



Leafield C.E. Primary School

## Reading With Your Child (Rosen Class)

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### Why is reading at home so important?

- Reading supports your child's educational and emotional development
- It is a special time where you and your child can share and talk about books
- Stories can teach children about different emotions and responses to their feelings using the characters and events in stories
- Children develop as confident writers through having experienced what skilled writers have written
- Children need to read widely and often in order to develop a rich vocabulary for communicating and using in their writing.

### Why is a reading record so important?

- A child's reading record allows staff and parents to follow, review and plan the reading that a child has done, and his or her next steps.
- It allows staff to ask a child questions and make suggestions about the books they are reading at home and in school
- As a child becomes a confident reader it becomes even more important that they broaden their reading experiences and begin to think more critically about how a text is written and what we can learn about an author's viewpoint. These skills are essential if children are to become competent readers and for them to continue to enjoy what they read. This is why we ask older children to answer specific questions in their reading record.
- The reading record is a record that homework has been completed.

### Reading at home - Guidance

#### Developing confidence in Year 3 and Year 4

- Continue to share reading, still giving your child the opportunity to hear you read to them as well as them reading to you.
- Encourage them to use a range of skills for example decoding unfamiliar words by sounding them out and looking at what word would make sense in the context of the sentence.

## Independent readers

- Independent readers have reached the stage where they no longer wish to read to an adult and want to read silently to themselves.
- The interaction between the parent and child changes at this stage. To ensure that the child’s reading development continues to move forward, we would encourage parents to question the child about what they are reading, at an appropriate time, to extend their reading and share their enjoyment of the book.
- The questions given in the previous section should be used to develop discussion about the books older children are reading.

## **What is written in the Reading Journal?**

- The date and title of the book
- Page number at the start of the read and page number at the end of the read – *eg. Page 17 - 22*
- The children are encouraged to write their own responses to the texts they have read

**NOTE** – In Years 3 and 4 children are expected to read on a minimum of five occasions per week and to write in their Reading journal.

## **Reading Skills - In school we focus on different areas of reading throughout the different curriculum areas**

- Vocabulary and learning new words
- Comprehension and understanding the whole text
- Beyond what the story says (*inference – finding the clues and deduction – solving the clues*)
- Making predictions
- Making connections
- Forming an opinion

Possible Questions to consider whilst reading	Tick when used
Which words are used to describe the setting/characters of your story?	
Choose a word you have not encountered before. What do you think it might mean? Use a dictionary or thesaurus to check.	
What other words/phrases could the author have used?	
The writer uses ...words/phrases...to describe ... How does this make you feel?	
How has the writer made you and/or character feel ...happy /sad/angry etc?	

## READING AT HOME

What type of text are you reading? How can you tell?	
What would be another good title for your text? Why?	
What have you learnt by reading this text?	
What has happened in the section of text you have read?	
Draw a timeline of events that have happened in your text.	
How is the text laid out to support readers understanding?	
Through whose eyes is the story told?	
Which part of the story best describes the setting? What words and /or phrases do this?	
Can you explain why...?	
I wonder what the writer intended?	
I wonder why the writer decided to...?	
How is your character feeling at this point in the story? How can you tell?	
What voice might the main character in your story use?	
What do you think might happen next in the story? What clues can you see?	
Can you think of another story, which has a similar theme; e.g. good over evil; weak over strong; wise over foolish? Do you think this story will go the same way?	
Why did the author choose this setting? Will that influence how the story develops?	
Which stories have openings like this?	
Does this text remind you of any others you have read?	
Compare and contrast different character/settings/themes in the text	
How is it similar to ...? How is it different to ...? Is it as good as ...?	
What do you think about the way information is organised in different parts of the text? Is there a reason for why this has been done?	
What did you enjoy about this text? Why?	
Which is the most exciting part of the text? Why?	
What evidence do you have to justify your opinion?	

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What other words/phrases could the author have used?	

### Create your own reading glossary:

Word	Meaning