



# How can I support my child with reading at home?

Reading to your child/sharing books

Hear your child read (Daily - Reading Diaries)

Give support and encouragement

Being a role model - get caught reading!

Asking effective questions

Reinforcing taught phonemes/sight words

Enjoying a wide range of materials:  
Picture books (all ages!)  
Newspapers  
Magazines  
E-books (Bug Club)  
Audio books

Using Libraries

Encourage wide reading - range of genres



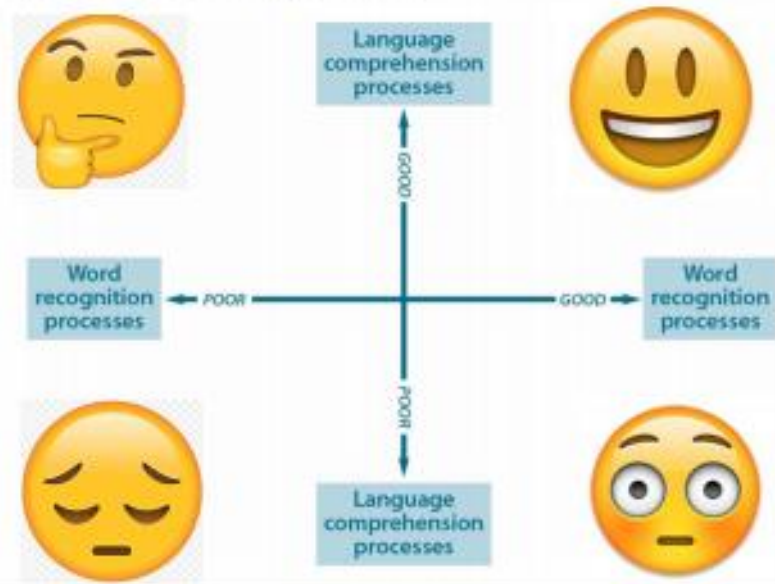
Your child is never too old to read to you or for you to read to them!

**Make reading a pleasure! Make it fun!**

**Encourage your child to enjoy books everyday!**

## The Simple View of Reading

The SVR was adopted by the Rose Report (Independent review of the teaching of early reading) and forms a central part of the National Curriculum's view of learning to read.



## Word Recognition

The National Curriculum 2014 deals first with the horizontal axis - word recognition: 'Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.'

## Comprehension

Second, it looks at the vertical axis: 'Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion.... as well as from reading and discussing a range of stories, poems and non-fiction.'

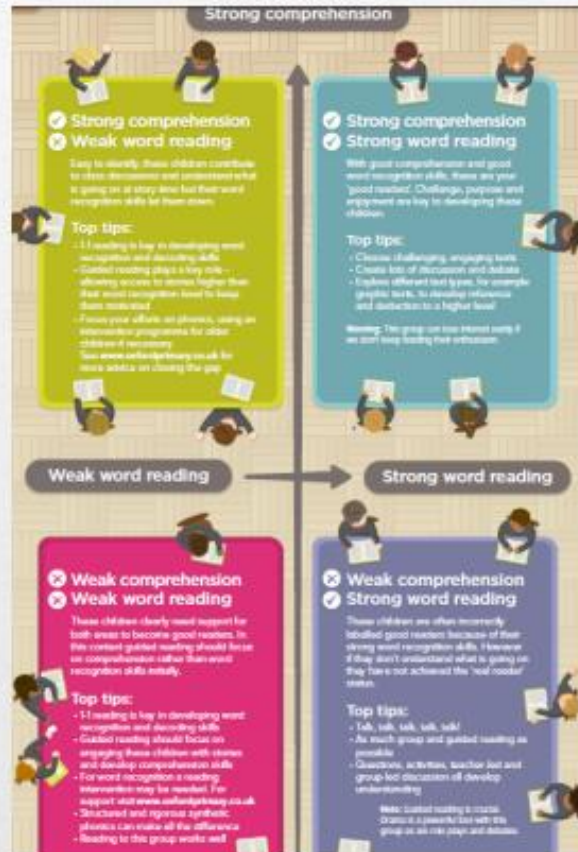


# What makes successful readers?

- Large vocabulary - children with largest vocabularies are most successful with comprehension.
- Being able to identify new vocabulary.
- Being able to make predictions. (What do you think will happen next? Why do you think that? What clues in the text lead you to think that?)
- Self monitoring - to seek clarification. (I'm puzzled by... can anyone explain why?)
- Readers need to ask questions - during and after reading (Good readers internalise questions - adult support can draw these out and develop)
- Asking/answering different types of questions (literal/inference/deduction/opinion)
- Summarising - a good indication someone has understood what they have read. (plot/theme/character)
- ***Guided reading and comprehension lessons are rich and meaningful contexts in which children develop these skills. These skills can also be developed at home with your support!***



# What type of reader is my child?



## Top Tips

- If a child is finding reading difficult, ask yourself this question. "If I read this to him, would he understand it?" If the answer is 'yes,' it's very likely that he is finding word reading difficult - and not comprehension.
- Children will not necessarily progress at the same rate in both dimensions. Some will have difficulties with word reading even when they don't have any difficulties in understanding language; others will have difficulties with language comprehension, even when they don't find word reading difficult.

