

## Key Stage Two

### How you can help your child with Reading at home



Daily reading practise will help develop your child's decoding and comprehension skills, although it is not expected that they will read a whole book every night. Children may only read 3 or 4 pages of their book but will spend longer now discussing their understanding of what they have read in order to progress in developing their comprehension skills.

We encourage children to read a variety of texts on a regular basis, even taking the opportunities to read texts in their environment such as road signs, leaflets, information posters, newspapers etc. Please feel free to share these reading experiences in their home learning diary and encourage them to share their opinions about the texts they have read. Please also do feel free to approach the class teacher.

#### TOP TIPS FOR READING WITH YOUR CHILD:

##### 1) CHOOSE A QUIET TIME

Set aside a quiet time with no distractions. 10 to 15 minutes is usually long enough.

##### 2) MAKE READING ENJOYABLE

Make reading an enjoyable experience. Sit with your child. Try not to pressurise if he or she is reluctant. If your child loses interest then do something else. If your child is sometimes a reluctant reader, Kindle Whispersync and Kindle downloads are also useful as they enlarge text and support with unknown vocabulary.

##### 3) MODEL READING YOURSELF AND TALK ABOUT VOCABULARY

Even if your child is in Year 6, reading a book for pleasure to them helps to develop a love of reading and enthusiasm.

#### **4) MAINTAIN THE FLOW**

If your child mispronounces a word, do not interrupt immediately. Allow your child to self-correct using their phonics skills. You can always discuss mispronounced words at the end of your reading time.

#### **5) SUCCESS IS THE KEY**

For an independent reading book (usually from Year 3 or the end of Year 2 onwards) we send home an Accelerated Reading book matched to your child based upon reading comprehension assessments. Some children will have a Little Wandle decodable book.

Your child also selects a weekly Reading for Pleasure book that an adult should support with at home. Struggling with a book with many unknown words is pointless because the flow is lost, the text can not be understood, and children can easily become reluctant readers. However, if you can read the book to them, they can enjoy the story plot, characters and vocabulary.

#### **6) VISIT THE LIBRARY**

Encourage your child to use the Oundle Town library regularly.

#### **7) REGULAR PRACTICE**

Try to read with your child every day. Little and often is best.

#### **8) COMMUNICATE WITH THE SCHOOL**

Your child has a homework diary. Try to communicate regularly with positive comments and any concerns. Your child will then know that you are interested in their progress and that you value reading. We would love to hear the children's opinions of the texts they read and their progress.

#### **9) TALK ABOUT THE BOOKS- PLEASE TRY OUT THE QUESTIONS BELOW, JUST ONE OR TWO AT A TIME**

There is more to being a good reader than just being able to read the words accurately. Being able to understand what has been read is just as important. Always talk to your child about the book; about the pictures, the characters, how they think the story will end, their favourite part. You will then be able to see how well they have understood and you will help them to develop good comprehension skills.

**10) VARIETY IS IMPORTANT** Remember that children need to experience a variety of reading materials eg. picture books, hardbacks, comics, magazines, poems, recipes, instructions and information books.

## Question stems to use with your child, ONE OR TWO at a time

- What do the words ..... and ..... suggest about the character, setting and mood?
- Which word tells you that....?
- Which keyword tells you about the character/setting/mood?
- Find one word in the text which means.....
- Find and highlight the word that is closest in meaning to.....
- Find a word or phrase which shows/suggests that.....

- Find and copy a group of words which show that...
- How do these words make the reader feel? How does this paragraph suggest this?
- How do the descriptions of ..... show that they are .....
- How can you tell that.....
- What impression of ..... do you get from these paragraphs?
- What voice might these characters use?
- What was ... thinking when.....
- Who is telling the story?

- From the cover what do you think this text is going to be about?
- What is happening now? What happened before this? What will happen after?
- What does this paragraph suggest will happen next? What makes you think this?
- Do you think the choice of setting will influence how the plot develops?
- Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.

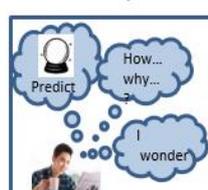
- Why is the text arranged in this way?
- What structures has the author used?
- What is the purpose of this text feature?
- Is the use of .... effective?
- The mood of the character changes throughout the text. Find and copy the phrases which show this.
- What is the author's point of view?
- What affect does ..... have on the audience?
- How does the author engage the reader here?
- Which words and phrases did ..... effectively?
- Which section was the most interesting/exciting part?
- How are these sections linked?

- How would you describe this story/text? What genre is it? How do you know?

- How did...? • How often...? • Who had...? Who is...? Who did...?
  - What happened to...?
  - What does... do?
  - How ..... is .....? • What can you learn from ..... from this section?
  - Give one example of.....
  - The story is told from whose perspective?
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- Can you number these events 1-5 in the order that they happened?
  - What happened after .....?
  - What was the first thing that happened in the story?
  - Can you summarise in a sentence the opening/middle/end of the story?
  - In what order do these chapter headings come in the story?

We also talk to our children about these Reading strategies during our shared reading lessons and you may like to use this:

Here are the strategies help us to understand and enjoy reading.

 <p>Use our background knowledge and connect to text</p>	 <p>Predict, ask questions, I wonder... and read on to find out...</p>	 <p>Visualise</p>	 <p>Think like a detective-use inference</p>
 <p>Notice meaning breakdown...</p>	 <p>...and repair it</p>	 <p>Watch out for VIP words/phrases/ideas.</p>	 <p>...and put together to build GIST</p>