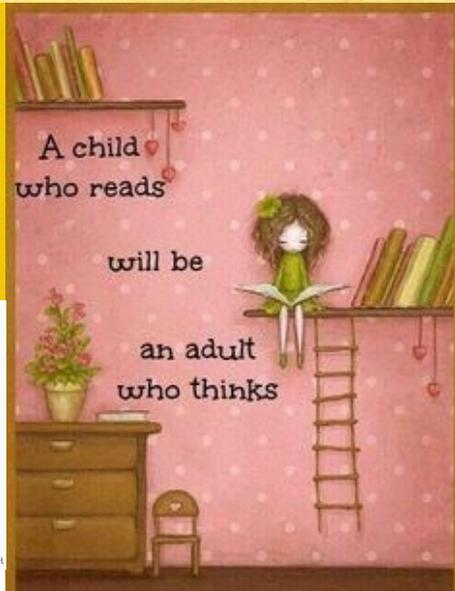
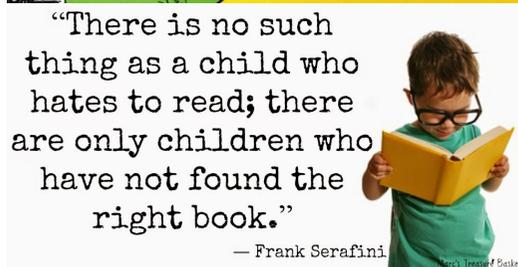
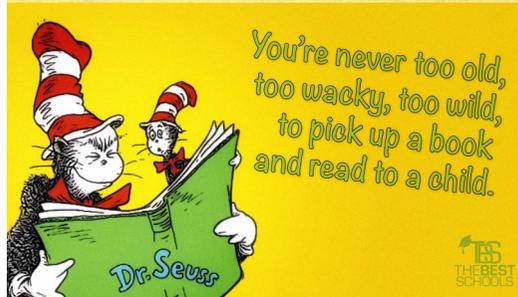
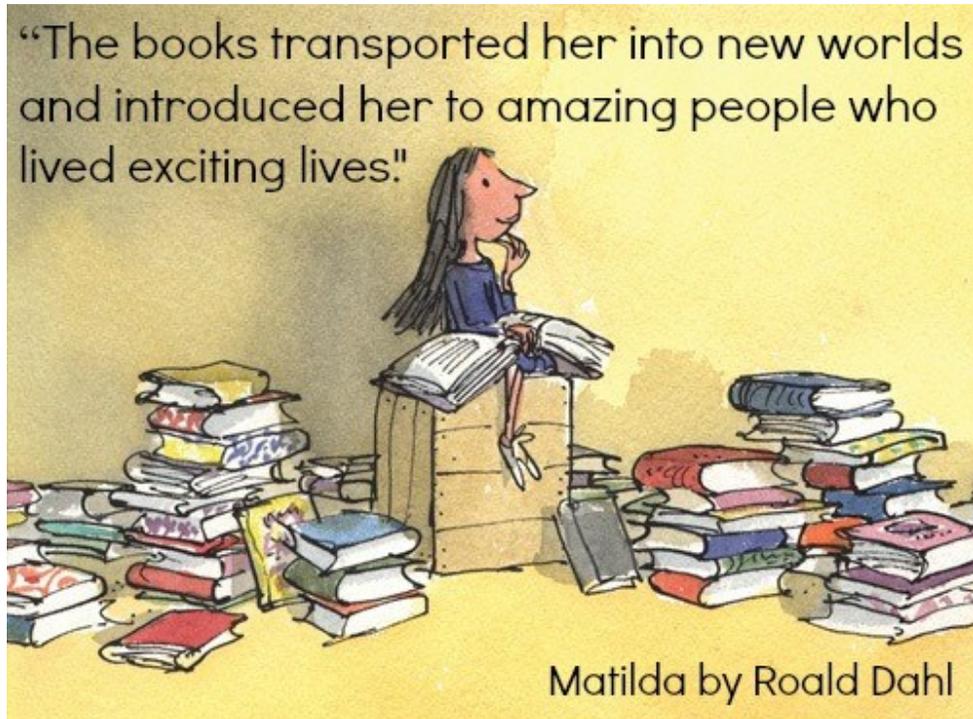


Please find the time to read with
your child!



