

How can I support
my child's reading?



First of all, **why**
should I support
my child's
reading?



Helping your child to read will mean

- She performs better in reading tests than children who don't (she will have to take National Reading Tests at Year 6 and at Secondary School),
- She develops a broader vocabulary,
- Her general knowledge will increase,
- She will gain better understanding of the world around her,
- She does better in ALL subjects not just English: **reading for pleasure is more likely to determine whether a child does well at school than her social or economic background.**

In fact, it's about more than school— it increases her life chances and supports her to become a happier person!

How much does my daughter need to read?

- She needs to read a little **everyday**
- Studies suggest that those who read for at least 30 minutes a day (at home) do better on average






What is Reading?

- Reading is more than just repeating the 'words on a page' your child needs to enjoy, engage with and imagine what is going on in the text.
- The text can be story book, an information book, an magazine article, a newspaper article, a comic, a biography... the words could be printed or online.
- The most important thing is that your child **enjoys** what she is reading and **wants** to keep reading on.

**Everyone
should make
time to read:**



Reading by the Numbers

Increases knowledge and vocabulary by

50%

Lowers stress by


68%

Can lengthen your life by

2 years

Your Brain on Books


What science tells us about why you should get lost in a great story



Books Can:


Boost your mood

Studies show that people who read for fun are more likely to feel happy and confident.




Help you relax

Your heartbeat slows. Your muscles melt. One minute you're reading in bed, and the next you're *zzZZzzzzZZzzzz*.




Bring people together

Whether you're starting a book club or bonding over *Wimpy Kid* with a friend, you'll be part of a reading community.




Reading is a workout for your . . .




Memory

Reading exercises the brain, improving your memory. (Maybe you'll stop forgetting your lunch at home!)




Imagination

Books help you see vivid pictures in your mind. So you feel like you're actually at Hogwarts, riding a Nimbus 2000.



Heart

Research shows that reading about a character's thoughts and feelings can make you kinder.



Which book?



- Your child will have a **reading book from school** at her reading level which she has selected herself and this is a starting point. We use Renaissance Learning to assess your child's reading age.
- You should let your child **choose her own** text
- She can join the **local library for free** which will give her access to even more!
- Encourage her to **read for a good reason**— a leaflet for a club she wants to join, a recipe for a cake she wants to make with her siblings, a bus timetable for a trip to a relative or the shops, signs and notices in the park or in the swimming pool, the menu of a café...
- If your child has **something that she is really interested** in, maybe she likes gymnastics, football, lizards, fashion— encourage her to read about it.



Reading Comprehension

Throughout her time at school, your daughter will practise and develop her ability to show her understanding of what she has read:

- She completes Reading Comprehensions twice a week in class
- She completes a SATS style reading comprehension test once a term (more often in Year 6)

So, what can you do to help her with her reading comprehension skills? ...

Let your child talk to you about what she has read

Ask her to tell you about what she is reading, try to do this at least once a day.


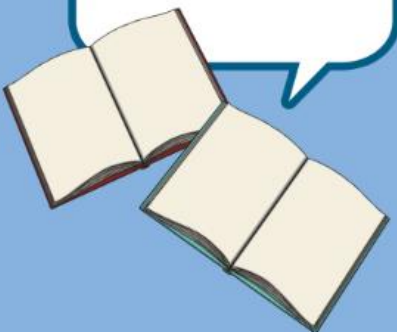
Listen and take a real interest in what she has to say- even if you have to do this while doing other tasks!

It's simple:

- You are the most important people in her life.
- If you let her know that what she reads is important and interesting to you, she will understand that reading is important.

Are there any particular questions I could ask my child to help her with her comprehension?

Bloom's Taxonomy Guided Reading Questions:
Understanding



Can you list the five major events in the story in the correct order?

What is the book about?


How did the main character feel during the book? How do you know?

From whose point of view is the story told?

What is happening? What might this mean?

What was the problem in the book, and how was it solved?

What kind of book is this? Can you list three reasons why you know this?



What did the title have to do with the book?

Did anyone in the book do something you did not like? Why?

If you could continue the story, what events would you include? Why?

Can you retell the story from the point of view of another character?

