



# Reading with your child

## Year 1 & 2

### What This Means for Parents

- In everyday life, **model explaining why you have made the decisions you have made**, e.g. "I'm going to leave that there so that I remember it later"
- Continue to model clear reading with fluency and expression, **reading to your child every night.**
- **Share your opinions about the book** and explain why you think that.
- Explain why people react the way they do in social situations.

# National Curriculum Expectations

By Year 2, children should have developed pleasure in reading, motivation to read, and increased vocabulary and an improved level of understanding. In Year 2 they add to this by learning about cause and effect, e.g. what has prompted a character's behaviour in a story. This skill requires deep thinking and is easier for some children than others.

Getting your child used to answering questions for each of these content areas prepares them for their reading assessments at the end of Year 2. Asking a few questions each night will build your child's experience.

## Simple Tips for Whilst You Read



What is happening? Talk about what is happening in the pictures **before** you read the text. What can you see?



Discuss alternative words. For example, 'Which word could the author have used that's a bit more exciting than **big**? Use a thesaurus together.'



Make predictions. What do you think will happen next? What makes you think that? If their prediction is way off the mark, model your own and give your reasons.



Start in the middle of a book. What do you think has happened before this point? What makes you think that?



Discuss the setting of the story. Have you read another book with the same setting?



Discuss the meaning of words. Use a dictionary together to get your child used to exploring words for themselves.



Have you learned anything whilst reading this book that you didn't know before? Pretend that you have learned a new fact and explain it.

# Curriculum Coverage

<b>Year 1 children are expected to:</b>	<b>To support this you could say:</b>
identify words which appear again and again in a text	Can you put your finger on the word 'the'?
recognise and join in with predictable phrases	Come on, say it with me... I bet you can't remember the next bit?
relate reading to their own experiences	Wow, look at that castle. Do you remember when we went to...?
re-read a word or sentence if reading does not make sense	Does... make sense? It didn't sound quite right. Let's try again.
become very familiar with key stories, fairy stories and traditional tales, retelling the main events of a story with considerable accuracy	What happened in that story again? Silly me, I've forgotten What happened after that?
discuss the significance of a title and events	So, why do you think it's called Jack and the Beanstalk?
make predictions on the basis of what has been read	So if..., what might happen next
<b>Year 2 children are expected to:</b>	<b>To support this you could say:</b>
continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has been embedded	Can you sound it out? Which sounds do you know?
read familiar words quickly without needing to sound them out	I bet you can find the word....quicker than me.
read words containing common suffixes	Can you put your finger on the word that ends in the suffix -less
self-correct when they have read a sentence incorrectly	Does that sentence make sense? Do you want to try it again?
use a range of decoding strategies	How could we break it down into chunks?
recall a story, referring to most of the key events and characters	I've forgotten - what happens in the story again? What were the characters called? What happened after that?
find the answer to questions in non-fiction, stories and poems	Which part of the text tells me about...? Can you find?



# Reading with your child

## Year 3 & 4

### What This Means for Parents

- **Give your child access to lots of books** on many different topics and by a wide range of authors who write in different styles, e.g. Roald Dahl, Michael Morpurgo to Julia Donaldson.
- **Encourage your child to ask for help with the pronunciation of new words** if their reasonable attempt does not sound correct.
- **Broaden the vocabulary you use when speaking to your child** and be prepared to clarify the meaning of a wider range of words, modelling them within sentences.
- **Read difficult texts to your child** and allow them the chance to listen and ask questions.

## National Curriculum Expectations

By year 4, pupils should be able to independently, fluently and enthusiastically read books written at an age-appropriate interest level. They should be able to read them accurately and at a speed that allows them to focus on understanding what they have read, rather than on decoding individual words. They should be able to decode most new words outside of their spoken vocabulary, making a good attempt at the word's pronunciation. As their decoding skills become secure, efforts should be made to introduce children to new words, which will increase their vocabulary. This should be done through discussion and by introducing children to a wide range of texts, including stories, poems, plays and non-fiction pieces on a wide range of subjects. Children in year 4 should be securing the skill of reading silently to themselves.

