

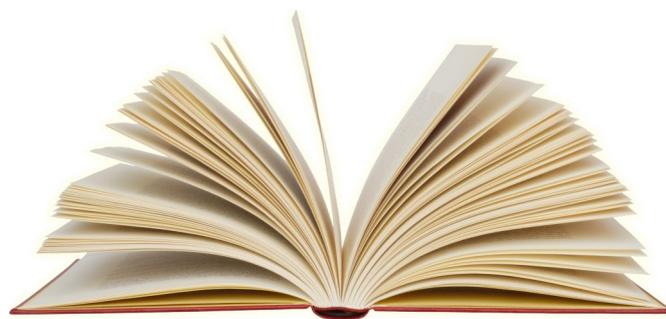


Kildwick CE VC Primary School

Learning to Live, Living to Love, Loving to Learn



Reading at Kildwick CE VC Primary School



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Contents

Page 1 Front cover

Page 2 Contents

Page 3 - 4 The Importance of Reading

Page 5-6 Our Reading Intent

Page 7 Applying Reading Theory

Page 8-9 Encouraging Good Comprehension Skills

Page 10-12 Promoting and Developing a Love of Reading

Page 13 Recommended Reads in Key Stage Two

Page 14-16 Reading Across School

Page 17-22 Phonics

Page 23-24 Phonics Glossary

Page 25-26 Reading at Home



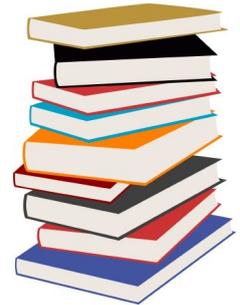
The Importance of Reading

“Reading for pleasure is more important for children’s cognitive development than their parents’ level of education and is a more powerful factor in life achievement than socio-economic background.”

(Sullivan and Brown, 2013)

At Kildwick CE Primary School, we greatly value the importance of reading. We believe strongly in the importance of reading as a driver of attainment across the whole primary curriculum but also as a source of enjoyment.

Children value and respect books and understand their importance. Reading is promoted by all adults in school. We have high expectations of our children regarding reading whilst supporting all children in making progress in reading whilst exposing them to the wider



What Our Children Say About Reading...

What do you like about reading?

I find it very fun and exciting and you can find new things and words you haven't heard before.

I think it's relaxing.

The thing I like about reading is that I learn things from the books.

Some books are exciting. I enjoy the excitement and happiness it brings me.

What's your favourite type of book to read?

Roald Dahl because I like the books and they're nice to read.

I like comedy books and my favourite author and illustrator are David Walliams and Tony Ross.

Non-fiction because you actually learn facts.

What do you think of the books that we have in our classrooms?

They are really good because they are different types of books like fiction and non-fiction.

It is hard to choose because they are all fantastic.

Why is it important to read?

If you can read, you will be a lot more successful in life.

You can get better at understanding the world around you.

It helps you relax.

The Importance of Reading

Through modelling, discussion and shared reading, we ensure that children have the right to....

Read in peace.

Read any book they want.

Stop reading a book.

Share a book with others.

Get help with their reading.

Feel emotional when reading.

Read anything—not just books.

