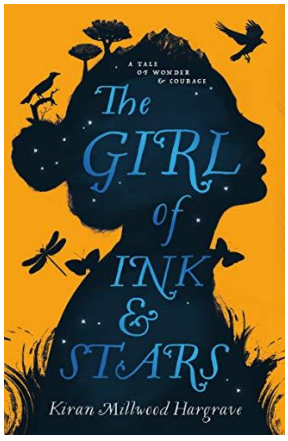
Home Reading:

A Parent Handbook

2020-2021







Why is reading important to your child's development?

Reading has many benefits to all individuals. Some of the benefits include:

- Learning new vocabulary

Reading improves your vocabulary and knowledge of the language. As your child reads, they come across new words, phrases and writing styles. A well-written book affects your child's ability to become a better writer.

- Discover new worlds

The world of fiction allows your child to travel to a different world, where everything is different. By reading books, your child gets a glimpse of other cultures and places. Books expand your child's horizons, letting them see other countries, other people and so many things they have never seen or imagined.

- It makes you empathetic

By reading a book, your child can become part of the story and feel the pain, joy and other emotions of the characters. This in turn allows your child's mind to become more aware of how different scenarios affect other people. Eventually, this improves your child's ability to emphasise with other people.

- Improves imagination

The more your child reads, the more imaginative they become.

- Relax and reduce stress

Reading can have a positive effect on the body too. Reading a book allows your child to escape from reality and relax.

Reading at Fordbridge:

Children read regularly at Fordbridge, through guided reading sessions, one to one reading, group reading and whole class work in English lessons around a variety of genres. We aim to give children to high quality reading experiences that support and challenge them to delve further into the texts they are encountering and develop confidence in being able to discuss them.

At Fordbridge Primary School, we have various reading toolkits which children use regularly in their reading lessons to help them with word meanings and answering comprehension questions. Ask your child to discuss how they use them in class.

Key Stage 1:

Retrieval Toolkit

•Read the question carefully.

What sort of answer does it need?

Who? What? When? Where? Why? How?

•Look back at the text.
•Point to or underline the answer.
•Answer the question.

If you need to write an answer, check how many words you need to write and **copy** the spelling carefully.

Inference Toolkit

•Read the question carefully.

What is it asking? Feelings? Thoughts? Why?

•Look for clues in the text and pictures.
•What can you infer from the clues?
•Write your point, then say how you know.

I think ___ because ___

Summarising Toolkit

1. Begin to read through the text
2. When you get to a piece of information in the text that is related to the question, put a star next to it.
3. Continue reading and repeat point 2
4. At the end of the text, make sure you have the same number of stars to points
5. Number the stars
6. Put the statements in order according to the stars

Word Meaning Toolkit

Not sure what a word means?

•Read the word again.
•Read around the word.

Think about the rest of the sentence.

•Look at the pictures.

Are there any clues?

•Do you know any words that sound similar?

Key Stage 2:

Word Meaning Toolkit

What is the word function? (noun, verb, adjective, etc.)

Do you know the root word? Prefixes? Suffixes?

Context - read around the word (including the sentences before and after, and further into the paragraph if needed).

Visualise what is happening in the text/what the text is talking about.

Check your idea by replacing the word with a possible synonym - *does it make sense?*

Don't get stuck on a word: if not answering a specific question about that word, do you need to know the specific meaning of it to get the gist of the whole text?

Retrieval Toolkit

1. Read and understand the question. Underline key words.

***Who?** (person)* ***What?** (event/fact/topic)* ***When?** (event/time/date)*

***Where?** (setting/location)* ***Why?** (reason for something)*

How?** (cause and effect)* ***True/False

1. Scan to find the information in the text. Underline it or point to it.
2. Read around the information you found to check the details.
3. Answer the question.
4. Check your answer against the question - have you actually answered it?

Inference Toolkit: Type One

The question gives you an inference (point) and you have to find the evidence (justify) to match it.

1. What is the inference given in the question? Is it about:
   a. a person (*thoughts, motives, feelings/emotions, reactions to other characters or news/events), or*
   b. a situation (*cause and effect/impact of)?*
2. What sort of things might show this? Scan the text for some examples that 'prove' the inference in the question.
3. Write your answer (check the number of marks - how many pieces of evidence do you need?). Explain why it is evidence.

Inference Toolkit: Type Two

The question asks you to both make an inference (point) **and** justify it using evidence from the text.

1. What is the question about?
   a. a person (*thoughts, motives, feelings/emotions, reactions to other characters or news/events), or*
   b. a situation (*cause and effect/impact of)?*
2. Scan the text around the person/situation from the question. What inference can you make? Why? What is the evidence?
3. Write your answer using point and justify (*I know...because...*) and check the number of marks - how much evidence do you need?

How can parents/guardians support reading at home?

Reading with your child at home is a crucially important way to support their learning. Reading books together, reading to your child, hearing them read, discussing reading techniques, stories, poems and fiction/non-fiction texts are all key ways to will help your child to develop into an able and accomplished reader and writer.

Here are some general tips for reading with your child:

Before reading the text:

- Predict what the text is going to be about?
- Is the text fiction (imaginary) or non-fictions (informative and factual)?
- Who is the author/illustrator?
- Read the blurb together – has your child's prediction change now they have read this?

