



## Reading Challenge!

Last year I'm sure that you will remember that we did the reading challenge and we managed to show a huge improvement in the number of times children read across the school...

### So what now?

The school will be focusing on whole class reading lessons. This will be to improve their ability to understand texts and talk about the books they read in a more critical way.

in Key Stage 1, they will still be learning how to read in their phonics lessons and for this reason, we would like to continue to encourage you to listen to your child read every day - for about 10 – 15 minutes - to ensure that they can decode words fluently.

In Key Stage 2 they still need to read out loud to increase fluency and accuracy; as listeners, parents and staff need to ensure that they are understanding the meanings of the words that they are reading.

A key skill at any stage is demonstrating a good response to a text. As part of this we would like to ask parents to use the attached question starters. Children will then write into their new reading response booklets (**These will be handed out in school**) their answers a minimum of once a week. It would be great if you could write the question you have given too. There will be a display then added to the website so that you, as parents can see different examples that the children have been set and hopefully give you further ideas!

I do hope that you will be willing to support your child's learning journey when it comes to this important aspect of reading.

Best wishes

Mrs Dickson



### Remember to :

**Listen to your child read for fluency can the decode words and sounds?**

**Ask them questions to retrieve information on the story, e.g. Who? What? When? Type questions**

**Ask your child whether they like a book and ask them to give reasons.**

**Keep working hard to complete books for Accelerated Reading. Aim for your best scores on the quizzes**

# HOW COULD YOU HELP YOUR CHILD AT HOME?



## Active reading

When reading children need to consider carefully what they are reading. It is not as simple as just reading the words and that will make sense of the text!

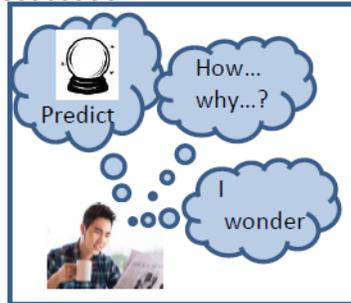
The icons below are techniques that children can use to help them understand what they have read. They should be considering

Strategies to help us understand and enjoy reading.

As we read we .....



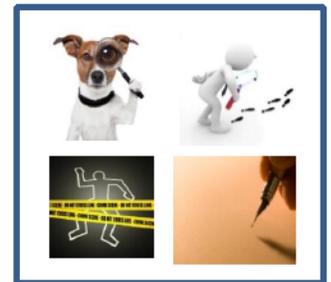
Use our background knowledge and connect to text



Predict, ask questions, I wonder... and read on to find out...



Visualise



Think like a detective-use inference



Notice meaning breakdown...



...and repair it



Watch out for VIP words/phrases/ideas..



...and put together to build GIST

## Responding after the text

Along side the reading of text, children will of course need to be able to answer questions based on the reading that they have just done.

It is fair to say that it is no longer just simply finding an answer in a text and writing it down. They have to think about their responses. Below there is a chart to help you think of some questions to boost your child's comprehension.

In Key Stage 1 there are mainly 3 styles of question they are the first three on the next page



In Key Stage 2 they need to be able to consider all 5 types of question below—see the next page for examples of these .



**Those children that complete their booklets every week, as fully as possible, will be put into a draw for a £10 book voucher. There will be one for each key stage.**

**Good Luck and happy reading!**

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|--|--|--|
|  | Question responses   |  |
|  Look back and find the easy answers  | <p>These questions may look like:</p> <ul style="list-style-type: none"> <li>• Where did...?</li> <li>• When did ...?</li> <li>• What did ...?</li> <li>• Give two examples of how ...</li> <li>• Match the events to the year that they happened.</li> </ul>  |  |
|  Read and think more deeply like a detective                                    | <p>These questions may look like:</p> <ul style="list-style-type: none"> <li>• Why do you think ...?</li> <li>• What evidence suggests ...?</li> <li>• How can you tell ...?</li> <li>• <i>Abbie was waiting for the school bus with her friends.</i> How old do you think Abbie is? Explain your thinking. ( This is an example of a text)</li> <li>• <i>No rain had fallen for years so the ground was parched.</i>( <i>example text</i>) Give the meaning of the word parched in the sentence.</li> </ul>   |  |
|  Connect important words, phrases and ideas to build meaning                   | <p>These questions may look like:</p> <ul style="list-style-type: none"> <li>• Identify three main ideas in paragraph two.</li> <li>• ... ( choose something from text) Explain what these are.</li> <li>• Summarize the main message of the ...</li> <li>• Number the events below to show the order in which they happened.</li> <li>• Tick to show which statements about ... are true and which are false.</li> </ul>  |  |
|  Know what's in a writer's toolkit and explain what tools do                  | <p>The tools a write may use are:</p> <ul style="list-style-type: none"> <li>• Title/headings</li> <li>• Introduction</li> <li>• Captions</li> <li>• Quotes and interviews</li> <li>• Text type</li> </ul>   | <ul style="list-style-type: none"> <li>• Glossary</li> <li>• Alphabetical order</li> <li>• Slogans</li> <li>• Bullet points</li> <li>• Use of past/present/future tense</li> </ul> |
|  Notice an author's use of language and explain how it makes the reader think | <p>Questions can be about a word, a phrase, a sentence or a whole text.</p> <ul style="list-style-type: none"> <li>• <i>They crossed the glassy surface of the lake</i>( <i>Example text</i>) Write down two impressions this gives you of water</li> <li>• <i>The roads can be choked with traffic.</i> ( <i>Example text</i>) What is the effect of the writer's sentence on the reader?</li> <li>• How does the language in the ... differ from the language in the story?</li> <li>• Look at the paragraph beginning: ... ..How does the writer make the... ?</li> <li>• Look at the paragraph beginning: ...How does the writer emphasise the... ?</li> </ul> |  |

