



**ALFRED STREET
JUNIOR SCHOOL**
GUIDE FOR PARENTS

At Alfred Street Junior School, we greatly appreciate any time you can spend with your children listening to them read. This handbook is designed to help you make the most of the time you spend with your child so that you can give them appropriate support that maximizes the time you spend with them.

Ideally, children should read with you for at least 10 minutes. Depending on the reading ability and age of your child, these 10 minutes should be a combination of listening to a child read aloud and discussion about what they have read using some of the questions contained in this booklet. For those children who find reading particularly difficult, you could also take it in turns to read aloud.

Contained within this handbook are higher order questions which are relevant when hearing older or more accomplished readers across the school. The conversation between you and the child when listening to them read is as important as encouraging them to read fluently. Using the questions provided will encourage the discourse between you and the child which will benefit their understanding of the text and help them to develop their inference skills.

The handbook also contains strategies the children can try when they are struggling to decode new words. The children need to have a go at decoding new or tricky words using some of these strategies. At the same time, don't let them struggle unnecessarily. You can help them by modelling the strategies, for example, how to sound the word out or use clues from the text or page. If you want any further guidance, please speak to the class teacher who will be more than happy to help.

Thank you again for your time.

READING STRATEGIES

When I am reading I can use the following strategies to help me:

I use the pictures to help me.



“C-A-R-P-E-T”

“CAR –
PET”

“CARPET”

I sound out/blend words I don't know.

I look for smaller words inside words.



“tEACHer”



“en – joy –
able”

“Enjoyable”

I can break words down into syllables.

I use punctuation to help me make sense of what I am reading.

? ! " ... " , .



I go back and read a word or sentence again if I don't understand it.

I read on to see if I can work out the meaning of a word I don't know



I listen to what I am reading to see if it makes sense.

I check that I am right
by going back to look at
words carefully.



I can tell when I've
made a mistake and
go back to try and put
it right.

I ask questions to help
me with my reading if I
don't understand.



I talk through my ideas,
thoughts and feelings
about what I'm
reading.

I think about what might happen in the book and I can say why.



When I read I imagine what is happening and create a picture in my mind.

I use words I can see around me or that I have read before.



Types of Question

Literal

These require children to recall key facts from the story or text to show understanding of what they have read.

Eg What colour was the characters hat? How many goldfish were in the bowl? What word does the writer use to describe the witch?

Use a range of strategies including accurate decoding of text to read for meaning

What voice might the character use?

How would the character say...?

What strategies would you use when you get stuck on a word?

To understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to the text.

Find a few words/phrases/sentences that tell you about... (character, setting, atmosphere)

What do other people say about the character?

How did...?

Who had...?

What happened to...?

What happened after...?

Who is/was...?

What was ... doing when...?

What did ... do, after... did...?

What makes (name of character) special?

Which word tells you about how big/small...?

How often...?

How many...?

What is another name for...?

Who is telling the story?

Is it true/ false that...?

Give one example of...

How old/big/heavy/strong etc...?

What does (a particular word) mean?

Draw a timeline of events.

Find two/three facts/reasons for...

Non-fiction books - What is the text about? What is the title of the text? Who is the author of the text?

Non-fiction books - What kind of things would you expect to see in this book?

Non-fiction books - Can you find examples of different features of this text type?
Non-fiction books - Find something that interests you from the text. Explain why you chose that particular part.
Non-fiction books - Where would you look to find out what a technical word means?
Non-fiction books - What is on the cover of the book? What does this tell you about the content inside?
To deduce, infer or interpret information, events or ideas from texts.
What do you think this story is going to be about? Were you right?
How did (character's) actions affect the outcome of the story?
How does (character) feel at this point and what does it tell you about him/her?
Do you remember what... did the first time?
In the light of what you know now, why do you think he felt so (angry/happy etc)?
Why did... say/do/think...?
Why was ... sad/happy/surprised/excited?
What does (a particular phrase) mean?
What did ... enjoy/dislike/find surprising? Why?
What did ... mean when she/he said...?
What does (a particular phrase) tell you about what ... was thinking/feeling?
What was ... thinking when...? How do you know?
What does this character feel about? How do you know?
What do these pages/paragraphs tell you about?
What do you learn from...?
What is the main idea of this part of the poem/chapter/ article? Find two examples to support your point of view.
Why is ... an appropriate title for this text?
Give one of the effects of doing/not doing ... Do you think...?
What is happening? What do you think might have happened before?

What do you think might happen next?
Non – Fiction: Which parts of the book could help you find the information you need?
Non – Fiction: When would you use the contents page in the book?
Non – Fiction: When would you use the index page in the book?
Non – Fiction: What sort of person do you think would use this book?
Non – Fiction: When might someone use this book? Why?
Non – Fiction: Can you suggest ideas for other sections or chapters to go into the book?
Non – Fiction: Do you think the author of the book is an 'expert' about the topic of the book? Why/why not?

Strategies for Developing Effective Dialogue

These can be used alongside effective questioning techniques to assess and develop children's thinking and understanding in literacy.

Invite pupils to elaborate Encourages pupils to develop more complex contributions 'Say a little more about that ...'

Echo Helps pupils clarify their own thinking, and shows they have been listened to 'So you think that ...'

Non-verbal invitations Can signal to individuals to contribute more - Eye contact, tilt of head, nod, etc ...

Make a personal contribution from your own experience
Encourages pupils to offer contributions of their own, and see identification and empathy as useful tools 'I remember ...'

Clarify ideas Makes the key points easier to grasp, and encourages children to consider viewpoints 'I can tell that is the case because ...'

Make a suggestion Encourages pupils to offer their own suggestions or build on teacher's suggestion 'You could try ...'

Reflect on topics Encourages pupils to explore the topic rather than seeking a single answer 'Yes, I sometimes think that ...'

Offer information or make observations on a topic
Encourages pupils to offer their own information and discuss the adult's contribution 'It might be useful to know that ...'

Speculate on a given subject Encourages pupils to explore ideas, and understand that uncertainty is a normal stage in the thinking process