<b>Year 3 &amp; 4 children are expected to:</b>	<b>To support this, you could say:</b>
<b>apply their knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</b>	Can you find a word which begins with the prefix <i>dis-</i> ? What does the prefix <i>anti-</i> mean? So what could this new word mean?
<b>develop positive attitudes to reading and an understanding of what they have read</b>	What happened in your story? What kind of text would you like to read next?
<b>listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books</b>	What did you think about...? Shall we go and watch a play about...? Have you ever read a... poem?
<b>use dictionaries to check the meaning of words they have read</b>	I'm not quite sure what it means either – shall we use a dictionary?
<b>increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally</b>	What genre is this text? What happens in the story of...? Do you know any myths? Could you tell.... a bedtime story?
<b>identify themes and conventions within texts</b>	What message do you think this story is trying to tell us?
<b>prepare poems and playscripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</b>	Would you like to read a poem to us after dinner? This part of the script is a troll speaking; how might they say it?
<b>discuss words and phrases that capture the reader's interest and imagination</b>	What an interesting use of words; why do you think the author chose those?
<b>recognise some forms of poetry, e.g. free verse, narrative poetry</b>	Do you know what kind of poem this is? What can you see?
<b>check that the text makes sense to them</b>	What do you think that is saying?
<b>explain the meaning of new words in context</b>	What does... mean? I'm not quite sure. I thought it meant...
<b>ask questions to improve their understanding of the text</b>	Is there anything you want to ask that you're not sure about?

<p><b>draw inferences, such as inferring characters' feelings, thoughts and motives</b></p>	<p>How do you think... is feeling? What makes you think that?</p> <p>Why did he make that choice?</p>
<p><b>predict what might happen from the details stated and implied</b></p>	<p>If they..., what might they do next?</p> <p>Who could it be? What makes you think that?</p>
<p><b>identify the main ideas drawn from more than one paragraph and summarise these</b></p>	<p>So, what has this part of the story been about?</p> <p>Have you spotted a theme in the story?</p>
<p><b>identify how language, structure and presentation contribute to meaning</b></p>	<p>Why do you think the author has used... in the text?</p>
<p><b>retrieve and record information from non-fiction texts</b></p>	<p>Can you find the part where...?</p> <p>Which part tells you about...?</p>
<p><b>participate in discussion about both books that are read to them and those they can read themselves, taking turns and listening to what others say</b></p>	<p>Would you like me to read this page?</p> <p>What did you think of...?</p> <p>I thought that...</p> <p>Do you think... would like this book? What makes you think that?</p>



# Curriculum Coverage

In their Reading Tests, your child's understanding of reading is tested through different strands:

**Vocabulary** Give/explain the meaning of words in context.

What does this word/phrase/sentence tell you about the character/mood/setting? By writing this way what effect has the author created/did the author intend to create?  
How has the author made you/the character feel happy/sad/angry/frustrated?

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

Where / when does the story take place? Find evidence in the text.

Where in the text would you find...?

Which part of the story best describes...?

**Inference** Make inferences from the text / explain and justify these with evidence from the text.

What do these words mean and why might the author have chosen them?

Can you explain why...?

Which words give you the impression that...?

**Predicting** Predict what might happen from details stated and implied.

Can you think of another story with a similar theme/opening/ending?

Why did the author choose this setting? Will it influence how the story develops?

How is this character like someone you know in real life? Would they act in the same way?

**Commenting** Identify/explain how information/narrative content is related and contributes to meaning as a whole.

Make comparisons within the text.

Explain how a character's feelings change throughout the story. How do you know?

What are the clues that this character is liked/disliked/envied/feared/loved/hated?

How could this part of the text be improved?

**Author** Identify/explain how meaning is enhanced through choice of words and phrases.

What does the word... tell you about...? Does the author use another word to do the same?

By writing in this way, what effect has the author created?

Has the author been successful in their purpose/use of language? What makes you think that?