What was the author's purpose in writing this book?

Which part do you like best? Why?

Closer reading questions:

For these kinds of questions, you need to be looking at the book with your child...



These are the areas that are worked upon throughout KS2 and will be assessed English reading SAT test. Your daughter has these stuck to the inside of the cover of her reading record...

- 2a give / explain the meaning of words in context
- 2b retrieve and record information / identify key details from fiction and non-fiction
- 2c summarise main ideas from more than one paragraph
- 2d make inferences from the text / explain and justify inferences with evidence from the text

- 2e predict what might happen from details stated and implied
- 2f identify / explain how information / narrative content is related and contributes to
- meaning as a whole
- 2g identify / explain how meaning is enhanced through choice of words and phrases
- 2h make comparisons within the text

There are some suggested questions for each reading domain stuck onto the inside cover of your child's Reading Log for you to use

Let's look at two reading Domains that will particularly benefit your child's reading development...



**(2a) Give / explain the meaning of words in context-
examples of questions based on this Reading Domain:**

- What does the word..... mean in this sentence?
- What other words/phrases could the author have used? (select different words/phrases from the text for this question)
- Which of the words from this sentence..... is a synonym for...?
- Find one word meaning.....
- What does this phrase mean? (idiomatic or figurative language)
- The writer uses words like ... to describe What does this suggest about... (character/setting)? (EG The words and phrases might suggest the hero/house is scary, happy, unhappy, wealthy, poor...)

Drawing your child's attention to **context** is essential. Let's focus on the first question...

Here are 3 sentences, what does the word **star** mean in each sentence?


1. The **star** shone brightly in the night sky.
2. The **star** waved brightly to the reporters as he strutted down the Red Carpet.
3. Luckily, the **star** directed her towards the glossary.

(2a) Give / explain the meaning of words in context

How can we work out what star means in each of the sentences?

1. The **star** **shone** brightly in the **night sky**.
2. The **star** waved brightly to the **reporters** as he strutted down the **Red Carpet**.
3. Luckily, the **star** directed her towards the **glossary**.



<p>A wife he had and daughters three, 10 And all were as old, as old could be. They mended the shirts and darned the socks Of that old Antiquity, Nicketty Nox.</p> <p>Sir Nicketty Nox would fly in a rage If anyone tried to guess his age.</p> <p>15 He'd mouth and mutter and tear his locks, This very pernicky* Nicketty Nox.</p> <p>Hugh Chesterman</p>	<p>10 The bride had consented, the gallant came late; For a laggard* in love and a dastard* in war Was to wed the fair Ellen of brave Lochinvar.</p> <p>Sir Walter Scott.</p> 								
<p>Glossary</p> <table><tr><td>charger — horse</td><td>steed — a horse that's being ridden</td></tr><tr><td>hocks — rear legs</td><td>brake — bushes</td></tr><tr><td>pernickety — fussy</td><td>laggard — someone who moves slowly</td></tr><tr><td></td><td>dastard — a coward</td></tr></table>		charger — horse	steed — a horse that's being ridden	hocks — rear legs	brake — bushes	pernickety — fussy	laggard — someone who moves slowly		dastard — a coward
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Notice, the context is something that your child would struggle to use if she didn't have the necessary background knowledge or awareness of the world

2d: Make inferences from the text/explain and justify inferences with evidence from the text:



Inferring

Use clues to
think, judge,
& speculate.

