



Leafield C.E. Primary School

## Reading With Your Child (Blackman 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.
- The reading record is a record that reading has been completed.

### Reading at home – Guidance.

#### Developing confidence in Year 5 and Year 6

- 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 Record?**

- 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 to write their own responses to the texts they have read

**Note:** In Year 5 and 6 it is expected that every child reads 5 times a week

## READING AT HOME

Reading Question To Develop Reading Skills		
Skills (Content Domain)	Questions	Example: Fiction / non fiction
2a) To give / explain the meaning of words in context.	Which word tells you that...? Which word tells you about how big/small ...? What does the word.....mean? What does it mean in this sentence?	Which word tells you that Harry is nervous when speaking to Voldemort? Which word or phrase best describes how small Pluto is, in comparison to the other planets? What does the word 'understated' mean? How does this link to the character?
2b) To retrieve and record information / identify key details from fiction and non-fiction.	How would you describe this story/text etc? (E.g. is it a traditional tale?) How do you know this is a ...? (E.g. recount/explanation) What type of text is this paragraph/page? Give two features of the text that support this purpose. What would be another good title for the story/poem/recount? What do people say about the character?	How do you know this is an instruction text? Give two features of the text that support its recount structure. What do people say about the character Hermione? (review)
2c) To summarise main ideas from more than one paragraph.	Draw a timeline of events. What is the main message of the ....? Using information from the text, tick one box in each row to show whether each statement is true or false. Using 6 bullet point retell the main events of the story verbally. Write the synopsis down.	What happened after Dumbledore left Harry at the Dursleys? What did he do whilst growing up? (Pick 6 parts of the story and order these – how do you know this comes first?)

## READING AT HOME

<p>2d) To make inferences from the text / explain and justify inferences with evidence from the text.</p>	<p>How did (character's) actions affect the outcome of the story? How does (character) feel when.....? What does it tell you about him/her? Explain how....felt about? Do you remember what ... did the first time? In the light of what you know now, why do you think he felt so (angry/happy, etc.)?</p>	<p>How did Ron's actions affect the outcome in the Philosophers stone? How does Dobby feel when he sees Harry Potter for the first time? What does this section of text tell you about Jack? In the light of what you know now about Severus Snape, why do you think he was so miserable at the end?</p>
<p>2e) To predict what might happen from details stated and implied.</p>	<p>What do you think this story is going to be about? Where do you think this poem/story is set? What makes you think that? Based on what you have read, what does the last paragraph suggest might happen next?</p>	<p>What role do you think this character will play in the story? What do you think is going to happen next in the story? What gives you this impression?</p>
<p>2f) To identify / explain how information / narrative content is related and contributes to meaning as a whole.</p>	<p>Why is the text arranged in this way? How does beginning this passage with a question make the reader want to read on? How does the form of this poem suit the ideas it expresses?</p>	<p>Can you explain why the text is arranged in this way – e.g. why are their heading/columns/paragraphs/verses etc. What is the purpose of the question: 'Have you ever been on an adventure?' what effect does this question have on the reader?</p>
<p>2g) Identify / explain how meaning is enhanced through choice of words and phrases.</p>	<p>How does the information in this paragraph try to influence your view of ...? What impression does the writer give of ...'s character? What makes you feel this? Why did the writer choose (these words) to describe ...? (character/setting) Has the writer got one clear viewpoint on ...? How do you know? Find and copy four words from the rest of the paragraph that suggest....</p>	<p>What has the writer used to demonstrate the there has been a change of scene/mood? What does 'timidly' tell us about how the speaker is feeling? How has figurative language been used in this text to engage the reader? How does this text try to influence me to visit the water park? What impression does the writer give you of Dodger's character? What makes you feel this? (draw on evidence from the text)</p>

## READING AT HOME

<p>2h Make comparisons within the text.</p>	<p>Which was the most exciting part of the story? Explain why. How does (character)'s mood change? How does the pace of the story change throughout the book? Do the main characters change throughout the story? At the beginning the overall theme was based on ... did this compare to the ending?</p>	<p><i>Which part of the story had you gripped with excitement? How does Hagrid's mood change throughout the 'Prisoner of Azkaban'? The beginning of the story starts of with a fast and unnerving pace, how does the rest of the story compare?</i></p>
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