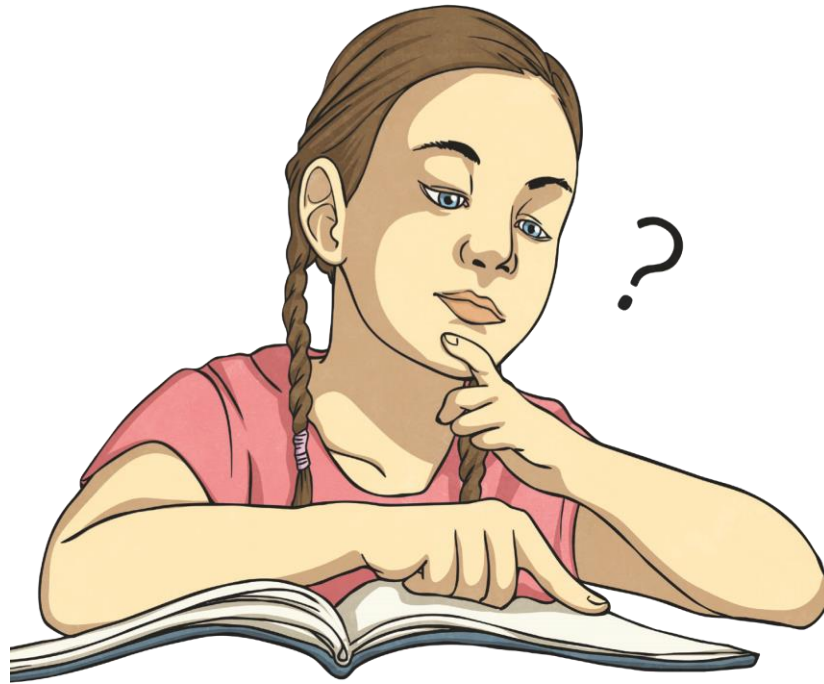
**Summarising** Summarise main ideas from more than one paragraph.

What is the main point in this section of the text?

Recap what has happened so far in 20 words or less.

Which is the most important point in this paragraph? Is it mentioned anywhere else?





# Reading with your child

## Year 5 & 6

### What This Means for Parents

- **Give your child access to lots of books** on many different topics and by a wide range of authors who write in different styles, e.g. Roald Dahl, Michael Morpurgo to Julia Donaldson.
- **Encourage your child to ask for help with the pronunciation of new words** if their reasonable attempt does not sound correct.
- **Broaden the vocabulary you use when speaking to your child** and be prepared to clarify the meaning of a wider range of words, modelling them within sentences.
- Encourage your child to read silently to themselves but **check their understanding of what they have read** after doing so.
- **Read difficult texts to your child** and allow them the chance to listen and ask questions.
- **Teaching your child the technical terms needed** for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect.
- **Reading whole books to your child** so that they can meet texts and authors they might not choose to read themselves.

- **Exposing your child to more than one account of the same event** so that they can examine similarities and differences.

# National Curriculum Expectations

By the beginning of year 5, pupils should be able to accurately read aloud a wide range of poetry and books written at an age-appropriate interest level at a reasonable speaking pace. They should be able to read most words effortlessly and work out the pronunciation of unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, pupils should ask for help in determining both the meaning of the word and how to pronounce it correctly.

Pupils should be able to read texts aloud with appropriate intonation to show their understanding. They should be able to summarise and present a familiar story in their own words. They should be reading widely and frequently for pleasure and to retrieve information, outside of school as well as in school. They should be able to read silently with good understanding. They should be able to infer the meanings of unfamiliar words and then discuss what they have read.

During year 5 & 6, pupils should continue to expand their vocabulary through exposure to stories, plays, poetry, non-fiction and textbooks, both read by them and to them by others. They should be given the opportunity to listen to books and other writing that they have not come across before – hearing and learning new vocabulary and grammatical structures, and having a chance to talk about this. Their confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate.