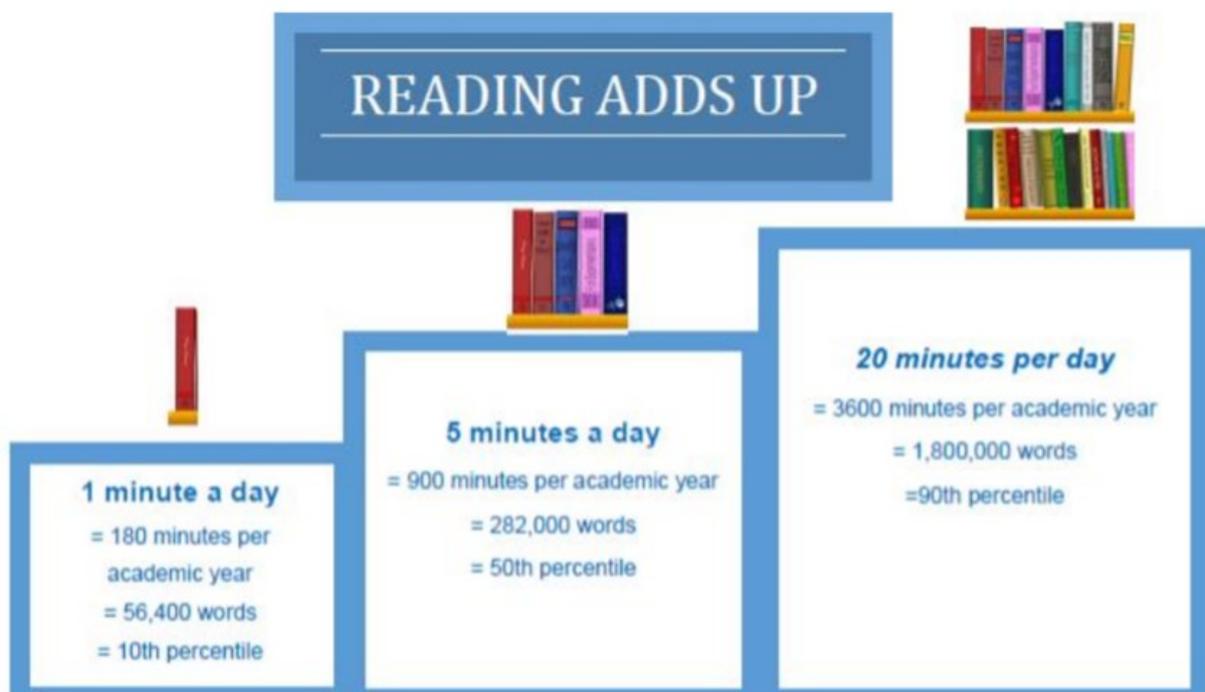
Read anywhere.

Have their own opinions on a book or author.

Read at any speed.

Read the same book as a friend.

Recommend a book.



Our Reading Intent

Our English strategy follows the 2014 National Curriculum. Our primary aim is to increase children's confidence, enjoyment and ability in reading, writing and communication. We ensure that we provide all children with depth, breadth and ambition in their learning – ensuring that our curriculum is well sequenced and building on knowledge and skills gained as children progress through school. We promote a love of reading and writing whereby children want to read and write spontaneously with enjoyment. We strive for our children to develop a passion for English to aid them in later life and to enable them to become lifelong learners.



Reading Implementation:

In the early stages of reading, we teach children to decode words using phonic skills as our sole approach.

Systematic synthetic phonics are taught using the Little Wandle Letters and Sounds Revised programme. Children are introduced to synthetic phonics at the start of their Reception year and children progress through the scheme to the end of Year One. We strive to ensure that children “keep up” rather than “catch up” and we offer early intervention when a pupil is making slower progress than expected.

We follow the Little Wandle scheme for reading and ensure that each child is given a reading book with the relevant sounds that they are learning at that time. The books are varied in their genres which encourages a love of different texts. Children read in a group three times a week, using the same text, following a process of decoding, prosody and comprehension. Following the comprehension session, children will take the book home. At this point, it is expected that they will be reading the book at 95% accuracy and with a high level of fluency.

In Year Two and Key Stage Two, children continue to develop these skills through Guided Reading lessons which are taught as a whole class. Children develop further reading skills through comprehension lessons, by reading both independently and with an adult and by enjoying a class novel. Books and texts are specifically and carefully chosen for each class ensuring that progress is built on and so that a range of genres and authors are covered.

