

WHAT IF THERE'S A WORD MY CHILD CAN'T READ?

When reading with your child, they may come across words that they do not know, or mispronounce. Although it can be tempting to simply provide the correct word or correct them, this should be the last step. Even fluent readers can be stumped by unfamiliar words.

1. Encourage your child to 'sound it out', trying to blend letters and use correct sounds.
2. Ask them to look at the picture clues, if there are any, to help them consider the context of the word.
3. Ask your child to read the whole sentence—does the context of what is being said help them to understand or locate the correct meaning of the unknown word.

If they are mispronouncing the word, encourage your child to check that what they have read makes sense. Can they re-read the sentence and identify the incorrect word? If they are unable to identify or correct the word, try the strategies above.

General Discussion

Look at and discuss the front cover/blurb. What do you think this is about? Why? What clues can you see/read? Have you read anything by this author before? What do you think the characters might be like? Why?

WORPLESDON PRIMARY SCHOOL



HOME READING GUIDE KEY STAGE 1

Parents often wonder how they can help to develop the reading skills of children who are already fluent readers. The best way is to continue to share books with your child, regularly listening to them read, sometimes reading to or with them, but also discussing books read in increasing depth.

To become good readers children need to develop skills in five key areas and it can be useful to think about these when reading with your child.

Don't forget, it doesn't have to be you asking the questions. Why not turn the tables and let your child ask you about your reading material?

The greatest encouragement for your child is to see you—their most influential role model—reading.

QUESTIONS

Questions to use

The questions in this leaflet are given as a guide. They can be used to create discussion points when reading with your child, or a few questions can be selected and answered each time you read with your child. Checking your child's understanding of what they have read is just as important as developing their skills as a reader.

Vocabulary

To draw on knowledge of vocabulary to understand texts.

- What does this word tell us about...?
- Which word did the author use to describe...?
- Can you think of another way of writing...?
- Can you find any adjectives in the text?
- How can we work out what this word might mean?
- Why did the author write this word in capital letters?

QUESTIONS

Retrieval

To identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.

- Where is the story set?
- Who is the main character in the story?
- How is the dilemma resolved?
- Can you tell me one fact you have found out in this text about...?
- Where in this book could I look if I wanted to know more about...? Which part of the story did you like the most? Why?

Predicting

To predict what might happen on the basis of what has been read so far.

- What do you think will happen next?
- What do you think the character will say in reply to that?
- What do you think that this book will be about?
- How do you think the story will end?
- Do you think that this story will end in the same way as another story you know?
- Can you draw what you think might happen next?

QUESTIONS

Inference

To make inferences from the text.

- What do you think the author meant when...?
- How do you think this character is feeling? Why do you think that?
- What effect did the author want to create by...?
- Can you find words which show how the character feels about...?
- Why do you think the author uses this particular word?
- How do you know that the character is feeling...?

Sequencing

To identify and explain the sequence of events in texts.

- Who do we meet first in this story?
- Can you put these sentences into the order they happened in?
- Can you use 20 words to sum up what happened in this story?
- Can you draw a picture to show what happened in the middle of the story?
- Do I need to read this text in the order it is written? What happens if I don't?