

## Reading Comprehension Skills

- Using the blurb to predict what will happen in a book.
- Using the blurb to decide whether or not they want to read a book.
- Looking for evidence in the text to find the answer to a question or support their opinion.
- Forwards backwards reading. Eg
  - If they are unsure of anything they are reading (eg who a character is), going back to an earlier place in the text to check.
  - Linking an illustration in the text to one on the front cover/title page.
  - Linking the wording on the blurb to the same wording inside the text.
- Linking bits of information in the text to:
  - Another piece of information within the text
  - Another text they have read
  - Their own experiences
  - A film/TV programme they have seen
- Predict what will happen next (and give a reason why they think that by drawing on life experiences/knowledge of other texts/knowledge of TV/film plots).
- Change predictions in the light of new evidence/information.
- Asking themselves questions as they proceed through a text eg I wonder why.....
- Use the meaning of the sentence to guess what an unknown word might mean.
- Ask an adult if they can't work out what a word/phrase means.
- Using a contents page to find out whether a book will answer a question they have.
- Using an index page to find out whether a book will answer a question they have.
- Using an internet search to find the answer to question.
- Skimming a text to get the 'gist'/general idea of what it's about.
- Scanning a text to find a specific piece of information/answer to a question.
- Interpret graphs/charts to find answers to questions.
- Use headings and labels to find the answers to questions.

## READING TEXTS WITH NO WORDS

Please let your child hold the book and turn the pages.

1. Initial Discussion

- Read the title to your child and ask him/her to predict what he/she thinks the book will be about/what may happen.
- Ask your child to relate the text to his/her own experience eg if a book is titled 'The Haircut' you could ask your child what happens when he/she has a haircut.

2. Familiarising Your Child with the Story/Layout of Text

- Look at each picture in turn. Talk about what your child can see in each picture. Draw his/her attention to details if necessary.
- As you look at the pictures you could ask your child some of the following:
  - To relate the text to his/her own experiences.
  - Why a character has done something and if that was a good idea.
  - What he/she thinks may happen next.
  - What he/she thinks a particular character may be saying.

3. Preparing to Read

- Explain to your child that he/she is now going to tell you the whole story him/herself using the pictures.
- Show him/her what to do by telling the story of the first picture yourself.

4. Reading the Text

- Listen to your child telling you the story from the pictures. If he/she is not using much detail, draw his/her attention to things you talked about before.
- Praise your child when he/she puts lots of detail into the retelling.

THIS WILL GENERALLY TAKE UP TO 10 MINUTES

## READING TEXTS WITH PLENTY OF ILLUSTRATIONS

Please let your child hold the book and do his/her own pointing at words if needed (generally pink, red, yellow & blue book bands).

### 1. Initial Discussion

- If your child has yet to start the book, ask him/her to read the title and predict what he/she thinks the book will be about/what may happen.
- If your child has already read part of the book ask him/her to quickly recap on what has happened so far. If he/she finds this difficult, look at some of the pictures from that section, as this may jog your child's memory.

### 2. Familiarising Your Child with the Story/Layout of Text

- Look at/discuss the pictures in the section of text your child is about to read (your child does no reading of words at this stage).
- If you can see any potentially difficult words on the page, bring them into the conversation in a subtle way. You might even ask your child to find that word on the page and put his/her finger on it. This may help when he/she encounters that word when reading in a minute.

### 3. Thinking About Reading Strategies

- Explain to your child that he/she is about to read the words that go with the pictures you have just looked at. Ask him/her: 'What is the first thing you are going to do if you can't read a word' (the answer should be 'sound it out'. Then ask: 'What if that doesn't work – what are you going to do then?'. If he/she is unsure, prompt him/her with the suggestions below.
  - Read the sentence again.
  - Break the word into bits.

### 4. Reading the Text

- Your child reads the text out loud. If he/she is unable to read a word, suggest one of the strategies above eg read me the sentence again. If your child is still unable to read the word then tell him/her the word.
- Praise your child when you see him/her use one of the strategies him/herself. Also praise for any expression you hear.

### 5. Final Discussion

- When your child has finished reading, ask him/her whether he/she enjoyed the book/whether something similar has ever happened to him/her etc. If the book is unfinished ask him/her to predict what he/she thinks may happen next.

## Non-Fiction Books

These can be tackled in different ways.

- If it is a book that needs to be read from front to back (eg recount of an event), then use the process outlined above.
- If it is a book containing facts, which can be read in any order, think of a question (or ask your child to do so) and get him/her to use the contents page or index to find the answer. Ensure they read all headings, labels and picture captions, as sometimes answers can be contained in these. Children also need to be aware that sometimes non-fiction books don't answer their questions!

THIS WILL GENERALLY TAKE UP TO 10 MINUTES

## READING A TEXT WITH FEW PICTURES

**Please let your child hold the book and turn the pages.**

When a child has reached this stage with reading, he/she is generally quite fluent. The focus is now very much on your child's understanding of what he/she is reading. Throughout the session it is important for your child to ask you when he/she has not understood a word/phrase. However, children are not always honest about this or don't realise they haven't understood (they may have taken something literally eg She saw red.). Sometimes you will need to ask your child to explain a word/sentence to you so you can see if they really have understood everything! When your child asks about the meaning of a word, re-read the sentence it is in together and ask your child what he/she thinks it may mean before explaining it yourself.

### 1. Initial Discussion

- If your child has yet to start the book, ask him/her to read the title and predict what he/she thinks the book will be about/what may happen. Then ask him/her to read the paragraph (blurb) on the back of the book (if there is one). Ask your child what he now knows about the book before he/she starts reading. Were there any words in the blurb that he/she didn't understand? (words/phrases in this section can be quite difficult to understand).
- If your child has already read part of the book ask him/her to quickly recap on what has happened so far and to predict what he/she thinks may happen next.

### 2. Reading the Text

- Read the text in short sections (a couple of paragraphs at a time). Encourage use of expression and praise specifically if good expression is used. Then stop and discuss what has been read. Ask your child some questions, but also offer your own personal response and speculate out loud about what has been read. You may find some of the following questions and statements useful:
  - What do you think?
  - What makes you think that?
  - What words give you that impression?
  - How do you feel about...?
  - Can you explain why....?
  - Do you agree with... 's opinion?
  - Do you like the bit where...?
  - Did anything surprise you?
  - Did you find out anything you did not know before?
  - What do you think will happen next?
  - I wonder if...?
  - Is there anything that puzzles you?
  - This bit reminds me of...
  - I would hate to have that happen to me – would you?
  - I like the way the writer has.....

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**THIS WILL GENERALLY TAKE BETWEEN 10 AND 20 MINUTES. YOU ARE LIKELY TO NEED TO READ BOOKS OVER SEVERAL SITTINGS, AS THEY TEND TO BE LONGER AT THIS STAGE.**