

Reading at John Keble

Things to do at home

Building a regular story time into your child's bedtime routine.

- Switching off the TV and your mobile to read with them.

Resist the urge to tidy their room or do the washing up and give them your time to sit and read together.

- Telling them about a book or story you liked when you were a child. You may still be able to find a copy of it on the internet!
- Making up a story or telling them about when you were a child or something that happened to you at school - remember you don't always need a book to tell a good story

School reading

- ▶ Each child will come home with a reading book every night.
- ▶ They should be encouraged a few pages, they shouldn't sit and read chapters after chapters.
- ▶ The main help that you can provide is to listen to a few pages and encourage their expression and fluency. This can be as simple as saying
- ▶ Oh, I like the way you read that, can you try to add in this etc.
- ▶ At school, we use these support cards.

Using the stems

- ▶ After reading you might choose a few questions to ask the children.
- ▶ What has happened so far? Summarising (finding the key idea), predicting, inferring and questioning.
- ▶ They can use the stems to answer which will also develop their understanding. **Because**
- ▶ I think _____ this will happen because _____.

Who?

□ What?

□ When?

□ Where?

□ I wonder?

□ Why?

□ How?

□ What if?

□ Why do you think?

□ How do you think?

How do you know?

Destination Reader Question types

Question Type	Question Stems	Skills	Top tips!!!
Find it there	Where? Who? What? When? How? Which?	Retrieval	<ul style="list-style-type: none"> • Re-read the text • Locate through skimming and scanning • Re-state information
Think and search	How do you know.....? What does this word/phrase tell you about.....? What do we know about this character - what clues from actions, description or dialogue are there? Where do you think this text is set and why? What is the overall mood of the text and why do you think that? What is the author/poet's point of view and how do you know? What might happen next and what evidence is there?	Inference Predicting Making links	<p>P - State my point</p> <p>E - Search for evidence</p> <p>E - Explain why the evidence backs up my point</p>
Evaluate	How does the author's/poet's use of language effect the reader? How has the author/poet used figurative language effectively? Which words create the mood of the text? Does the organisation of this text improve the effect on the reader? Why do you think the author/poet has presented this text in this way?	Evaluating Summarising	<p>P - State my point</p> <p>E - Search for evidence</p> <p>E - Explain why the evidence backs up my point</p> <p>What has the author done? How has the author done it?</p>
Vocabulary	Which word tells us that? What does the word mean in this context/sentence? Find and copy the word that means.....	Clarifying	<ul style="list-style-type: none"> • Re-read the text • Locate through skimming and scanning • State word or definition using context of the sentence



▶ ENJOY READING EVERYWHERE

It doesn't always have to be a book.

- ▶ Every day there are lots of opportunities for you to encourage your child to get reading.
- ▶ Why not try: Going online together and reading or printing off a web page that interests them.
- ▶ Carrying a book or comic in your bag to share when you are out and about, on the bus, train, etc.
- ▶ Encouraging them to read traffic signs, adverts, cereal packets, simple news headlines, DVD covers or film reviews.