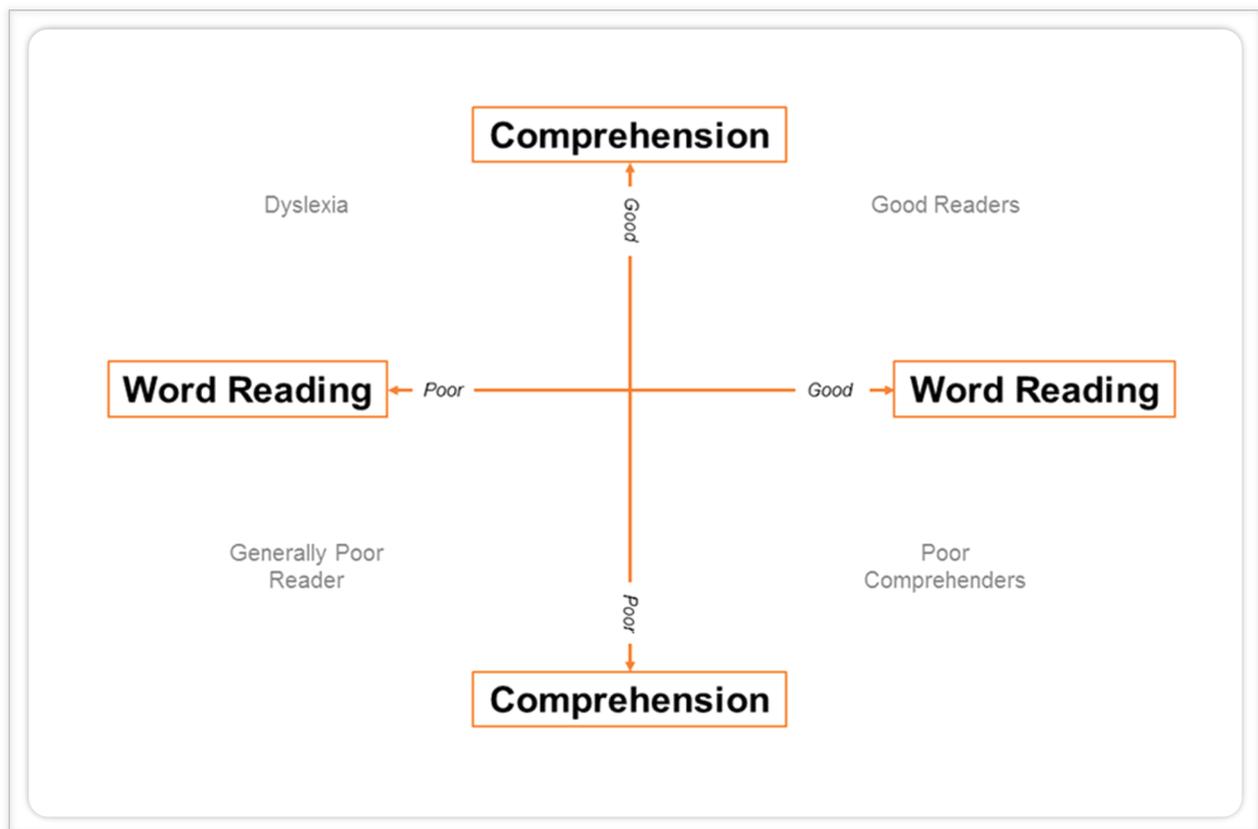
In KS2, pupils have a weekly spelling lesson which focusses on spelling patterns as well as learning the common exception words for each year group. Phonics intervention is implemented in KS2 for those pupils who still need to access the phonics curriculum. This is a targeted intervention based on the individual need of the child.

We want children to enjoy reading at both home and school and for parents to be on board with reading with their children. Our approach to reading in KS2 is that all pupils can access a class selection of recommended reads that cover a range of genres. These are high quality texts which have been carefully chosen to challenge and engage our pupils. We encourage children to read for pleasure by choosing a book that engages them and that they can share with an adult. Once a book is completed, children complete a task in their reading journal. They are encouraged to talk about the book with their peers and discuss the books and recommend them to a friend if they choose to.

Applying Reading Theory

We base our approach to reading on 'The Simple View of Reading' which highlights the importance of a child having both the ability to decode words and to understand their meaning and context. Word reading skills begin in EYFS and Key Stage One with an in-depth, thorough phonics programme. Children are also exposed to the skill of comprehension through daily story times and individual readers. As children move into Key Stage One, they begin to practise comprehension skills more independently through small group discussion and independent work.

These decoding and comprehension skills are worked on in Key Stage Two. Once children become confident, fluent readers, we expose them to a wide variety of texts in order to increase their vocabulary, which in turn improves both word reading and comprehension skills. Comprehension is practised in a variety of ways in Key Stage Two in order to ensure that by the time children leave Kildwick Primary School children are confident, enthusiastic and skilled readers.



How Do We Encourage Good Comprehension Skills?

