

Comprehension: Questions to ask when reading



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- What can you tell me about the **characters**? How do you know this?
- **Why** do you think that the **character** behaved in that way? How do you think they are **feeling**?
- What would **you** have done? Have **you** ever **felt** that way?
- Are there any **new words**/words you **don't understand**?
- Why do you think the **author** has used that particular word?
- Does this book **remind** you of anything you've read before?
- What do you think is going to **happen next**?

Non Fiction:

- What do you notice about how **non-fiction** books are **different** from **fiction** books? (Talk about the glossary, index, contents page ...)
- What can you tell me about the **layout of the page**? (Talk about bullet points, fact boxes, sub-headings...)

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How to help your child to read



Why is reading important?



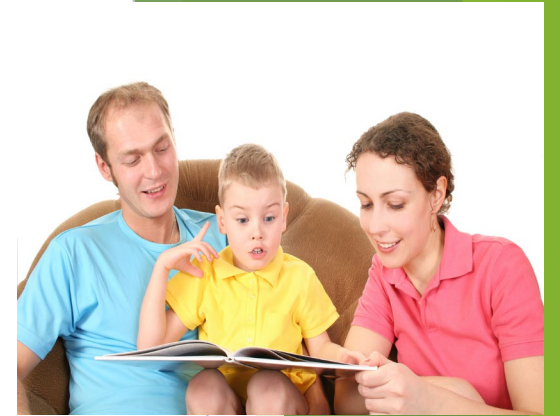
- Academic achievement
- Vocabulary
- Comprehension
- Sentence structures
- Broaden their minds
- Makes your children better people!

Scientists have found that children who have fiction read to them regularly find it easier to understand other people - they show more empathy.

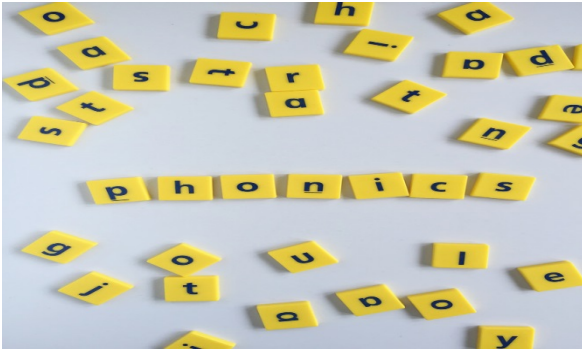
- **Enjoyment!**



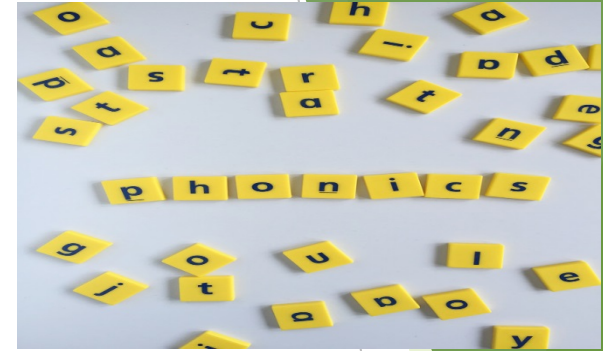
Before reading.



- Try to find a quiet spot
- There is no need to rush into the book. Have a chat first if the child wants to.
- Look at the front cover.
- If the book has been started, ask the child to recap the story so far.



Phonics and Decoding



Decoding

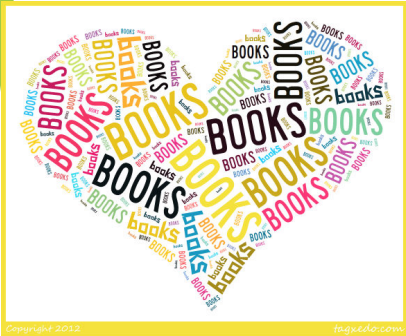
- We use the **SoundsWrite** programme of synthetic phonics - relationship between **sounds** and **letters** (a phoneme is the sound and a grapheme is the way you write that sound - **ow/ough**)
- Sounding out/ blending (**ch-i-p**, **c-a-t**)
- Try to use 'pure' sounds: (**ch-i-p** not **ch-i-puh**)
- 'Every day words' (**like**, **the**, **was**)

How to say the sounds

Start with Decoding

Dad ran, but Chip got him.





