



Reading Support

Please use this booklet to help you find ways to support and develop your child's reading. We hope you find it useful.

Before Reading – possible questions to ask the child

- ② What is your book called?
- ② Why have you chosen this book?
- ② If they haven't started it yet – What do you think the book might be about? [refer to front cover to prompt the child, refer to child's understanding of the type of book it might be]
- ② Have you read other books like this one?

During the reading

Where to start

For children who are just beginning to read, it is important to provide them with help for finding an unknown word. These strategies can also be used for any child having difficulty with a particular word.

- ② What is the first letter or sound of the word?
- ② What does the word begin with?
- ② What letter/sound comes next?
- ② Can you blend the two letters together to say the whole word?
- ② Look at the picture. Does that help you to work out what the word might be?
- ② Try reading on to complete the whole sentence and then go back to the word. Does it now make sense?
- ② Don't forget some words are 'tricky' and we can't sound them out e.g the, said.

Where next

It is better to focus on a type of question in order to draw out a child's understanding.

A good place to start for less confident and less fluent readers is getting them to retrieve information from the page. Ask questions which allow children to show you their literal understanding of the text by picking

out key pieces of information. The reader can find the answers easily by locating the sentence or word.

- Ⓐ Choose a word that shows he is angry?
- Ⓐ Where did he go first?
- Ⓐ What made her run out of the house?
- Ⓐ What was the weather like when he woke up?
- Ⓐ How many children watched the show?



Developing understanding

With a more confident child enable them to show their more advanced skills at inferring, interpreting and deducing information. The reader has to search harder for clues.

- Ⓐ Why do you think they did that?
- Ⓐ If you were that character what would you have done in that situation?
- Ⓐ Can you explain why he might have said that?
- Ⓐ What makes us think that they are scared?

Questions which focus on the writer's use of language and word choices can also be used. For example:

- Ⓐ Find a word that shows she was angry?
- Ⓐ Choose a phrase the writer has used to make the house appear haunted?
- Ⓐ Why do you think the writer chose this word?
- Ⓐ What is the effect of this sentence?

As children grow in confidence with their reading, questions can focus on the whole text, the way it is structured and organised.

- Ⓐ How do you know this is a story? Eg What clues are there that it is a story book?
- Ⓐ This book is an information book. How do you know it is? How can you read this in a different way to a story book?

Questions can also focus on the whole text and analysing the writer's purpose and viewpoint.

- ② What do you think the writer is trying to tell us about friendship in this book?
- ② Do you think the writer likes this character? What clues are there to help you answer this question?

Recording Comments



When recording the child's progress, reference can be made to their progress against the specific type of questions being asked or against the type of letter/sounds that your child finds difficulty with. These can be written alongside more evaluative comments about your child's enjoyment of the text and their confidence and enthusiasm.

e.g He was able to pick out key pieces of information to show his understanding of the story. He found the information and could use it to answer the questions.

Or

She needed some prompting to interpret the story. For example she found it difficult to understand why the two friends hid in the shed at the end.

Or

He read really well and sounded out lots of new words, using the pictures for support too. I noticed he struggled with the endings of words such as 'ed' and 'ing' endings.



We hope this booklet provides you with some ideas to support your child's reading progress. Please don't hesitate to ask, if you require further clarification.