

Reading booklet
for parents



Helping your child
to read

Fairfield Endowed Junior School

Reading at Key Stage 2



This is a simple guide to explain how we teach reading and how parents can support reading at home.

Reading isn't just about decoding words. Children need to understand and interpret the text in many different ways.

This resource provides parents with questions and ideas to support their children at home.

Guided Reading

Guided reading is an important element of your child's ability to analyse and respond to different types of texts, both fiction and non-fiction.

In Year 3 this will be a mixture of helping children to read and decode words, helping them to read fluently, and also being able to answer a range of simple questions about the text.

In Year 4 the children will be expected to read individually and then work with the teacher to analyse and discuss the text they have read. They will be expected to find words and phrases from the text to support their answers and be able to explain their choices.

In Year 5 children will be expected to analyse texts in greater detail using the skills of inference and deduction to fully explain how a writer uses words and phrases to create mood and atmosphere. They should also be able to make links between different books of the same genre and look for themes across these books.

In Year 6 the children should be comfortable reading a range of genres and be able to discuss in depth links and themes within books as well as across books. They should be able to discuss their opinions about books and back these up with quotations and evidence from a book or range of books.

Children in Years 5 and 6 are also expected to be able to discuss books by authors and compare with other authors, the style and purpose.

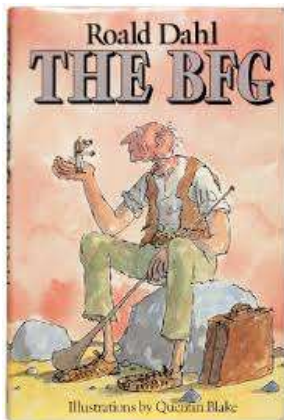
Guided reading is set up to ensure your child works with the teacher at least once a week to discuss the text they are reading.

Texts will range from short sections of a book, to reading and studying whole texts. This will depend on the child's reading level and the focus of the teacher for that session.



Reading across the Curriculum

As well as dedicated guided reading time, children will also be expected to read and discuss a range of texts related to their work in other subject areas such as literacy or theme work. They will be expected to use and apply the skills they have learnt in guided reading when analysing these texts. They may do this independently, in pairs or in groups working with their teacher.

