



**Dawley C of E
Primary Academy**

'Enriching Learning, enriching life'

Supporting Reading A parent handbook





Helping your child to Read



KS1 Information

Reading

Between the ages of four and seven years old, most children learn to read. Even when they can read, you should still try to read to them as often as possible. Sharing stories with a grown-up will teach them new words and encourage them to become better readers.

Children develop their reading skills in different ways. Some may want to get every word exactly right while other children will race to the end of a story. Other children may read hesitantly. Try to respond to your child's needs and let them read at their own pace.

If they get stuck, encourage them to use all the available information and everything they know to make a guess. They should look at the pictures and remember what has happened in the story. Their ability to predict and guess accurately will gradually improve.

You can also help by doing the following:

- Make the most of books your child brings home from school. Read them, or parts of them, yourself and talk about them with your child.
- Check your child is really following what they're reading by asking them to tell you the story in their own words - who's it about? What happens?
- Allow your child to re-read favourite and familiar stories, or to hear you re-read them. Knowing a familiar book will help them notice more about the words on the page and they will start to recognise the patterns in new words and stories.
- Listen to stories learned by heart and encourage your child to re-tell them in their own words, or even act them out. Encourage this.
- Buy books as presents instead of toys.
- Set up a special place for books from the library or their own books.



Some more ideas to help your child to read when you haven't got a book.

- **At breakfast time**
Look at the words on cereal packets, milk and fruit juice cartons. Get them to see how many words they can make out of the letters.
- **Going to the shops**
Some shops still have a sign over the door that says what they sell. Can your child put the words together with what's in the window (hairdressers, shoes, and so on)?
- **Look in the papers**
If your child recognises a famous face (e.g. a footballer or a TV star) it will make them want to try to read the story.
- **In the streets**
You'll see advertising posters and place names.
- **In the shops**
Your child can help you find things in the supermarket by reading out what's in the aisles.
- **Videos**
Video boxes usually tell you the story. Get your child to read what's on the box as well as just watching the film.
- **Look at holiday brochures together**
Help your child read about other places.
- **Unpacking the shopping**
Your child can read the words on your groceries while helping you put things away.
- **Some CDs and tapes have song words printed on them**
Your child will probably find it easier to follow words if they hear them at the same time.

You can help by doing the following:

- Whenever you're reading together, make sure your child feels OK and is comfortable.
- Use books with pictures, and later, with pictures and words. Picture books help children match the pictures to the words. Don't cover up the pictures to make your child 'read properly'.
- Write titles under pictures to show them that words belong to things. You can also stick labels on things at home or when they're older get them to do it themselves. Start with simple words.

Golden Rules

Getting the balance right between making reading fun AND keeping up regular short bursts of reading practice can be tricky at times. Here are some dos and don'ts to help you out.

DO keep reading TO your child, aside from their reading practice. It will help them to remember how interesting and enjoyable books are, and will keep them motivated to want to read themselves

DO your best to stick to a ritual of ten minutes reading practice, most nights a week. It doesn't always have to be with a book - it could be a game such as looking for the letter 'p' around the house.

DON'T point out every mistake your child is making. Children need encouragement and positive reinforcement to be confident, and a confident child makes a better learner.

DO praise your child's efforts, even if you think they're not trying their best tonight. Learning to read is a tiring and lengthy business. It is really important to keep your child motivated.

DO stop to look at the pictures and talk about them. Your child's teacher won't always have time to linger over things like this but pictures are a huge part of a book's attraction for children.

DO give your child opportunities to read things they already know by heart - jokes, song lyrics, birthday card messages or simple books for younger siblings.

DON'T forget how important your input and attention is - just a little and often will help your child to WANT to learn to read and to understand how important you think reading is.

DO re-read books! The first time a child reads a book, they focus on the decoding of the text. The more times they read it, their focus changes from decoding to being able to comprehend and talk about the text.

Sample Questions for Year 1

...listening to and discussing a range of poems, stories and non-fiction texts

Did you enjoy this story?

What was your favourite part?

