

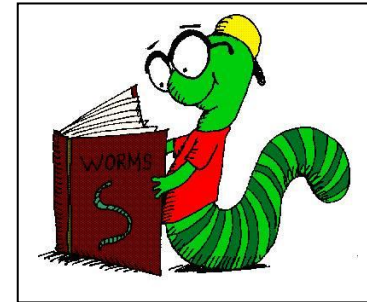
Remember:

- ✓ Listen to your child read aloud **daily** to check understanding regardless of reading stage
- ✓ Talk to your child about the book being read
- ✓ Ask different comprehension questions after each reading session
- ✓ Allow your child to see you reading a wide variety of texts as well as hear you read aloud using expression
- ✓ Encourage expressive reading when your child is reading aloud
- ✓ Help to improve fluency by allowing re-reading of a section of the book to improve understanding
- ✓ Encourage your child to predict what might happen next part way through a book or even before opening the front cover!
- ✓ Encourage your child to talk about the characters, setting and plot and make connections to other books with similar settings or plots
- ✓ Encourage your child to retell the main elements of the story in sequence with limited use of pictures
- ✓ Encourage your child to talk about their likes and dislikes of a book
- ✓ Encourage your child to talk about and read non-fiction books as well as fiction books

September 2011



Mastering reading skills



at College Park Infant School



What next for the child who can read words?

Variety of books

Ensure your child has opportunities to read a variety of texts as well as explore their favourite authors.

- Newspapers/Magazines
- Recipes
- Comics
- Different genres (ghost/fairy)

Comprehension skills

Guided Reading sessions in school focus on teaching core comprehension skills to enable each child to talk about any book read. Children find it difficult to infer and interpret information which is not obvious in a text.

Below are a few sample statements showing average expectation for 7 year olds:

- I notice when reading does not make sense and can self-correct.
- I take account of punctuation when reading.
- I can comment on the main characters and how they relate to each other.
- I can generate questions prior to reading and locate answers in the book.
- I can retell a book in the correct sequence.
- I can make predictions about a book or an event.
- I can discuss reasons for, or causes of, incidents in the story.
- I can identify and discuss characters and begin to speculate how they might behave.

Suggested questions can be found on coloured sheets inside Home Reading Diaries.

As a fluent reader I can ...

- Read silently as well as read aloud
- Use different voices for characters (expression)
- Recognise that **bold print** is used for a purpose e.g. I change my voice as a character is shouting
- Use punctuation to read expressively e.g. pause for effect after an exclamation mark '!'
- Understand the main point of the book
- Ask for help when I don't understand the meaning of a word, phrase or paragraph
- Choose my own reading books applying my likes and dislikes to the choice

Don't forget ...

- Read regularly (even if a few pages)
- Use a library to read a range of books
- Listen to your child read aloud
- Question your child about the book
- 'Share' reading with your child regularly