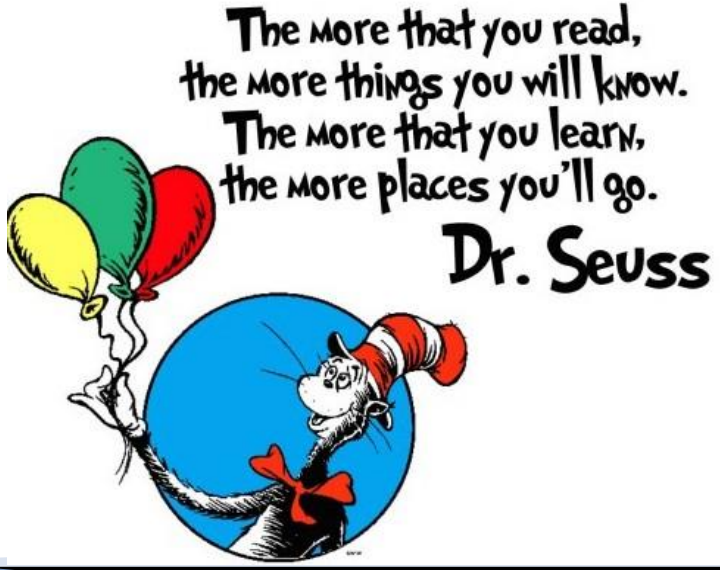
Reading at home Years 2-5



The research

- **Families and parents are critical to children's attainment**. Parental involvement in a child's literacy practices positively affects children's academic performance.
- **The home is crucial**. Parents have the greatest influence on the achievement of young people through supporting their learning in the home rather than supporting activities in school.
- **Early intervention is vital.** The earlier parents become involved in their children's literacy practices, the more profound the results and the longer-lasting the effects.
- Children learn long before they enter formal education.

(National Literacy Trust 2012)

Young people who read outside class daily are five times as likely to read above the expected level for their age compared with young people who never read outside class.

Little and often

Fun, short bursts of reading every day will make a bigger difference to fluency than reading for long periods once a week.



Reading Records

- In Key Stage 2 it is expected that children log their own reading in their reading record. It is essential that we model this from the start. It also celebrates their reading achievements and progress.

Expectations – Year 2

- Use phonics knowledge to decode and recognise high frequency words and common suffixes.
- Engage with a wide range of texts and retelling familiar stories.
- Learning new vocabulary and finding meaning from words through discussion.
- Making predictions.
- Inferring from what is being said or done.
- Checking the text makes sense by re-reading.

Expectations – Year 3 and 4

- Using knowledge of words to identify meaning such as recognising the root, prefix and suffix in a word.
- Engaging with a wide range of texts.
- Making predictions, summaries and discussing texts with others.
- Asking questions about a text.
- Inferring meaning.
- Finding information quickly.
- Identifying language use in texts and the author's choices.
- Understanding the features of different text types and their purposes.

Expectations – Year 5 and 6

- Using knowledge of words to identify meaning such as recognising the root, prefix and suffix in a word.
- Engaging with a wide range of texts and for different purposes.
- Comparing texts and authors.
- Making predictions, summaries and discussing texts with others.
- Asking questions about a text.
- Inferring meaning.
- Finding information quickly.
- Identifying language use in texts and the author's choices.
- Distinguishing between facts and opinions, formal and informal language choices.
- Understanding the features of different text types and their purposes.
- Reason and justify opinions.

Reading to children



- It helps to develop model reading strategies.
- Improves their vocabulary.
- Creates a shared experience that nurtures enjoyment of reading.
- Don’t feel that children should only be reading the material we send home. Encourage them to read labels on food, words on screen, comics etc.
- Reading side by side.

Reading with children



- Have you seen this word on another page?
- Use phonics, but not if you know the word!
  Does it make sense? What would make sense?
  Look for clues in the picture or context of the sentence.
- Are there any bits of the words you recognise?
- Read ahead, miss out the word, and work out what it could be when you've finished the sentence.
- Backtrack and read again for fluency.

Children need reading stamina

Read side by side with them

Comprehension

- Finding information on the page.
- Being able to find information that is *not* on the page. Looking for clues.
- Thinking about situations and predicting what might happen.
- Putting yourself in a character's shoes and understanding what is going on from their viewpoint.
- Book talk to make your child think.