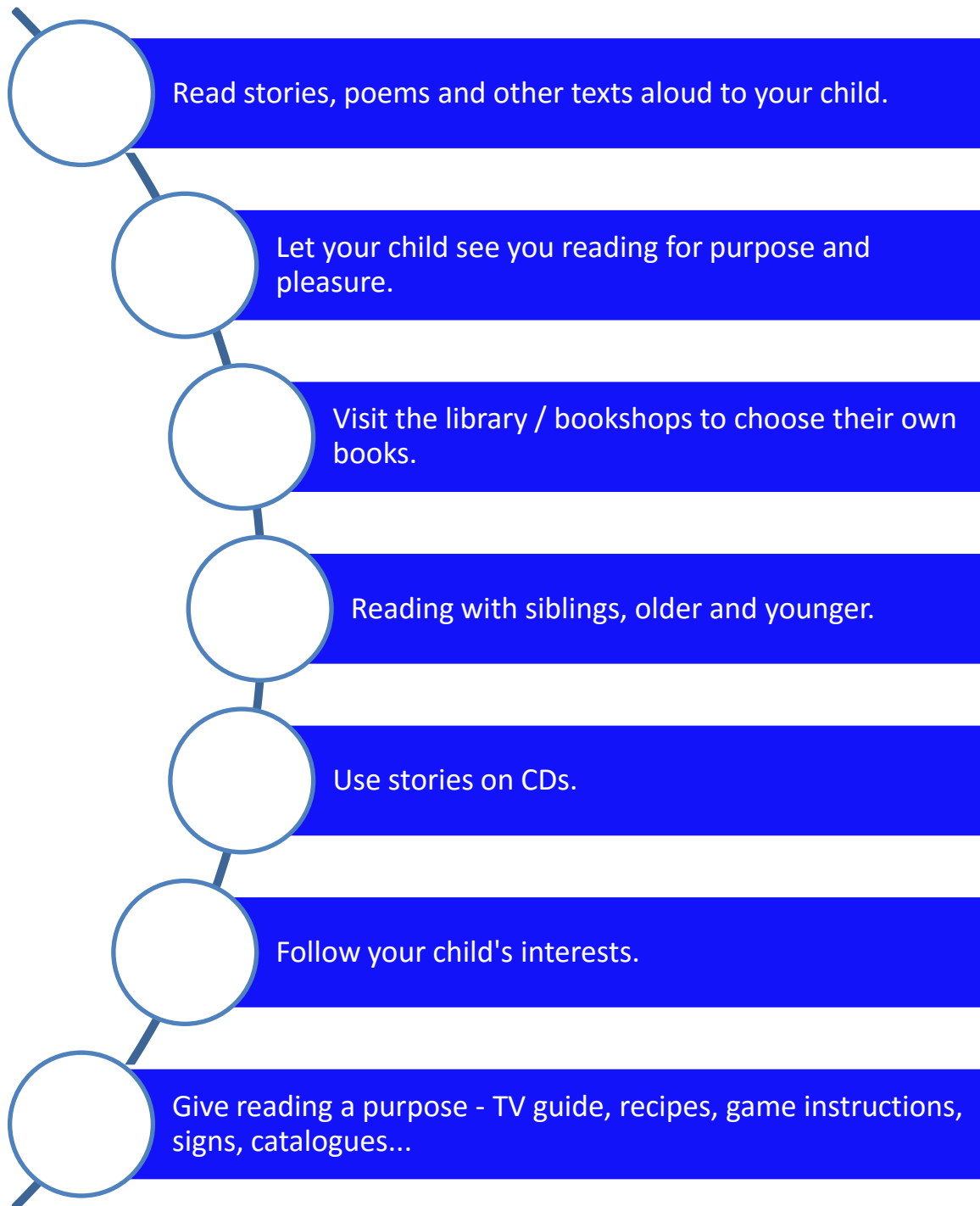


Home Reading


Children are expected to read for a least 15 minutes for children in Years 3 and 4, and up to 30 minutes a day for Years 5 and 6, which should be recorded in their Record Book or Journal. Teachers will check these daily, especially in Years 3 and 4. As part of this recorded time you should discuss the book with your child to check their understanding of what they have read.




Foster a love of reading




General Strategies to try at Home




- Talk about the book with your child before reading - you could introduce any words to them you think they will struggle with.




- Encourage your child to read a section again to make sure it makes sense and to improve the expression.




- Most children read using phonics, individual sounds **s, a, t, n, l, p**, then put them together.
l + t = it s + a + t = sat




- If they are finding a book difficult, don't ask your child to sound out every word - focus on words you know that your child can decode.




- Sometimes read with your child (paired reading) or take it in turns to read a page.



- Draw your child's attention to repeated words - encourage them to read them by sight, instead of sounding out.