Reading the words



Reading with context

- Use the **pictures** to help.
- Talk about the pictures before reading.
What is happening ?
What can you see?
- Use the **whole sentence** to help work out the tricky word.

READING FOR MEANING

It is easy to focus just on the decoding at the early stages.

Meaning is always important.

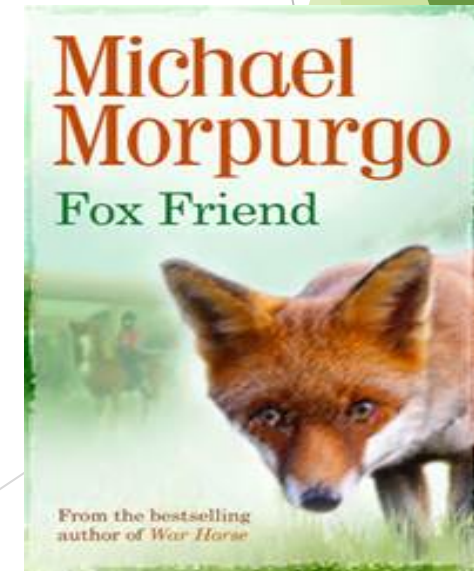
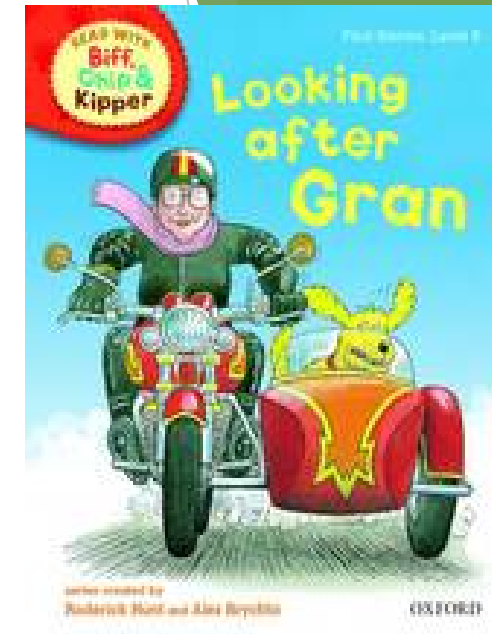
Children are always using **comprehension** skills.

They understand the **world** around them.

They can read a **person's feelings** from their **facial expressions** and their **body language**.

They can 'read' **pictures**.

As they get older, we want to encourage them to understand how **meaning** is created through **words**.