We recognise that the skill of having good comprehension is a complex one which encompasses many different strands. When teaching reading comprehension, teachers ensure that children are exposed to a variety of question types as seen in the table below.

| Question Strand Skill | Example Questions |
|-----------------------|---|
| Vocabulary | <p>What does <i>(a phrase/word/group of words)</i> mean?</p> <p>Give the meaning of the word <i>parched</i> in this sentence.</p> <p>Find and copy two words from the story that show that the 'frog was frightened'.</p> |
| Retrieval | <p>Look at page 4. According to the text, what could you do on your space holiday ?</p> <p>How can you tell that the International Space Station is very large?</p> <p>Write down <u>three</u> things that you are told about the oak tree on the island.</p> |
| Summarise | <p>What is the main message of the poem?</p> <p>Below are some summaries of different paragraphs from this text. Number them 1 – 6 to show the order in which they appear in the text. The first one has been done for you.</p> <p>Which of the following would be the most suitable summary of the whole text?</p> |
| Inference | <p>Why is space tourism <i>impossible</i> for most people?</p> <p>Find and copy a group of words that shows that...</p> <p>How do these words make the reader feel?</p> |

| | |
|---------------------------------|---|
| <p>Predict</p> | <p>Based on what you have read, what does the last paragraph suggest might happen to the explorers next?</p> <p>Do you think that Martine will change her behaviour on future giraffe rides? Yes? No?</p> <p>Explain your choice fully, using evidence from the text.</p> |
| <p>Identify/explain content</p> | <p>Find and copy the group of words on page 9 where Lord John's mood changes.</p> <p>Draw lines to match each part of the story with the correct quotation from the text.</p> |
| <p>Word choice</p> | <p>What does (a word) suggests happens?</p> <p>Find and copy four words from the paragraph that suggest (danger).</p> <p><i>... they crossed the glassy surface of the lake.</i> Give <u>two</u> impressions this gives you of the water.</p> |
| <p>Comparison</p> | <p>How does . . .'s mood change throughout the text?</p> <p>According to the text, give <u>one</u> way that giant pandas are (a) similar to other bears (b) different from other bears.</p> |



How We Promote and Develop a Love of Reading at Kildwick



Reading Café

Parents had the opportunity to come into school and read with their child.

This was to promote the importance of continuing to read with children even as they become a more independent reader.





World Book Day

Promoting a love of reading through a variety of activities every World Book Day.





Reading Buddies

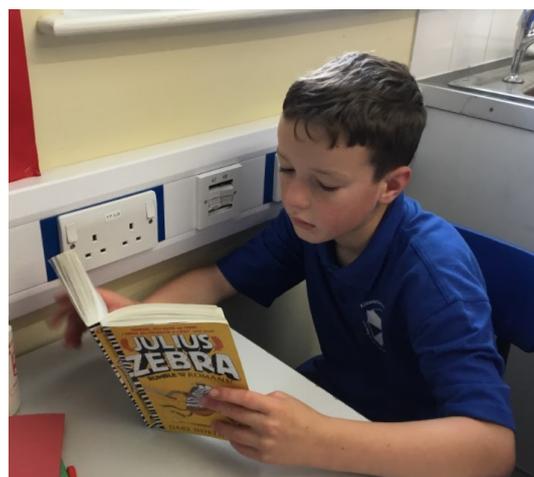
Encouraging early reading through paired 'buddy' reading sessions between EYFS and Year Six.



Recommended Reads in Key

Stage Two

Our recommended reads have been carefully selected in order to expose our children to a wide range of topics, authors, cultures and characters. High-quality modern texts make up the majority of our shelves. As well as this, we have invested in a variety of books that have characters from a LGBTQ+ background or black characters in order to broaden children's reading horizons.



Examples of Recommended Reads

Year Three and Four

Desirable - Frank Cottrell Boyce
Little Leaders. Exceptional
Black Men in History - Vashti Harrison
Good Dog Lion - Alexander McCall Smith
Scrum – Tom Palmer
The Butterfly Lion- Michael Morpurgo
The Genius Aged 8 ¼ - Jeremy Strong
Stone Age Boy- Satoshi Kitamura
George's Marvellous Medicine- Roald Dahl

Year Four and Five

Return to the Jungle - Bear Grylls
A Pocketful of Stars – Aisha Bushby
The House with Chicken Legs – Sophie Anderson
How to Train Your Dragon – Cressida Cowell
Varjak Paw – SF Said
The Last Wolf – Michael Morpurgo
In Darkling Wood – Emma Carroll
Funky Chickens – Benjamin Zephaniah