Maria and Oliver were quite a distance from the party when they found the little rowing boat in the grassy shallows of a small lake beyond the garden.

Glancing nervously behind her, Maria suggested that they row out to the island in the middle of the lake. Oliver looked at her questioningly. Maria explained that there was a secret monument on the island to one of her ancestors. This was a woman who had married a prince at the time when there was a struggle for the throne. The struggle had been between two rival families – one had a lion as its symbol, the winner had a bear.

“Come on,” Maria said impatiently.

3

Look at page 4.

How can you tell that Maria was very keen to get to the island?

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3

Look at page 4.

How can you tell that Maria was very keen to get to the island?

**Content domain:** 2d – make inferences from the text / explain and justify inferences with evidence from the text

**Award 1 mark** for answers referring to any of the following:

1. recognition that Maria speaks or behaves impatiently, e.g.
  - *“Come on,” Maria said*
  - *she was being impatient.*
2. recognition that she is rushing Oliver, e.g.
  - *she was telling him to hurry up.*

**Also accept** reference to Maria giving an order.

1m

For a long time Martine had only ever ridden Jemmy at night and in secret, but when her grandmother had found out about their nocturnal adventures she'd promptly banned them, on the grounds that the game reserve's deadliest animals were all in search of dinner after dark and there was nothing they'd like more than to feast on a giraffe-riding eleven-year-old. For a while Martine had defied her, but after several close calls and one terrible row with her grandmother, she had come to accept that the old lady was right. When lions were on the hunt, the game reserve was best avoided.

Another of her grandmother's rules was that Martine ride sedately at all times. 'No faster than a trot and, in fact, I'd rather you stuck to a walk,' she'd counselled sternly.

Martine had paid almost no attention. The way she saw it, Jemmy was a wild animal and it was only fair that he should have the freedom to do what came naturally, and if that meant tearing across the savannah at a giraffe's top speed of thirty-five kilometres per hour, well, there wasn't a lot she could do about it. It wasn't as if she had reins to stop him. Besides, what was the point of riding a giraffe if the most he was permitted to do was plod along like some arthritic pony from the local stables?

2 marks

(a) What evidence is there of Martine being stubborn in the way she behaved with her grandmother?

Give **two** points.

Qu.	Requirement	Mark
15a	<p>What evidence is there of Martine being stubborn in the way she behaved with her grandmother?</p> <p>Give <b>two</b> points.</p> <p><b>Content domain:</b> 2d – make inferences from the text / explain and justify inferences with evidence from the text</p> <p><b>Award 1 mark</b> for reference to each of the following up to a maximum of <b>2 marks</b>:</p> <ol style="list-style-type: none"><li>1. defies her / pays no attention to her rules, e.g.<ul style="list-style-type: none"><li>• <i>she pays no attention to her grandmother's instructions</i></li><li>• <i>she went faster than her grandma wanted her to.</i></li></ul></li> <li>2. she argues with her grandmother, e.g.<ul style="list-style-type: none"><li>• <i>she had a row with her.</i></li></ul></li></ol>	Up to 2m



Do you think that Martine will change her behaviour on future giraffe rides?

Tick **one**.

yes

no

maybe

Explain your choice fully, using evidence from the text.

3 marks

### Acceptable points (yes):

1. she had started to listen to / obey her grandmother
2. she got a fright / found herself in danger
3. she had learnt from the experience.

### Acceptable points (no):

4. she has been in danger before and not been hurt / got away with it
5. she is stubborn / defiant / does not listen to others
6. she had fun / she is adventurous / she is thrill-seeking.

**Award 3 marks** for **three** acceptable points **or two** acceptable points with at least **one** supported with evidence, e.g.

- *because it says Martine rode the rest of the way home at a gentle walk. This explains that Martine had learnt her lesson and she won't go fast again. But then she has got into trouble before and didn't change [evidence + AP3, AP4]*
- *even though she has just had a scare with the warthogs she has got through it unharmed and she may think she can do anything. However, because of this experience she may feel that that ride could have got her hurt and decided to play it safe [AP2, AP4, AP3].*

# Finally...

**Supporting your child to read is the most important thing you can do to help your child succeed!**

**Your child's ability to read directly impacts their ability to write!**

**Reading together is fun and helps build relationships!**

**The impact lasts a lifetime. Successful readers tend to be more imaginative and confident!**

**Children learn by example, so if they see you reading, they are likely to want to join in.**

**Talk, talk, talk! More able readers are better speakers. The wider and richer your child's vocabulary and knowledge and experience of the world around them, the better their comprehension will be!**