



Manor Field
PRIMARY SCHOOL
Respect Believe Achieve



How to practise reading skills at home

Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment¹. Much of this success can be attributed to the support and encouragement that children are given from reading with parents and carers at home. Strong home school partnerships are highly beneficial to reading development throughout your child's time at Manor Field Primary School. This document offers ideas and suggestions to help you and your child gain the most from your reading experiences and to develop necessary reading skills.

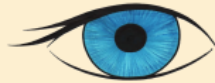
When you are reading with your child, you can help them to improve their understanding by discussing what they have read. Ask them questions about the text, their ideas about what could happen next or whether they are enjoying the book. Encourage them to tell you what stories and information they know. Discuss their opinions about how things might be different in stories or in the world. Let them see you, and join you in, reading; TV, magazines, letters, instructions, charts, signs ... and remember your child will like to hear you read to them as much as they like reading to you! If your child is a reluctant reader this can be even more important. Don't force them to read but read to them or make it a game or challenge, takes turns. Read a comic or anything else they choose. As long as they are reading and enjoying it, then it is a skill they will carry into the future.

Over the following pages, there are questions prompts for 8 different Reading Foci. Use these with your child to help create comprehension questions about the texts your child is reading. It is important that children have the opportunity to think of their own comprehension questions and answer these as well as pose questions to adults. There are also examples of the types of questions that could be asked about a text and examples of answers.

¹ Clark, C., and Douglas, J. (2011) Young People's Reading and Writing An indepth study focusing on enjoyment, behaviour, attitudes and attainment National

Question Prompts

1. Decode



Blend the sounds together.



Can you use a range of strategies to actually read the text?

Can you sound it out?

What would make sense here?

What would sound right here?

Blend this part of the word.

Can you blend across the word from beginning to end?

Decode...

Can you blend those sounds together?

Is it like a word you already know?

Think about the voice you need to use for this part.

Blend...

Can you see a word inside the word?

What does the word begin with?

Do you see a word you know?

Sound out...

Check the picture.

What does this mean?

Does that sound right?

Does the sentence make sense?

2. Describe Select Retrieve

Can you find information which is clearly stated in the text?



Scan the text to find....

Skim the text. What is it about?

Select 2 pieces of information to show...

Show me in the text where you found...

Find and copy a word/phrase/sentence which shows....

What was...?

What word is used to describe...?

Is this true or false?

Write 3 things about ...

When did...?

Put the following in order...

Where did...?

Who was...?

Which is true or false....?

What is happening in this part of the text?

What does the word mean?

How was...?

Which is true or false....?

3. Deduce Infer Interpret

Can you 'read between the lines' to work out information that might not be fully stated, but is hinted or suggested?



What do you predict will happen next? Why?

Do you agree or disagree with this statement? Explain your answer using evidence from the text.

What do you think is happening here? Why?

What do you think suggests?

Give 2 reasons why ... Use evidence from the text to support your answer.

Why is important?

How do we know...?

What sort of a character is...?

Justify why...

Explain what this tells us.

For what reason might do?

What do we know about ...?

What does the word imply?

What ideas are given about ...?

Why do you think...?

How does feel?

What does think?

How can you tell...? Explain fully using the text to help you.

4. Structure Organisation Presentation

Can you explain why the text has been set out in a certain way?



How does the layout and presentation of this text help to ...?

Why does the author start a new paragraph here?

How do headings help you when you scan the text?

If you want to find out about... how could you do it?

What features have been used to engage the reader effectively?

Why is it easier to read...?

How has the author organised the writing?

Why have these words been presented like this?

How do images add to this text?

What are the main ideas in the paragraphs and how are they related?

How does the ending link back to the beginning?

Give 2 ways in which this text is written like a diary/report/discussion etc?

What is the purpose of...?

Which idea in this paragraph is linked to the next paragraph?

Why does the author use...?

Where in the text would you find...?

What does this text feature tell us?

What are the features of this text type? How are they appropriate for the purpose of the text?

Question Prompts

5. Comment & Explain on writers' use of language



How does the author show that is important?

Why did the author use this metaphor/alliteration etc. to describe...?

Which phrase best describes...?

Why does the author use these words?

What effect does this have on the reader? Explain your reasons using evidence from the text.

Comment on...

Do you notice anything special or unusual about the words the author has used here?

How has the author used punctuation to show...?

Explain...

In this sentence, which words mean/show...?

Which words and phrases tell you that the author is describing...?

Explain how this sentence makes you feel...?

What has the author done to hook their reader?

Underline the noun/verb/phrase which shows that...

What words and phrases has the author chosen to make the character/setting scary/funny/sad etc.?

Which part of the story best describes the setting/characters / action?

The author used the word/phrase/sentence What do you think this means?

What do/does this/these word/s tell you about...?

Comment on the effect of this word/phrase?

6. Purpose Viewpoint Overall effect



Can you identify the overall effect that the author has created or the message they want to give?