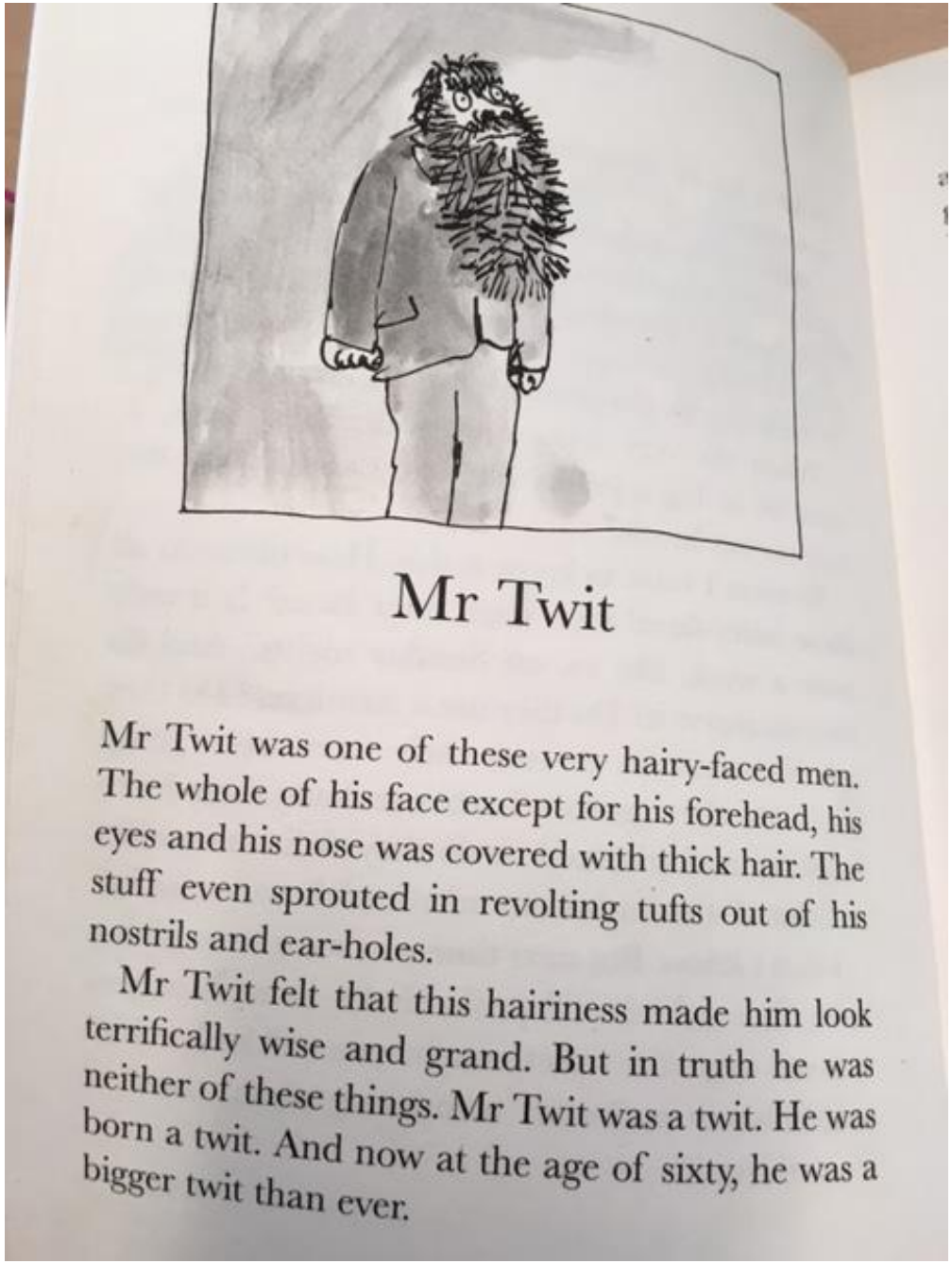
Closed Questions!

- Do you like this book?
- Do you like this character?
- It's a good story isn't it?
- Do you like reading?
- Are you good at reading?
- Do you like this kind of story?

Change these questions so that the answers cannot be *yes* or *no.*

- What do you like about this book?
- What do you think of this character?
- Why do you think this is a good story?
- What's great about reading?
- Why are you a good reader?
- What is it about these stories that you like so much?

