

Key Stage 1



Parent Guide to the Teaching of Reading



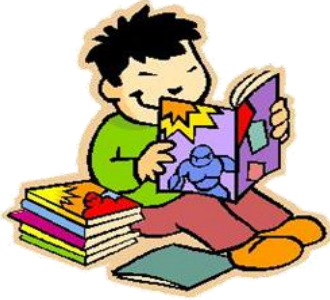
The skill of reading is one of the most important we teach our children. It is a life skill that enables them to extend their concepts, gain information as the basis for other learning and to gain access to the magical world of fantasy.

Just as children walk talk and grow at different times, so their progression through the skills of reading will be at different rates. The key is for your child to feel positive about themselves as a reader right from the start.

To become a fluent reader, your child needs to take on many skills and continue to practice these through their lives. Some are specific skills which can be taught, others relate to attitudes, and these they will gain from the adults around them.

This booklet is designed to help your child develop the skills they will need for higher level reading. It will also allow them to begin to develop some of the comprehension skills needed at later book band levels and beyond Key Stage 1.

Content



	<i>Page</i>
How can you help your child with reading?	1
Reading at Home	2
Reading in school	3
The Book Banding System	4
Types of questions to ask your child	
<i>Recall Questions</i>	5
<i>Simple Comprehension Questions</i>	6
<i>Evidence Questions</i>	7
<i>Opinion Questions</i>	8



So How Can You Help?



Reading is one of the most satisfying ways that parents can help children progress in their learning. Like all skills be it football, playing an instrument or learning a language, only a certain amount can be achieved through teaching – the most important part is the practice.

For your child to become a lifetime reader, they need to understand what they are reading, gain from the words and enjoy books. You can help so much by ensuring that reading is a quality experience.

The department for Children, Schools and families have released this advice to parents:

- ◆ ***Be positive. Praise your child for trying hard at their reading. It's alright to make mistakes.***
- ◆ ***If you find a word that is difficult, sound it out.***
- ◆ ***It's not just books your child can read. Comics, signs, and labels on food will all widen your child's vocabulary.***
- ◆ ***Read yourself. Set a good example by reading for pleasure and talking about the reading you do at work and home.***

Most importantly enjoy reading with your child and you will be helping them acquire a skill for life.



Reading at Home



In Key stage 1, as children become more confident in their reading, it is important that they keep reading independently, extending the words they recognise and their ability to use phonic and context clues to work out unknown words.

By the last book band levels children will have taken on the majority of the skills required for reading. Once a child can read a text fluently it becomes more important to check they have understood the text and begun to take on the nuances of meaning.

To help your child at this stage, still read with them and encourage them to read to you, but also let them read in depth and then ask what the book was about and explore ideas from it with them. There are some ideas and questions in this booklet to support you with this.

The skills continue to be taught in school and the opportunity to practice these as regularly as possible at home, alongside their reading target, is very important.





Reading in School



Throughout the school the skill of reading is taught in different ways and in different groupings. The children may be taught in groups with other children that are at a similar stage of development in their reading or focusing on the same skill.

The need for the teacher to assess the child's reading fluency by hearing them read individually varies with the competency of the reader. In the early stages the children will work individually with an adult more frequently than children who have become fluent. However, all children are working constantly to the next stage of development in their reading, whatever level they are at.

At later stages of reading the teacher will be teaching and assessing a wide range of comprehension skills once a child has mastered initial decoding skills and is able to read. In Year 1 and Year 2 this will look different to the journey the children have in the initial book band stages.

Book Banding System

Our school operates a book banding system. As your child moves through the colours in the book bands it is important that they choose books which interest and motivate them.

Sometimes your child will want to keep a book several days and re-read it, other times they will be keen to change their book more frequently. In each class your child is able to change their book band books as often as they wish.

We want every child to approach their reading confidently, so we would aim for them to be around 85% fluent on a colour band when they start reading it – they will therefore be as close to 100% at a level before we move them to the next band. This ensures that reading is a pleasure and not a challenge and allows us to teach and assess wider comprehension skills, once they can decode the book. It may seem that your child is on the same level for some time, especially at the higher book bands. However, the teacher will still be ensuring that their comprehension skills are developing and deepening.

The comprehension skills children need to develop are vast and complex and take time to develop. This development occurs alongside their developing vocabulary and experiences.

You will see from the examples provided below how wide and complex the book talk is when developing these higher order reading skills.

Sometimes children may benefit from reading an easier, less challenging text in order to be able to consider some of these very challenging comprehension questions.



Recall Questions

(Literal – revising ideas that have already been covered)

Where does the story take place?

When did the story take place?

What did she / he / it look like?

Who was he / she / it?

Where did she / he / it / live?

Who are the characters in the book?

Where in the book would you find?



Simple Comprehension Questions

(Checking understanding)

What do you think is happening here?

What happened in the story?

What might this mean?

Through whose eyes is the story told?

Which part of the story best describes the setting?

What words and / or phrases do this?

What part of the story do you like best?



Evidence Questions

(Analytical – Building on existing knowledge)

The children should use examples from their reading book to answer these questions.

What makes you think that?

Which words give you that impression?

How do you feel about...?

Can you explain why...?

I wonder why the writer decided to...?

What do these words mean and why do you think the author chose them?

Has the author used adjectives to make this character funny?

Why did the author choose this setting?



Opinion Questions

(Synthesis – taking an idea from one context and applying it to another)

The children should use examples from their reading book to answer these questions.

What is your opinion on this book?

What evidence do you have to support your view?

Using all of the evidence in the book, can you tell me what you feel about...?

Given what you know about (the little boy)...what do you think (he would have done)?

Have you changed your mind about... since reading this book?

What could this character think about...? (Possibly a present day issue).