Year 5 & 6 children are expected to:	To support this, you could say:
apply their knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet	<p>Can you find a word which begins with the prefix dis-?</p> <p>What does the prefix anti- mean? So what could this new word mean?</p>
maintain positive attitudes to reading and an understanding of what they have read	<p>Did you enjoy that book? Why?</p> <p>What kind of text would you like to read next?</p>
continue to read and discuss a wide range of fiction, poetry, plays, non-fiction, reference books and textbooks	<p>What did you think about...?</p> <p>Shall we go and watch a play about...?</p> <p>Have you ever read a... poem?</p>
read books which are structured in different ways and written for a range of purposes	<p>Can you see any subheadings in this text? Why are they used?</p> <p>What organisational feature is this?</p>
recommend books that they have read to their peers, giving reasons for their choices	<p>Would you recommend it?</p> <p>Who do you think would like this book?</p> <p>What makes it so good?</p>

<p>increase their familiarity with a wide range of books, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions</p>	<p>What type of story is this?</p> <p>Let's go to the library and see if we can find a book from...</p> <p>What other cultures would you like to read about?</p>
<p>identify and discuss themes (such as loss or heroism) and conventions (such as the use of first person in diary entries) in and across a wide range of writing</p>	<p>Can you see a theme running through this story? What is it? How often is it mentioned?</p> <p>How does this text differ to a story?</p>
<p>make comparisons within and across books</p>	<p>Is that what... said had happened too? How is... similar to...? Do they differ?</p>
<p>learn a wider range of poetry by heart</p>	<p>Can you recite...?</p>
<p>prepare and perform poems and plays outloud, showing an understanding through intonation, tone and volume so that meaning is clear to the audience</p>	<p>Would you like to try going to a local drama group?</p> <p>Think about your voice when you read that; how might the witch speak?</p>
<p>check that the book makes sense to them; discussing their understanding and exploring the meaning of new words in context</p>	<p>Tell me about what you've just read.</p> <p>Were there any words you didn't quite understand?</p> <p>The word... means...; In a sentence it's...</p>
<p>ask questions to improve their understanding</p>	<p>Is there anything you don't understand that you want to ask me about?</p>
<p>draw inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence</p>	<p>How do you think... is feeling? What makes you say that? Show me in the text.</p> <p>Why do you think.... acted in that way?</p>
<p>predict what might happen from details stated and implied</p>	<p>What might....? What makes you think that? Show me in the text.</p>
<p>summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</p>	<p>What theme can we see across these paragraphs? Is anything mentioned more than once?</p>
<p>discuss and evaluate how authors use language, including figurative language, and consider the impact on the reader</p>	<p>Can you find an example of figurative language on this page? Why might the author write in this way?</p>
<p>provide reasoned justification for their views</p>	<p>Why do you think that?</p> <p>What evidence supports that idea?</p>

# Curriculum Coverage

In the KS2 English Reading Tests, your child's understanding of reading is tested through different strands:

**Vocabulary** Give/explain the meaning of words in context.

What does this word/phrase/sentence tell you about the character/mood/setting? By writing this way what effect has the author created/did the author intend to create?

How has the author made you/the character feel happy/sad/angry/frustrated?

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

Through whose eyes is this story told?

Which part of the story best describes...? Find it.

What evidence from the text do you have to justify your opinion?

**Inference** Make inferences from the text / explain and justify these with evidence from the text.

What do these words mean and why might the author have chosen them?

Can you explain why...?

Which words give you the impression that...?

**Predicting** Predict what might happen from details stated and implied.

Can you think of another story with a similar theme/opening/ending?

Why did the author choose this setting? Will it influence how the story develops? How is this character like someone you know in real life? Would they act in the same way?

**Commenting** Identify/explain how information/narrative content is related and contributes to meaning as a whole. Make comparisons within the text.

Explain how a character's feelings change throughout the story. How do you know?

What are the clues that this character is liked/disliked/envied/feared/loved/hated?

How could this part of the text be improved?

**Author** Identify/explain how meaning is enhanced through choice of words and phrases.

What does the word... tell you about...? Does the author use another word to do the same?

By writing in this way, what effect has the author created?

Has the author been successful in their purpose/use of language? What makes you think that?

**Summarising** Summarise main ideas from more than one paragraph.

What is the main point in this section of the text?

Recap what has happened so far in 20 words or less.

Which is the most important point in this paragraph? Is it mentioned anywhere else?