Example....

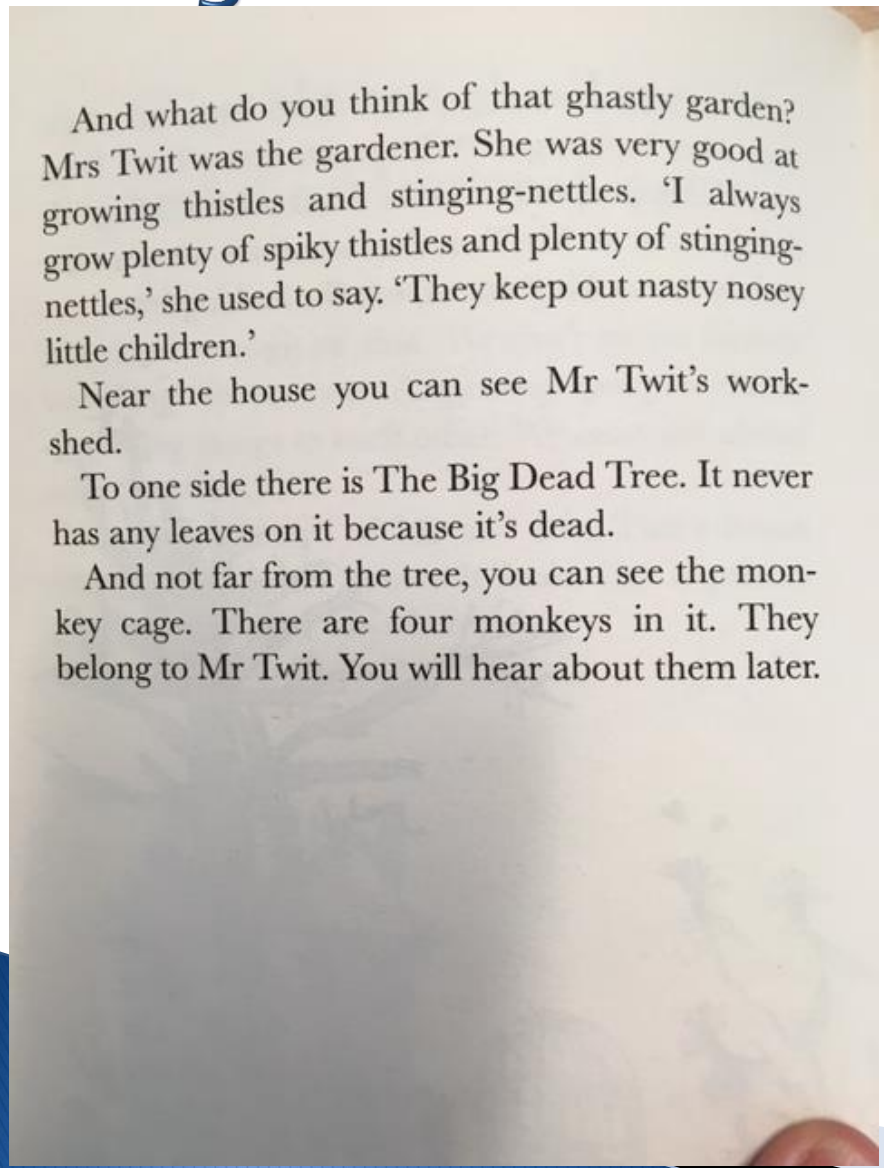


Mr Twit

Mr Twit was one of these very hairy-faced men. The whole of his face except for his forehead, his eyes and his nose was covered with thick hair. The stuff even sprouted in revolting tufts out of his nostrils and ear-holes.

Mr Twit felt that this hairiness made him look terrifically wise and grand. But in truth he was neither of these things. Mr Twit was a twit. He was born a twit. And now at the age of sixty, he was a bigger twit than ever.

Inference, language and organisation.

