We love reading



A quick guide to reading in Willow Class

2023 – 2024

Mrs. Tweedale

& Ms. Goodger

Dear Parents / Carers,
Welcome to Willow Class!

Reading lessons in school

Each week your child will have Whole Class Reading lessons when they will be practising and improving their reading comprehension skills, in particular inference and deduction skills. We will use a whole range of texts covering different genres. In addition to these sessions, children will have regular class story time when they will be able to listen to, enjoy and engage in high quality stories.

A quick guide to supporting your child with reading at home

1. Getting started

Choose a quiet time when you can give your child your full attention. Talking about the book is as important as reading it. Never let your child get frustrated with their reading, it should be an enjoyable experience. Why did you choose the book?

2. Encouraging your child to read

Let your child see you read for different purposes and talk about your reading e.g. pleasure, bills, shopping lists, newspapers, instructions for games. Encourage your child to read a wide range of material e.g. stories, poems, information books, comics, computer texts, magazines, adverts. Hear your child read as much as you can, preferably at least 10 minutes every day!

3. Things to say to help your child read unknown words

Have you seen this word before? Can you sound this out? Can you see any smaller words within the word? Try reading to the end of the sentence and see if that helps. Try splitting the word into chunks. What is the first / middle / last sound? Does this picture give you any clues? Does that word make sense? Would another word make more sense?

4. Questions to ask to help your child understand a text: Who, What, When, Where, Why, How?
What has happened so far? Who is telling the story? Where is the story set? What do you think is going to happen? Why? What does that mean? What is the character like? How do you know? Why did they do/think/say that? How will the other characters respond? What does the writer want you to feel / think? Why has the writer used those words? What would you have done? When is the problem resolved? Did you like the book? Why?

Questions to support: *Deduce, infer or interpret information, events or ideas.*
Why did …? Why did he feel…? How did the character feel before… and after…? How are the experiences of these two characters similar? What does the word… imply about …? What ideas are we given about …? What does … think? How did … react? How was … different after …? Why is … important? What does this quotation suggest about…? Explain the use of the word… What impression do you get of the feelings of this character from the text? Fill in the thought bubble: what might this character have been thinking? If you made a movie of this, what type of music would you use for it, and why? How did the character's feelings change? What would you buy / do / see / ask? Base your answer on evidence from the text. What evidence is there that…? What is this character's attitude towards…?

Questions to support: *Explain and comment on the writer's use of language.*
Do you like this text? Why? Why not? What does the writer think about…?
How do you feel about this text? What does it remind you of? What is this text about? How does the writer feel about…? How can you tell that? Does the author like e.g. this character? How do you know? What is this text trying to tell you?

If you have any questions, please do not hesitate to contact us.
Many thanks,

Mrs. Tweedale & Ms. Goodger
Willow Class Team