Year Six

The Invention of Hugo Cabret – Brian Selznick
Clockwork – Phillip Pullman
A Monster Calls – Patrick Ness
The Many Worlds of Albie Bright – Christopher Edge
The Nowhere Emporium – Ross Mackenzie
Pig Heart Boy – Malorie Blackman
The Pants Project – Cat Clarke
Young, Gifted and Black – Jamia Wilson

Reading Across School

In EYFS and Year One, the children are immersed in words, books and reading. Reading is a priority above all else and seen as a key building block in early learning. Books are available in different areas of provision around the classroom. Emphasis is put on orally rehearsing any new vocabulary across the curriculum.

Both classes have a box of 'sharing books' for children to borrow and read at home with an adult which are high quality and specially selected texts that broaden children's reading experiences and promote a love of reading. This in addition to the weekly reading book that they will bring home from our Little Wandle reading scheme.

The children also enjoy a daily whole class story time where adults model good reading practice and promote discussion of a text. Whole class story times are a highlight of the day and spark discussion, writing and imagination.



Reading Across School

In Year Two and Key Stage Two, children take part in a whole class guided reading sessions using a variety of high quality texts. This is an excellent chance for teachers to model reading and for children to improve their fluency skills and work on comprehending texts.

Children have access to the class recommended reads and complete an activity in their reading journal once they have read a book. Lower down Key Stage Two, children have access to 'confidence builder' books to bridge the gap between their reading ability and the level of the recommended read books. Some of the Year Three children also access phonic level books if needed.

The children enjoy a whole class book which is used to promote a love of reading and creates a stimulus to use in writing lessons. Children are inspired to write through this text with the use of drama and focussed comprehension sessions.

Example class books we use in Kingfisher class:

The Hodgeheg—Dick King-Smith

Escape from Pompeii—Christina Balit

Beowulf—Micheal Morpurgo



Reading Across School

In Key Stage Two, a variety of reading activities take place on a daily and weekly basis. There are many reading and comprehension opportunities across the curriculum.

Guided reading sessions are taught as a whole class through a high-quality text with targeted questioning based on the different strands of reading (see page 8). Children improve their vocabulary skills through constant exposure and discussion of new words. A focus on written comprehension helps children become confident in answering questions about a text.

In Year Six, children work on fine-tuning their written comprehension answers in preparation for the end of Key Stage Two assessments. This is done in a variety of ways including whole class sessions, small group work and targeted interventions.

In all classes, children have access to high quality recommended read texts which are frequently promoted and discussed as a class. Children complete activities about these books in their reading journals once they have read a book and decide if they want to recommend that book to a friend. Children also have access to non-fiction texts including encyclopaedias and child-friendly newspapers. Children have the opportunity to independently read every day, with children listened to out loud throughout the week.

Example class books we use in Owls class:

Who Let the Gods Out?—Maz Evans

The Great Kapok Tree—Lynne Cherry

Journey to the River Sea—Eva Ibbotson

The Wind in the Willows—Kenneth Graham

Example class books we use in Eagles class:

Holes—Louis Sachar

Goodnight Mister Tom—Michelle Magorian

Wonder— R.J Palacio

Cogheart— Peter Bunzl



Phonics

At Kildwick CE VC Primary School we teach synthetic phonics using the Little Wandle programme. Synthetic Phonics is a way of teaching reading and spelling. Children are taught to read letters or groups of letters by saying the sounds (phonemes) that they represent. Children then start to read words by saying the phonemes together to make a word. They also learn how to spell words using their phonic knowledge. The children are introduced to synthetic phonics in Reception and children progress through the phases during Reception and Year One. The children are taught in year groups for phonics lessons.

Phonics Reading Scheme

Reading practice sessions run in groups of six children. These sessions are timetabled three times a week and taught by a member of staff who has been specially trained in the Little Wandle programme. Children will work on the same text all week and then take that book home for further practice.

The books children practise reading with are matched to their phonics learning so that they get lots of successful practice and become fluent in reading them.

The reading practice sessions have been designed to focus on three key reading skills:

- decoding
- prosody – reading with meaning, stress and intonation
- comprehension – understanding the text



Phonics

This programme overview shows the progression of GPCs and tricky words that we teach term-by-term. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long term memory.