Can you find a page in the story that you didn't like?

Do you think this book is funny? Why?

...linking to what they hear and read to their own experiences

What sort of books do you like?

Do you prefer storybooks or books which help you to find out about things?

Did you learn anything from this book?

Is this story like any other books that you have read?

...becoming familiar with and retelling with key stories, fairy stories and traditional tales

What happened in the story?

Can you re-tell this part of the story to your friend?

What is your favourite part of this story? Why?

What is this book about? How do you know?

What do you think is telling this story?

Why has the author included a picture? What does it tell you?

What does the author mean by...?

...recognising and join in with predictable phrases

Can you spot any patterns in this poem?

Can you spot words that rhyme?

Can you think of another rhyming word which the author could have used?

What comes next? Can you join in?

...learning to appreciate and recite rhymes and poems

Did you enjoy this poem? What did it make you think about?

Can you recite this poem to the group?

...discussing word meanings, linking new meaning to those already known

Is this like any other word you know?

Does it sound the same? Does it mean the same?

...drawing on what they already know or on background information

and vocabulary provided by the teacher

What do you already know about this topic?

Have you ever been in a similar situation? What happened?

...checking that the text makes sense to them as they read, and

correcting mistakes

Did what you read make sense? Which word/s might you need to

correct?

...discussing the significance of the title and events

Why did the author choose this title?

Does the title help us to choose the right book to read?

What happened first/next/at the end?

...making inferences on the basis of what is being said and done

What sort of characters can we find in this story?

What usually happens to baddies in fairytale stories?

What usually happens to the good characters?

Why do authors include pictures? What do the pictures in this book

help us to do?

...predicting what might happen on the basis of what is being said

and done

What do you think might happen next?

If (a character) does..., what do you think will happen?

Sample Questions for Year 2

...listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction texts

What was your favourite part of this book?

Can you find a page in the story/a part of the poem that you didn't like?

Can you choose a character from the story that interests you, and say why?

What made you choose this book? What sort of book is this, and how can you tell?

What is the author's view of this subject/events in this story? How can you tell?

...discussing the sequence of events in books and how information is linked

What is the main event in this story?

What was happening at the beginning of the story?

Can you find words which tell you the order things happened in?

Can you think of another way to begin this story?

Were you surprised by the ending? Is it what you expected?

...becoming increasingly familiar with and re-telling a wider range of stories, fairy stories and traditional tales

What happened in the story?

Who do you think is telling the story?

Can you choose part of the story to re-tell to your friend/group?

How can you use your voice to make your story interesting?

...being introduced to non-fiction books that are structured in different ways

How is the book organised? Does the genre (*fiction/non-fiction*) affect how the author presents the text?

What is the theme of this book?

Has the author put certain words in **bold** or in *italics*? Why do you think they have done this?

Can you find the contents/index/glossary? Why does the author include these?

...recognising simple recurring language in stories and poetry

Can you recognise patterns in the way words are used in text?

How do stories often begin?

...discussing and clarifying word meanings, linking new meaning to those already known

Is this like any other word you know?

Does it sound the same? Does it mean the same?

...discussing their favourite words and phrases

Can you find any amazing adjectives?

Can you find a powerful verb? Why has the author chosen this verb?

Can you find a description of (*a character/setting*) that you particularly like? Why do you like it?

...drawing on what they already know or on background information and vocabulary provided by the teacher

What do you already know about this topic?

Have you ever been in a similar situation? What happened? How did you feel/behave?

...checking that the text makes sense to them as they read, and correcting mistakes

Did that make sense? Can you work out what this (*unfamiliar*) word means by reading the words around it?

How does punctuation help you to read for sense?

...making inferences on the basis of what is being said and done

Why did (*a character*) behave in this way?

Can you choose a character from the story that interests you and say why?

How does the character feel at this point in the story?

Can you find clues in the text and illustrations to show me why you think this?

...predicting what might happen on the basis of what is being said and done

Based on the cover/this chapter/section, what do you think the book/next section will be about?