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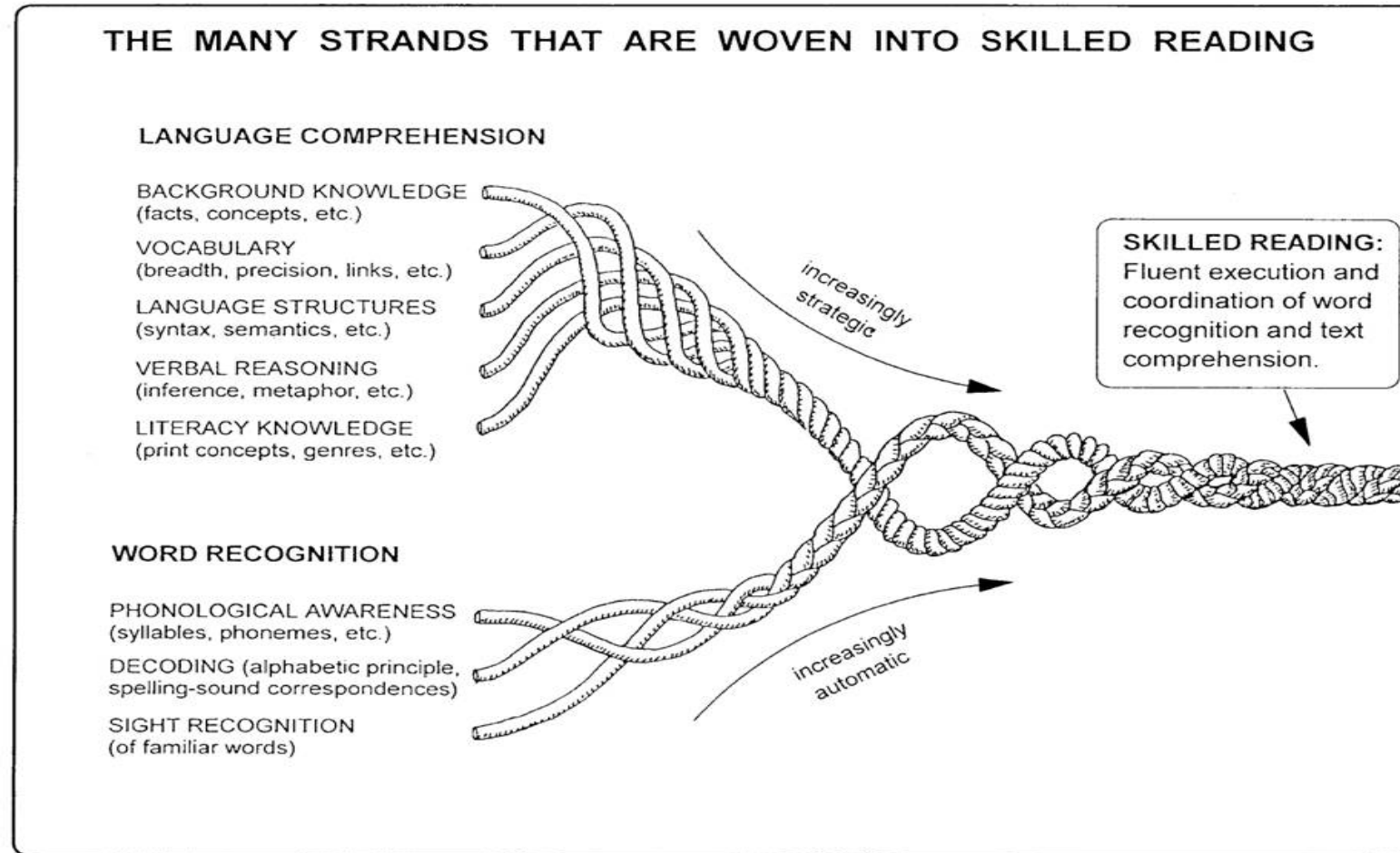
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