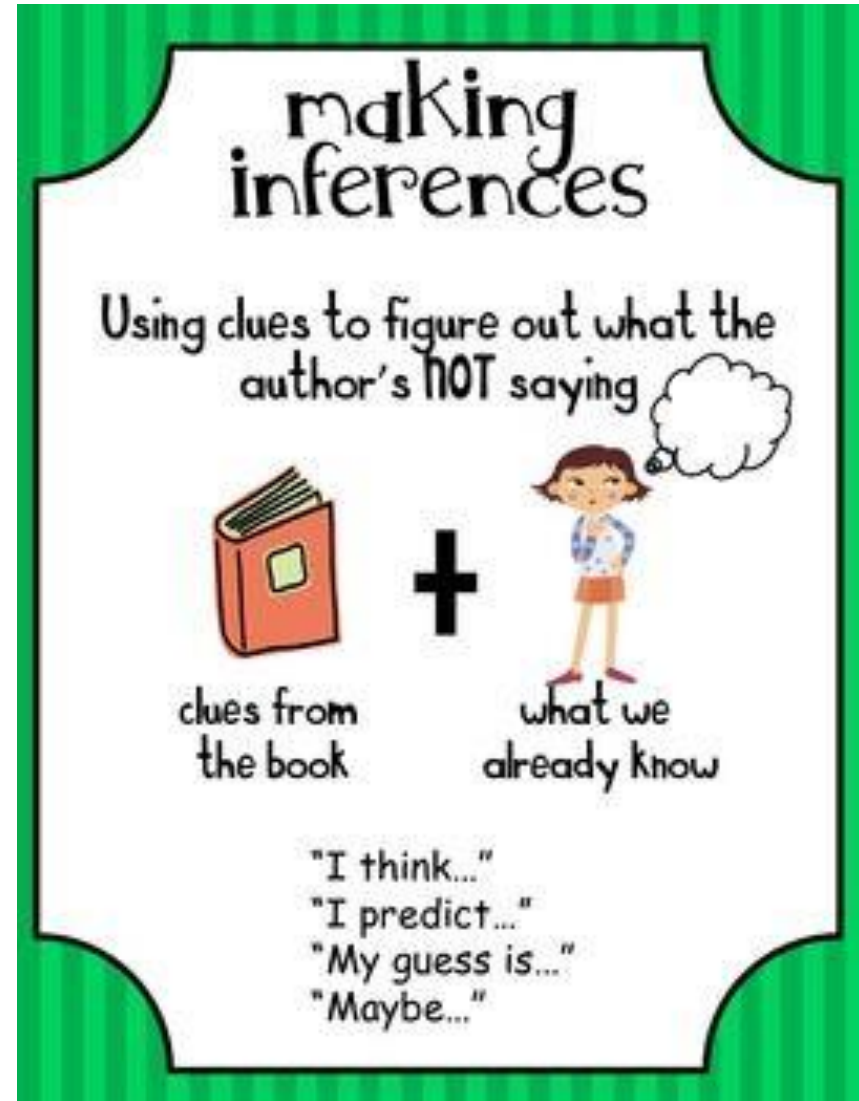


- Maybe / Perhaps ...
- It could be that...
- This could mean...
- I predict...
- I infer...
- When it says _____, I think...

An inference is better than a guess

Your daughter will be trained to work out what the author is not directly telling them.

They use the clues from the text they are reading and add it to what they already know before coming to a conclusion or 'making an inference.'..



For her to make progress here, it's important to develop your child's background knowledge. You do this by:



- Having conversations in which you answer your daughter's questions, discuss things happening in the world around you, expand upon her ideas and ask her questions in return.
- These sorts of conversations can be triggered by world events, watching Newsround together, a leaflet or an advert, a simple question like 'how was your day today?'
- You might even start a conversation with a question that encourages her to imagine e.g. – if we could go on holiday anywhere in the world where would you go?

Some examples of questions for making inferences:

- You have said that you think (X is the thief). What makes you think that?
- Which words give you that impression?
- How can you tell that...?
- Can you explain why...?
- Explain what x suggests about x.
- What does this... word/phrase/sentence... imply about... (character/setting/mood)?

Reading detective/ mystery books or any kind of poetry is fantastic for developing your child's inference skills!



Pictures are also a great way to develop her inference skills...

Q. What can you tell me about the girl in the cream t-shirt?

Q. How do you think she might be feeling?

Ask your child to explain her opinion by referring to particular details in the picture.



