

Reading with your child

Set aside some time

- Find somewhere quiet without any distractions - turn off the TV/radio/computer.

Sit close together

- Encourage your child to hold the book themselves and/or turn the pages.

Point to the pictures

- If there are illustrations, relate them to something your child knows. Ask them to describe the characters or situation or what will happen next. Encourage them to tell you the story by looking at the pictures.

Encourage your child to talk about the book

- Talking about the characters and their dilemmas helps children understand relationships and is an excellent way for you to discuss different situations. Give your child plenty of time to respond. Ask them what will happen next, how a character might be feeling, or how the book makes them feel.

And lastly, above all - make it fun!

- Try to ensure you both enjoy the time together. Don't be afraid to use funny voices: children love this!

Reading Scheme

The number of books children read at each phase depends on how much practice children need.

Children are not required to read every book in a phase. They will need to read a range of books across the phase to ensure they are confident.

The books do vary across the phase in terms of difficulty so your child can be challenged.

Teachers will know when a child is ready to move onto the next phase and will make an informed decision.

Questions/discussions

There are questions at the back of the books specific to that story.

There are general questions in the back of the reading journal.

These are a really good way of assessing your child's understanding of the story.

See the back of the sheet for more questions.

Retelling/rereading the story

Retelling the story (whether rereading or telling it with prompts) allows children to build their confidence and fluency. It will help them to understand story structure and this will follow through into their writing.

Retelling the story:

- ▶ Take it in turns to retell the story
- ▶ Do a picture each
- ▶ Tell the story and miss one out- which one was missing?
- ▶ Retell the story but change an element- how would it affect the ending?
- ▶ Add in some of the language from the book e.g. connectives, adjectives to encourage your child to start using them
- ▶ Draw your own story map
- ▶ Put actions to it

The reading process

The process

- ▶ Discuss the front cover, what the story might be about, read the blurb, what genre of story is it- what do they know about these types of stories already, what are their predictions? Introduce the main characters and explain how to pronounce their names
- ▶ Read the story whilst discussing it together/ read the story to them
- ▶ Reread the story/retell the story using story map
- ▶ Questions
- ▶ Activities

This process should take at least 2 nights and therefore children will not have their books changed daily.

Questions/discussion

Themes

Can you think of another book that includes this theme?
What happened at the end of that book?
What do you think is going to happen in this book?
Does good always triumph over evil?
Are witches always wicked?
Do unhappy children always end up having magical adventures? Can you give me an example?

Spelling/decoding

What does mean?
What clues are there in the parts of the word?
Try separating it into the prefix/ suffix and root.
Does that give you any information?
How would we sound that out?
Does the word look like it sounds?
How is it different?

Author's choice of words

What words has the author chosen to make us feel.....?
What does makes us feel like?
What does..... make us think about?
Why has the author used?
Can you pick out that words that make this part sad/ happy/ funny/ exciting?

Inference (reading between the lines)

How is feeling?
What clues are there to help us work that out?
Why did..... do.....?
How can you work out what..... is thinking?
Why has the author decided not to tell us how is feeling?
Why does make us work it out for ourselves?
Is someone you'd want to be friends with? Why/ why not?

Predictions

What do you think is going to happen next?
What clues are there to make us think that?
What do you think has already happened?
Does the author tell us that or make us work it out?
Do we all agree?
Why/ why not?
What is going to happen to.....?
What is going to happen in.....?
What is going to happen when.....?
Can you find the part of the book that makes you think that?

Activities

List adjectives used in the story- try to change them/improve them

Brainstorm adjectives and use a thesaurus to think of new ones

Rewrite the story and change an element e.g. character, setting, ending, gender

Add a scene to the story

Write a one page "pitch" to a producer explaining why the story would or would not make a great movie.

Write a character profile for one of the characters

Draw a map of the story setting

Write to a friend, the author or to a character from the book- write as if you were the character or author

Create a timeline of the story

Who of all the characters would you want as a friend and why?

Interview a character

What if? How would the story be different if?

Sound hunt- search for words with a certain sound

Design a new front cover

Draw and label an item from your information book

Make a glossary of tricky words

Choose some words from the book and put them in alphabetical order