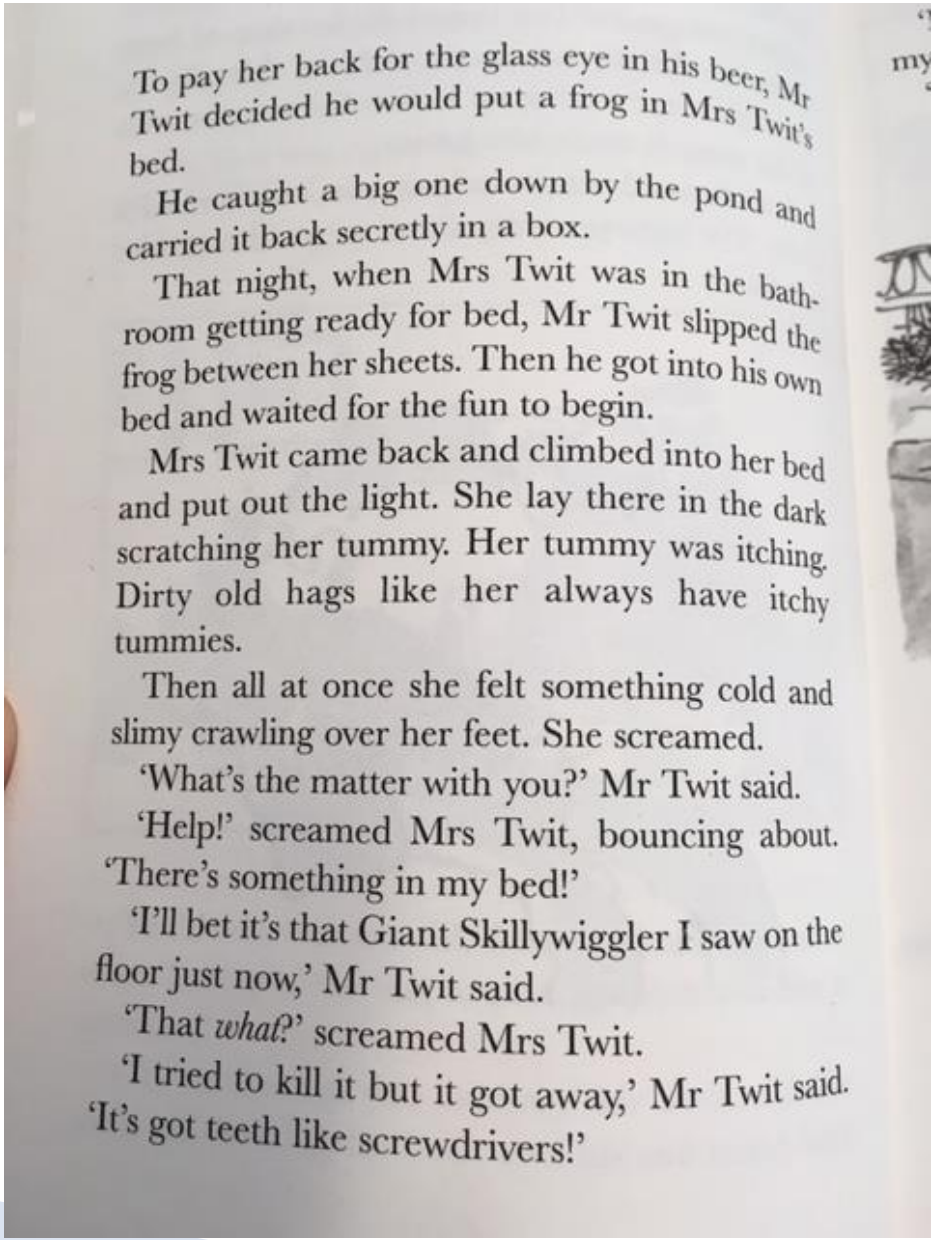


And what do you think of that ghastly garden? Mrs Twit was the gardener. She was very good at growing thistles and stinging-nettles. 'I always grow plenty of spiky thistles and plenty of stinging-nettles,' she used to say. 'They keep out nasty nosey little children.'

Near the house you can see Mr Twit's work-shed.

To one side there is The Big Dead Tree. It never has any leaves on it because it's dead.

And not far from the tree, you can see the mon-key cage. There are four monkeys in it. They belong to Mr Twit. You will hear about them later.



To pay her back for the glass eye in his beer, Mr Twit decided he would put a frog in Mrs Twit's bed.

He caught a big one down by the pond and carried it back secretly in a box.

That night, when Mrs Twit was in the bath-room getting ready for bed, Mr Twit slipped the frog between her sheets. Then he got into his own bed and waited for the fun to begin.