Reception:

Autumn 1

| | Phase 2 graphemes | New tricky words |
|--------|-------------------|------------------|
| Week 1 | s a t p | |
| Week 2 | i n m d | |
| Week 3 | g o c k | is |
| Week 4 | ck e u r | I |
| Week 5 | h b f l | the |

Autumn 2

| | Phase 2 graphemes | New tricky words |
|--------|--|---------------------|
| Week 1 | ff ll ss j | put* pull* full* as |
| Week 2 | v w x y | and has his her |
| Week 3 | z zz qu words with s /s/ added at the end (hats sits) ch | go no to into |
| Week 4 | sh th ng nk | she push* he of |
| Week 5 | <ul style="list-style-type: none"> words with s /s/ added at the end (hats sits) words ending s /z/ (his) and with s /z/ added at the end (bags) | we me be |

Spring 1

| | Phase 3 graphemes | New tricky words |
|--------|--|------------------|
| Week 1 | ai ee igh oa | |
| Week 2 | oo oo ar or | was you they |
| Week 3 | ur ow oi ear | my by all |
| Week 4 | air er words with double letters: dd mm tt bb rr gg pp ff | are sure pure |
| Week 5 | longer words | |

Spring 2

| | Phase 3 graphemes | No new tricky words |
|--------|--|---|
| Week 1 | review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear | Review all taught so far Secure spelling |
| Week 2 | review Phase 3: er air words with double letters longer words | |
| Week 3 | words with two or more digraphs | |
| Week 4 | longer words words ending in -ing compound words | |
| Week 5 | longer words words with s in the middle /z/ s words ending -s words with -es at end /z/ | |

Phonics

Reception Continued:

Summer 1

| | Phase 4 | New tricky words |
|--------|--|-----------------------|
| Week 1 | short vowels CVCC | said so have like |
| Week 2 | short vowels CVCC CCVC | some come love do |
| Week 3 | short vowels CCVCC CCCVC CCCVCC longer words | were here little says |
| Week 4 | longer words compound words | there when what one |
| Week 5 | root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est | out today |

Summer 2

| | Phase 4 graphemes | No new tricky words |
|--------|--|---|
| Week 1 | long vowel sounds CVCC CCVC | Review all taught so far Secure spelling |
| Week 2 | long vowel sounds CCVC CCCVC CCV CCVCC | |
| Week 3 | Phase 4 words ending -s /s/ Phase 4 words ending -s /z/ Phase 4 words ending -es longer words | |
| Week 4 | root word ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ | |
| Week 5 | Phase 4 words ending in: -s /s/, -s /z/, -es longer words | |

Year One:

Autumn 1

| | Phase 3/4 review + 4 Phase 5 GPCs | Review tricky words |
|--------|--|---|
| Week 1 | review Phase 3 GPCs ai ee igh oa oo ar or ur oo ow oi ear | Phases 2-4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today |
| Week 2 | air er /z/ s -es words with two or more digraphs e.g. queen thicker | |
| Week 3 | Phase 4: CVCC CCVC CCVCC CCCVC Phase 4 with long vowels | |
| Week 4 | Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each | |
| Week 5 | review longer words | |

Phonics

Year One Continued:

Autumn 2

| | Phase 5 graphemes | New tricky words |
|--------|--|---------------------------|
| Week 1 | /ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn | their people oh your |
| Week 2 | /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he | Mr Mrs Ms ask* |
| Week 3 | /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute | could would should our |
| Week 4 | /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw | house mouse water want |
| Week 5 | Grow the code: /igh/ ie i i-e /ai/ ay a a-e /oa/ oa o o-e /ee/ e ie e-e ea /oo/ /yoo/ ew u-e u ue | |

Spring 1

| | Phase 5 graphemes | New tricky words |
|--------|---|--------------------------------|
| Week 1 | /ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder | any many again |
| Week 2 | /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone | who whole where two |
| Week 3 | /l/ le al apple metal /s/ c ice /v/ ve give | school call different |
| Week 4 | /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey | thought through friend work |
| Week 5 | Grow the code: /oo/ u ew ue u-e ui ou oo fruit soup /ee/ ea e e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa | |