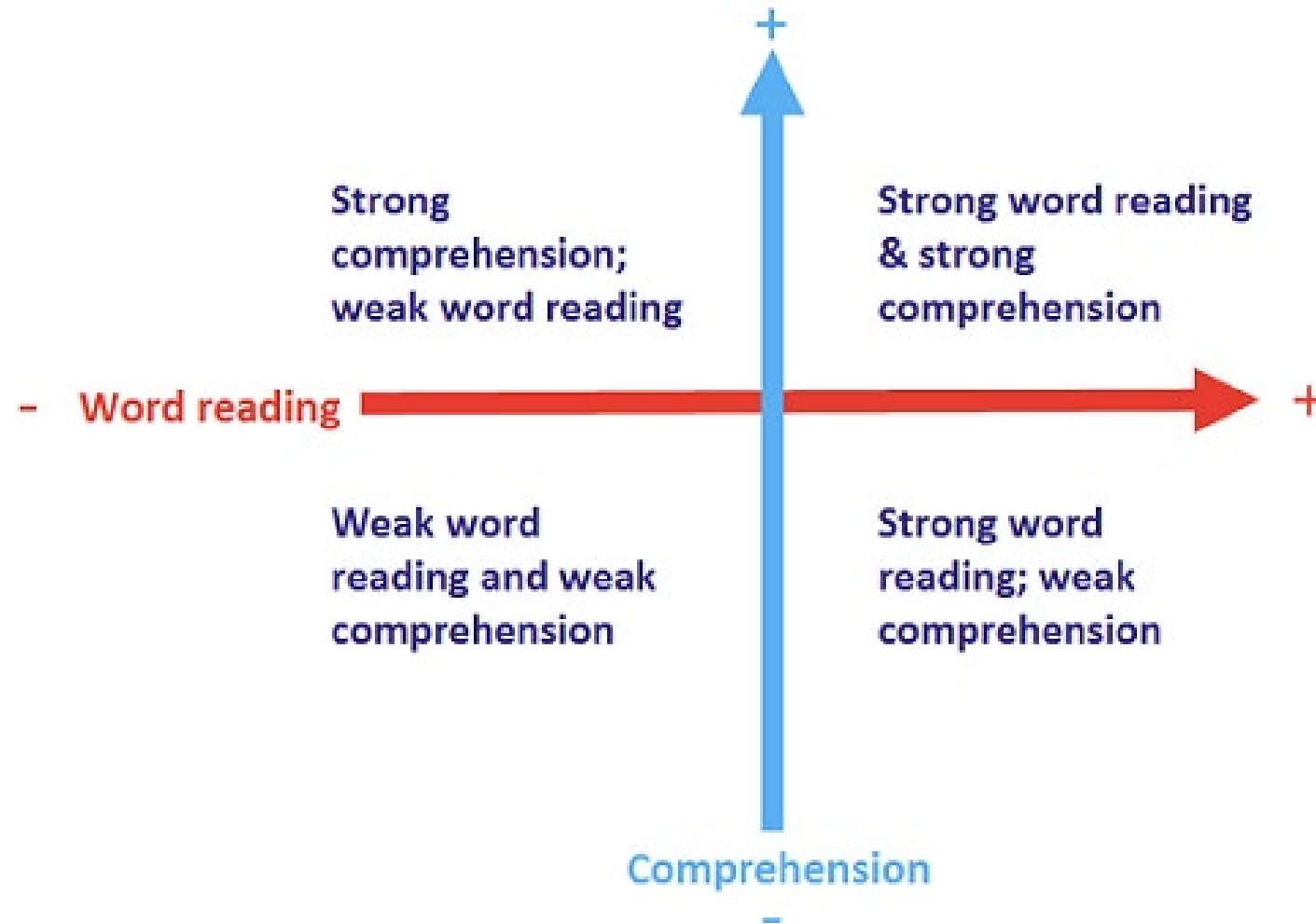
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How Children Learn to Read



