







Parent guide to great reading

1. During reading, we use 'in the moment of reading' skills to help ensure a thorough understanding of the text. Use:
 - Predictions
 - Background knowledge
 - Asking questions
 - Inference
2. Let the child read a page aloud
 - Ensure they stop at the punctuation (short pause at a comma, longer pause at a full stop)
 - Ensure they read each word correctly
 - Ensure they self-correct if a word is read incorrectly
3. Use repair strategies to help break down the meaning of unfamiliar words
 - Phonics
 - Syllables
 - Using the pictures for clues
 - Re-read the sentence and put the word in context
4. Ask the child to retell the main events from what they have just read
 - This should be in full sentences

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|----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----------|--------|-----|
| Background knowledge  | A text to self -connection I made was... The text made me think about what I know about.....(world knowledge) It reminded me of a text/film.....(text to text) | | | | |
| Prediction  | I predicted..... I wondered..... A question that came into my mind was... At first I predicted.....but then I changed my mind... | | | | |
| Inference/Questions  | How do we know that.....? Where is the evidence that suggests.....? Why.....? For what reason did.....? What does the word/phrase.....tell us? | | | | |
| Visualizing  | Quick drawings Picto-words Thoughts | | | | |
| Repair strategy  | I was confused here... I spotted that I didn't understand this part... One breakdown strategy I tried was... | | | | |
| Retell/VIP words/phrase  | Re-tell using 5 fingers. <table border="1" data-bbox="448 1877 1437 1917"> <tr> <td>Beginning</td> <td>Middle</td> <td>End</td> </tr> </table> | | Beginning | Middle | End |
| Beginning | Middle | End | | | |

5. Ask the children questions about the text they have read

Example questions

Retrieval: Use the text to find the answers

- Give one example of
- Whose perspective is the story told from?
- The mood of the character changes throughout the text. Find and copy the phrases which show this.
- How did?
- How often?
- What happened to?

Inference: Use the clues in the text to explore

- How do these words make the reader feel?
- How does this paragraph suggest?
- How do the descriptions of ... show that they are ...
- How can you tell that
- What impression of ... do you get from these paragraphs?
- What voice might these characters use?
- What was ...thinking when...
- Who is telling the story?

Vocabulary:

- explore the meaning of words in context
- Which word tells you that?
- Which keyword tells you about the character/setting/mood?
- Find one word in the text which means
- Find and highlight the word that is closest in meaning to...
- Find a word or phrase which shows/suggests that...

Explain:

- In what order do these chapter headings come in the story?
- Why is the text arranged in this way?
- What structures has the author used?
- What is the purpose of this text feature?
- What is the author's point of view?
- What affect does have on the audience?
- How does the author engage the reader here?

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?
- Can you summarise in a sentence the opening/middle/end of the story?