Mrs Twit came back and climbed into her bed and put out the light. She lay there in the dark scratching her tummy. Her tummy was itching. Dirty old hags like her always have itchy tummies.

Then all at once she felt something cold and slimy crawling over her feet. She screamed.

'What's the matter with you?' Mr Twit said.

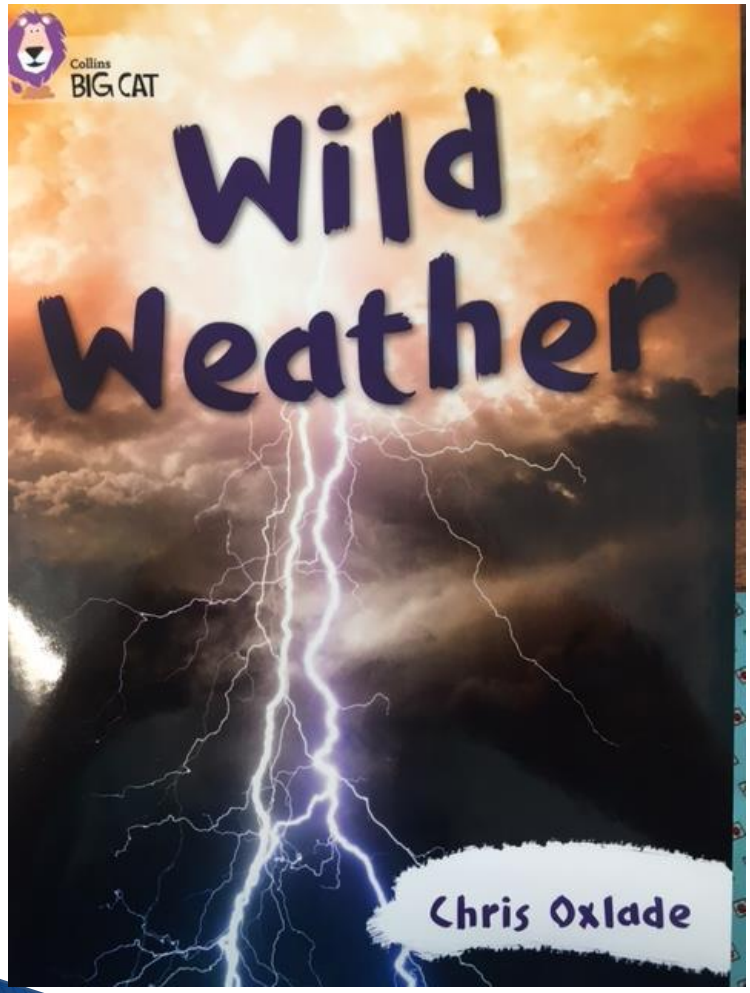
'Help!' screamed Mrs Twit, bouncing about. 'There's something in my bed!'

