similar?
- Does this book remind you of anything else? How?
- When do you think this book was written? How do you know? Does it matter? What would it be like if it was written now?
- Do you think the title of the book is appropriate? What would you have called it?
- What is the genre of the book: sci-fi, mystery, historical, fantasy, adventure, horror, comedy? What
- Are the features that make you think this?
- Find two sentences which describe the setting.
- Is the plot fast or slow moving? Find some evidence in the text, which supports your view.
- If the author had included another paragraph before the story started what do you think it would say?
- Would you like to read another book by this author? Why/ why not?

Of course, it doesn't have to be you asking the questions. Why not turn the tables and let your child ask you about your reading material?

The greatest encouragement for your child is to see you - their most influential role model - reading.

Overleaf are bookmarks that can be used by parents to support the questioning and understanding of children when reading.

*Questions to ask your child
when reading - Key Stage 1*

Before reading the book:

- Can you point to the title? or What is this? (pointing to the title)
- What do you think this story will be about? What might happen in the story?
- What do we call the writing on the back of the book? (Blurb) or What does the blurb tell us?

During the reading of the book:

- What is happening in the pictures?
- What has happened so far? Is it what you expected to happen?
- What might happen next? How do you think the story might end?
- What sort of character is...? Is he/she friendly/ mean/ nice...?

*Questions to ask your child
when reading - Key Stage 1*

At the end of the book:

- Did you like this book? Why? (Encourage children to develop their opinion about books by encouraging them to explain their reasons)
- What was your favourite part? Why?
- What was the most interesting/ exciting part of the book? Can you find it?
- What sort of character was....?
- Why did that character do ... (give a situation/ event from the story)?
- What happened in the story?



*Questions to ask your child
when reading - Key Stage 2*

Before reading the book:

- What do you think this story will be about?
- What might happen in the story?
- What genre will this story be? E.g. fantasy, comedy, horror.
- What do we call the writing on the back of the book? (Blurb) or What does the blurb tell us?

During the reading of the book:

- What has happened so far? Is it what you expected to happen?
- What might happen next?
- How do you think the story might end?
- Who is your favourite character? Why?
- Who is the character you like least? Why?
- Find 2 sentences, which describe the setting.
- Is the plot fast or slow moving? Find some evidence in the text, which supports your view.

*Questions to ask your child
when reading - Key Stage 2*

At the end of the book:

- Which part of the story is your favourite / least favourite? Why?
- Would you change any part of the story? How?
- Would you change any of the characters? How?
- Which part of the story was the funniest, scariest, saddest, and happiest? Find some evidence in the text to support your opinion.
- Would you like to read another book by this author? Why?
- Does your opinion of this character change during the story? How? Why?
- If you met one of the characters from the story, what would you say to him / her?
- Find 2 things the author wrote about this character that made him / her likeable or unlikeable?



Key Stage 1 question prompts – there are 5 key domains which will be the focus for children at Key Stage 1. These are:

<p>1a: Draw on knowledge of vocabulary to understand texts</p> <ul style="list-style-type: none"> • 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...? 	<p>1b: Identify and explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</p> <ul style="list-style-type: none"> • 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?
<p>1c: Identify and explain the sequence of events in texts</p> <ul style="list-style-type: none"> • 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? 	<p>1d: Make inferences from the text</p> <ul style="list-style-type: none"> • 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?
<p>1e: Predict what might happen on the basis of what has been read so far</p> <ul style="list-style-type: none"> • Look at the cover/title/first line/chapter headings...what do you think will happen next? How has 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 2 question prompts – there are 8 key domains which will be the focus for children at Key Stage 2. These are:

<p>2a: Give/explain the meaning of words in context</p> <ul style="list-style-type: none"> • Thewriteruseswordslike...todescribe....What doesthissuggestabout... (Character/setting)? • What other words/phrases could the author have used? • Which word most closely matches the meaning of the word x? • Thewriteruses...words/phrases...todescribe... Howdoesthismakeyou feel? • Whichofthesewords.....isasynonymfor (chooseawordfromthetext)? • Find and copy one word meaning..... • Give the meaning of the word..... in this sentence • Circle the correct option to complete this sentence (provide synonyms/phrases with similar meanings to replace at the end of the sentence) • Whatdoesthisphrase mean?(idiomaticor figurative language) 	<p>2b: Retrieve and record information/identify key details from fiction and non-fiction</p> <ul style="list-style-type: none"> • Where/when does the story take place? • What did s/he/it look like? • Where did s/he/it live? • Who are the characters in the book? • Where in the book would you find...? • What is happening at this point in the text? • What happened in the story? • Through whose eyes is the story told? • Which part of the story best describes the setting? • Whatpartofthestorydoyoulikebest?Find evidencetosupportyour opinion. • What evidence do you have to justify your opinion? • Writedown3thingsyouaretoldabout... (character/setting/subjectofthe text) • Whatwasrevealedat....(beginning, middle, end, paragraph) • Which of these statements is true/false?
<p>2c: Summarise main ideas from more than one paragraph</p> <ul style="list-style-type: none"> • What's the main point in this paragraph? • Canyousumupwhathappensinthese three/four/five...paragraphs? • You've got 'x' words; sum up these paragraphs. • Sorttheinformationintheseparagraphs.Doany ofthemdealwiththe same information? • Makeatable/chart to show the information in these paragraphs. • Which is the most important point in these paragraphs? How many times is it mentioned? • Write sub-headings for each paragraph 	<p>2d: Make inferences from the text/explain and justify inferences with evidence from the text</p> <ul style="list-style-type: none"> • What makes you think that? • Which words give you that impression? • How can you tell that...? • Can you explain why...? • Explainwhatx(phrasewithchallenging vocabulary)suggestsaboutx. • What does this... word/phrase/sentence... imply about... (Character/setting/mood)?
<p>2e: Predict what might happen from that stated and implied</p> <ul style="list-style-type: none"> • Can you think of another story, which has a similar theme; e.g. good over evil; weak over strong; wise over foolish? Doyouthinkthisstorywillgo the sameway? • Doyouknowofanotherstorywhich dealswiththe same issues; e.g. social; moral; cultural? Could this happen in this story? • Whichotherauthorhandlestimeinthisway; e.g. flashbacks; dreams? • Which stories have openings like this? Doyou thinkthisstorywill develop in the sameway? • Whydidtheauthorchoosethissetting?Willthat influencehowthestory develops? • HowischaracterXlikesomeoneyouknow?Doyouthinktheywillreactin the sameway? 	<p>2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole</p> <ul style="list-style-type: none"> • 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

<ul style="list-style-type: none"> • Do you think x will happen? Tick one (from yes/no/maybe). Explain your answer with evidence from the text. 	<p>present the information?</p> <ul style="list-style-type: none"> • How does the title/layout encourage you to read on/find information? • Where does it tell you that...(could be information contained in headings/glossaries/labels etc.)? • 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? • Draw lines to match each part of the text to the correct quotation.
<p>2g: Identify/explain how meaning is enhanced through choice of words and phrases</p> <ul style="list-style-type: none"> • 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? • 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? • Highlight a key phrase or line. By writing a line in this way what effect has the author created? • How has the writer made you and/or character feel... happy/sad/angry/frustrated/lonely/bitter etc? • What do these words mean and why do you think the author chose them? • What impression do these words... give you about...(use a synonym for the previous words)? 	<p>2h: Make comparisons within the text.</p> <ul style="list-style-type: none"> • 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?