HOLY TRINITY

Reading Prompt Book



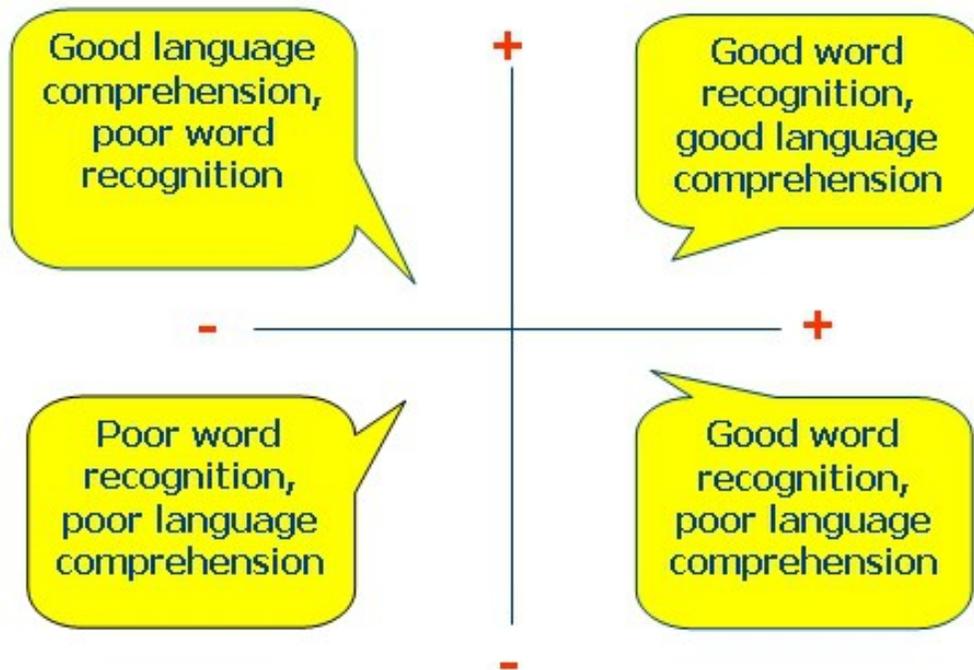
Dear Parents and Carers,



This booklet is designed to be used by adults when reading with children.

The purpose of reading with children is not only to develop reading (decoding) skills, but also to improve comprehension (understanding).

The diagram below shows the importance of combining decoding with understanding to establish positive reading skills:



AF7

Try to relate the story to its social, historical or cultural tradition.

- Do you know any other stories like this?
- In which country / area do you think the story is set?
- What does the story remind you of?
- How is the hero / heroine in this story similar to others you have read about?
- Does this story remind you of anything that has happened in your life?
- How would you have felt in this situation?
- What might you have done instead?
- What other stories have similar openings / endings to this one?
- Many stories have a message, what do you think the message is in this story?
- Are there any familiar patterns that you notice? (story structure, imagery etc.)



AF6

What is the purpose and viewpoint of writing in the story?

- Can you think of another story with a similar theme? (good / evil / weak / strong)
- Why did the author choose this setting?
- What makes this a good story?
- What effect do you think the story has on the reader?
- Could the story be better? How?
- What impression does the author want to give of this character? Why?
- What is the purpose of this paragraph / chapter? (e.g. does it move the story on)
- Is this writing persuasive? How?
- Does this article / story get you to care about anything? Can you tell what the author thinks?



Whilst there is a temptation to progress quickly through books, the most valuable approach is to spend quality time looking at a book in detail and enjoying it with your child.

This booklet provides you with a range of questions that you can ask the child at different stages of their reading. It also provides a range of activities that you can do prior to, during and at the end of reading to make the most of the book.

The booklet is designed so that you can select questions that are relevant to the age of the child and topic. It is not designed to over burden the child with questions, instead choose the questions that are most relevant.

The most important role you can play is to model good listening- show interest and enjoyment in the reading process.

For the joy of reading!



AF5
Explain and comment on the writers use of language - including grammar.

- What does (word/phrase) mean?
- Which words has the author used to make the writing feel formal / informal?
- Why has the author used _____ ? (discuss italics, bullet points, punctuation !,?,,” “ etc.)
- What has the author used in the text to make this character funny / sad / angry?
- Think of another word you could have used here . What effect would it have?
- As a reader how do you feel about this character? What makes you feel this way?
- Can you find any similes or metaphors?
- Which adjectives help you picture the scene / character in your mind
- Why has the author set the text out like this?



AF4

Think about the structure and organisation of the text - what it looks like.

- How do headings help you when you scan the text?
- How does the layout help the reader?
- How does the title of the story encourage you to read the book?
- Some of the text is printed in a different way, why has the author done this?
- Why has the author repeated structures, words and pages?
- What is the purpose of pictures?
- Why has the author used 'fact boxes' for key points?
- What is the purpose of chapter titles?



AF1

I can use a range of strategies, including accurate decoding of text, to read for meaning

- What word is this?
- Can you sound it out?
- Can you think of other words with similar sounds?
- Do words with similar sounds have the same spelling? (maybe write down some words - mean, green, be)
- How many syllables does this word have? Can you clap them?



AF2

I can understand, describe, select or retrieve information events or ideas from texts using quotations.

- Where does the story take place
- When did it take place?
- What did he/she look like?
- Where do the characters live?
- Who are the main characters?
- What happens in the story?
- What kind of people are in the story?
- What happened after...?
- Can you tell me why?
- Described what happened at / when



AF3

I can deduce, infer and understand Information from the text that I am reading.

- What does the word ____ imply / make you think of?
- If you were going to interview / ask the character a questions—who would you ask and what would your question be?
- What do you think will happen because of _____?
- Through whose eyes is the story told?
- Why do you think ____ feels ____?
- If this was you what would you do next?
- How have the characters changed during the story?
- What do you predict will happen next? Why do you think this?
- How do you know that _____ ?