Phonics

Year One Continued:

Spring 2

| | Phase 5 graphemes | New tricky words |
|--------|--|------------------|
| Week 1 | /ur/ or word /oo/ u oul awful would /air/ are share /or/ au aur oor al author dinosaur floor walk | once laugh |
| Week 2 | /ch/ tch match /ch/ ture adventure /ar/ al half* /ar/ a father* | because eye |
| Week 3 | /or/ a water Schwa in longer words: different /o/ a want /air/ ear ere bear there | |
| Week 4 | /ur/ ear learn /r/ wr wrist /s/ st sc whistle science Schwa at the end of words: actor | |
| Week 5 | /c/ ch school /sh/ ch chef /z/ /s/ ce se ze freeze | |

Summer 1

| | Review Phase 5 GPCs for phonics screening check |
|--------|---|
| Week 1 | ay play a-e shake ea each e he |
| Week 2 | ie pie i-e time o go o-e home |
| Week 3 | ue blue rescue ew chew new u-e rude cute aw claw |
| Week 4 | ea head ir bird ou cloud oy toy |
| Week 5 | i tiger a paper ow snow u unicorn |
| Week 6 | ph phone wh wheel ie shield g giant |

Phonics

Year One Continued:

Summer 2

| | Phase 5 graphemes | New tricky words |
|--------|--|-------------------------------|
| Week 1 | /ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer | busy beautiful pretty hour |
| Week 2 | /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large | move improve parents shoe |
| Week 3 | /sh/ ti ssi si ci potion mission mansion delicious | |
| Week 4 | /or/ augh our oar ore daughter pour oar more review | |
| Week 5 | review | |



Phonics Glossary

Here is a glossary of all the key phonics vocabulary we use in school.. It would be useful to use these words when reading at home too.

| | |
|----------------------------|--|
| Adjacent consonants | Two or more consonants that come together in a word without any intervening vowel or vowels (for example, 'd-r' in 'drop', 's-t-r' in 'strap'). |
| Alien words | A child-friendly term for 'pseudo-words' |
| Blend | To combine individual phonemes into a whole word, working all the way through from left to right. Once the GPCs involved have been learned, blending is the key process involved in reading words effectively. Extensive practice, following teacher modelling, is the key. |
| Compound word | A word made by joining two individual words together, for example, 'houseboat' is 'house' + 'boat'. |
| Digraph | A grapheme using two letters to represent one phoneme. With children, we frequently reinforce it with the mantra 'two letters, one sound'. At the appropriate stage, it is useful for children to learn to use the term and to understand what it means. |
| GPC | This stands for grapheme–phoneme correspondence, the sound–letter relationship between each element of the alphabetic code. Written English is quite complex and does not have one-to-one grapheme–phoneme correspondence. The same phoneme can be represented by different graphemes in different words, and the same grapheme can represent different phonemes in different words. |
| Grapheme | A letter or group of letters used to represent a particular phoneme when writing. With children, we sometimes call this 'a sound written down', although, as with 'phoneme', it is helpful for children to learn to use the correct term from the beginning. |
| Phoneme | The smallest unit of sound that can be identified in words. We sometimes simply call this a 'sound', although it is helpful for children to use the term 'phoneme' from the beginning. |
| Pseudo-words | Simple, phonetically plausible 'words' that don't actually occur in the English language; used (as in the Phonics screening check) to assess whether a child can correctly read a word they haven't seen before, using phonic decoding; use should be confined to assessment. |
| Segment | To identify each of the individual phonemes in a word, working all the way through from left to right. This is an important first stage of writing (spelling) a word but needs to be practised orally first. Counting the phonemes is often helpful in reinforcing this process. |

Phonics Glossary

Here is a glossary of all the key phonics vocabulary we use in school.. It would be useful to use these words when reading at home too.

