



## Supporting Reading

This booklet aims to set out the different stages of reading and provide practical advice that can be utilised by parents and teachers alike in supporting children in their reading.

Explanation of the structure of this booklet.

- a) reading and enjoyment, means just that and should form the majority of time spent with children
- b) reading support their learning
- c) practical tips include ideas for games, etc



# (1) Experimental Reading (3/4 - 6 years old)

(a) Reading and Enjoyment	<p> Before they begin to join in with reading children need to listen to stories, songs and rhymes, to join in with the telling of familiar stories, to handle books and enjoy looking at pictures. Be guided by their interests</p>		
(b) What skills <u>you</u> can help with?	?	Before reading	talk about the title and the pictures on the cover
			look through the pictures together
			discuss what you think the story might be about
		Reading	read the story to your child (it's not cheating!)
			don't stop to talk on the first read through
			point to the words as you read, matching one spoken word to one written word
			re-read the story encouraging your child to join in with repeated phrases. encourage your child to read simple unfamiliar words (e.g. <u>CVC words consonant vowel consonant</u> ) 1) Use familiar sounds at the beginning of words as a cue 2) Use the picture as a cue
			talk about pictures and discuss what's going to happen next
		After	ask questions like; • What was the colour of X's hat? What shape are the wheels on the car? ( <i>encourages 'skimming/scanning' for literal information</i> ) • What was your favourite bit? ( <i>encourages personal reflection on story?</i> )
			check your child knows where to start reading and that print is read from left to right
draw attention to the starting sound of a word and then ask them to find another word beginning with the same letter sound			
ask them to find two words that are the same			
(c) Practical tips	<p> Read with your child as often as you can: in the car, on the bus, in the bath, and in bed at night when you can make it special. Use the bedtime story as an opportunity to read <i>to</i> your child - they are usually too tired to read with <i>you</i> at this time.</p> <p> <u>More ideas for reading at this level</u></p> <ul style="list-style-type: none"> <li>• retelling traditional tales, fairy stories and nursery rhymes</li> <li>• alphabet books</li> <li>• catalogues (children love recognising things)</li> <li>• classic books <i>We're Going on a Bear Hunt</i> (library should be able to help)</li> </ul>		



## (1) Experimental Reading (3/4 - 6 years old)

### Developing general skills for learning

- ☺ Improve memory and concentration by playing simple card and board games (e.g. snap and lotto).
- ☺ Improve memory by playing Kim's Game:  
Place four or five objects on a tray. Give your child time to look at them. Cover the tray and ask your child to name the objects.
- ☺ Develop sequencing and pattern-making skills (e.g. bead threading to copy a pattern).
- ☺ Use drawing and tracing activities to focus on detail.
- ☺ Develop listening skills by using stories and nursery rhymes on tape or DVD.

### Book based activities

- 📖 Draw attention to special book language like 'once upon a time...' - it's not the same as spoken language.
- 📖 Talk about the books you are reading.
- 📖 Encourage children to re-tell favourite stories.
- 📖 Take your child to the library and encourage them to make choices about the books they want to read.

### Word activities

- 📖 Reading for meaning: look for signs and logos when you are out and about.
- 📖 Word building: use magnetic letters on the fridge.
- 📖 Flash cards or dominoes

### Phonic activities

- 📖 Recite rhymes they know, 'like 1,2,3,4,5 once I caught a fish ...'

(c)  
Practical  
tips  
(continued)

