

# Supporting reading at home

Reading has long been a strength at WVIS and we are really proud of this. We strive for our children to leave us having developed the skills to decode and recognise printed words through high quality phonics teaching and practice. We also strive to develop a real pleasure of reading, for the children to be excited and motivated to open new books that will expand their imaginations, feeding their curiosity to learn more about the world in which we live.

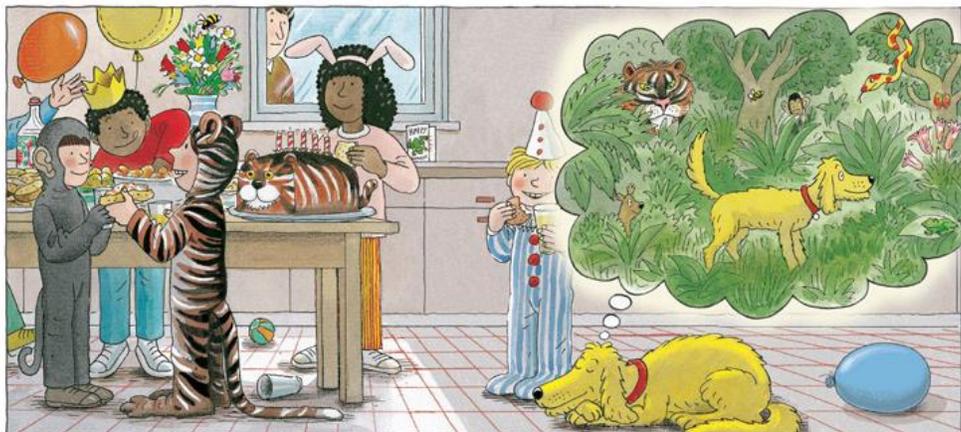
To do this, comprehension skills are developed through the conversations and discussions we have every day at school, but they can also be developed through your help with reading at home. We have put together some ideas and questions to ask whilst reading. These questions aim to make reading a positive experience and to help develop different areas of comprehension, such as, **prediction**, **recall**, **sequencing**, **inference (understanding what is being said, but not through the words on the page)**, and **making links** with other books, stories and experiences in their own lives. We hope you find it useful.

## Getting started

- Read the book brought home from school or let your child select the book
- Looking at the front cover, what could the book be about? To begin with your child's thoughts and ideas may appear quite random, but as children develop, you would expect the prediction to become more appropriate to the title or the picture on the front cover.
- Who is the author of the book? What does an author do? Who is the illustrator of this book? What does the illustrator do? Initially you will tell your child, but over time you would want your child to read these names. Have you read other books written by the same author or illustrated by the same illustrator?
- If your child is showing reluctance to read, ask if they would like to take turns. Who will go first?

## Talking about the Pictures

These suggestions and questions are most relevant for all children reading picture books.



- Before reading the words, go through the book looking at the pictures. Ask your child what they think is happening in the story. This will then help them to decode the words and help overall comprehension.
- Try to get your child to tell you what they can see and what is happening.
- Get them to name the characters and objects that they can see
- Ask if the picture can help them to work out the words

## Asking questions about the picture

**WHO?      WHAT?      WHERE?      WHEN?      WHY?      HOW?**

- What can you see in the picture?
- Where is the story set/taking place?
- Have you had a party at home? What did you do? Did you have a theme?
- What is Floppy doing? How do you know that he is dreaming? Why is he dreaming of a jungle?
- Whose party is it? Why do you think that its X's party?
- Who is outside? Why is he outside?
- What do you think is going to happen next?

## Questions for developing...

In Reception the children will be exposed to the following types of questions during daily story times...not all at once though!

In Year 1 and 2 the children have daily whole class reading lessons called ERIC (Everybody Reading In Class) where they will respond to stories, poems and information books using these types of question, both verbally and in writing.

### Language:

- Reading an unfamiliar word: Can you sound it out and blend it together again? Do you see any digraphs/trigraphs in the word? Does it look like another word that you know? Cover half of the word and sound each half before blending.
- What does this word mean?
- Can you think of other words that mean the same (synonyms)? What is the opposite of this word (antonyms)?
- What does this word or phrase tell you about?
- Which of the words best describes the character/mood/setting etc?
- Why has the author used this word / language in the story?

### Prediction:

- Looking at the cover: What do you think the story will be about?
- What do you think will happen next? What makes you think that?
- After reading the story: What adventure could the character/s go on next? Where will they go next?
- Can you predict how the story might end?
- If you could choose how it ended what would you decide?

### Recall and Sequencing:

- Where is the story set?
- What time of day/year is it? How do you know?
- Who are the main characters?

- What did she/he/it look like? What were they wearing?
- Can you tell me something that happened in the story?
- What was the story about?
- What happened to...?
- Who did...?
- Where did...?
- Why did...happen?
- How many...?
- What was the first thing that happened in the story? What happened in the middle / at the end?
- What happened after...?

**Inference:**

- Why was....feeling...?
- Where might...be? What makes you think this?
- Why is...doing...?
- Can you explain why...?



- How long has the ship been there?  
How can you tell?
- What do you think happened to the ship?
- What is the ship used for now?
- Is this setting close to the surface of the water?

## Making links:

- Have you read any other stories that have a similar character/setting/story etc?
- Have you experienced ...before?
- Can you think of a time that ... has happened?
- How can you tell it's a fairy tale?
- Have you read any books by the same author?
- How is this book similar/different to other books?

## Staying positive, even when it's tough!

### PAUSE...PROMPT...PRAISE

When your child is reading aloud and makes a mistake, here are a few tips to keep positive and not knock developing confidence and enjoyment.

### PAUSE

- Give them 5 seconds to correct themselves, or to make an attempt to read the word

### PROMPT

- If the word is not read correctly, you could give one or more prompts
- Give the word to them
- Remind them of a picture clue
- Review what went on before
- Encourage them to look ahead.
- Explore the thinking behind their guess.
- Encourage them to look at the shape/the ending/the middle of the word
- Break the word in half or syllables.

## PRAISE

- Praise correct reading of a difficult word
- Praise an attempt at getting a word correct even if it's not successful
- Be specific when praising
- Comment on the use of context
- Praise for carrying on
- Praise for using phonic / picture clues.
- Find opportunities to discuss difficult words or parts of words so that your child can practice and learn.

## How not to say "NO..."

- When your child is reading aloud, don't interrupt them to correct a mistake unless it affects the understanding of the story.
- If you think your child may not have understood a particular word, refer to it when you have finished the page /book / chapter, so that you do not break their flow.
- Set yourself the challenge of not saying "NO" to your child. Instead of no you could try...

What about

Have another look

Almost

Are you sure?

Good try

Not quite

Very nearly

So close

Try again

You're getting close