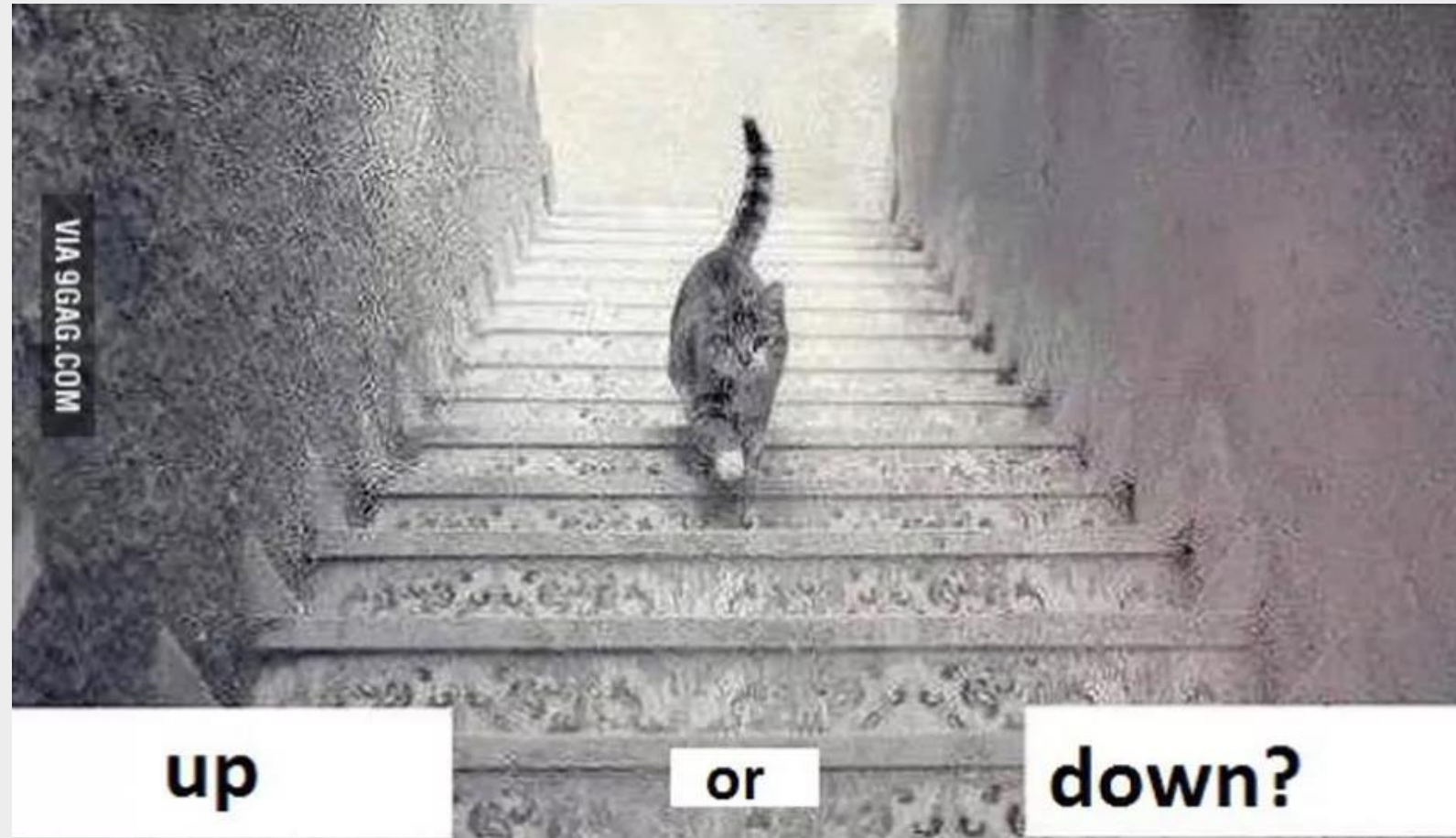
Talk to your partner

Making Inferences 20



- A. Are they jumping off a mountain or out of a plane?
- B. Does their backpack have a parachute or school supplies?
- C. Are they more likely to be tourists or in the military?

Now, try this one...



Is the cat
going up or
down the
stairs?
What do you
think?
Why?

Some argue that the viewer/camera is looking up the stairs and the cat is coming **down the stairs** towards the viewer



<https://www.thejournal.ie/cat-stairs-2040161-Apr2015/>

Evidence: Arguments for the cat going down include the pebbled texture of the stairs and what looks like a stair lip that would only be seen from an upward perspective (with the cat descending towards the viewer.)