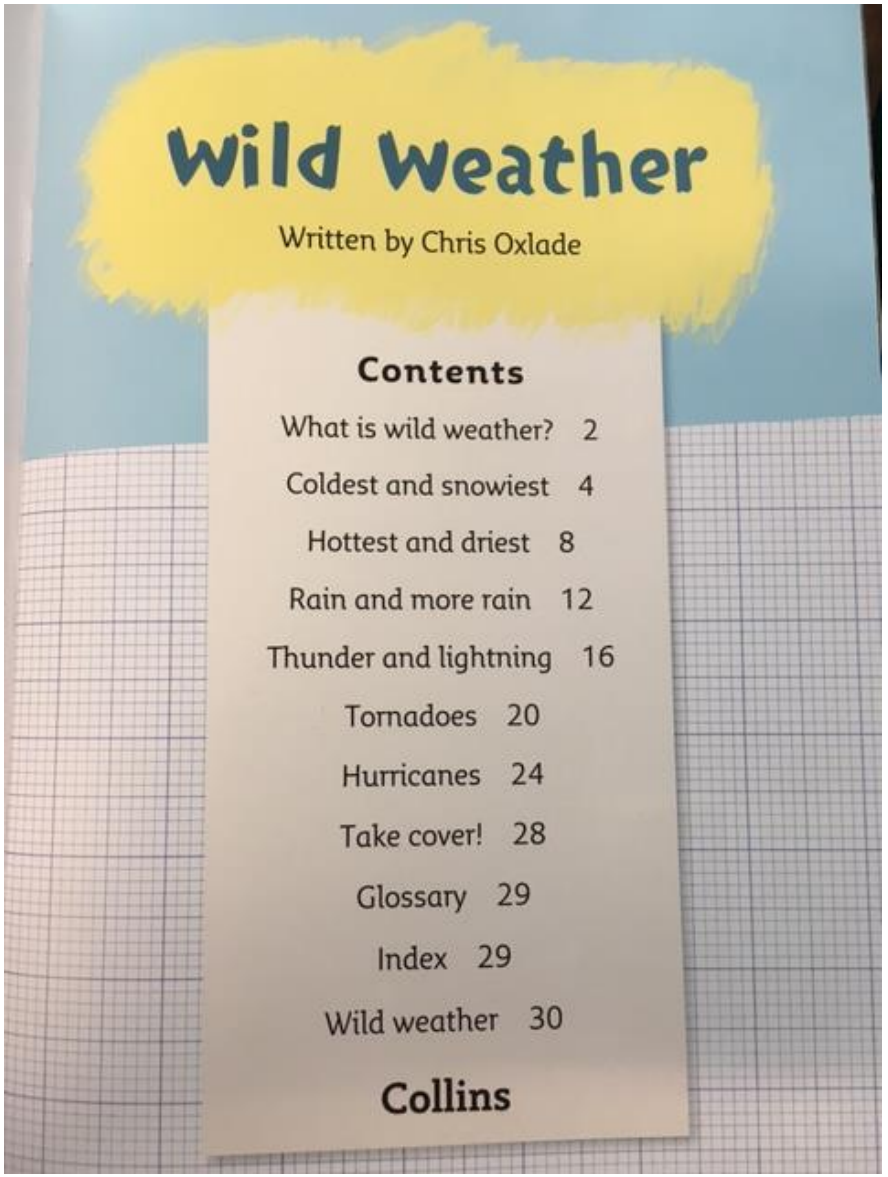
'I'll bet it's that Giant Skillywiggler I saw on the floor just now,' Mr Twit said.

'That *what*?' screamed Mrs Twit.

'I tried to kill it but it got away,' Mr Twit said. 'It's got teeth like screwdrivers!'

Organisation and Features





Organisation and features

Glossary

climate change
change in the pattern of weather around the world that many scientists believe is due to global warming

deserts
dry, often sandy regions that don't get much rain

drought
long period of very dry weather

equator
imaginary line around the middle of the earth, an equal distance from both the South Pole and the North Pole

forecast
prediction of what the weather will be like over the next few hours, days or weeks

global warming
slow increase in the overall temperature of the earth's atmosphere

ice crystals
small crystals of solid ice that grow inside a cloud

monsoon
period of heavy rains

mountaineers
people who climb mountains

storey
one level of a building

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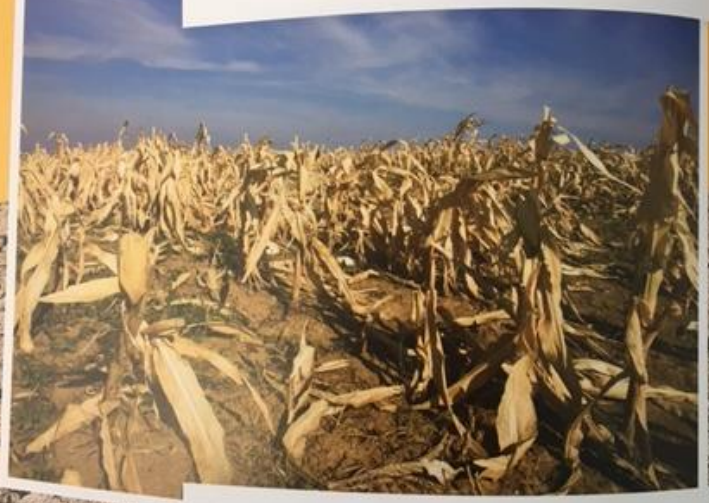
Dry deserts

The hottest places can also be the driest. In some deserts it rains only a few times each year, and sometimes not for years on end.



Drought

Sometimes there's no rain for weeks or months in a place where it normally does rain. This is called a **drought**. The soil becomes dry and cracked, and crops and other plants die. This can leave people and animals without food.

