

By reading with your child you are:

Stimulating imagination

Helping develop language skills

Helping develop comprehension skills

Demonstrating that reading is important

# So why is reading so important

- It help children learn about the world in which they live
- Good writing starts with good reading
- It is a key skill needed to progress in all other subjects
- Children learn how language works
- Children develop a love of reading

# What makes a good reader?

The main purpose of reading is to build a visual image of the text



Decode

Understand

Respond

Attitude

<https://www.youtube.com/watch?v=JPPVPQy6-gc>

Good language comprehension, poor word recognition

Good word recognition, good language comprehension

Poor word recognition, poor language comprehension

Good word recognition, poor language comprehension

Word recognition -

Language comprehension



## KS1 Comprehension

- Give children 'Find It' questions and 'Prove It' questions.
- 'Find It' questions are literal questions – what colour was the ball?
- 'Prove It' involves inference and deduction – why was the boy sad?
- Develop understanding of 'causal inference'

– The girl standing beside the lady was wearing a red dress.

Q: What colour dress was the girl wearing?

- Katie took a drink out of her bag. The apple juice was cool and refreshing.

Q: What was Katie's drink?

- Teach idioms (i.e. You need to pull your socks up!)
- Always ask children to refer back to the text

# Types of questions



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<https://www.youtube.com/watch?v=z9KRimNLkJQ&index=1&list=PL6gGtLyXoeq8k9ykPys3NvQiflvAGCUjN>



The pupil is able to read the text with a good degree of accuracy, despite some hesitation. He is able to recognise, read and decode most words, including most common exception words and some words that are unfamiliar to him, such as 'Valentine's', 'gorgeous' and 'beige'. The pupil generally reads steadily, but with some hesitation, and occasionally reads a passage twice to make sense of it, for example 'If I'm, if I'm...'. The pupil sometimes omits words from a passage or reverses the word order in the text. However, the pupil is able to retain the meaning, at times realising their error and re-reading the words to correct their mistakes, such as when the pupil reads 'you make me work harder than any other...than any of your other crayons'. The pupil misreads the word 'on' for 'an' and struggles with 'ever' and 'the', but this may be influenced by the handwritten style of the text in the book. The pupil also misreads 'tried' for 'tired', but then self-corrects this. The pupil applies his phonic knowledge, including recognition of digraphs and their graphemes, to attempt unfamiliar words. The pupil accurately blends sounds and successfully decodes several words which are new to him, including 'proud', 'rhinos' and 'humpback'. The pupil uses some effective expression when he gets into the flow of the story, especially when reading the page about Purple Crayon. At times the pupil reads effectively and with a good pace, but overall the reading is insufficiently fluent and confident to meet the relevant 'pupil can' statement for 'working at the expected standard' (e.g. at over 90 words per minute). The pupil answers some literal questions about the text and is able to give a reason for Red Crayon having to work in the holidays. This evidence demonstrates that the pupil meets both the word reading and reading comprehension requirements for 'working towards the expected standard'.

Following on from listening to the pupil read, the teacher asked a few straightforward questions to establish the pupil's understanding of the text.

(T) How did Red Crayon wear himself out?

(P) He was always doing lots of colouring.

(T) Can you remember the things he had to colour in red?

(P) (Thinks for a minute) fire engines and fruit.

(T) What kind of fruit do you think it was – can you remember any of the red fruits? (P) Strawberries... and apples.

(T) Red Crayon must have worked really hard – he even had to work in his holidays – do you know why? (P) Because he always worked every day.

(T) He did, but was there a special reason why he had to work in his holidays?

(P) He had to colour all the Santas in red for Christmas!

(T) He did. What about Grey Crayon – what did he love best?

(P) Elephants.

(T) Which one is your favourite crayon?

(P) Grey Crayon because he has to colour in the elephants and hippos and they're massive so he has to do even more work than Red Crayon!

[https://www.youtube.com/watch?v=w4c\\_DMS-3IE&feature=youtu.be](https://www.youtube.com/watch?v=w4c_DMS-3IE&feature=youtu.be)

The pupil reads accurately and fluently. Her word reading is sufficiently embedded to allow a fluency which enables her to maintain a pace that is appropriate to the text. She reads most words that she meets automatically. When she does need to sound out a word overtly, this is quick and accurate so that the decoding is not a barrier to understanding. She reads words with more than one syllable and successfully uses her knowledge of grapheme-phoneme correspondences to decode (e.g. 'gorgeous', 'proud'). She also accurately distinguishes between alternative sounds for graphemes, such as 'neither' and 'beige' and accurately reads words with a variety of suffixes (e.g. 'completely', 'exhausted'). Her use of intonation shows that she understands characterisation and she signals the mood of each crayon, appreciating the issues they each face. The strong expression she uses demonstrates her understanding of the meaning of words and the context of each passage. For example, she identifies and emphasises the capitalised words 'RED' and 'LISTEN', and the exclaimed 'killing me!' and 'holidays!', taking into account punctuation markers as well as context. Similarly, she recognises the use of the question mark and uses appropriate intonation. She notes the use of ellipsis. This pupil's accurate and fluent reading meets the requirements for the word reading statements for 'working at the expected standard' for the end of key stage 1. However, in order to make a full teacher assessment judgement, additional evidence of her reading comprehension skills would be required to ascertain if they meet the requirements for the relevant reading comprehension statements in the interim teacher assessment framework.

# Useful websites

<http://www.booktrust.org.uk/programmes/primary/time-to-read/>

[http://www.literacytrust.org.uk/assets/0000/0423/Parental involvement 2001.pdf](http://www.literacytrust.org.uk/assets/0000/0423/Parental_involvement_2001.pdf)

[https://uk.pearson.com/content/dam/region-core/uk/pearsonuk/documents/Learner/Primary/Primary%20parents/Pearson EnjoyReading\\_03.pdf](https://uk.pearson.com/content/dam/region-core/uk/pearsonuk/documents/Learner/Primary/Primary%20parents/Pearson_EnjoyReading_03.pdf)

<https://global.oup.com/education/children/more/parents/?region=uk>

Set aside some time

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

Ask your child to choose a book

Sharing books they have chosen shows you care what they think and that their opinion matters. This means they are more likely to engage with the book.

Sit close together

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

Point to the pictures discuss what's happening in them

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 get to know each other or discuss difficult issues. 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!

It doesn't matter how you read with a child, as long as you both enjoy the time together. Don't be afraid to use funny voices: children love this!