Games  
and  
activities

	(2) Early reading		(5 - 7 years old)
(a) Reading and Enjoyment	 Reading should still be a stimulating activity at this stage. It may be that for reading homework, for example, you might take turns to read alternate pages to get the group.		
(b) What skills <u>you</u> can help with?		? Before reading	 talk about the title and the pictures on the cover and predict what the story might be about
		Reading	 point to the words as you read, matching one spoken word to one written word
		 help children on difficult unfamiliar words (i.e. words that can't sounded out or names)	 <u>encourage your child to read simple unfamiliar words</u> <ol style="list-style-type: none"> <li>1) use initial sounds at the beginning of words as a cue</li> <li>2) use the picture as a cue</li> <li>3) refer back to the rest of the sounds in the word</li> </ol> * if the word is inaccurate but the meaning is retained, then don't correct
		 encourage children to recognise common words by sight (e.g. said and other 'Reception high frequency words')	 can they re-tell the main events of the story - they can turn the pages of the book to help them remember
	After	 ask questions like; <ul style="list-style-type: none"> <li>• What was the colour of X's hat? What shape are the wheels on the car? (<i>encourages 'skimming/scanning' for literal information</i>)</li> <li>• Can they find the character's name on the page?</li> <li>• What was your favourite bit? (<i>encourages personal reflection on story?</i>)</li> <li>• Talk about might what happen after the story ending (-if you get to the end)</li> </ul>	
(c) Practical tips	 <u>More ideas for reading at this level</u> <ul style="list-style-type: none"> <li>• retelling traditional tales, fairy stories and nursery rhymes</li> <li>• classic books like 'The Hungry Caterpillar'</li> </ul>		



## (2) Early reading

(5 - 7 years old)

<p>(c) Practical tips (continued)</p> <p><u>Games</u> <u>and</u> <u>activities</u></p>	Developing general skills for learning	
	☺ Teach your child to recognise their own name, family names and family words like 'Mum' and 'Dad'.	
	Story activities	
	📖 Ask children to draw pictures of their favourite storybook or TV characters and to talk about them.	
	📖 Invent new adventures for the characters together.	
	📖 Introduce simple non-fiction books, so your child can see that books have many different purposes.	
	📖 Introduce simple rhyme books.	
	Word activities	
	📖 Memory games: turning over pairs of cards to find two that match.	
	📖 look for words, signs and logos in the environment around you (restaurant names, shops, high street brands, 'P' for parking, TV programmes and characters.	
📖 Choose two or more words from a selection, Can your child say a sentence containing those words?		
Phonic activities		
🔔 Play 'I spy'.		
🔔 Sing the alphabet song.		
🔔 Use magnetic letters to make words, copying from flashcards rather than sounding out.		
🔔 Use modelling clay or play dough to make letter shapes.		
🔔 Find pictures in magazines to make sets of 'words which begin with...' and make an alphabet scrapbook.		



### (3) Transitional reading

(6- 8 years old)

<p>(a) Reading and Enjoyment</p>	<p> you are modelling what fluent reading sounds like   you can swap pages - you read one and they the other   allow more time for your child to read independently (but don't always rely on this as your child enjoys the contact that 'listening' to them provides and the questions you provide to develop their skills and understanding)</p>	
<p>(b) What skills <u>you</u> can help with?</p>	<p>?</p> <p>Before reading</p>	<p> talk about the title and the pictures on the cover and predict what the story might be about</p> <hr/> <p> help children on difficult unfamiliar words (i.e. words that can't sounded out or names)</p> <p> <u>encourage your child to read simple unfamiliar words</u></p> <ol style="list-style-type: none"> <li>1) use initial sounds (blends, digraphs) at the beginning of words as a cue</li> <li>2) use the picture as a cue</li> <li>3) refer back to the rest of the sounds / syllables in the word</li> <li>4) scan the rest of the sentence to gauge the context for the attempt</li> </ol> <p>* children may re-read to correct the meaning.</p> <p> encourage children to recognise common words by sight (e.g. said and other 'Reception and Year 1 high frequency words')</p> <p> encourage children to read with expression (e.g. change voice when somebody is speaking)</p> <hr/> <p> can they re-tell the main events of the story? (relying less on turning the pages)</p> <p> ask questions like;</p> <ul style="list-style-type: none"> <li>• questions about literal information relating to specific pages that encourage 'skimming and scanning' techniques to locate key words and phrases</li> <li>• why do you think? type questions that elicit deduction</li> </ul>
<p>(c) Practical tips</p>	<p> The more children read, the more confident and successful they will become as readers. Keep reading and enjoying books together even when your child is reading independently and with increasing degrees of fluency.</p>	



### (3) Transitional reading

(6 - 8 years old)

