

Parents' Information Evening

Reading at RGS The Grange – 2017

Good readers are active readers. Parents often wonder how they can help to develop the reading skills of children who are already fluent readers. The best way is to continue to share books, regularly listening to them read, sometimes reading to or with them, but also discussing books read in increasing depth. Here are some strategies to try:

- **Ask questions** - Asking questions will make your child want to look for clues in the text. Pose questions that will spark your child's curiosity as you read aloud. Frequently ask them, "What are you wondering?" Remind your child that good readers challenge what they're reading by asking questions.
- **Create "mind movies"** - Creating visual images brings the text alive. These "mind movies" make the story more memorable. You can help your child do this by reading aloud and describing the pictures you're seeing in your own imagination. Use all five senses and emotions. Invite your child to share their "mind movie". Notice how they are different from yours. You might even ask your child to draw what is in their imagination.
- **Decoding** - As children move to KS2 and are confident with phonics they will continue to use a variety of strategies to decode words:
 - sounding words out using their phonic knowledge
 - using the picture alongside the text to help them
 - looking at the whole sentence and then work out what the missing word is.
- **Inference** - Finding the clues and reading between the lines. Encouraging children to make inferences based on clues in the text and their understanding of the context of the book will help them to develop this important skill.
- **Deduction** - Solving the clues – using their knowledge to work things out and to make predictions.
- **Purpose and viewpoint** - Children need to understand that writers write for a purpose, and to be able to recognise that this will have an impact on the way a text is written.
- **Structure and organisation**
 - as children read a wider range of text types, they need to be able to comment on the features of each and how they are organised
 - making links between the purpose of the text and its organisation is a useful place to start.
- **Language** - Think about the language choices made by writers, their possible reasons for making those choices and the effect the choices have on the reader.
- **Making links** - Good readers connect the book they are reading with real life experiences; with other books read and stories heard; with films; and with the context in which they were written.



Parents: Reading for Pleasure 2017

A good way to check out books and authors is to see which ones have won book awards:

UKLA book awards

Carnegie Greenaway award

Guardian children's fiction prize

Children's book award 2017

Blue Peter book awards for children

Waterstones book awards for children

Some recommended 'like for like' authors (see www.lovereadingschools.co.uk for further suggestions)

Anne Fine	Francesca Simon	JK Rowling	Anthony Horowitz
Geraldine McCaughrean	John Gant	Jill Murphy	Charlie Higson
Jacqueline Wilson	Lauren Child	Eva Ibbotson	Robert Muchamore
Dick King-Smith	Andy Stanton	Diana Wynne Jones	Eleanor Updale
Cathy Cassidy	Chris Riddell	Darren Shan	Philip Reeve
Sarah Singleton	Alan Ahlberg	Ursula K Le Guin	Joe Craig
Adele Geras	Jan Mark	Jenny Nimmo	Marcus Sedgwick
Malorie Blackman	John Dougherty	Duncan Pile	
Michael Morpurgo	Dav Pilkey	Nigel Hinton	



Parents: Reading for pleasure 2017 - Useful websites on children's books

www.ReadingZone.com - This site is dedicated to helping young people, parents and teachers to find out about children's books. Each area on the site provides information about new and classic titles with expert advice to help you find the best children's books available. There are Children's Zones with games and activities and a specialist School Zone full of helpful resources.

www.lovereadings4schools.co.uk - Very useful review site with Template Reading Lists for each academic year from Year One to Year Nine. Free downloads of the openings of books to sample once subscribed. Subscription is free.

<http://mrsmad.com> - Reviews and writing games.

www.childrensbooks.co.uk - Provides a number of links with different websites of authors and illustrators.

www.wordpool.co.uk - A site for both children and parents, with advice on choosing books and encouraging reluctant readers.

www.booktrust.org.uk - Provides a book information service and has information about awards and publications. It has links for libraries, publishers, and magazines.

www.readathon.org - A national sponsored reading scheme often used by schools as part of National Children's Book Week. It operates all year round.

Jargon buster!

- **phoneme** – the smallest unit of sound within a word. A phoneme may be a single letter, or a group of letters, e.g. 'f-l-a-sh'.
- **grapheme** - A written letter or group of letters that represent a sound e.g. the sound s can be represented by the graphemes s in sun, ce, in dance, ss in dress, st in whistle, cy in cycle and so on.
- **high frequency or tricky words** – words which can not be sounded out – e.g. 'said' or 'was'. Your child will need to remember these words.
- **colour coding or book bands** – where books are levelled by difficulty in colour bands.
- **guided reading** – around six children read aloud from the same book at the same time, whilst a teacher listens and draws out teaching points.
- **inference** – finding the clue.
- **deduction** – solving the clues or making predictions based on literary knowledge readers need to bring with them.



Questions to ask your child to help them comprehend the text

- * What has happened in the story so far?
 - * What do you think will happen next? Who is your favourite character? Why?
 - * Who is the character you like least? Why?
 - * Do you think the author intended you to like/dislike this character? How do you know?
 - * Does your opinion of this character change during the story? How? Why?
 - * Find two things the author wrote about this character that made him/her likeable?
 - * If you met one of the characters from the story, what would you say to him/her?
 - * Which part of the story is your favourite/least favourite? Why?
 - * Would you change any part of the story? How? Would you change any of the characters? How?
 - * Which part of the story was the funniest/scariest/saddest/happiest? Find some evidence in the text to support your opinion.
 - * What is the purpose of this book? How do you know? Why is this page laid out in this way? Could you improve it?
 - * Pick three favourite words or phrases from this chapter. Can you explain why you chose them?
 - * Did this book make you laugh? Can you explain what was funny and why?
 - * Have you read anything else by this author? Is anything similar? Does this book remind you of anything else? How?
 - * When do you think this book was written? How do you know? Does it matter? What would it be like if it was written now?
 - * Do you think the title of the book is appropriate? What would you have called it?
 - * What is the genre of the book: sci-fi, mystery, historical, fantasy, adventure, horror, comedy?
- What are the features that make you think this?
- * Find two sentences which describe the setting. Is the plot fast or slow moving? Find some evidence in the text, which supports your view.
 - * If the author had included another paragraph before the story started what do you think it would say?
 - * Would you like to read another book by this author? Why/why not?

Of course, it doesn't have to be you asking the questions. Why not turn the tables and let your child ask you about your reading material.

Video clips for parents on 'helping your child with reading and comprehension' (example is from Clapham Terrace School) – RGS The Grange video clips to be produced this term

- Early Readers – video guide - <https://youtu.be/MdU9GjMyd14>
- Upper KS1 – Year Two video guide - <https://youtu.be/TYBRtOKwgXE>
- Lower KS2 - Years Three and Four video guide - <https://youtu.be/52PmgwL76GE>
- Upper KS2 – Years Five and Six video guide - <https://youtu.be/dXc9u5CyKWw>