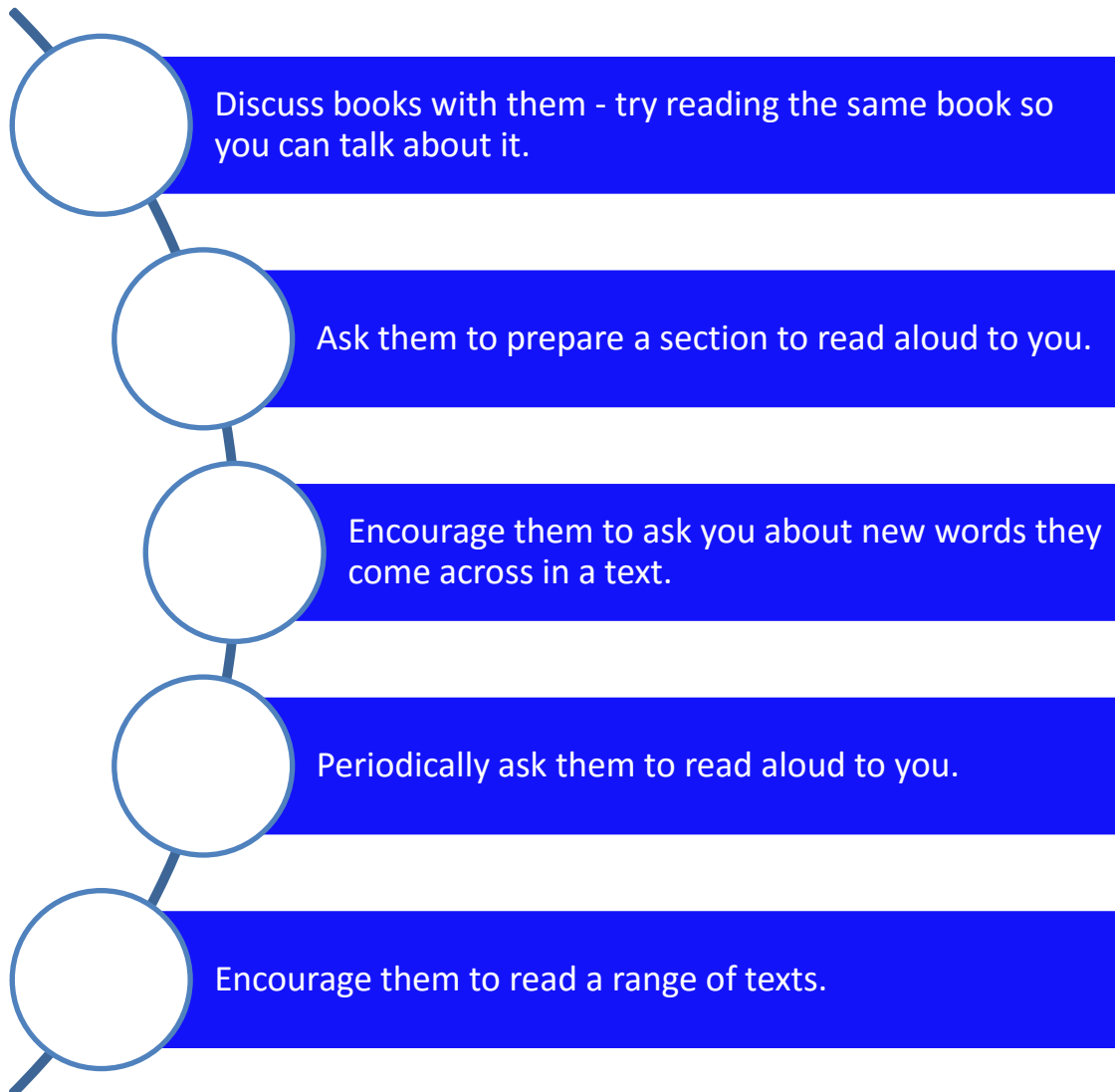
- Encourage your child to talk about what they are reading as they are going along, not just at the end - can they predict, comment, explain what's happening?



- Keep reading sessions short and enjoyable - reading should never be a chore!

Supporting the Independent Reader at Home

Independent readers still need your support to develop as readers!



Key Questions to ask

Recall questions

- Where does the story take place?
- Who are the characters in the book?
- Where in the book would you find?

Simple comprehension questions

- What do you think is happening here?
- What happened in the story?
- What might this mean?
- Through whose eyes is the story told?
- Which part of the story best described the setting?
- What words and / or phrases do this?
- What part of the story do you like best?

Evidence questions

- What makes you think that?
- how do you feel about....?
- Which words give that impression?
- Can you explain why?
- What do these words mean and why do you think the author chose them?
- Can you find some adjectives the author has used?

Opinion questions

- What is your opinion of this book and what evidence do you have to support your view?
- Given what you know about (the little boy)... what do you think (he would have done)?
- Have you changed your mind about.... since reading the book?