Woodlands Academy

Listening to children read

Parent Guide

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We encourage daily reading at home of **approximately 10-20 minutes**. This will help to improve their confidence with fluency and comprehension.

Depending on the child, this time should be a **combination of listening to your child read aloud and then a discussion about what they have read using some of the questions** contained in this booklet (see pages 5 and 6).

For those children who find reading a challenge, you could also take it in turns to read the text aloud.

The conversation between you and your child when listening to them read is as important as encouraging them to read fluently.
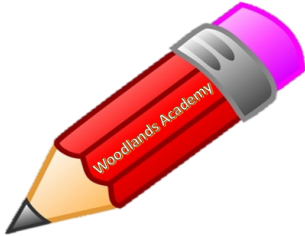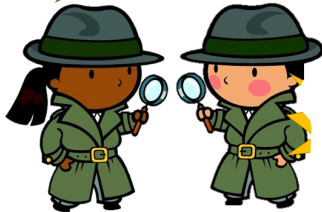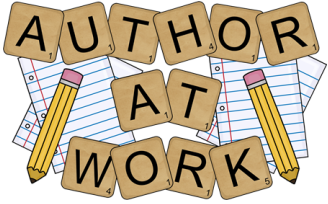
The questions contained in this booklet will encourage dialogue between you and your child which will benefit their understanding of the text and inference skills.

The booklet also has ideas for strategies **children can try when they are struggling to decode new words (see page 4). Children need to have the opportunity to have a go at decoding new or tricky words using some of these strategies. At the same time, don't let them struggle unnecessarily.** You can help them by modelling the strategies, for example, how to sound the word out or use clues from the page or text.

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At Woodlands Academy, we follow a Reading structure to teach children the reading domains and practice using them in KS1 and KS2. Here are our reading domains.

I am a word wizard I know and can explain what individual words in the text mean.	**I am a retriever** I can find the main facts and features in a text and write them down.	**I am a summariser** I can find only the most important information in the text.	**I am a detective** I can work things out based on clues in the text.
I am a fortune teller I can use information from the text to predict what will happen next. I predict by retrieving and inferring.	**I am an explainer** I can explain why language and structural choices are made. (KS2 only)	**I am a reader** I think about the information in the text and find similarities and differences. (KS2 only)	**I am an author** I understand and can explain the meaning of words which have been put together to make phrases, sentences and paragraphs. (KS2 only)

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Reading Strategies

When I am reading something I can use the following things to help me:

I use the pictures to help me.

"C-A-R-P-E-T"

"CAR – PET"

"CARPET"

I sound out/blend words I don't know.

I look for smaller words inside words.
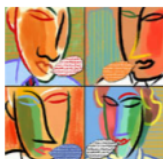
"tEACHer"

"en – joy – able"

"Enjoyable"

I can break words down into syllables.

I check that I am right by going back to look at words carefully.

I ask questions to help me with my reading if I don't understand.

I use punctuation to help me make sense of what I am reading.

? ! " .. " , .

I go back and read a word or sentence again if I don't understand it.

REWIND

I read on to see if I can work out the meaning of a word I don't know

FORWARD

I listen to what I am reading to see if it makes sense.

often
most
some
equal
good...

I can tell when I've made a mistake and go back to try and put it right.

?

I talk through my ideas, thoughts and feelings about what I'm reading.

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EYFS/ Early readers question prompts

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?

Punch a hole here

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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?

Punch a hole here

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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?

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KS1/ KS2 question prompts

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 so far?
- 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 have felt if you were the character? (use different characters)
- As I read_____, it made me picture_____ in my head. What pictures do you see in your head?
- As you read, what are you wondering about?
- Can you put what you've just read in your own words?

Questions to ask after reading
- Can you remember the title?
- In your opinion, was it a good title for this book? Why or why not?
- 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?
- What was your favorite part of the story?
- If you could change one thing in the story, what would it be?
- Can you retell the story in order?
- If you were _____, how would you have felt?
- What is the most interesting situation in the story?
- Is there a character in the story like you? How are you alike?
- Why did you like this book?