Whilst reading:

- What is the contents page? How does this help us when reading?
- At the end of the section/chapter your child has read. Can they summarise what they have read in a few sentences? At the end of the story, can your child summarise the main key points of the story?
- It is important for children to be given the opportunity to read aloud to an adult as often as possible as this helps the child improve their sounding out and blending of unfamiliar words particularly for younger children.
- If your child gets stuck on an unfamiliar word that they are unsure about, get them to read around the word including the sentences before and after, and further into the paragraph if needed.
- Older children may feel that they enjoy reading on their own more and prefer to read in their head instead of aloud to an adult. This is usually evidence that they are skilled and enjoying the reading experience. Therefore, the focus as the adult should be more discussion of comprehension and sharing reading experiences and opinions about books is valued.

Comprehension:

Comprehension is an important part of reading for all ages. If a child can read the book fluently but does not fully understand the story or text, then they will struggle to enjoy and appreciate reading and books. Therefore, its essential children have the opportunity to discuss what they are reading.

Examples of comprehension questions that can be asked to your child include:

Can your child retrieve the evidence directly from the story to answer your questions?

(The answer is right there in the text).

- What did…… do?
- Who did…… do it to
- How many…… were/are there?
- Who are……?
- Can you tell me what this word/bit means?
- What kind of …… is that?

Can your child think and search for the answer?

(The answers are found in different parts of the story and they might have to apply prior knowledge or personal experience to an answer).

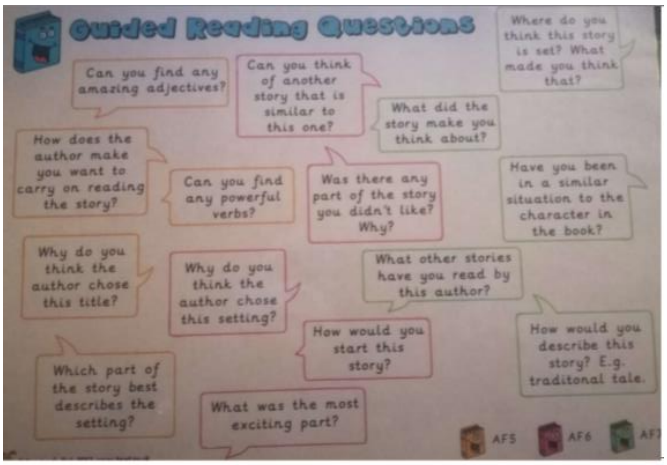
- How do you make/do……?
- What happened when…… did……?
- What happened to……?
- What do you think might happen next OR what happened before?
- How many times…
- What examples can you find?
- Where did this happen?
- Where was…… when this was happening?

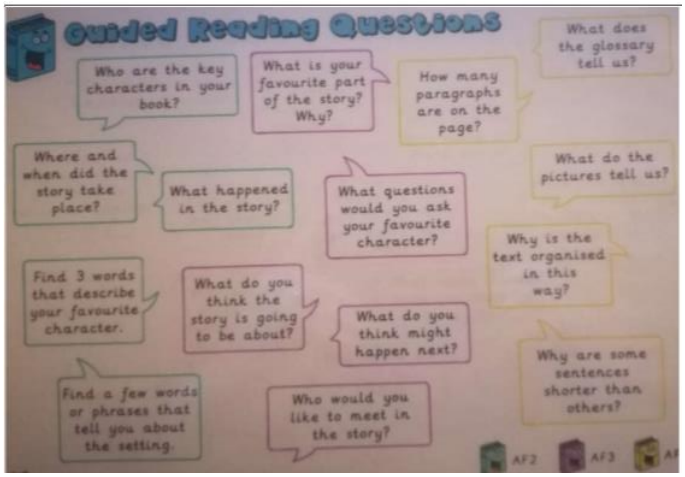
Can your child answer questions without referring to the story?

The answer is not in the story, it is your child's opinion and thoughts.

- Have you ever…
- If you could…
- If you were going to…
- In your opinion…
- Do you agree with……? Why?
- Do you know anyone who……?
- How do you feel about……?

<u>Other examples include:</u>





Home reading book

Your child should read their book, answer questions about what they have read and summarise what has happened in the text. If your child completes this, your child can read their own books, magazines, newspaper or books online and this can be included in their reading diary.

Each child has their own 'Oxford Reading Buddy' log in which has an extensive library available of different books to those in school. If your child does not have a log in, please contact the school office.

The website can be accessed on any device using the website below:
https://www.oxfordreadingbuddy.com/uk

See below an example of how to complete the reading diary.

Date	Book title and page number	Comment
05/10/20	The Iron Man – Chapter 1	Timmy predicted what happened using the front cover and reading the blurb. He found reading the word 'accident' difficult but was able to work out the meaning from reading the sentences after.
06/10/20	The Iron Man – Chapter 2 – up to page 26	Timmy summarised what he read yesterday and was able to discuss how the characters were feeling and why.
07/10/20	The Iron Man- page 26-end of chapter 2	Timmy was able to identify various adjectives within the text and tell me how he would up-level these words. EG. Big = massive, sad = upset
08/10/20	The Iron Man – chapter 3	Whilst reading this chapter, Timmy was able to answer questions based on what had happened and found evidence in the text to support his answer.
09/10/20	The Iron Man – chapter 4	Timmy enjoyed reading this chapter and was excited to make predictions about what was going to happen next. He found a couple of the words difficult to read and needed support to sound them out.