Other texts…





Search

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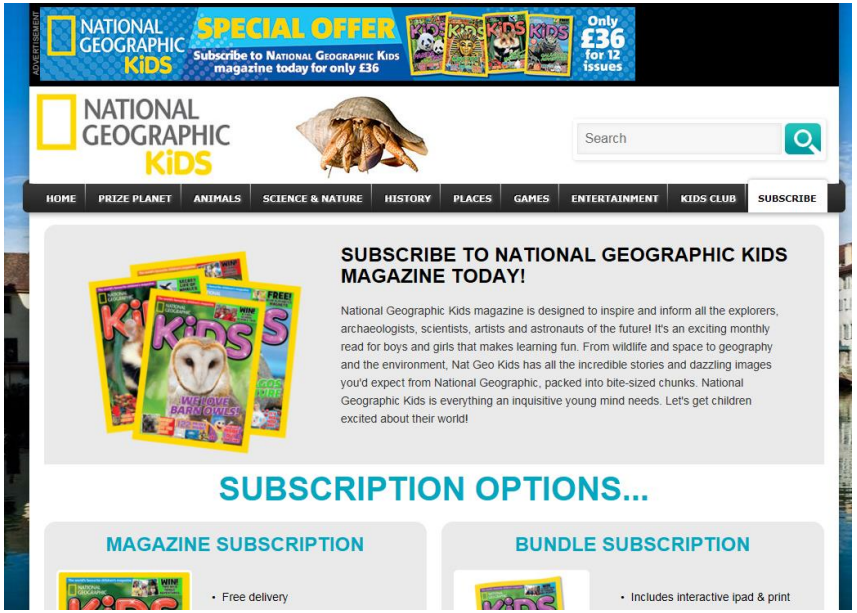


Our home support book marks

General questions to ask your child when reading – Key Stage 2

Before reading the book:

- Can you make a prediction about the story? What clues did you use?
- What might happen in the story?
- What genre will this story be? E.g. fantasy, comedy, horror. How do you know?
- What kind of headings might you find in this book? What features does the text have? Why are these important?
- What does the blurb tell us?

During the reading of the book:

- What has happened so far? Is it what you expected to happen?
- What might happen next? Find some evidence in the text, which supports your view
- How do you think the story might end? Find some evidence in the text, which supports your view.
- Why do you think the author used this word?
- Who is your favourite / least favourite character? Why?
- Can you find examples of.., (nouns, adjectives, adverbs, sentence openers, connectives/conjunctions).
- How is this character feeling? How do you know?

At the end of the book:

- Would you like to read another book by this author / about this topic? Why?
- Does your opinion of this character change during the story? How? Why?
- Find 2 things the author wrote about this character that made him / her likeable or unlikeable?
- Which part of the story was funny / scary..? Find some evidence in the text to support your opinion.

Word level questions

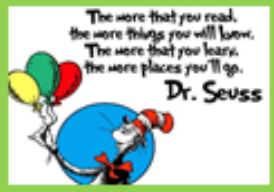
- Are there any unfamiliar words? What can we use to find their meaning? (context of sentence, root word)
- Why has this word been chosen? What kind of word is it?
- Can you find the synonym for...?

Sentence level questions

- Why has the author used italics / exclamation mark..?
- Can you find examples of subordinate clause / adverbial phrases? How do they add detail?
- Draw attention to longer and shorter sentences and discuss the effect of short sentences for drama and building tension.
- How does the speech help us learn about the characters? (focus on the use of how speech is introduced in stories and e.g. newspapers.

Text level questions

- Can you summarise this chapter / paragraph?
- How are the paragraphs linked?
- How does the layout of the advert / information help the reader?
- What is the difference between the index and the contents page?
- How do I find X on this website? Where would I look?
- How has this character's feelings changed over the story?



Online support

- www.storylineonline.net – Videos of people reading stories for all year groups
- www.oxfordowl.co.uk –Free eBooks for all year groups
- http://www.literacyshed.com/the-reading-shed.html –advice, activities, videos and more
- http://www.bbc.co.uk/schools/parents/primary_support/ – advice
- **www.ReadingRockets.org/learnaboutreading**
- **http://www.booktrust.org.uk/books/bookfinder/**