The light would then be coming from the ceiling. Also, according to another argument- cats raise their tails when going down the stairs to maintain their balance, but not while going up.

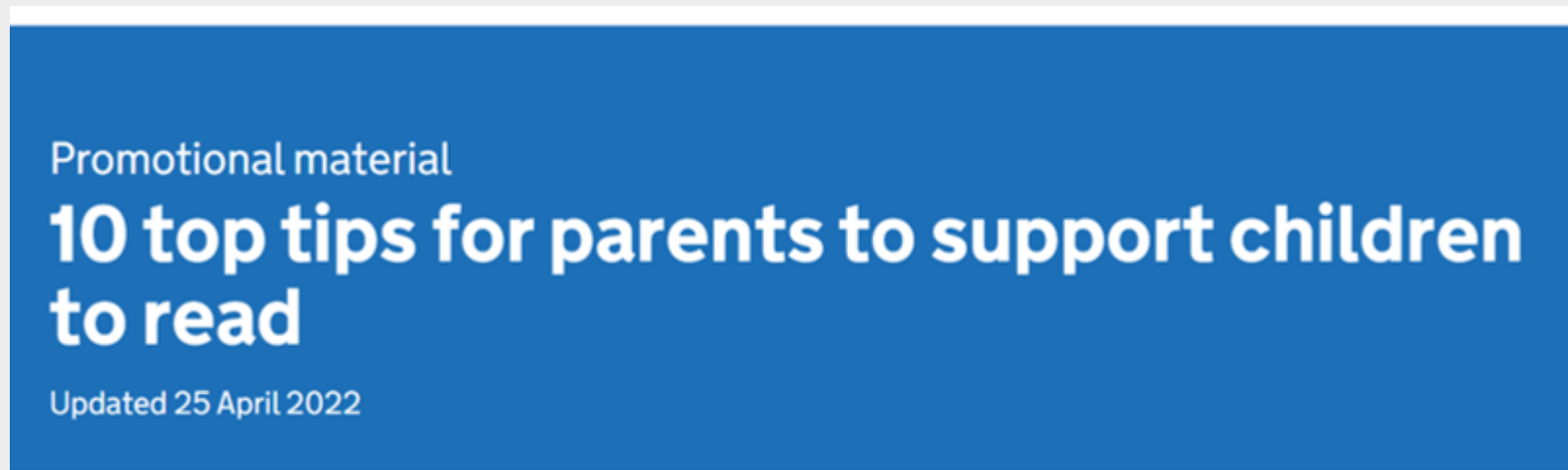
Some argue that the cat is coming up the stairs:



<https://www.thejournal.ie/cat-stairs-2040161-Apr2015/>

Evidence: Others insist the cat is going up, and the viewer is looking down at mosaic stairs with a wooden lip. The light must be coming from an open door/window/electric light below. The cat's posture also suggests it, say some- The cat is going up, the tail is used to balance the body of the cat and in this case the tail is elevated upwards so that when the cat uses its rear legs to push up it pushes parallel to the line on which gravity is working on the tail to stabilize itself,"