Using role play, can you act out what you think might happen?

Using role play, can you act out what you think might happen?

Using role play, can you act out what you think might happen?

Using role play, can you act out what you think might happen?

Using role play, can you act out what you think might happen?

Using role play, can you act out what you think might happen?



At Dawley C of E Primary Academy we use the phonics program 'Read Write Inc.' It is a program developed in the UK by Ruth Miskin. Follow the links below to the sound pronunciation guide and the parent support area of their website.



How to say the sounds



Parent information about RWI

To support at home;

- Say sounds correctly
- Link sounds to letters
- Practise, practise, practise
- Put sounds together to read simple words
- Practice reading and spelling the 'Tricky words'
- Read books
- Use pictures
- Write letters
- Read to your child as much as you can

Simple Speed Sounds

Consonant sounds - stretchy

f	l	m	n	r	s	v	z	sh	th	ng
										nk

Consonant sounds - bouncy

b	c	d	g	h	j	p	qu	t	w	x	y	ch
	k											tch

Vowel sounds - bouncy

a	e	i	o	u	ay	ee	igh	ow
---	---	---	---	---	----	----	-----	----

Vowel sounds - stretchy

oo	oo	ar	or	air	ir	ou	oy
----	----	----	----	-----	----	----	----

Complex Speed Sounds

Consonant sounds

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c		se			
					ce					

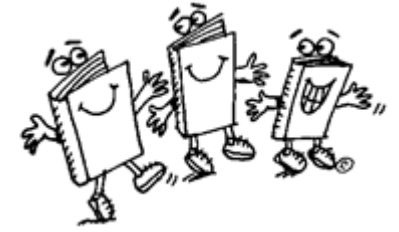
b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch				dge							

Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				<u>a-e</u>	y	<u>i-e</u>	<u>o-e</u>
					ai	ea	ie	oa
						e	i	o
							y	

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
<u>u-e</u>			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							

KS2 Information



Reading

By the time children reach Year 3, Children usually have the mechanics of reading. They can decode unfamiliar words and are starting to show preferences to certain genres or authors. Even though they have the skills to read independently, you should still try to read to them as often as possible. Sharing stories with a parent, older sibling or another grown-up will support when they come across new vocabulary and encourage them to become better readers. The ability to predict and guess are skills that will develop during Key Stage 2.

If they get stuck, encourage children to use all the available information and look at the word for clues to make a guess. They can look for root words, pictures (if there are any) and read around the word to get clues.

Even though your child is able to read it is still important to share a book together. By doing this you present yourself as a model for them to copy learning expression and also means they can discuss what they have been reading. That and most importantly, it is fun to snuggle up on the sofa and enjoy a good book!

What makes a good reader?

Being able to read the words on the page doesn't make you a good reader. Children need to develop a range of other skills during their time in Key Stage 2.

A good reader, over the course of Key Stage 2 will be able to;

- Can effortlessly and automatically decode the words on the page
- Will connect previous knowledge and events in their own life to what is being read
- Become more confident with a range of story structures
- Predict what may happen in the next part of the story
- Can discuss the key words and phrases that the author uses to give meaning, detail or interest to the text
- Make higher level inferences, filling in gaps from the text or drawing on evidence to support their ideas
- Re-read when something doesn't make sense
- Empathise and sympathise with characters
- Make connections between what they are reading

Top Tips to help your child with Reading

Encourage independent reading but remember, children will still love a bedtime story.

Help your child to read aloud with expression so the story comes to life.

Read like a storyteller. This will help children read more fluently.

Encourage your child to read newspapers, magazines, comics and the internet as well as books.

Discuss your child's reading with them. Ask them about what's interested them in anything they've read recently or their favourite author.

Be positive! Praise your child for trying hard at their reading. It's alright to make mistakes.

Read yourself- set a good example

It's not just books. Point out all the words around you: labels on food, street signs, etc.

Encourage your children to read a range of books, not just the same author or genre all the time.

Sample Questions for Year 3/4

...listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

What happened in the story?

Where does the story take place?

