

## Support for Parents – Reading Comprehension

### Before Reading

- Look at the front cover. What might the story be about?
- Can you point to the title? Can you read the title?
- Who is the author? Have you read any of their books before? Anything similar about his / her stories?
- What has happened in the story so far?
- What do you think will happen next?
- Who is your favourite character? Why?
- Who is the character you like least? Why?

### During or After Reading.

- Which part of the story was the funniest / scariest / saddest / happiest?
- Where is the story set?
- How was \_\_\_\_\_ feeling when \_\_\_\_\_ happened?
- What might happen next?
- How do you know they are asking a question? How might you read that differently?
- Do you like how the story ended?
- How would you feel in the situation? What would you do?
- Can you tell me a fact you learned from the story?
- Have you ever read or heard a book about this before? Do you like \_\_\_\_\_?



### Unknown Words:

- Encourage children to 'Fred Talk' the sounds in the word.
- Encourage children to have a guess what the word means by thinking about the context of the sentence.

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National Curriculum Expectations in Reading in Year 1	National Curriculum Expectations in Reading in Year 2
<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, and discussing, a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>By listening frequently to stories, poems and non-fiction that they cannot yet read for themselves, children begin to understand how written language can be structured in order, for example, to build surprise in narratives or to present facts in non-fiction. Listening to, and discussing, information books and other nonfiction establishes the foundations for their learning in other subjects. Children should be shown some of the processes for finding out information e.g. using a contents page or index.</p> <ul style="list-style-type: none"> <li>• Identify which words appear again and again in a text.</li> <li>• Recognise and join in with predictable phrases.</li> <li>• Relate reading to own experiences.</li> <li>• Re-read a word or sentence if reading does not make sense.</li> <li>• Becoming very familiar with key stories, fairy stories and traditional tales, retelling the main events of a story with considerable accuracy.</li> <li>• Discuss the significance of a title and events.</li> <li>• Make predictions on the basis of what has been read.</li> <li>• Make inferences on the basis of what is being said and done. Inference involves using the clues in the story or picture to make a good guess. It involves figuring something out which isn't fully explained and draws on a child's existing knowledge of the world.</li> <li>• Read aloud with pace and expression i.e. pause at a full stop; raise their voice for a question.</li> <li>• Recognise capital letters, full stops, questions marks, exclamation marks and ellipses (...).</li> <li>• Know why the writer has used the above punctuation in a text.</li> <li>• Know the difference between fiction and non-fiction texts.</li> <li>• Learn rhymes and poems off by heart and also be encouraged to say whether or not they like the text, giving reasons why.</li> <li>• Use phonic knowledge as the prime approach to reading unfamiliar words.</li> </ul>	<p>Learn about cause and effect in both narrative and non-fiction texts (for example, what has prompted a character's behaviour in a story; why certain dates are commemorated annually).</p> <ul style="list-style-type: none"> <li>• Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</li> <li>• Read familiar words quickly without needing to sound them out.</li> <li>• Read words containing common suffixes.</li> <li>• Self-correct when they have read a sentence incorrectly.</li> <li>• Use a range of decoding strategies.</li> <li>• Retell a story, referring to most of the key events and characters.</li> <li>• Find the answers to questions in non-fiction, stories and poems.</li> <li>• Decide how useful a non-fiction text is for a particular purpose.</li> <li>• Be aware that books are set in different times and places.</li> <li>• Relate what they read to their own experiences.</li> <li>• Continue to build up a repertoire of poems learnt by heart.</li> <li>• Recognise key themes and ideas within a text.</li> <li>• Make simple inferences about thoughts and feelings of characters and reasons for their actions.</li> <li>• Recognise key themes and ideas within a text.</li> </ul>