



# A Reading Guide for Parents

At Rothwell Junior School each child is expected to **read at home regularly**, whether that is to an adult (for developing readers) or independently (for fluent readers). This also involves asking your child some questions about the book they are reading. In school each child will also engage in thirty minute sessions, four times a week with their teacher. This involves, guided reading, reading connectors, comprehension activities and reading journal tasks.

**In terms of reading, we want children to be able to:**

- Enjoy reading and see it as a pleasurable leisure activity, as well as a means of following instructions and finding things out.
- Have the reading skills necessary to read a range of text types for pleasure and for information.

"So please, oh PLEASE, we beg, we pray, go throw your TV set away. And in its place you can install, a lovely bookshelf on the wall." — Roald Dahl

# How to encourage your child to read

**Read yourself!** Set a good example by sharing your reading. Let your children see that you value books and keep them at home.

**Keep books safe.** Make your child their own special place to keep their books. Show

**Point out words all around you.** Help your child to read the words around them: on food packets in the supermarket, on buses, in newspapers, in recipes. Encourage your child to read newspapers, TV guides, comics and magazines.

**Visit your library** - it's free to join! All libraries have children's sections. Many also have regular storytelling sessions.

**Make time to read.** Read a bedtime story with your child every night. Encourage them to share reading with grandparents, brothers and sisters and aunts and uncles. Encourage independent reading as well.

**Be positive.** Praise your child for trying hard at their reading. Let them know it's all right to make mistakes.

**Give them time.** Let them make a guess before you tell them the word. Help them to get the first sound or try breaking the word up into smaller sections.

**Don't make them try too hard!** It doesn't matter if you have to tell them the word sometimes.

**Let them read their favourites.** It's good practice to read the same books over and over again.

**Ask lots of questions.** Check they understand the story by asking them questions about what happens. Use the pictures to explain what's happening.

**Don't read for too long.** A good ten minutes is better than a difficult half hour.

**Make the story come to life.** Encourage your child to read with expression. This will help them read more fluently.

**Use a dictionary.** Buy a simple dictionary and use it to check the meanings of new words.

## **Useful websites for reading**

[www.booktrust.org.uk/books/children/](http://www.booktrust.org.uk/books/children/)

[www.lovereadings4kids.co.uk](http://www.lovereadings4kids.co.uk)

<http://www.bbc.co.uk/bitesize/ks2/english/>

## Help your child discover ...

Which books are best?

1. Books your child likes.
2. Books suggested by your child's teacher
3. Books your child chooses from a library or bookshop that they want to read
4. Never be afraid of re-reading books

What else can your child read?

- Comics
- Magazines
- Travel brochures
- Games instructions or recipes
- What's on television tonight
- Information books
- Manuals
- Newspapers
- Poems
- Taped/CD/Recorded stories
- Sports Reports
- Shopping lists.....

You're never too old,  
too wacky, too wild,  
to pick up a book  
and read to a child.

-Dr. Seuss

# Questions you could ask your child whilst reading linked to the Reading Assessment Focuses

**AF2 - understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text**

Identify a word from paragraph ... which shows that...

What was happening at the beginning of the story?

Give one example...

Which character...

Where and when did the story take place?

What did s/he/it look like?

Who was s/he/it? Can you name the....?

Where did s/he/it live?

Who are the characters in the book?

What happened after?

How many....?

Describe what happened at....?

Who spoke to ....? Identify who....?

Can you tell me why? Which is true or false.....?

Find the meaning of....?

What is. ... ?

**AF3 - deduce, infer or interpret information, events or ideas from texts**

Explain the use of the word...

What impression do you get of the feelings of this character from the text?

What might this character have been thinking?

If you made a movie of this, what type of music would you use for it, and why?

How are the experiences of these two characters similar?

Why did he feel...?

How did the character feel before... and after...?

How did the characters feelings change?

What would you buy / do / see / ask? Base your answer on evidence from the text

What evidence is there that...?

What is this characters attitude towards...?

Why did \_\_\_ feel / think\_\_\_\_\_?

Why is \_\_\_\_\_important?

Agree or disagree with an opinion. Justify.

How do we know\_\_\_\_\_?

Have you ever had a similar experience? How did you feel?

If you were in \_\_\_\_\_'s shoes what would you do now? (interpret)

**AF4 - identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level**

How does the first sentence help to guide the reader?  
How does this paragraph link back to the opening paragraph?  
How does the writer link the conclusion to the introduction?  
How does the writer build up to the conclusion?  
How does the timeline / image / diagram / layout make it easier to understand?  
Why is this element in bold / underlined / in italics?  
What would be a suitable caption for this image?  
What would be a suitable heading for this text?  
Give two features that tell you it is written as a formal letter / diary / scripts  
Where could you find out about... in this book? Where in the book would you find...?  
How do headings help you when you scan the text?  
What's the difference between the index and the contents?  
If you can't find information in the contents, where else might you look?  
What are the main ideas in this paragraph and how are they related?  
Look at the way this poem is organised. Are there any words that signpost change?  
How does the layout and presentation of this advert help to persuade you to take notice of its campaign?

**AF5 - explain and comment on writers' use of language, including grammatical and literary features at word and sentence level**

Explain how the use of language in this sentence shows...  
Why does the writer use the word...  
Why is the description of ... a good metaphor to use?  
Underline the word / noun / verb / phrase which shows that...  
How does the choice of language create the impression that...  
Why is this style of formal / informal language used in this text?  
What words help the reader to imagine...  
Which phrase best describes...  
Why is the word ... in inverted commas?  
Choose a word to describe this character. Why?  
Which parts of the text tell you..  
What does (word/phrase) mean? Why has the author used this phrase/feature? E.g. italics, bold, repetition, simile, exclamation marks, headings, bullet points, captions etc.  
What has the author used in the text to make this character funny/sad/angry/tense?  
How effective is this?  
How has the author used the text to make the situation or event angry/tense?  
As a reader, how do you feel about...? How has the author created this feeling?

**AF6 - identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader**

What do you think the writer thinks about this topic? Why?

How does the writer show his positive / negative attitude towards...?

Which elements of this text are persuasive?

Why does this section begin with a question?

What is the main purpose of this text?

Which of these texts would inspire you to...?

How does the author make you feel...?

Why has the author included...?

How can you recognise the attitude of this character?

Why did the author choose this setting?

What is the purpose of this particular paragraph/character/change?

Why has the author used humour at this point?

Look at the caption and diagram. What does it explain to you? Why does the writer choose to include them?

In this paragraph, what effect does the author want to have on the reader?

From the opening section of the text, what is the writer's opinion of school/the war/animals etc? How does this affect the story/plot/characters/setting etc.

**"Children are made readers on the laps of their parents." —  
Emilie Buchwald**