Who is telling the story?

Can you find some words or phrases that tell you about this character?

How are you going to use this book to find out about...?

...reading books that are structured in different ways and reading for a range of purposes

Why is the text arranged in this way?

Does the layout and colour of the text have an impact on the reader?

How are the beginning and end similar? Is the order of events important?

...using dictionaries to check the meaning of words they have read

Can you use alphabetical order to find this word in the dictionary?

Which of the meanings given is the correct one for this context?

...increasing their familiarity with a wide range of books, including fairy stories, myths and legends and retelling

some of these orally

Where and when is this story/text set? How does the writer show this?

What effect does the setting have on the story?

How did this character respond to (an event)? Can you use a particular action, or tone, to show this?

...identifying themes and conventions in a wide range of books

What is the genre of this story? How do you know?

Have you read any other books in this series/by the same author/about this topic?

Do these texts share any common features e.g. language or theme?

...preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action

Who 'voice' is the poem written in? How could you show this in the way you read aloud?

What does this poem make you feel? Can you use intonation to demonstrate this?

...discussing words and phrases that capture the reader's interest and imagination

What did you enjoy about this story?

What was the most exciting or interesting part? Can you explain why?

Which part of this story best describes the setting?

Can you identify words in the text which help the author create mood/effect?

...recognising some different forms of poetry (e.g. free verse, narrative poetry)

Did you hear any repeating patterns or patterns in structure in this poem?

Does this poem tell a story?

How does the author use the shape of the poem to reflect its meaning?

Does the poem follow the pattern of natural speech?

What is the text about?

What type of text is it?

Which subheading could you use instead of this one?

What title could you give this text?

When did (an event) first take place? Who were the key people involved?

...checking that the text makes sense, discussing their understanding and explaining the meaning of words in context

Drawing on what you know about this character already, does his response to (an event) make sense?

Can the context of (an unfamiliar word) help you to understand what it means?

Why is there a bullet point/exclamation mark/question mark here? What effect does it have?

...asking questions to improve their understanding of a text

If you could ask the characters in this story a question, who would you choose, and what would you ask?

Using the information in this section, can you create questions for your partner? Can you note where the answers are?

Is there a section of the text that you don't understand? How could you find out what it means?

...drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Can you choose a character and say what they felt/thought/did in response to events? How do you know?

What does... tell you about how the character is feeling?

How did this character's actions affect the outcome of the story?

...predicting what might happen from details stated and implied

Knowing what you do about (a character/event), what might happen next? Why do you think this?

If the story develops in the way you have predicted, how will (a character) respond? Can you find evidence in

the text to explain why you think this is?

...identifying main ideas drawn from more than one paragraph and summarising these

Using your understanding of what happened, can you create a timeline of events?

Can you create a character profile using the key information in each paragraph? Does this help you see how

the author has created imagery/tension?

...identifying how language, structure and presentation contribute to meaning

How are the beginning and end similar? Is the order of events important?

Why do you think authors use short sentences?

How do the illustrations/choice of font/bold type/italics contribute to the meaning?

What opening statement would you make in beginning a discussion about this text?

What are the arguments for/against the subject of this text/story?

Who would you recommend this book to?

Sample Questions for Year 5/6

to read and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

Would you have chosen to read this book/play/poem yourself? If not, why not? Now you have read it, have you changed your mind?

What genre of books does this belong to?

How does the front cover show that this book is one in a series?

What type of book is this? Is it like any others you have read?

...**reading books that are structured in different ways and reading for a range of purposes**

What does this section of the text tell you about?

When might someone choose to use this book?

How is the story/information organised? Why do you think this order/these headings were chosen?

Why are we reading this text? Does it inform/excite/engage you?

...**increasing their familiarity with a wide range of books including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions**

Have you been in a similar situation to the character in this book?

Why do you think this book is regarded as a 'classic'?

Where/when is this story/poem set? Does this make a difference to how we read it?

Which do you prefer: texts set in historical times or in modern times? Why?

