

## READING AT HOME

Even at Year 6, all children should be reading aloud regularly and discussing the texts that they read. Even the most able readers at Year 6 should be heard read by an adult at home at least twice a week. This should be for a period of between 10-20 minutes and should include some form of discussion relating to the content of the books being read. Children should be encouraged to read a mixture of fiction and non-fiction books as many children tend to limit their range of reading materials unless encouraged to do otherwise.



Some children can appear to read fluently, even with expression, whilst not necessarily understanding or absorbing the content of the texts that they read. You can use questions to help develop your child's comprehension skills by encouraging them to think about what they have read.

**Here are three types of questions that you could use when discussing stories with your child:**

**Integral questions** relate to the story itself. They draw the children into the text, sharpen their awareness and increase their anticipation e.g. Why did mum put the box away? Why was John wearing a mask? What was going to happen next in her dream?

**Auxiliary questions** can be asked at the end of a section or a story. They recall incidents that took place and invite children to offer their own opinions about them e.g. Why do you think they chose to go there for their holiday? What might have happened if Joe hadn't sneezed? What is the main character doing? Why has he got on the bus?

**Related questions** are those which arise in general or particular from the theme of a story which encourage children to talk about and relate their own experiences. These can be used to introduce a story based on the book's title or the picture on the cover or to follow up a story based on the events that took place.

**In answering these questions your child will be developing and applying a variety of thought processes and skills:**

**Reporting events** in the story, explaining the sequence of events and selecting the key events e.g. What was Tom thinking as he walked along the roadside? What sort of clothes were the robbers wearing?

**Projecting** into the thoughts and feelings of a character e.g. How do you think Lisa felt when nobody would play with her? Why do you think dad was angry with Billy when he came in late?

**Reasoning** why things happen in the way they do, thinking about what could have happened instead e.g. Why wasn't John allowed the bike that he saw in the shop window? Why would the pollution which killed the fish in the river affect the Kingfisher? What would have happened if he hadn't been able to climb up the rope?

**Deciding** or making a choice independently of the events in the story or based on the events that took place e.g. Which way home would you have chosen to take? Should Tom have got into trouble for what he did?

**Predicting** what is going to happen next e.g. Look at the paint pot. What do you think will happen next? What do you think will happen if Billy tells her the secret?

Children often need to be encouraged to become active readers who think about what they have read.