<p>(c) Practical tips (continued)</p> <p><u>Games</u> <u>and</u> <u>activities</u></p>	<p>Story activities</p>
	<p>📖 Read a variety of text types for a purpose; e.g. menus, recipes and newspaper.</p>
	<p>📖 Introduce your child to books by the same author.</p>
	<p>📖 Encourage children to write their own short stories with your help.</p>
	<p>📖 Ask you child to re-tell stories from TV programmes and DVDs you have watched.</p>
	<p>📖 Use puppets to make up stories with you child.</p>
	<p>Word activities</p>
	<p>📖 Build vocabulary: I went shopping and got an amazing anteater; a beautiful bike; colourful crayons (alliterative adjectives).</p>
	<p>📖 Simple words searches.</p>
	<p>Phonic activities</p>
	<p>🔔 Your child should be familiar with words that they read as they sound, for example, 'cat', so start pointing out tricky words which they can't sound out.</p>
	<p>🔔 which words look as if they should rhyme, but don't? For example, 'home', 'come'; 'do', 'no'.</p>
	<p>🔔 Which word rhyme, even though they look different? For example, 'come', 'sun'; 'there', 'bear', 'hair'.</p>



# (4) Independent reading

(7+ years old)

<p>(a) Reading and Enjoyment</p>	<ul style="list-style-type: none"> <li> you are modelling what fluent reading sounds like</li> <li> you can swap pages - you read one and they the other</li> </ul>		
<p>(b) What skills <u>you</u> can help with?</p>	<p>?</p>	<p>Before reading</p>	<ul style="list-style-type: none"> <li> talk about the title and the pictures on the cover and predict what the story might be about</li> </ul>
			<ul style="list-style-type: none"> <li> help children on difficult unfamiliar words (i.e. words that can't sounded out or names)</li> <li> <u>encourage your child to read simple unfamiliar words</u> <ol style="list-style-type: none"> <li>1) initial sounds (including digraphs) at the beginning of words as a cue</li> <li>2) use the picture as a cue</li> <li>3) refer back to the rest of the sounds / syllables in the word</li> <li>4) scan the rest of the sentence to gauge the context for the attempt</li> </ol> </li> <li>* children may re-read to correct the meaning.</li> <li> encourage children to recognise common words by sight (e.g. said and other 'Reception, Year 1 and Year 2 high frequency words')</li> <li> encourage children to read with expression (e.g. change voice when somebody is speaking, punctuation)</li> </ul>
		<p>After</p>	<ul style="list-style-type: none"> <li> can they re-tell the main events of the story? (relying less on turning the pages)</li> </ul>
			<ul style="list-style-type: none"> <li> ask questions like;</li> <li> ask them to think beyond the text and think about how characters might feel and what they might think at different times during the stories.</li> <li> explore the structure of the text; the reason bold writing or ellipses ...</li> </ul>
<p>(c) Practical tips</p>	<ul style="list-style-type: none"> <li> The more children read, the more confident and successful they will become as readers. Keep reading and enjoying books together even when your child is reading fluently. And asking questions about different aspects (see below)</li> </ul>		

### **Focus - Literal retrieval (5/6+)**

**Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text (skimming and scanning)**

#### **Suggested KS1 questions**

- Which word told you that ...?
- What did .... do/ask?
- What happened at ....?
- What extra information did the picture add?
- What does .... mean?
- What do/did ....?
- Where/when are ....?
- What did .../you find out about ...?
- Describe .....
- Where did .... go?
- How many ...?

#### **Suggested KS2 questions**

- Which word told you that ...?
- What did the .... do?
- What happened at ....?
- Can ... have more than one meaning?
- What does .... mean?
- Where did ... go?
- Describe .....
- Which paragraph tells you ....?
- Where are .....
- Who do .....

### **Focus - Deduction (5/6+)**

**Deduce, infer or interpret information, events or ideas from texts**

#### **Suggested KS1 questions**

- What is the same ...?
  - What is the purpose of ...?
  - Why did .....
  - Why are/is ....?
  - What words tell us .....
  - How did .... ..?
  - Where would you find ...?
  - Why do you think .....
  - How can you tell ....?
  - When does this story begin?
  - What does ... think/feel?
- (How do you know?)*

#### **Suggested KS2 questions**

- What ideas are we given about ...?
- What does the word ... imply ... about?
- Why did .....
- Why are/is ....?
- What words tell us .....
- How did ... ..?
- Why is .... important?
- How was ... different after ....?
- How did .... react?
- What does .... think?

