



READING AT SPRINGFIELD

SUPPORTING YOUR CHILD WITH READING

We know how much you want to support your children with their learning at home and this year, more than ever, that support is crucial. To help guide you to support their progress in reading, this document outlines the key reading skills, as well as key questions that will enable you to support your child when reading together at home.

The most important thing you can do to support your child with reading is to encourage them to read regularly at home and be a role model by reading in front of them. Please remember to note down any reading your child does at home in their Home Reading Records as these will be counted up each week and Bookworm stickers will be awarded to anyone reading four or more times at home each week.

♥ ENCOURAGING A LOVE OF READING

Here are some ideas from The Book Trust (www.booktrust.org.uk):

- Read yourself! It doesn't matter what it is – pick up a newspaper or magazine, take a look at a cookery book, read a computer manual, enjoy some poetry or dive into a romance or detective novel. And get your children to join in – if you're cooking, could they read the recipe? If you're watching TV, can they read out the listings or subtitles?
- Give books as presents and encourage your children and their friends to swap books with each other – it'll give them a chance to read new stories, and get them all talking about what they're reading.
- Encourage children to carry a book at all times. That way, they'll never be bored (this is something you can do, too!)
- Have a family bookshelf. If you can, have bookshelves in your children's bedrooms, too.
- Keep reading together. Just because your children are older, it doesn't mean you have to stop sharing stories – perhaps you could try the Harry Potter series or *A Series of Unfortunate Events*.

📖 TIPS FOR READING WITH YOUR CHILD




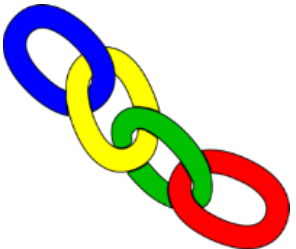
- When reading together at home try to make the time relaxed, enjoyable and positive.
- Vary it. Read together, read to your child and take turns or have them read to you.
- When your child is reading and encounters words that are difficult for them, use the Three Ps technique '**Pause, Prompt, Praise**' to support them.
- **Pause:** When your child comes to a word they don't know, try not to jump in straight away. Wait and give your child time to work out the word.
- **Prompt:** If your child successfully works out the problem word, suggest they go back to the beginning of the sentence and re-read it (to recap meaning) before reading on.
If your child has not worked out the problem word, prompt them with some quick, low-key suggestions. Say things like:
"Try reading on for a sentence or two, miss out the difficult word and see if that helps you to work it out."
"Look at the sound the word begins with, use that clue, and think about what may make sense here?"
"Look at the pictures."
Try not to spend too much time prompting, as your child will find it difficult to maintain the overall meaning of what they are reading.
If prompts like these are not working, simply tell your child the correct word.
- **Praise:** Praise your child's reading efforts and successes.
- Things to remember about reading
- The goal of reading is always to make sense of what is read.
- Try to be interested, supportive and enjoy the time together.
- Read with your child anywhere and at any time; don't forget that many everyday experiences provide opportunities to put reading into action.






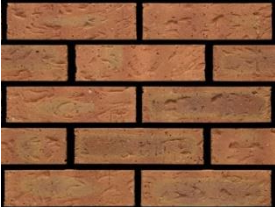

? EYFS/KS1 QUESTION PROMPTS

- What do you think this story is about?
- What did _____ (character) just do? Why do you think they did that?
- What do you think will happen next? Why do you think that?
- How do you think the story might end?
- Is _____ (character) friendly/mean/nice...?
- Which character did you like the most? Why do they feel like this?
- Do the characters remind you of anyone you know?
- How do you think the character feels? Why?
- What does _____ mean? (check understanding of specific words)
- Which part of the story did you like the most/least? Why?
- What do we call the writing on the back of the book? or
- What does the blurb tell us?
- What is happening in the pictures?
- How do the pictures help you predict what the story will be about?
- What is the main problem in the story? How was it resolved? Can you think of another way it could be resolved?
- Were there any baddies/villains in the story?
- Were there any heroes/heroines?

KEY READING SKILLS AND QUESTION PROMPTS

| | | |
|-------------------|---|---|
| Clarifying | <ul style="list-style-type: none"> • What does that word mean? • Can you think of another word that means the same? • Where did the story take place? • What happened...? • Read the part that tells me... • What did he/she do? • Where did...? • Who are the main characters? • Who did...? |  |
| Predicting | <ul style="list-style-type: none"> • What will happen next? • What will he/she do next? • What will ... do next? • What will the author do next? • How will he/she solve the problem? • How will it change? • What will he/she tell us about next? • What will the next page look like? |  |
| Inferring | <ul style="list-style-type: none"> • What make you think that? • Can you explain why...? • What's your opinion? • What does this tell you about...? • Which words give you that impression? • What is this character like? • How does he/she feel at the moment? What tells you? |  |
| Linking | <ul style="list-style-type: none"> • What do you know about...? • Do you know another story...? • Have you read a book with a similar theme? • Do you know another character like...? • What do we know about this place/ point in time? • What do we already know about how this author writes? • What things are already familiar to you (structure, layout, characters, language)? • How has the period affected the writer? |  |



| | | |
|---|---|---|
| Summarising | <ul style="list-style-type: none">• What were the key points?• Summarise the ...• What has happened so far?• Describe the current situation• What did that chapter /section/page tell you?• What is the main idea? |  |
| Imagining | <ul style="list-style-type: none">• What is he/she thinking?• What is he/she feeling?• What would it feel like there?• How would you feel?• What would you do?• Describe the place• Describe the character to me |  |
| Understanding purpose and viewpoint | <ul style="list-style-type: none">• Why did the author...?• What effect does the writer want?• What is the author trying to do?• What does the author think about...?• What makes this a successful...?• What was in the author's mind when...?• Why did the author decide to...?• What does it make you think?• What effect does it have on you? |  |
| Understanding text organisation | <ul style="list-style-type: none">• How does the layout help the reader?• Which order is the story told in?• Why is it in that order?• What is the purpose of...?• Why has the author set it out like that?• Why has the author started/ended with...?• Why has the author told you that first?• What would the effect be if you...? |  |
| Understanding writers' use of language | <ul style="list-style-type: none">• Why did the author use those words?• How has the author used... to ...?• What effect has the author created?• How has the author used words and sentences to...?• What does the word ... tell you about ...?• Why did the author choose this...?• Why has the author written the sentence in this way?• Which words and phrases tell you this? |  |