



Reading at Carr Head

Questions to ask before you read

Can you look at the pictures and predict what you think will happen in this book?

What makes you think that?

What characters do you think might be in our story?

Do you think there will be a problem in this story? Why or why not?

Does the topic/ story relate to you or your family? How?

Questions to ask during the reading

What do you think will happen next?

What can you tell me about the story?

Can you predict how the story will end?

Why do you think the character did ___?

What would you have done if you were the character?

How would you feel if you were the character?

As you read, what are you wondering about?

Questions to ask after reading

Can you remember the title?

In your opinion, was it a good title for this book?

Were your predictions about the story correct?

If there was a problem, did it get solved?

What happened because of the problem?

Why do you think the author wrote this book?

What is the most important point the author is trying to make in his writing?

How to encourage independent reading at home

- Having books that the child owns
- Using the library to help build variety
- Exposing children to texts beyond novels. E.g. comics, magazines, non-fiction books
- Taking control of screens - reading first then screen time
- Show that you love reading... even if you have to fake it
- Give children books that matter to them (BAME authors and characters)
- Reward reading through extrinsic and intrinsic motivators



Reading at Carr Head



Impact of reading:

Amount of reading	20 mins	5 mins	1 min
Number of minutes per year	3600	900	180
Number of words per year	1.8 Million	282,000	8000
Hours read by the end of primary school	851	212	42
Performance on tests	90%	50%	10%

Strategies to improve independent reading

- Having access to resources and having books of their own has an impact on children's attainment. There is a positive relationship between the estimated number of books in the home and attainment (Clark 2011).
- An important factor in developing reading for pleasure is choice, choice and interest are highly related (Schraw et al, 1998, Clark and PhythianSence, 2008)
- Literacy-targeted rewards, such as books or book vouchers have been found to be more effective in developing reading motivation than rewards that are unrelated to the activity (Clark and Rumbold, 2006).
- Parents at the home environment are essential to the early teaching of reading and fostering a love of reading; children are more likely to continue to be readers in homes where books and reading are valued (Clark and Rumbold, 2006).
- Reading for pleasure is strongly influenced by relationships between teachers and children, and children and families (Cremin et al, 2009).

Questions you can ask at home

Vocabulary

Find and explain the meaning of words in context

Example questions

- What do the words and suggest about the character, setting and mood?
- 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.....

Infer

Make and justify inferences using evidence from the text.

Example questions

- Find and copy a group of words which show that....
- How do these words make the reader feel? How does this paragraph suggest this?
- 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?

Predict

Predict what might happen from the details given and implied.

Example questions

- From the cover what do you think this text is going to be about?
- What is happening now? What happened before this? What will happen after?
- What does this paragraph suggest will happen next? What makes you think this?
- Do you think the choice of setting will influence how the plot develops?
- Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.

Explain

- > Explain how content is related and contributes to the meaning as a whole.
- > Explain how meaning is enhanced through choice of language.
- > Explain the themes and patterns that develop across the text.
- > Explain how information contributes to the overall experience.

Example questions

- Why is the text arranged in this way?
- What structures has the author used?
- What is the purpose of this text feature?
- Is the use of effective?
- The mood of the character changes throughout the text. Find and copy the phrases which show this.
- What is the author's point of view?
- What affect does have on the audience?
- How does the author engage the reader here?
- Which words and phrases did effectively?
- Which section was the most interesting/exciting part?
- How are these sections linked?

Retrieve

Retrieve and record information and identify key details from fiction and non-fiction.

Example questions

- How would you describe this story/text? What genre is it? How do you know?
- How did...?
- How often...?
- Who had...? Who is...? Who did...?
- What happened to...?
- What does..... do?
- How is
- What can you learn from from this section?
- Give one example of.....
- The story is told from whose perspective?

Summarise

Summarise the main ideas from more than one paragraph

Example questions

- 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?
- In what order do these chapter headings come in the story?

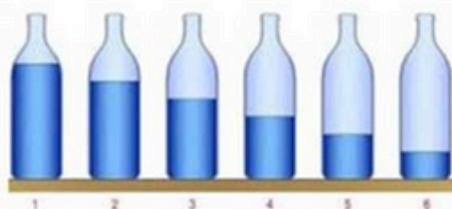


What is fluency and why is it important?

- For a child to be fluent, phonic knowledge is important.
- When a child is fluent, we can focus on understanding and comprehension.
- When comprehension is secure, the child will enjoy what they read.
- Secure phonics and fluency all reduce cognitive load.

The Comprehension Bottleneck

The liquid inside the bottle represents cognitive load required for decoding. Where there is too much decoding, there will be a bottleneck in comprehension.



What is comprehension?

- This refers to the understanding of a text.
- There are cases of where children are able to read thanks to secure phonics knowledge and the ability to decode but do not understand what they have read.

COMPREHENSION SKILLS	
DEFINITION Comprehension skills are cognitive capabilities that allow individuals to process and understand written or spoken information. They encompass a range of abilities, from identifying main ideas and supporting details to making inferences and drawing conclusions. Mastery of these skills is essential for effective reading, listening, and overall communication.	EXAMPLES <ul style="list-style-type: none">• Summarizing• Paraphrasing• Drawing Conclusions• Sequencing Events• Ranking Information• Recognizing Author Purpose• Interpreting Figurative Language• Identifying Cause and Effect

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Three ways you can help build fluency at home...

1. **Read and follow** - the adult reads the text and the child follows along with their finger. This helps the children with word recognition and models to them how they should read with fluency.
2. **My turn, your turn** - take turns reading a page or a paragraph. Here you are modelling how to read with fluency, flow and expression.
3. **Echo reading** - as you read, the child copies. It is important here to pace yourself and read at a rate that your child can keep up with.





Carr Head Primary School



Reading bookmarks to support home reading:

Before reading the book:

Encourage the child to handle the book and hold it the correct way around.



Can you find the front cover?

What can you see on the front cover?



What might this book be about?

Can you find/point to the title?



What might happen in the story?



During the reading of the book:

Encourage the child to talk about the pictures and what is happening in the story. They may also like to turn the pages, join in with repeated words and phrases, and listen to/identify any words that rhyme.



What is happening on this page?

What might happen next?



What does this word mean?

Do you like ...?



What might happen at the end of the story?

Can you turn to the next page?



After reading the book:

Encourage the child to talk about what happened in the book.



What happened in the story?

What happened to this character?



What did you find out?

Did you like this book? Why?



What was your favourite part?

Who was your favourite character?

