

QUESTIONS TO ASK WHEN YOUR CHILD HAS FINISHED THEIR BOOK...

**Talk about the book together:**

- Was there anything you disliked about the story?
- Did you notice anything special about the way language is used in this book? (dialect, descriptive writing etc.)
- Has anything that happens in this book ever happened to you?
- Can you describe an exciting moment or favourite part of the story?
- Who was telling the story?
- Was this the most important character in the story?
- Was the ending as you expected? Did you like the way the story ended?
- Do you like the illustrations? Do you have a favourite?
- Would you recommend this book to your friends? Tell me what you would say to a friend?
- Why does the writer use the word....?
- Find and copy a word that shows me that the character feels happy/sad/angry?
- Why is there a contents page/index/glossary?

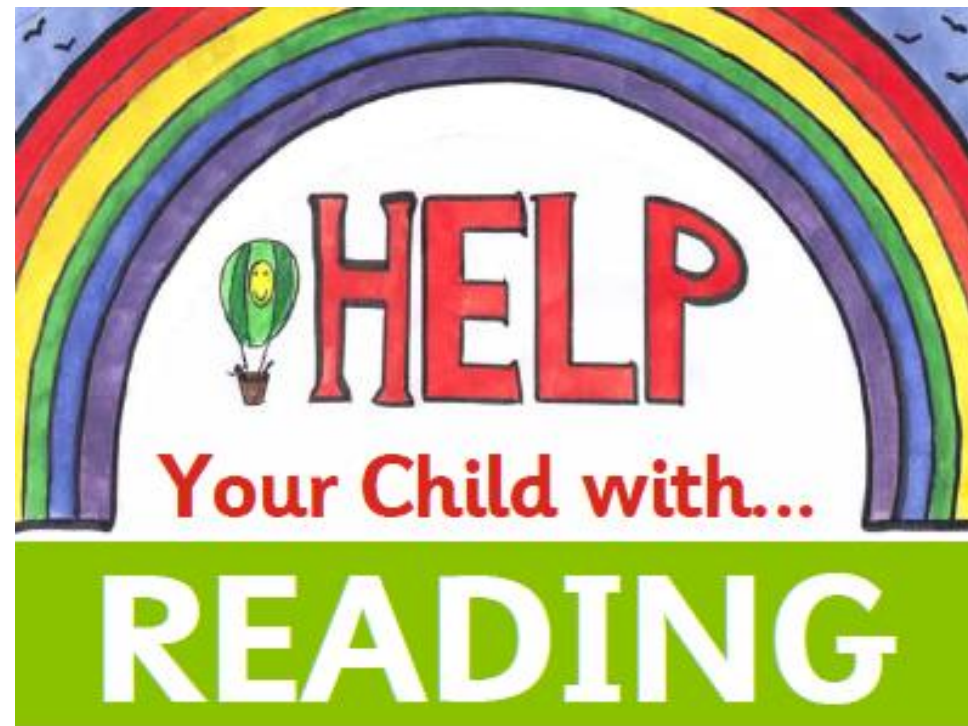
**For children reading Oxford Reading Tree books:**

After reading the book and talking about it, your child will complete their **reading comprehension questions**, which you will find in the front of their book. **Children should always complete these at home so that precious reading time at school can be fully utilised for the teaching of reading.**

**For children beyond Oxford Reading Tree books:**

After this discussion, children need to write in their reading journals:  
The above questions are the kinds of questions that children can write about in their **reading journals**. There are other examples of ideas for journals in the front of the journals themselves.

**As children progress through KS2, the written responses that they write in their reading journals are extremely important. These prepare the children for the written questions they will be asked to answer in the Year 6 Reading SATS.**



**A guide to supporting children's reading at home.**



**Thank you for your support. 😊**

## WHAT CAN A PARENT DO TO HELP AT HOME?

- Try to choose a quiet time every night with your child, and make yourselves comfortable – 10 minutes each night is enough!
- Let your child hold the book
- Point to the words as you read them
- Use the pictures as well; there is often an additional story in them
- Allow plenty of time for discussion before you turn over a page. A valuable question is: "What do you think will happen next?"
- Let your child read the story to you afterwards, even if this is reciting by heart, or making the story up from the pictures. This is a very important stage.
- Memorising is not cheating. Make reading fun!
- Children learn to behave like readers by these activities. Praise all their attempts

## HELPING YOUR CHILD READ A WORD...

- Which letter sounds do you recognise? Can you blend them together?
- Does the word make sense? Read the sentence again to check.
- Is there another word that would make sense?
- Is it a word you know?
- Have you read the word before? Is it on another page?
- Are there any bits of the word you recognise?
- Miss out the word, say 'mmmm', finish the sentence. Then go back and work out what the word was.
- In a rhyming book, think of a word that rhymes.

Always go back and read the sentence again!

## WHAT DO PARENTS WRITE IN THE READING RECORD?

**It is important that the Reading Record reflects your child's reading patterns.**

**Regular comments from the parent, linked to the questions below, are also needed to show that your child is extending his/her reading through questioning and interaction with an adult.**

The following list is not an exhaustive list but offers suggestions that may be appropriate.

It is very important to remember that the enjoyment factor is always worth commenting on.

Parents are not expected to comment on each of the following areas after each reading session!

- Please note the pages that your child has read as well as commenting on some of the following:
- How enthusiastic is your child about the choice of book?
- Can your child remember the story so far?
- Is your child reading using only the pictures for clues?
- Can your child read words out of context e.g. when you point to a word without reading the whole sentence?
- Is your child confident to attempt new words?
- What reading strategies is your child using e.g. sounds, use of the picture, use of the context?
- Is there a pattern to the mistakes your child is making e.g. words ending in "ed" or starting in "sh"?
- Does your child recognise mistakes and self-correct?
- Is your child recognising many key words?
- Is your child aware of punctuation?
- Is your child reading with expression?

**The discussion that you have with you child about their book is very important and will help your child's reading progress.**