...**recommending books that they have read to their peers, giving reasons for their choices**

Who is this book aimed at? Do you think it is successful for this audience?

What made you choose this book?

Who would you recommend this book to? Why?

...**Identifying and discussing themes and conventions in and across a wide range of writing**

What is the theme of this book? How does the author create a sense of loss/heroism etc.?

Why does the author consistently use the first person in this diary/autobiography?

How does the author use metaphor/simile/analogy?

Can you make a list of features in this text type? Does the author use these features in the way you would expect?

...**Making comparisons within and across books**

How do these books deal with the same theme? Do the approaches of the authors differ?

What can you say about the viewpoint of the authors?

Have you read any other stories which handle time in this way e.g. flashbacks, dreams?

...**learning a wider range of poetry by heart**

Looking at the way the poem is organised, how does the form of the poem suit the content?

Can you find examples of simile/metaphor/alliteration/personification in this poem?

Which words or phrases particularly stick in your mind?

...**preparing poems and plays to read aloud to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience**

Some parts of the poem are speech, some are narrative, how can you show the difference between these two features in the way you read aloud/perform?

Can you describe the characters in the play using one word?

Could you use this to help you perform their lines effectively?

checking that the book makes sense to them, discussing their understanding and exploring the meaning of word in context

Find an unfamiliar technical word. Consider how it is used in this sentence. What do you think it means?

Does the structure of the book help you to understand the subject?

Now that you have read (a section), do you understand why (a character) acted in the way they did?

...**asking questions to improve their understanding**

If you could ask the author a question about the text, what would you ask?

Can you create a quiz about the text for the class?

Is there a section of the text you don't understand? Could you ask a partner for their thoughts?

...**drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence**

What do you think is going to happen to the main character and how will they feel about this?

What makes you think this?

Who would you like to meet in the story? Can you give reasons for your choice?

Why did (a character) behave in this way? Knowing what you know now, what do you think they were hoping to achieve?

...**predicting what might happen from details stated and implied**

Using the front cover, can you make a list of details about what you see? Who is on the cover? Where are they? What is in the background? How might these details give us clues about the content of the book?

Based on what you know about (a character/event), how do you think the author will develop the story?

Can you make a list of details to support your idea, using evidence from the text to say whether they are stated or implied?

...**identifying how language, structure and presentation contribute to meaning**

Can you list words and phrases which show how the speaker is feeling?

Can you find a descriptive phrase and consider the effect it has on the reader? Which words create this effect?

What does... mean? Could you use a more emotive word? What about a less emotive word? What effect would this have on the story?

Do the events happen in time order? If not, why not?

How is the information organised and presented? Why do you think this order/these headings were chosen?

How does the title engage the reader?

Give examples of words chosen by the author to describe (a character)? Are they effective?

What impression does the author want the reader to have of this character? How do you know?

Does the author have a viewpoint on...? How does s/he show this?

Distinguish between statements of fact and opinion

Is it true/false that...?

How does the author feel about this subject/the theme of this story?

Is the aim of the text to persuade or to inform? How do you know?

Which words does the author use to signal that this is opinion, rather than fact?

Retrieve, record and present information from non-fiction

What specific information do you need to retrieve from this text?

Where would you look for information on...?

How could you use the contents/index/glossary to help?

Using the information you have, can you plan a day at the museum/ zoo/gallery suitable for (a consumer e.g. wheelchair user)?

Which is the best location to sit in to watch this play? How do you know?

Participate in discussions about books that are read to them and those that they can read for themselves, building on their own and others' ideas and challenging view courteously

Can you choose a section of the text that you particularly liked?

Discuss this with your partner; what do they think? Did they choose a different part? Why?

Distinguish between statements of fact and opinion

Can you research this topic/theme independently? How might you structure your research?

How could you present your findings to the group?

What sort of presentation techniques would keep your audience engaged?

Provide reasoned justifications for their views

Can you research this topic/theme independently? How might you structure your research?

How could you present your findings to the group?

Does your personal experience impact on your view about (a subject)?

Why might someone else's view differ from your own?