Accuracy and fluency. Is the book the right level for my child?



Is the book too hard for my child?



Independent Level

Relatively easy for the student to read (19 out of 20 words read accurately).

Instructional Level

Challenging but manageable for the reader (9 out of 10 words read correctly).

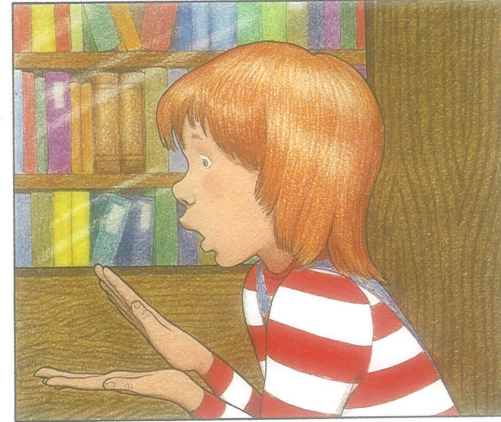
Frustration Level

Difficult text for the student to read (2 or more errors in 10 words).

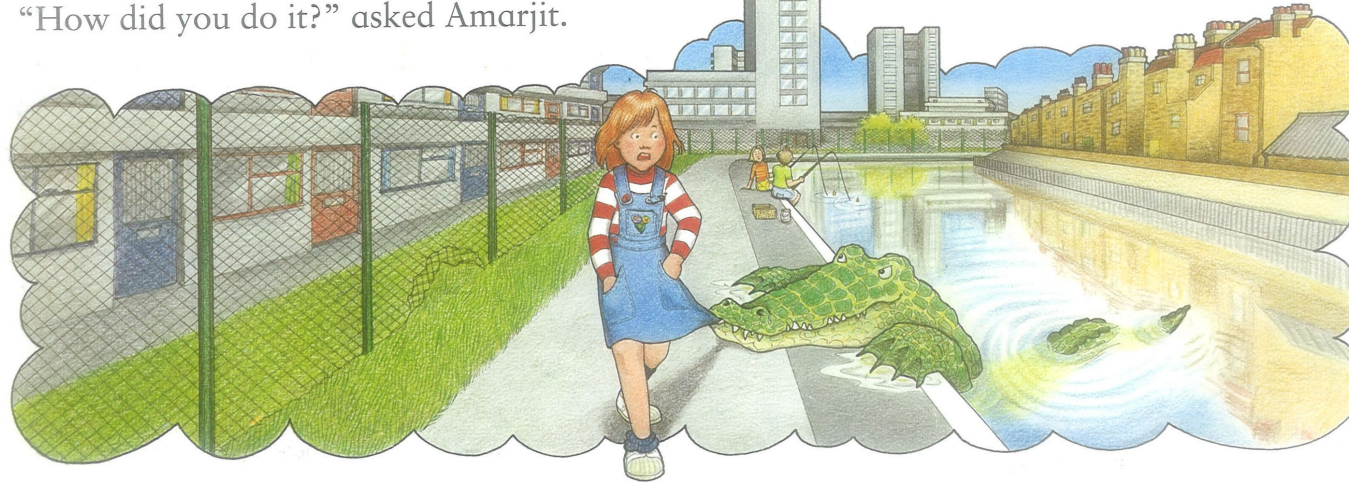
Use picture books. Share books with your child.



Then Claire met her friend Amarjit.
“Look at my bad knee,” said Claire.
“How did you do it?” asked Amarjit.






“Well,” said Claire, “there was
a huge, hungry crocodile,



and it came lumbering out of the canal as I passed by, and it tried to pull me into the water.

What happens if I read with my child?

WHY READ 20 MINUTES AT HOME?		
Student A Reads	Student B Reads	Student C Reads
❖ 20 minutes per day.	❖ 5 minutes per day.	❖ 1 minute per day
❖ 3,600 minutes per school year.	❖ 900 minutes per school year.	❖ 180 minutes per school year.
❖ 1,800,000 words per year.	❖ 282,000 words per year.	❖ 8,000 words per year.
		
❖ Scores in the 90 th percentile on standardized tests.	❖ Scores in the 50 th percentile on standardized tests.	❖ Scores in the 10 th percentile on standardized tests.
If they start reading for 20 minutes per night in Kindergarten, by the end of 6 th grade, Student A will have read for the equivalent of 60 school days, Student B will have read for 12 school days, and Student C will have read for 3.		
(Nagy and Herman, 1987.)		
WANT TO BE A BETTER READER? SIMPLY READ.		

Problems



Reluctant reader

- Delaying tactics
- Refusal

Finding it hard

- Using the pictures
- Have a conversation about the book
- **Shared reading**

Give them a chance
to succeed!!

Feedback

Report to the teacher or teaching assistant on any observations or problems you notice at home.

The best way to
let us know.

Reading record

- Note of the book title and page
- Positive comment
- Highlight difficult words



Reading Records



Please let us know how your child is reading.
Make your comments as specific as possible.

You can comment on:

- ▶ expression
- ▶ fluency
- ▶ understanding
- ▶ effort
- ▶ enthusiasm
- ▶ how carefully they read
- ▶ ability to self-correct

Great reading. Alex read carefully, sounding out tricky words like “caterpillar” and “butterfly”.

Good effort. Anna worked really hard, blending the sounds in words like ‘thin’ and ‘this’.

Lovely reading and discussion. We talked about the reason why Sam was so upset.

Fluent, expressive reading. We talked about the meaning of “dense” and “murky”.

Good reading. Isla read with expression and only had difficulty with the “tion” sound in words like “station” and “explanation”.

Enjoy Reading With Your Child!

Reading should be a joyful, enriching experience.

Now is your chance to show children how wonderful books can be.

