

Reading at St. Anselm's



Learning & Growing Together through Prayer, Belief and Love

Reading

Success in reading is fundamental to success in school.

- Introduce books at a young age – modelling is important
- Create the right atmosphere - a comfortable and quiet place
- Bedtime stories
- Letting your child to join in with reading - turn the pages and guess what happens next
- Use funny voices, toys and actions to make the characters come alive.
- Discuss the pictures and the important words.
- Always remember to keep reading aloud to your child even when they can read independently.

Stages of Reading

- Phonics
- EYFS children learn from phase 2 to phase 4 phonics.
- Children will begin to segment and blend words.
- Confidence when applying their phonics should begin to grow.
- At the end of EYFS, children should be able to answer simple questions based on a story they have read.
- Year 1: Children re visit phase 3-5 and continue to apply their phonic knowledge in reading and writing.
- Children are becoming more independent readers and therefore we must assess children's understanding of what they have read.

What is comprehension?

- The best way to develop understanding is to talk about texts. Being able to read does not mean your child has understood what they have read.
- Comprehension is the ability to understand the meaning of the words, phrases and sentences in a text and to understand the ideas, information and themes.

Different types of comprehension questions:

- Fact retrieval
- Word Meaning
- Inference
- Summarising & Ordering
- Justifying
- Explaining

Fact retrieval

Fact retrieval questions: the answer is in the text.

How the hedgehog got its name

Hedgehogs were not always called hedgehogs. Hundreds of years ago, the name of a hedgehog was an **urchin**. It was given a new name because of two things:

1. It likes to live under leaves in bushes and hedges.
2. It makes funny grunts and snuffle sounds, just like a pig or hog.



1 What did people call hedgehogs a long time ago?



1 mark

Word meaning

Lunchbox: The Story of Your Food

Do you take a lunchbox to school with you? There are lots of different things you could have in a lunchbox, such as sandwiches, juice and fruit. Have you ever wondered where your food and drink come from?



d

Which words mean the same as *wondered*?

Tick **one**.

thought about

☐

stared at

☐

picked up

☐

eaten from

☐

Inference

- Inference is 'reading between the lines' to understand things not directly stated by the author.
- Inferences (making a 'good guess') are based on information stated in text as well as what is known from personal experience which relates to the passage being read.
- Prior knowledge and details are needed for inferences.
- Inference is used to help the reader make predictions about what might happen.
- By inferring information from a text, children should be able to justify and explain their ideas / answers.

Inference

Bryn was too excited to eat much breakfast the next day. He was waiting for the sound of wheels in the driveway. When they came, Bryn hid behind his mother and tried to peep around her legs for his first sight of Clare. All he could see was a lady carrying something wrapped up in a blanket.

“Bryn,” smiled his mother, “this is Aunt Jo.”

Aunt Jo bent down. “And this is your little cousin, Clare,” she said.

Bryn looked right into the face of a tiny, sleeping baby.

...tried to peep around her legs...What does this tell you about Bryn?

He did not want to see his cousin.

He was angry about the visit.

He was nervous about meeting Clare.

He did not like his cousin Clare.

Inference question starters (open ended)

From the title/heading, you can predict that the text will be about?

Why do you think?

Why did?

How do you know that?

What might happen if?

What can you infer from the picture on the page?

Why do they? How do you know?

Do you think? Why do you think that?

Why does the author use the word?

What is the author implying?/What message is the author trying to give?

Can you infer the meaning of?

What probably caused?

How might feel

Open questions rather than closed questions

- Do you like this book?
 - Do you like this character?
 - It's a good story isn't it?
-

- Do you like this book? Why / why not?
- Who is your favourite character? Why?
- How would you feel if...? Why?
- What do you think will happen next? Why?
- What would you do if...? Why?
- What have you learned about in your book?
- What can you tell me about...?
- Why do you think this is a good story?

Summarising - *Summarise main ideas from more than one paragraph*

On a Monday morning
We do spellings and maths.
And silent reading.

But on the Monday
After the frost
We went straight outside.

Cobwebs hung in the cold air,
Everywhere.
All around the playground,
They clothed the trees,
Dressed every bush
In veils of fine white lace.

Each web,
A wheel of patient spinning.
Each spider,
Hidden,
Waiting.

Inside,
We worked all morning
To capture the outside.

Now
In our patterns and poems
We remember
The cobweb morning.

The poem explains how cold weather...

Tick **one**.

damages cobwebs.

☐

changes how cobwebs look.

☐

makes cobwebs stronger.

☐

helps spiders to make webs.

☐

Summarising

- Tell me what happened...
- Can you summarise this paragraph in one sentence?
- Which part of the story do you think is the most important? Why?
- What is this paragraph/chapter about? Can you summarise it?
- Can you tell me the main things/points you have learnt from this book?
- Could you briefly tell a younger child about what has happened in this story/book?

Above all...
It is vital that we install a love of reading in our children.

How?

Take them to a library / book shop, allow them to explore the different books and choose (however, always encourage a text that is slightly more challenging than their current reading level)



