

Helping Your Child with Reading at Home

Reading is an essential skill which allows children to access all areas of the curriculum. Although your child may now be reading more fluently it is important that they understand what they are reading. We have outlined some "tips" of how you could help your child, whilst they are reading and completing comprehension homework.

Your child will be given a school scheme reading book on Monday and this should be returned, if finished, on Friday. The books will then be put in quarantine for the weekend so they can be given to other children the following Monday.

Remember the purpose of this text is to not only build fluency but also comprehension. This book should be read several times in the week and questions should be asked to demonstrate your child's understanding. Please see below for example question types.

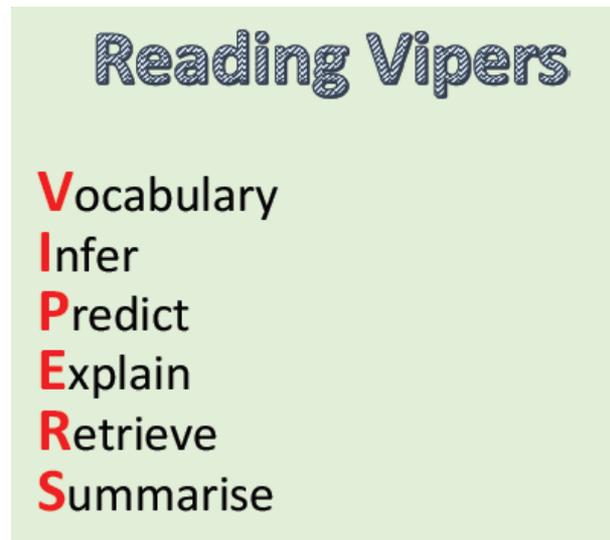
In addition, encourage your child to read other books, magazines, newspapers etc. that they have at home to foster a love of reading. Do not discourage your child from exploring more challenging texts, take this opportunity to read together.

General Reading:

- They should read a range of good quality texts (including newspaper and non-fiction texts).
- They should be reading regularly, for about 10 minutes each day.

Comprehension: Types of Questions:

An understanding of the text can be achieved from both the written word and illustrations.



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Vocabulary

Find and explain the meaning of words in context

Example questions

- 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.....

Infer

Make and justify inferences using evidence from the text.

Example questions

- 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?

Predict

Predict what might happen from the details given and implied.

Example questions

- 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.

Explain

- Explain how content is related and contributes to the meaning as a whole.
- Explain how meaning is enhanced through choice of language.
- Explain the themes and patterns that develop across the text.
- Explain how information contributes to the overall experience.

Example questions

- 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?



Retrieve

Retrieve and record information and identify key details from fiction and non-fiction.

Example questions

- 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?

Summarise

Summarise the main ideas from more than one paragraph

Example questions

- 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?

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Commenting on effectiveness of language

Example question: 'Matthew thought practising spellings was a bit like watching paint dry.' Why is this a good way to show how Matthew feels about his spellings?

Answer: The author is comparing spelling practice to watching paint dry to show how Matthew finds it.

Helping at Home

Let your child read through the passage by her/himself first. Then re-read the extract together, clarifying meanings of unfamiliar words and ideas in the text.

Don't accept decoding (just reading the words) as evidence of your child's comprehension - he/she needs to understand the meaning, inference and deductions within the book, which may not be obvious.

Spend a good amount of time thoroughly reading the text before looking at the questions and really make sure your child has understood what he/she is reading about.

Discuss the contents by asking simple questions about the characters, their actions and the setting. Discuss what the problem is in the story, how the characters try to solve it and what happens in the end. Make predictions about what might have happened before the beginning of the extract, or what might happen next.

To help your child understand inference, encourage him to look out for anything that seems a bit strange in the context of the text. For example, in the sentence, "Oh marvellous, I've got ironing to do," said Mum. - does anything strike them as being not quite what it seems? Is Mum really pleased she has ironing? What is she saying it's marvellous for then?

Ensure your child reads the questions properly. Even simple questions can trip children up if, for example, they are asked to tick three boxes to show how a character is feeling, and only tick two.

Begin by looking for key words in the first question. Often the first question is literal and prepares the reader for more in-depth questions to follow.

Make sure your child uses the text as evidence to back up his/her answers, rather than his/her general knowledge.

Answer the questions they can do, then go back through and try the harder ones. They don't have to answer the question immediately if they can't do it. Don't waste lots of time thinking about a question they are really stuck on.

Reading comprehension is not a memory test; all the information your child needs is there on the page. Encourage patience and perseverance; if the answer isn't immediately obvious, get your child to re-read the text, and it may come to him/her.