

## Principals of reading in greater depth in Reading

The aims:

- we want to build a love for reading
- Read a range of genres - fiction, non-fiction, comic books, audiobooks
- Read to your child as much as they read to you

## What makes a good reader?

Decode

Understand

Respond

Attitude

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

### Phonics and word recognition

The ability to blend letter sounds (phonemes) together to read words

The ability to recognise words presented in and out of context

### Understanding

The ability to understand the meaning of the words and sentences in a text

The ability to understand the ideas, information and themes in a text

- Being able to read does not mean you understand what you read
- Your child might sound like a good reader but may not understand what the text means.

# What you can do at home

- Ensure that the books your child is reading independently are at the right level, with a bit of challenge but also easy enough that they are able to read them smoothly, without too many stops and starts to decode words
- Let your child put down books they are not enjoying. They can come back to them when they are ready
- Read to your child with prosody: with expression and intonation. Children learn to read with prosody by example. Do silly voices and emphasise certain words. Talk about why you made those choices so your child can understand the thinking behind your reading
- If your child doesn't enjoy reading to you anymore, listen to your child read for a short while. Encourage silly voices. Let them prepare the page or paragraph they are going to read to you, so they think about what they are reading before they have to read it aloud
- Go back to well-loved picture books. Ask your child to read a younger sibling or friend's child. Sharing the pleasure of a favourite book is a great motivator.

# Purposeful discussion

- Give children 'Find it' questions and 'Prove it' questions
  - 'Find it' questions are literal questions –What colour was the ball?
  - 'Prove it' questions involve inference and deduction –Why was the boy sad?
- Develop understanding of causal inference – *As the sound of the piano drifted through the woods he smiled. Q: What instrument was being played?*
- Teach idioms (i.e. You need to pull your socks up, hang on in there)
- Always ask children how they know that – get them to refer back to the text
- Comprehension monitoring – teaching children to recognise whether they have understood what they have read
- Use synonyms to understand tricky vocabulary
- Interrogate key vocabulary

# Reading Vipers

Vocabulary  
Infer  
Predict  
Explain  
Retrieve  
Summarise



I

Is a ships horn loud or quiet?

E

Explain what you would do if you found a penguin on your doorstep

S

In what order did they ask these people for directions?

V

Which word is a place where ships 'park'?

R

How did they get down to the harbour?

P

Who do you think they ask next?

He ran down to the harbour and asked a big ship to take them to the South Pole. But his voice was much too small to be heard over the ship's horn.

## Open ended questions

- Do you like this book?
- Do you like this character?
- It's a good story isn't it?
- Do you like reading?
- Do you like this kind of story?

Ensure your questions are open ended questions so children are practicing talking about books instead of saying yes or no.

- What do you like about this book?
- What do you think of this character?
- Why do you think this is a good story?
- What do you like about reading?
- What is it about these stories that you like so much?

# Higher level questioning

- How a character feels
- Why a character feels a particular way
- Why a character acts/behaves in a certain way
- Why a character says certain things
- Why a character says things in a certain way
- Why a character does things in a certain way
- What a character thinks
- Why a character thinks/believes/expects certain things
- Why something has happened
- Where something happened
- How something happened
- Why something happened a certain way
- What was unusual or different about what happened
- How something has come to be
- What a place or object is like
- Why a place or object is like it is
- What we know about someone's character

