



KS2

Reading at Home

How I like you to read with me and how I like to read
independently...



Reading Together

I like reading to you when:

- We/I have a regular time that's right for both of us so you are not distracted
- We talk about the book, its title and illustrations, so I can find out what it's about. It only takes a couple of minutes and it helps me focus my thoughts
- Everything is quiet and you help me when I am really stuck.

You can really help me when:

- I am unsure of a word or have made a mistake with a word, you think of something that will help me work it out, like this: "You just read 'the fireman pulled the house off the truck and aimed it at the fire.' Does that make sense? What do you think it could be that would make sense?"
- You check the type of books that I am reading and help me to look for other books (different genre) that I might like.
- You help me to develop my independence and stamina.
- Help me to enjoy reading if it's something I'm not keen on.

If I have trouble you can:

- Wait about 10 seconds before you help because I might be thinking about it already
- Encourage me to read the first part of the sentence/paragraph again
- Say "That's right" or "Good try" and then let me continue reading so I don't lose the plot.

When we have finished you can:

- Praise my efforts for trying to make my reading interesting for you, such as "I liked the way you used a squeaky voice for the mouse."
- Talk with me about our favourite parts of the story such as. "You obviously liked the part about ... Why?"
- Talk with me about what might have happened if
- Talk with me about what might have happened next ...
- Ask me questions about the characters and the plot of the book such as, "How did you feel when the giant was angry? Can you find that part in the book? Did you think he deserved to get stung by the bees? Why?" This helps me really understand the story and the relationships between the characters and what happened to them.
- Ask me what I might have done if I had been in that situation
- Talk with me about the language in the book and new words I might have learned or not understood
- Suggest other books on similar topics to the book I might enjoy.
- Say something nice that will make me want to read to you again
- Encourage me to go and find out more about a topic.

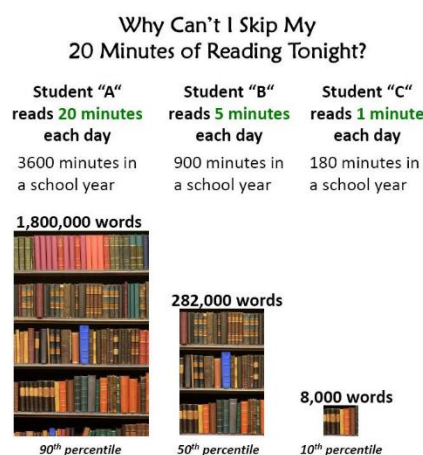
I want to enjoy the time we have to read together or when I can read independently, so please don't ask me all these things at once.

If we or I are not enjoying ourselves we can:

- Stop and try again another time
- Take turns at reading a page each, especially if the words are really hard
- Let you read while I listen
- Choose another book

To help encourage and foster a love of reading, children need a balance of reading with you, independently and hearing you read to them. Research suggests that reading aloud to your child every day is most beneficial up to the age of 12.

Reading for 20 minutes a day will have a significant impact on your child's overall attainment too (see below) compared with just 5 minutes a day. It is also imperative for building a rich vocabulary from which they can speak and write from.



Reading Domain Prompts

In each of the domains below, you will find questions to support your child's comprehension of text. They will be familiar with the domains as we use them in school. You will also find a copy of these prompts in the front of your child's reading diary. Children in Years 5 and 6 are expected to write their own comment using the domains at least 3 times per week.

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? Why?

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?