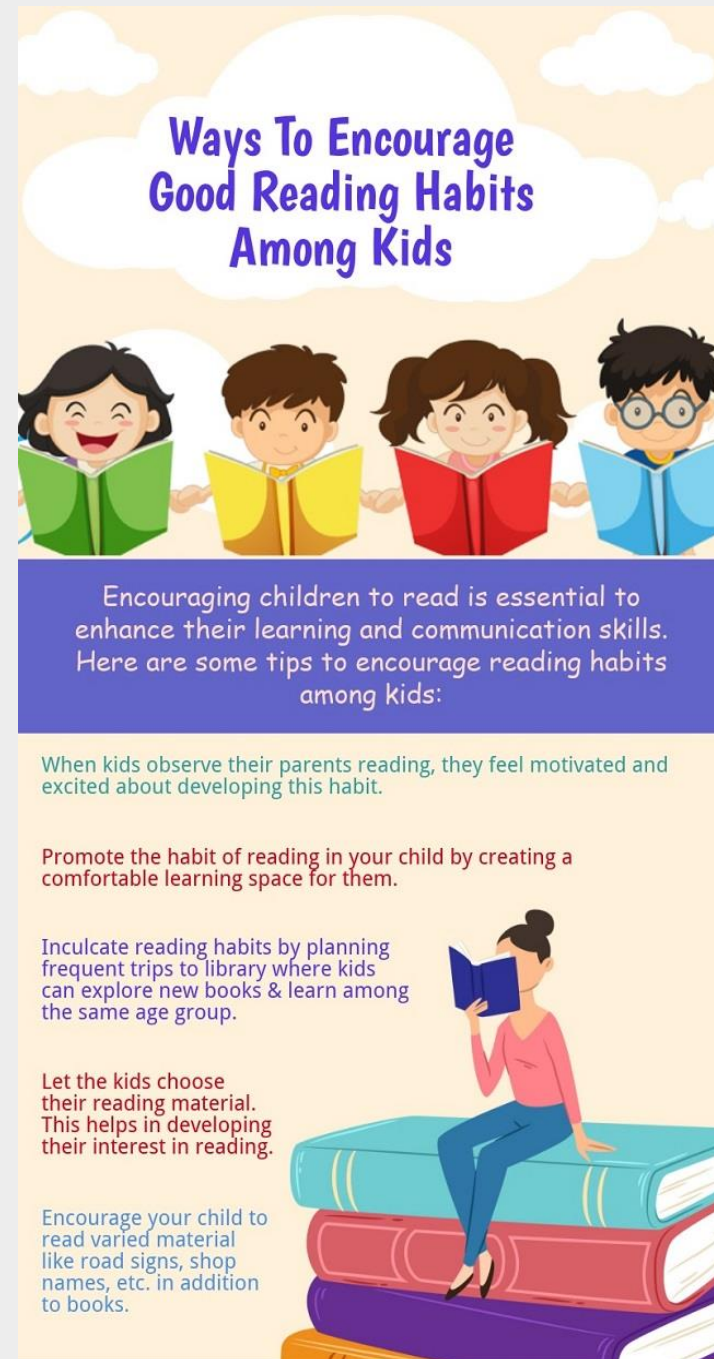
Let's look at the government's advice about reading:



<https://www.gov.uk/government/publications/10-top-tips-to-encourage-children-to-read/10-top-tips-to-encourage-children-to-read>

1. Encourage your child to read

Reading helps your child's wellbeing, develops imagination and has educational benefits too. Just a few minutes a day can have a big impact on children of all ages.



2. Read aloud regularly

Try to read to your child every day.

Stories matter at any age.

Try adding voices to bring characters to life.



3. Encourage reading choice

Give children lots of opportunities to read different things in their own time - it doesn't just have to be books. There's fiction, non-fiction, poetry, comics, magazines, recipes and much more. Try leaving interesting reading material in different places around the home and see who picks it up.



4. Read together

Choose a favourite time to read together as a family and enjoy it. This might be everyone reading the same book together, reading different things at the same time, or getting your children to read to each other. This time spent reading together can be relaxing for all.



