



## **Using Information Questions**

**(Application – transferring knowledge from one situation to another)**

*Can you think of another story which has a similar theme (e.g. good over evil, weak over strong, wise over foolish)?*

*Do you know another story which deals with the same issues (e.g. social, cultural, moral)?*

*Which other author handles time in this way (e.g. dreams, flashbacks)?*

*Which stories have openings like this?*



## **Reading at Home**

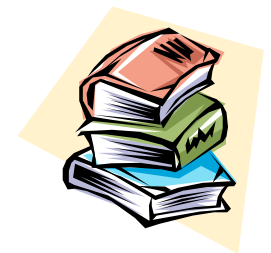


In Key stage 1, as children become more confident it is important that they keep reading independently, extending the words they recognise and their ability to use phonic and context clues to work out unknown words.

By the start of Key Stage 2 most children will have taken on the majority of the skills required for reading during their infant years. Once a child can read a text fluently it becomes more important to check they have understood the text and begun to take on the nuances of meaning.

To help your child at this stage, still read with them and encourage them to read to you, but also let them read in depth and then ask what the book was about and explore ideas from it with them. There are some ideas and questions in this booklet to support you with this.

***The skills continue to be taught in school and the opportunity to practice these as regularly as possible at home, alongside their reading target, is very important.***



*The skill of reading is one of the most important we teach our children. It is a life skill that enables them to extend their concepts, gain information as the basis for other learning and to gain access to the magical world of fantasy.*

*Just as children walk talk and grow at different times, so their progression through the skills of reading will be at different rates. The key is for your child to feel positive about themselves as a reader right from the start.*

*To become a fluent reader, your child needs to take on many skills and continue to practice these through their lives. Some are specific skills which can be taught, others relate to attitudes, and these they will gain from the adults around them.*

*This booklet is designed to help your child develop the skills they will need for higher level reading skills. It will also allow them to begin to develop some of the comprehension skills needed for Key stage 2 and beyond.*

## Notes



## So How Can You Help?



Reading is one of the most satisfying ways that parents can help children progress in their learning. Like all skills be it football, playing an instrument or learning a language, only a certain amount can be achieved through teaching . the most important part is the practice.

For your child to become a lifetime reader, they need to understand what they are reading, gain from the words and enjoy books. You can help so much by ensuring that reading is a quality experience.

The department for Children, Schools and families have released this advice to parents:

- ◆ *Be positive. Praise your child for trying hard at their reading. It's alright to make mistakes.*
- ◆ *If you find a word that is difficult, sound it out.*
- ◆ *It's not just books your child can read. Comics, signs, and labels on food will all widen your child's vocabulary.*
- ◆ *Read yourself. Set a good example by reading for pleasure and talking about the reading you do at work and home.*

***Most importantly enjoy reading with your child and you will be helping them acquire a skill for life.***



## Evaluation Questions

(Evaluation - Making a judgement and giving reasons)

*What makes this a successful story?  
What evidence do you have to justify your opinion?*

*Does it work?*

*Could it be better?  
Is it as good as...?*

*Which is better and why?*



## Reading in School



Throughout the school the skill of reading is taught in small guided reading groups. The children in these groups are at the same stage of development in their reading. This usually happens for one group each day and staff keep records of the progress made. In addition nearly every activity involves children in reading and the teacher or teaching assistant is constantly working with the children to extend their skills.

The need for the teacher to assess the child's reading fluency by hearing them read individually varies with the competency of the reader. In the early stages the children will work individually with an adult more frequently than children who have become fluent.

Each child will be set a target for their reading. This will be sent home with your child and can be reviewed with your child's teacher at Parents' Evening, or as you require, by making an appointment to discuss this.

Your child is also encouraged to take home a library book and to be part of a story sharing session with an adult.

## The Teaching of Spelling

In Key Stage 2 we teach the spelling rules, rather than just lists of words. This enables your child to spell any word that follows that rule or pattern, rather than just those limited to a given list.



## Opinion Questions

(Synthesis – taking an idea from one context and applying it to another)

**The children should use examples from their reading book to answer these questions.**

*What are your feelings towards...?*

*How would the views put across in these texts affect your views on...?*

*How would you have...?*

*What is your opinion on this book?*

*What evidence do you have to support your view?*

*Using all of the evidence in the book, can you tell me what you feel about...?*

*Given what you know about (the little boy)...what do you think (he would have done)?*

*Have you changed your mind about... since reading this book?*

*What could this character think about...? (Possibly a present day issue).*

*How might the story have looked from another viewpoint?*



## Reading Strategies

Reading Strategies are ways in which you can understand even more about a text by:

Strategy	Definition
predicting	You make guesses about the text
skimming	You read quickly through the sentences to get an idea of what the text is about
scanning	Your eyes dart around a text searching for a specific word/phrase/number
close reading	You pay close attention to the sentences, taking time to get a good understanding of the meaning
questioning	You ask questions about a text to clarify your ideas
reading backwards and forwards	When you have to read back in a text or read forward in order to make connections or clarify your ideas
empathising	When you put yourself in someone else's shoes and try to imagine what they feel
visualising	You see a picture in your mind to help gain a better understanding of the text
inferring	When someone makes a point that isn't obvious and you have to read between the lines to find the meaning



When was the last time you used one of these strategies to understand more about a text?



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## **Recall Questions**

**(Literal – revising ideas that have already been covered)**

*Where does the story take place?*

*When did the story take place?*

*What did she / he / it look like?*

*Who was he / she / it?*

*Where did she / he / it / live?*

*Who are the characters in the book?*

*Where in the book would you find?*



## **Simple Comprehension Questions**

**(Checking understanding)**

*What do you think is happening here?*

*What happened in the story?*

*What might this mean?*

*Through whose eyes is the story told?*

*Which part of the story best describes the setting?*

*What words and / or phrases do this?*

*What part of the story do you like best?*



## **Evidence Questions**

**(Analytical – Building on existing knowledge)**

**The children should use examples from their reading book to answer these questions.**

*Do you agree with...’s opinion?*

*Can you support your view with evidence?*

*Are there any familiar patterns you notice (e.g. familiar story structure, images etc)?*

*What makes you think that?*

*Which words give you that impression?*

*How do you feel about...?*

*Can you explain why...?*

*I wonder why the writer decided to...?*

*What do these words mean and why do you think the author chose them?*

*Has the author used adjectives to make this character funny?*

*Why did the author choose this setting?*

## **Book Banding System**



Our school operates a book banding system. As your child moves through the colours in the book bands it is important that they choose books which interest and motivate them.

Sometimes your child will want to keep a book several days and re-read it, other times they will be keen to change their book more frequently. In each class your child is able to change their book band books as often as they wish.

We want every child to approach their reading confidently, so we would aim for them to be 85% fluent on a colour band when they start reading it. They will therefore be as close to 100% at a level before we move them to the next band. This ensures that reading is a pleasure and not a challenge.

Once your child has achieved the lime band, they are then free readers and have opportunity to select a book of choice from the school library.

The book banding stages are hierarchical as listed below:

	Colour
1	PINK
2	RED
3	YELLOW
4	BLUE
5	GREEN
6	ORANGE
7	TURQUOISE
8	PURPLE
9	GOLD
10	WHITE
11	LIME
12	FREE READER





# Key Stage 2



## Reading Support Booklet for Parents