

Developing Reading At Home



Reading

The skill of reading is made up of two parts – decoding words (finding out what has been written) and comprehension (understanding what has been written). Decoding is often given the most focus as it is the easiest part of reading for children to demonstrate. This focus is often on developing children's sight vocabulary, ability to decode unknown words (primarily through the use of phonics) and ability to read with expression out loud to a range of audience. However, decoding is only part of the story and what we are trying to avoid is children who "bark at text" but do not understand what they are reading. It is therefore equally important that children are able to answer questions about what they have read. These questions should cover a range of skills: clarifying information; summarising information; selecting and retrieving information; responding to texts and explaining what they have read; inferring information that is not explicit in the text; discussing language choice; and looking at themes and textual conventions. We have included some information on the different sentence types at the back of this booklet.

Rereading and memorising texts

Re-reading the same book over and over again is an important way that children learn to read. It helps them to understand language patterns and the way that texts and sentences are structured. In a similar way, memorising words, phrases and sentences is part of a child's natural reading development. Whilst it can be tempting to think that a child is not developing as a reader when they are re-reading or reading by memorising this is actually incorrect. It also provides a good opportunity to help develop children's understanding of what they have read, particularly the more complicated inferential questions as children need a good knowledge of texts before they can answer these questions successfully.

Reluctant readers

Children sometimes go through phases where they are reluctant to read. It is important when this happens to remember that enthusiasm for reading is as important as the skills for reading. These are often opportunities to encourage children to see reading as a wider skill than reading their school reading book – it does not matter what the children are reading, as long as they are reading and enjoying it. This could be a good opportunity to broaden their reading diet (the range of books they are interested in) and to follow their interests in the selection of texts (for example, if they are interested in sport, visit the library and choose some well written sport books – librarians are a great resource for this. A good technique in these situations is paired reading, which is recommended for children of all ages (see below). By combining these two approaches, children will usually be encouraged to begin reading on their own again.

Paired reading

Paired reading is an approach that focuses on making reading a positive experience for children. It takes about ten minutes a day and is recommended by the Educational Psychology service as a way of increasing reading fluency. It involves the child choosing the text and you and your child taking it in turns to read. For further information on this approach, please ask your child's teacher for a copy of the booklet prepared by the Educational Psychology Service.

What should my child be reading?

Anything and everything! The reading books at Hyde CE Primary School provides a starting point and focuses on teaching the skills of decoding and comprehension. All of the school books are colour coded so that the children can know when they are selecting a book whether it is one they can read easily, with a little help or listen to whilst someone else reads to them. We also recommend that children read a range of books outside of school, either books they own or books they borrow from others. As well as books, children could be reading environmental print (road names, street signs, maps, cereal boxes...), leaflets about activities they are doing, instructions for games they are playing or things they are doing, recipes and food labels, menus and so on. Children need to have reading modelled to them in the real world so that they can see the purpose behind the skill and begin to evaluate the content of what they read. They could also read books that tie in with films and television programmes they like, although it is often a good idea to read these first.

A note of caution – just because a child is capable of decoding a text does not mean that it is suitable for them to read! Some of the ideas contained in texts aimed at teenagers, for example, contain themes that you may not want to expose your child to in the juniors, so if you are in any doubt read the book first. If nothing else, it will provide ideas of questions to ask them when they have finished – or prepare you for the questions they will ask.

Reading together

The importance of reading together cannot be overstated. Bedtime stories are often seen as being for younger children, but sharing a daily story is a great way to bond with your child and to introduce them to texts that they may not be able to access themselves. There are some great chapter books available for children from Key Stage One to the end of Key Stage Two that will help children to develop their love of reading. At Hyde CE School we share texts with the children every day for pleasure – in the junior classes these tend to be chapter books are shared over a period of weeks – and the children often report that this is the aspect of the day they least want to miss. Helping your child to read is not just about teaching them the skills of decoding and comprehension but also about sharing your enthusiasm for reading so that they develop a love of reading that will last for their life time.