| | |
|----------------------------|---|
| Sound button | <p>A graphic device to help children recognise the separate phonemes in a printed word. Sound buttons can be used as a support in the early stages of learning. For each word, a dot is placed under any single-letter grapheme and a short horizontal line under the group of letters that form a digraph or trigraph, as shown below.</p> <p style="text-align: center;">bird · — ·</p> |
| Split vowel digraph | <p>A digraph representing a vowel sound where its two letters are split by an intervening consonant (for example, 'a_e' in 'take'). Despite having a consonant in between them, the two letters involved (here 'a' and 'e') still count as one digraph, making one sound.</p> <p style="text-align: center;">take · ·</p> |
| Tricky words | <p>High-frequency words that, although decodable in themselves, cannot be decoded by children using the GPCs they have been taught up to that point. Not all high-frequency words are 'tricky words'. Many tricky words cease to be tricky in the later stages of our programme, as more GPCs are learned.</p> |
| Trigraph | <p>A grapheme using three letters to represent one phoneme. With children, we frequently reinforce it with the mantra 'three letters, one sound'.</p> |

Reading at Home

There are two key components to reading: word reading and understanding. Use these question stems when discussing a text with your child to ensure that they have a good understanding of what they've read.

Vocabulary

What do the words and suggest about the character, setting and mood?

Which word tells you that....?

In the story, is mentioned a lot. Why?

Find a word or phrase which shows/suggests that.....

Can you explain the term_____

What other words/phrases could the author have used instead of?

Find and highlight the word that is closest in meaning to.....

Find one word in the text which means.....

Which keyword tells you about the character/setting/mood?

For these questions, if your child has a longer text you may want to give a specific page number for them to focus on.

Retrieval

How would you describe this story/text? What genre is it? How do you know?

How did...?

How often...?

Who had....? Who is....? Who did...?

What happened to....?

What does..... Do?

Give one example of....

The story is told from whose perspective?



Summarise

Can you number these events 1-5 in the order that they happened?

What happened after?

What was the first thing that happened in the story?

Which of these phrases best sum up the first 3 paragraphs...

In what order do these chapter headings come in the story?

What subtitle could you give to this paragraph?

What's the main point in this paragraph?

These summarise questions are great for non-fiction texts but also work with fiction too.

Reading at Home

Inference

Find and copy a group of words which show that...

How do these words make the reader feel? How does this paragraph suggest this?

How do the descriptions of show that they are

How can you tell that.....

What impression of do you get from these paragraphs?

What was thinking when.....

Can you explain why...?

Inference questions can be the ones that some children find most difficult. They need to think outside the box and the answer often isn't written in the text. Lots of discussion with your child about thoughts, feelings and actions will help this skill.

Identify and Explain

Explain a character's different/changing feelings throughout a story. How do you know?

What are the clues that a character is

liked/disliked/envied/feared/loved/hated etc...?

Who do you think this information is for?

Why has the writer written/organised the text in this way?

Why is 'x' (character/setting/event) important in the story?

Why do you think the author chose to use a question/bullet/subheading/table etc to present the information?

How does the title/layout encourage you to read on/find information?

Predict

From the cover what do you think this text is going to be about?

What is happening now? What happened before this? What will happen after?

What does this paragraph suggest will happen next? What makes you think this?

Do you think... will happen? Yes, no, maybe? Explain using evidence from the text.

Encourage your child to expand their answers when predicting. **Why** do they think something might happen? What clues have they read or seen?

Reading at Home

Word Choice

What does this word/ phrase/ sentence tell you about...character/setting/mood etc?

Which words do you think are most important? Why?

The writer uses words like ... to describe What does this tell you about a character or setting?

What do you think the writer meant by... 'x'?

The writer uses ...words/phrases...to describe ... How does this make you feel?

The author makes an action/description 'like' something else. Why? What does this mean?

Comparisons

Describe different characters' reactions to the same event in a story.

How is it similar/different to ...?

Which section was the most interesting/exciting part? Why?

Compare and contrast different character/settings/themes in the text.

What do you think about the way information is organised in different parts of the text? Is there a reason for why this has been done?

The mood of the character changes throughout the text. Find and copy the phrases which show this.

Useful Websites to Support Reading at Home:

<https://www.booktrust.org.uk/books-and-reading/tips-and-advice/reading-tips/>

<https://www.bbc.co.uk/bitesize/articles/zbxby9q>

<https://www.pearson.com/uk/learners/primary-parents/learn-at-home/help-your-child-to-enjoy-reading/top-10-tips-to-help-children-enjoy-reading.html>

<https://www.gov.uk/government/publications/10-top-tips-to-encourage-children-to-read/10-top-tips-to-encourage-children-to-read>