Whose viewpoint is being presented here?

How do you feel when you read this text? Which parts make you feel like this?

What is the purpose of this text?

How does this make the reader want to read on?

What impression do you think the writer wants to give of this character? Why? What effect does this have on other characters?

Comment on...

How did the story make you feel? Why did it make you feel like this?

Did you enjoy reading the text or not? Why?

Why do you think the writer included details about...?

What does the author want to make you think/believe/do?

Why do you think the author chose this particular setting for this poem/play/story?

For what reason do you think this title/heading etc., was chosen?

What does the writer think is important? Why?

Why do you think the writer produced this text?

How were the purposes of these texts different?

What is the writer's viewpoint in this part of the text?

The writer says Do you agree or disagree.. Why? Use evidence from the text to support your answer.

How has the author started this in an interesting way?

What is the writer's opinion on...?

7. Context Tradition

Can you identify when and where in the world the text is set?



Tell me about any other texts with similar issues or themes?

What comment on the society in which the characters live is the writer making in this text? Support your view with evidence from the text.

Tell me why these texts are alike/different.

In which country do you think this story takes place? Why?

Create a list of things from the text that are different from nowadays. Has anything not changed? Why?

Explain...

Does the setting remind you of a setting you know from another story/poem?

How would you describe this text?

What links can you make from this text to your own experiences?

What other stories have you read by this author? Are their other books similar/different?

Do you know another story with similar characters in? Tell me how they are similar.

When do you think this text was written? How do you know?

Do you know any more stories/poems like this?

How is the writing different to modern writing? Support your answer with evidence from the text.

Has anything like this happened to you before?

Read these 2 texts. What do they have in common? How are they different?

Many traditional tales have messages. What do you think this story is trying to tell us?

Who do you think this story was written for?

Have you ever had a similar experience to this character?

8. Behaving & reflecting as a reader



Can I recite some poems and short stories off by heart and perform them?

Do I read for different purposes?

Do I love to read and feel motivated to do it all the time?

Do I check what new words mean when I come across them in a book?

Do I talk to other people about the books I'm reading taking turns and listening carefully?

Do I read a wide range of different types of texts by different authors?

Am I confident at reading out loud in front of other people?

How to do it...

text example



“Let’s get the dinner on shall we?” said Matthew’s mum.
“What are we having, Mum?” Matthew asked her.
“Cottage pie and peas,” she replied cheerily. Matthew grinned from ear to ear. Mum smiled back at him. “I tell you what,” she said, “why don’t you go and learn your spellings for twenty minutes before we have dinner?” The smile on Matthew’s face disappeared. “Do I have to?” he whined. Matthew thought practising spellings was a bit like watching paint dry.

Reading Focus: Describe Retrieve Select

Question: What was Matthew having for dinner?

Answer: Matthew was having cottage pie and peas for dinner.

2. Describe

Select

Retrieve



Reading Focus: Describe Retrieve Select

Question: What does Matthew do when he finds out what he is having for dinner?

Answer: Matthew ‘grinned from ear to ear’ when he found out what he was having for dinner.

2. Describe

Select

Retrieve



Reading Focus: Deduce Infer Interpret

Question: How does Matthew feel about cottage pie and peas for dinner?

Answer: He loves cottage pie and peas. We know this because he 'grinned from ear to ear' when his mum tells him that is what she is making for dinner.

3. Deduce

Infer

Interpret



Reading Focus: Deduce Infer Interpret

Question: What do you think Matthew will do next?

Answer: I think Matthew will go and watch TV instead of doing his spellings because he thinks practising spellings is boring.

**3. Deduce
Infer
Interpret**

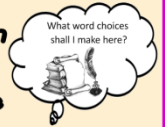


Reading Focus: Comment and explain on writers' use of language

Question: Find 2 words that show how the characters are feeling. Explain your choices.

Answer: '**Cheerily**' lets us know mum is feeling happy. '**Whined**' lets us know that Matthew isn't happy and he doesn't want to do what he has been asked.

**5. Comment
& Explain on
writers' use
of language**



Reading Focus: Comment and explain on writers' use of language

Question: 'Matthew thought practising spellings was a bit like watching paint dry'. Why is this a good way to show how Matthew feels about his spellings?

Answer: The author is comparing spelling practice to watching paint dry to show how boring Matthew finds it.

**5. Comment
& Explain on
writers' use
of language**



Reading Focus: Purpose Viewpoint Overall Effect

Question: Do you think Matthew's mum is a kind person? Use evidence from the text to support your answer.

Answer: Yes, I think Matthew's mum is a kind person because she is cooking a meal he really likes as he 'grins from ear to ear' when he finds out it's cottage pie for dinner. We also know she wants him to do well at school, which is why she asks him to 'learn your spellings for twenty minutes'.

**6. Purpose
Viewpoint
Overall effect**



Reading Focus: _____

Question: _____

Answer: _____

Reading Focus: _____

Question: _____

Answer: _____

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