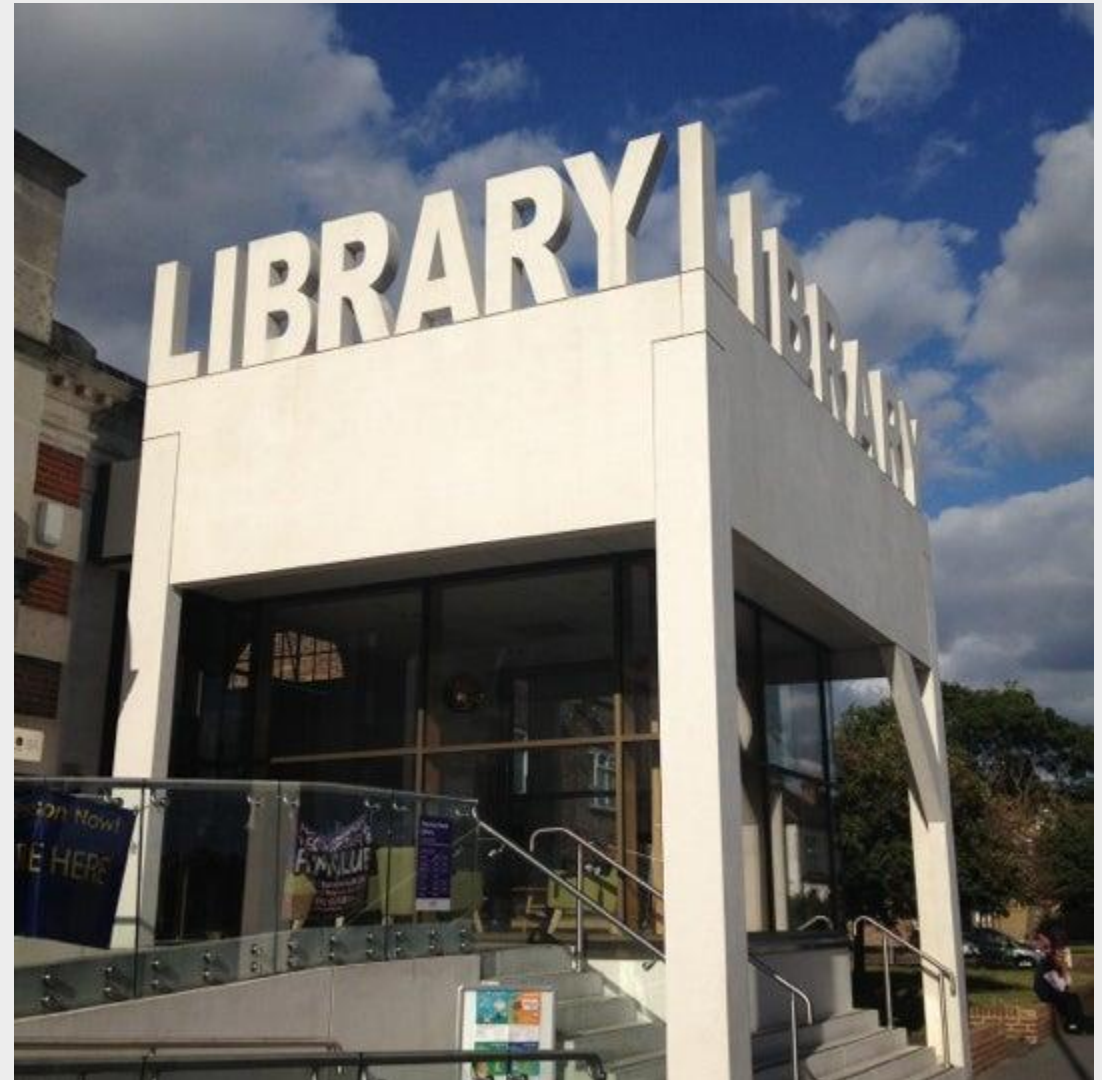
5. Create a comfortable environment

Make a calm, comfortable place for your family to relax and read independently - or together.



6. Make use of your local library

Libraries in England have been open after the pandemic since 4 July, so visit them when you're able to and explore all sorts of reading ideas. Local libraries also offer brilliant online materials, including audiobooks and ebooks to borrow.



7. Talk about books

This is a great way to make connections, develop understanding and make reading even more enjoyable. Start by discussing the front cover and talking about what it reveals and suggests the book could be about. Then talk about what you've been reading and share ideas. You could discuss something that happened that surprised you, or something new that you found out. You could talk about how the book makes you feel and whether it reminds you of anything.



8. Bring reading to life

You could try cooking a recipe you've read together. Would you recommend it to a friend? Alternatively, play a game where you pretend to be the characters in a book, or discuss an interesting article you've read.



9. Make reading active

Play games that involve making connections between pictures, objects and words, such as reading about an object and finding similar things in your home. You could organise treasure hunts related to what you're reading. Try creating your child's very own book by using photos from your day and adding captions.



10. Engage your child in reading in a way that suits them

You know your child best and you'll know the best times for your child to read. If they have special educational needs and disabilities (SEND) then short, creative activities may be the way to get them most interested. If English is an additional language, encourage reading in a child's first language, as well as in English. What matters most is that they enjoy it.

