

QUESTIONS

Understanding, describing and retrieving information

- Where did the story take place?
- When did the story take place?
- What did he/she look like?
- Where did he/she live?
- Who are the characters?
- What happened in the story?
- What kinds of people are in the story?
- Find the part that tells me....

Deducing, inferring and interpreting

- What makes you think that?
- What words give you the idea that....? Why?
- How do you feel about....? Why?
- Can you explain why....?
- If you were going to interview the author, what questions would you ask?
- What sort of person would you recommend this book to?
- What do you think about....?
- At the end of the story, the main character is feeling....? Does this surprise you?
- What do you think..... is thinking/feeling, when happened?
- What was your favourite part? Why?
- What do you think might happen next? Why?
- How did change during the story?

Identifying and commenting on the structure of the text

- Were you surprised by the ending?
- How would you change the ending?
- How were the beginning/ending similar/different?
- What would happen if the order of events was changed?

QUESTIONS

Explaining and commenting on the use of language

- Why did the writer choose to use these words?
- How has the author used adjectives to help the story?
- What do the physical descriptions of the characters tell us about their feelings?
- What does the word tell us about?
- Why do you think the author chose this word/title/heading?

Identifying and commenting on the purpose of the writing

- Can you think of another story that is similar? How? Why?
- Why do you think the author chose this setting?
- What effect did this story have on you as a reader?
- What was the most exciting part of the story? Why?

Relating texts to individual experiences

- Can you think of another story that is similar? How? Why?
- Why do you think the author chose this setting?
- What effect did this story have on you as a reader?
- What was the most exciting part of the story? Why?
- What do you think would have happened if...?
- Does this story remind you of any personal experiences? Describe.
- Have you ever been in a similar situation? What happened?

General opinions

- Did you like the story? Why/why not? What would you change?

WORPLESDON PRIMARY SCHOOL



HOME READING GUIDE KEY STAGE 2

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 seven 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.

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?

TYPES OF QUESTIONS

Types of questions

There are several types of questions that we use with the children when discussing what they have read.

Retrieval and recall: early readers need to develop this skill, in order to locate important information and to retell stories and describe events.

Inference: reading between the lines. Encouraging children to make inferences based on clues in the text and their understanding of the context of the book will help them to develop this important skill. This is where the answer is not written in the text, but there is a clue that will help the children work it out. (Eg – explain, apply, select, change, arrange, order, why? How?)

Structure and organisation: as children read a wider range of text types, they need to be able to comment on the features of each and how they are organised. Discussing the presentation of the text, e.g. the use of subtitles to assist reading of a non-fiction text, and the author's reason for organising the text in this way, will support children's development in this area. Making links between the *purpose* of the text and its *organisation* is a useful place to start.

Language: specifically, thinking about the language choices made by writers, their possible reasons for making those choices and the effect the choices have on the reader. Discussing alternative choices and their effects can be a good way to begin discussion about the author's language and an opportunity to develop vocabulary generally.

Purpose and viewpoint: Who is the narrator of this story? What does the writer of this biography feel about his/her subject? Children need to understand that writers write for a purpose, and to be able to recognise that this will have an impact on the way a text is written. Newspapers and advertisements are perfect examples of this and can lead to lots of lively discussions.

TYPES OF QUESTIONS

Making links: as adults, we are constantly making links between ideas and experiences. Good readers connect the book they are reading with real life experiences; with other books read and stories heard; with films; and with the context in which they were written. A child reading 'Goodnight Mister Tom', for example, will need to place the story within the context that it was written to fully understand it. They might also link it with other stories read, such as 'Friend or Foe' or 'Carrie's War'.

Deduction or speculation: This is when there are no clues given in the text. Children need to say what they think, giving an opinion or a reason based on what has been read as well as prior knowledge of feelings or emotions. These are much harder questions and often require a deeper level of thinking. Sometimes children may want to find examples in the text to back up what they are saying. (Eg – what if? Why? Compare? What do you think? What if...?)

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.