	comprehension						
	clarify	monitor & summarise	select & rephrase	reason and analyse	inference	language for effect	themes and conventions
Knowledge Oscare and recall something previously learnt	What do these words mean? What words describe...? Which words are: - nouns - verbs - adjectives - adverbs? Can you list the parts...? What has happened? What were the main events?	What happened: - first - before - after? What do we know about...? Can you restate/paraphrase the main events? What are they trying to emphasise/show?	What happened after...? How many...? Who was it like...? Can you name the...? Who spoke to...? Can you select...?	Is this similar / different to a text you know? What evidence can you find that means...? How was...? How did... happen? When is the text that means...? What evidence can you find that shows...?	How could you describe...? How do you know...? Why did...? Why do you think...? What kind of person was...? What does this tell us about them? How did... react? What does this tell us about them?	What language/words have been used to...? What techniques has the author used? How does the writer describe...? What are the parts or features of...?	Is this similar / different to a text you know? Can you find extracts that deal with the theme of...? What connections of the genre has the writer used?
Comprehension Understand information and analyse facts	Why is... significant? What do you think was meant by...? What do you think was meant by...? What are the key characters? What was the message of these words...? List three words to describe... What do you think was meant by...? Why is... significant?	How does... react to... and why? Describe the relationship between...? What do you know about (person character)? What do we learn about...? How would you organise... to show...? What is it like to be...? What is the text about...?	What examples can you find...? Can you make use of the facts to...? What facts would you select to show...? Can you use... from the text to...? When is the text that means...? What evidence can you find that shows...? How was...? How did... happen?	How would you have used...? What paragraphs would you select to show X? What questions would you ask the characters about...? What did X make you think of? How did X make you feel? What would you have said then...? Do you know another instance where...? Could this have happened in...? How would you organise... to show...?	Can you predict the outcome of...? How would you act... using what you've learned...? What approach would you use to...? What would result if...? Can you make use of the facts to...? What will happen next? - moved from Charlesworth How did... react? What does this tell us about them?	Can you add to the writer's description of...? In the text, the writer uses... Can you use... to...? Could you propose an alternative word for...? Can you make connections to...? Would your own words to describe the character. Can you describe the character in your own words?	Do you know another instance where...? Could this have happened in...? How would you organise... to show...? How is... related to...? Would your own words to describe the character. Can you describe the character in your own words?
Application Use knowledge to solve problems	Can you make a distinction between...? What is the function of...? Can you make lists between...? How did the writer.../show...? What was the turning point in the...?	What was the underlying theme of...? Can you explain what must have happened when...? How is... related to...? What were some of the motives behind...? What was the turning point in the...?	Why did... change occur? What are some of the problems of...? What were some of the motives behind...? What was the problem with...? How would you group these words together? What effect does the narrative/ repetition do have on the reader?	How has the author answered...? If... happened, what might the ending have been? How was the author to...? What was the underlying theme of...? What do you see as other possible outcomes? How is... related to...? Can you distinguish between...?	Do you think that is how the writer wants you to feel? What does the writer do to make you think/feel that? Which events could have happened...? Why do you think...? What is the theme? What were some of the motives behind...?	Why did the writer choose to...? How does the writer use... to...? How do the words present... as...? Which events could have happened...? Why do you think...? What is the theme? What were some of the motives behind...?	Why did the author write the story? If... happened, what might the ending have been? How is the theme of X presented within the text? What are the writer's views on X? What was the underlying theme of...? What do you see as other possible outcomes?
Analysis See patterns, recognise structure and identify components	Can you make a distinction between...? What is the function of...? Can you make lists between...? How did the writer.../show...? What was the turning point in the...?	What was the underlying theme of...? Can you explain what must have happened when...? How is... related to...? What were some of the motives behind...? What was the turning point in the...?	Why did... change occur? What are some of the problems of...? What were some of the motives behind...? What was the problem with...? How would you group these words together? What effect does the narrative/ repetition do have on the reader?	How has the author answered...? If... happened, what might the ending have been? How was the author to...? What was the underlying theme of...? What do you see as other possible outcomes? How is... related to...? Can you distinguish between...?	Do you think that is how the writer wants you to feel? What does the writer do to make you think/feel that? Which events could have happened...? Why do you think...? What is the theme? What were some of the motives behind...?	Why did the writer choose to...? How does the writer use... to...? How do the words present... as...? Which events could have happened...? Why do you think...? What is the theme? What were some of the motives behind...?	Why did the author write the story? If... happened, what might the ending have been? How is the theme of X presented within the text? What are the writer's views on X? What was the underlying theme of...? What do you see as other possible outcomes?
Evaluation Make a judgement and assess the value of something	How has the writer used...? What/who would you improve? Which... is most powerful? Which is your favourite/least favourite...? What do you think about...?	How effective are...? What do you think about...?	Can you select the most... examples of... Which... would you like to improve? Why? How?	Why did the author write the story? - Moved down from knowledge What changes to... would you recommend? How effective are...? What do you think about...? What is your opinion of...?	How might other readers respond to...? Why is your interpretation different to...? Do you think this interpretation is justified? Why? Compare the impact of...? How would you improve/change...?	What did you think of the way the writer...? Which... do you think is most effective to...? Compare the impact of...? How would you improve/change...?	How is... related to...? What changes to... would you recommend? How effective are...? What do you think about...? Would this text be better as poetry/prose/narrative article etc? Would this text be better if the writer had...? Do you agree with the writer's view on...?
Creating	Does creating move a way from QR question stems?						