## **Focus - Structure and Organisation (7+)**

**Identify and comment on the structure and organisation of texts,  
including grammatical and presentational features at text level**

### **Suggested KS1 questions**

- Why has the information been presented in this way?
- Why are ... used?
- Why is .... in bold?
- What does the list tell you?
- What is the purpose of ....?
- Why does the author use ...?
- Why is ... important in the story?
- Why does each instruction have a number?
- Why is the word ... written in capital letters?

### **Suggested KS2 questions**

- Why has the information been presented in this way?
- Why are ... used?
- Why is ... in ....?
- How does the layout help?
- What is the purpose of ...?
- Why does the author use ...?
- Why did the author choose to ...?
- Why is it easier to read ....?
- Why is the word ... written in capital letters/italic/bold?

## **Focus - Comments (7+)**

**Explain and comment on writers' use of language,  
including grammatical and literary features at word and sentence level**

### **Suggested KS1 Questions**

- Which poem was more effective ...?
- (*eg creating a picture of night?*)
- Why did the author use ...?
- (*eg rhymes, repetition*)
- What does ..... tell you about .....?
- What words told you how ..... was feeling?
- What do these words, ....., tell us about .....?
- Why did the author choose the words ... and ..?
- On page ..... it says ..... What does this tell you about the setting?
- Find 3 words that tell you how .....?
- What time connectives can you find?
- How was it different when you read the poem aloud?
- Can you find 2 rhyming words?

### **Suggested KS2 Questions**

- Explain why ..... is used?
- Why does the writer compare ..... to .....?
- What does ..... tell you about .....?
- Why did the author use.....?
- How does ..... help you to understand?
- How has the choice of words created a feeling of .....?
- What do phrases such as ... tell you?
- Why did the author choose the verbs ... and ...?
- Is there a rhyming pattern? Why does the author use it?
- How does the ...(sentence / paragraph) influence you view of ... (environment / character)?
- Explain why metaphorical language has been used?
- Find examples to show particular opinion and feeling?

### Focus - Comment (7+)

Identify and comment on writers' purposes and viewpoints,  
and the overall effect of the text on the reader

#### Suggested KS1 questions

- This story is both sad and happy. Explain why.
- What did you like about the text/story?
- What was the main purpose of the text?
- Does the author like ...? How do you know?
- What is the main idea of the story?
- Which text is more useful for ...?
- Which text did you prefer? Why?
- What kind of text is in the boxes?

#### Suggested KS2 questions

- What is this text trying to ...?
- Does the author like ...? How do you know?
- How were the purposes of the texts different?
- What can you tell about the viewpoint of the author?
- Look at the descriptions of 3 people. Who is most likely to buy this book?
- What kind of magazine would you expect to find an article like this?
- Why were ... included?
- Which text do you think is more/most effective?

### Focus - Making links (7+)

Relates texts to their social, cultural and historical contexts and literary traditions

#### Suggested KS1 questions

- What else do you know by the author?
- Did anything surprise you in this retelling of the story
- How did you know ....? *e.g. the wolf would be bad?*)
- How was ... (animal) rather like a human in the story?
- What characters were in the story that we find in traditional tales?
- What features did you find that told you this was a ...?
- How was the video version of the story different from the book?
- How was the information in the text different from the picture?

#### Suggested KS2 questions

- In what way is ... like .....?
- Which features could ... have?
- Give two pieces of evidence that ....?
- How did you did know ....?
- What is it about ... that tells you ...?
- Why does ... ask ... to ...?
- Could ... be described as ...?
- What else might make ... sad/angry
- What other reason could there be for ...?
- What time of day is it? What words/phrases tell you this?
- Is the poem fiction or non-fiction?
- When do you think the story is set?
- What features are characteristic of this genre?

## **COMMENTS**

 Make comments in the 'comment book' - relating to the accuracy of reading, fluency, use of strategies and expression and inferring meaning.

- ⦿ Struggled with many words
- ⦿ Fairly accurate word to word reading
- ⦿ Accurate word to word reading
- ⦿ Accurate reading that is well paced in places
- ⦿ Accurate reading that is well paced and uses expression
- ⦿ Emerging fluency (with expression)
- ⦿ Fluent reading
- ⦿ Fluent and expressive reading

 Make comments in the 'comment book' – relating their understanding or the answers to questions. How did it go?

Identify /explain how meaning is enhanced through choice of words and phrases