

Parent Reading Guide

KS1



How is reading organised?

Reading is an important part of our daily school lessons and our aim is to ensure that every child who leaves the school does so as a capable and confident reader.

During Guided Reading lessons, there is a heavy focus on reading from a variety of high quality, language rich texts and genres by established authors. Additionally, where possible the work is linked to English lessons. Here, the focus is on reading for understanding and the teaching of reading techniques and skills and learning how meaning is conveyed through vocabulary and punctuation so that they can apply this in their written work.

Children read regularly in school; with a partner or in a small group which allows the teacher to hear more children read. We also spend time listening to children read on their own.



Reading Record

The yellow reading diary, which accompanies your child's reading book facilitates regular communication between you and your child's teacher and will be checked frequently.

It also encourages the child to write about what they have read, since this is also an important part of the reading process.

We encourage you to try and read with your child for a short time each day, or at least 3 times a week and record and comments and concerns you may have.



Reading at home

If you would like to help your child develop their reading, these suggestions will be helpful to you.

- Read with your child regularly. Just before bedtime may be a good time to sit quietly together. Make it a time that you both look forward to.
- Read to your child with enjoyment and expression and they will pick up on your enthusiasm and copy it in their own reading.
- Allow your child to read to siblings. Reading to younger siblings in particular, will help to increase their confidence and self-esteem.
- Do not read for too long. A short time spent happily is more valuable to both of you.
- Talk to your child about the book they are reading. Ask them to tell you what is happening in the story; ask them to tell you about the characters or to predict what may happen next, as it is important they understand what they are reading as well as being able to read the words.



Reading at home cont.

- Your child does not always have to read their school reading book. Any reading material is beneficial, including library books, articles in the newspaper, signs and labels. Things they are interested in will encourage them rather than put them off! It is also important for them to be exposed to different genres and text types.
- As your child reads to you or as you read to them, it is helpful to point to the words with your finger so that they can follow closely what is being read. This is especially important when your child is first starting to read.
- Remind your child to apply the skills learnt in phonics sessions.
- If your child is finding it hard to read their book, you can always read it to them, let them read it with you, or read a page to them and then get them to read it back to you.
- Encourage your child to read even if you cannot listen to them.



Talking about books.

Being a good reader isn't just about being able to read fluently, accurately and with good expression. Reading is also about understanding and reading for meaning.

As children are learning the mechanics of reading, they need to understand what they have read, as it is possible for children to read fluently with correct expression and yet not have this understanding.

To help children do this, we need to talk to them about their book and ask them questions about what they have been reading.

When your child is reading with you, it is good to encourage them to talk about their book as this not only helps to develop their understanding, but also helps to increase their enjoyment of reading.



Vocabulary

Draw upon knowledge of vocabulary in order to understand the text.

Example questions

- What does the word mean in this sentence?
- Find and copy a word which means
- What does this word or phrase tell you about
- Which word in this section do you think is the most important? Why?
- Which of the words best describes the character/setting/mood etc?
- Can you think of any other words the author could have used to describe this?
- Why do you think is repeated in this section?



Infer

Make inferences from the text.

Example questions

- Why was..... feeling.....?
- Why did happen?
- Why did say
- Can you explain why.....?
- What do you think the author intended when they said.....?
- How does make you feel?



Predict

Predict what you think will happen based on the information that you have been given.

Example questions

- Look at the book cover/blurb – what do you think this book will be about?
- What do you think will happen next? What makes you think this?
- How does the choice of character or setting affect what will happen next?
- What is happening? What do you think happened before? What do you think will happen after?
- What do you think the last paragraph suggests will happen next?



Explain

Explain your preferences, thoughts and opinions about the text.

Example questions

- Who is your favourite character? Why?
- Why do you think all the main characters are girls in this book?
- Would you like to live in this setting? Why/why not?
- Is there anything you would change about this story?
- Do you like this text? What do you like about it?



Retrieve

Identify and explain the key features of fiction and nonfiction texts such as: characters, events, titles and information.

Example questions

- What kind of text is this?
- Who did.....?
- Where did.....?
- When did.....?
- What happened when.....?
- Why did happen?
- How did?
- How many.....?
- What happened to.....?



Summarise

Sequence the key events in the story.

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?

