

## MORE INFORMATION ABOUT HOME READING

There is an expectation that your child will read every day at home, and that you will sign their reading record.

We have Book Bingo Challenges, which run alongside our reading scheme, and home/school books.

The Book Bingo sheets are given out each Assessment Period. These challenges are another way in which we aim to engage our children in books and texts. The children will have opportunities in assemblies and class reading sessions, to attempt the Concept related reading tasks (AP1: Diversity, Community and Identity, AP2: Democracy, Education, Aspirations, Responsibility, AP3: Dignity, Equality, Safety, Enterprise) but if you would like to source these topics/themes yourself, the following website is excellent.

<https://www.lovereadings4kids.co.uk/>

You need to register, but it is free to join. You can then type in the subject you would like a book or text about and hundreds of age appropriate extracts and texts will appear for you to choose from. It is a highly recommended resource.



Lovereading4kids.co.uk

# Reading Information for Parents

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Your child's reading experience is much more than the reading book, which comes home from school. Reading is happening all the time in the classroom and in school. It is taught in specific Shared and Guided Reading sessions and English lessons, but children are practising and using their 'reading' constantly across all subjects too.

Parents can support this 'reading journey' through regular reading at home. Reading to and with your child, every evening for at least ten minutes can make a dramatic difference to a child's achievement within school. A report from the Oxford University Press highlighted the importance of parents reading with their children. 'Children who read outside of class are 13 times more likely to read above the expected level for their age'.

The report also offers six tips for reading with your child at home, including:

1. Make time to read- even ten minutes a day
2. Choose different types of books
3. Take turns to read
4. Talk about the book- asking your child questions
5. Pay attention to the language
6. Enjoy reading

## The Learning Pit

The Learning Pit or (Learning Challenge) is a seven-step process, which helps children, understand how their learning can develop. In effect, it challenges us to be stuck in our learning and to seek ways to climb out of the pit – utilising skills such as our Learning Dispositions.



Here are some questions, which you can use when sharing books and texts with your child. We have taken them from the National Curriculum and tried to make them as 'user friendly' as possible.

What is the theme of this book and how do you know?  
Is there more than one theme?

What does (pick a word from the text) mean?  
Pick a word from a certain paragraph and say, "pick the word in the paragraph that means the same as..."  
Find a phrase that means the same as/tells you...  
Pick a word from the text and get your child to put it into a new sentence to check understanding. Why has the author chosen to use the word (pick a word from the text)?  
Select some words or phrases that you think were effective in giving the reader clues about the plot/character/setting

Asking who a certain character is how do you know that?  
Explain why... happened in the text.  
How does ... event link to another event in the text?  
A range of who, what when and why questions linked to what has just been read in the text ensuring that the children use the text to answer the questions?  
Can you link this text (theme, plot, characters, settings etc.) to any other text you have read either the same author or a different author?  
How did (character name) feel? Why do you think this?  
What do you think the character was thinking and why?  
Why do you think the character decided to do ...?

What do you think might happen next and why?  
What do you think the character might do next?  
Because ... happened what do you think could happen later in the book? Because the character ... how will this, affect the rest of the story?  
What events have taken place and why?  
How do you know these are the main events?  
What is the purpose of ... event happening?  
Can you explain the story so far?  
How what has just happened link to what happened earlier on in the story?  
Based on what happened at the start of the story did you think what just happened would happen.  
Can you write the blurb for this book for the publisher?  
**Do you have any questions or elements of the story that you are unsure of?**

Why has the author chosen to put that that work in italics/bold etc.?  
What is the effect of the author choosing to use a certain word instead of a similar one? What does it show you as the reader?  
Why has a non-fiction text been broken up in a certain way?  
Why was a particular picture chosen for a text?  
Can you list the key features of this genre and then create success criteria for writing in the genre?  
Did you notice any shift in formality in the text? How and why was this done? Was it used affectively?  
What is the impact of the author using this phrase/word?  
How did this choice of language make you feel?  
What did the author's choice of language make you think would happen?  
Unpicking the author's figurative language, ensuring they understand the impact that it has on them as a reader and the rest of the text.  
What point is the author trying to make to the audience by using that phrase?  
Asking a range of questions based on a non-fiction text, which has just been read, but ensuring that they are using the text to answer the questions.  
In the text, it says... can you tell me facts related to this.

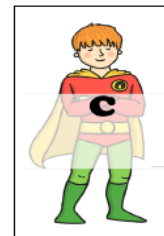
# HELPING YOUR CHILD TO READ AT HOME

## KEY STAGE 2

St John's Green Primary School



Learn to Live, Live to Learn



**Collaborating Carlos**  
Work well together;  
support each other.



**Making Links Mollie**  
Make connections across all  
areas of your learning.



**Motivating Melinda**  
Be keen to succeed; try  
your best.



**Resilience Rex**  
Keep going even  
when it's hard; never  
give up.



**Reflecting Roxy**  
Learn from experience; build  
on your learning.

### Learning Dispositions