

One-to-One Reading Guidance for
Parents and Pupils at
**The King's C of E
Primary School**





This booklet is designed to support one-to-one reading. You will find information about how children learn to read at The King's School and strategies to use when reading with them. Please speak to the class teacher if you would like more information.



Reading Books

You will have received two types of books at home over the course of the week and you may be asked to keep the same book for a few days at a time.

1. Decodable book – this is closely matched to your child's current reading ability. Children should be secure with the graphemes within the book and be able to read the book fluently (e.g. no need to sound out the majority of the words).
2. Story/ library book – this is a book to share together. This is to develop a love of reading. Your child will NOT be expected to read the words in this themselves.



Reading Record Book

Reading Record

When your child brings home a book from school, they will receive a reading record book alongside it too. The reading record is a place for you to record how they read and we invite you to make a comment. The type of book that your child brings home, and the number of times you have read it can then impact the comment you make.

What should I write in my child's reading record book?

The reading record is your chance to communicate to the teaching staff and tell them how your child got on with the book. If you can be specific with your comments, it will help staff to ensure the decodable books are closely matched to your child's reading ability and help to inform their teaching.



Reading Record Book

Example comments

- Stopped to sound out
- They read most of the words fluently expect
- They struggled to segment and blend ...
- Identified a within the book
- Identified independently
- Self corrected when reading...
- Read the whole book accurately and confidently.
- Read well – they read the book almost fluently only stopping to sound out the word 'time'.

More specific comments will notify staff the areas that your child might need further practice on.



Developing Fluency

How do I encourage children to move away from overt blending, so that reading becomes more fluent?

- Whisper blending
 - ⇒ Encourage children to whisper the phonemes in the words before saying the whole word aloud.
- Magic lips
 - ⇒ Rather than saying the phoneme, children can move their mouth as if they are saying it, but the individual phonemes are not vocalised.
- Blending in your head
 - ⇒ Children say the phoneme in their head before saying it aloud. You could encourage them to nod or tap their head with their finger for each phoneme in the word.



Developing Fluency

Techniques to develop fluency

- Model reading with fluency
 - ⇒ It is really important to demonstrate to children what reading with fluency sounds like. Model reading a variety of different texts aloud so that children can hear how you vary pace, add expression and intonation.
- Repeated reading
 - ⇒ Ensure that children have the chance to read the same book a number of times. This will build confidence, automaticity and familiarity.
- Echo reading
 - ⇒ An adult models reading a short passage of the text and then children repeat. This is a great way to model adding expression and taking account of punctuation.



Questions to support your child's reading at home

The following pages give examples of questions that progress through from EYFS—Year 3. The questions will help you check that your child really understands what they are reading and could lead you into further conversations about the book.

Questions to support your child's reading at home—EYFS

Before reading the book:

Encourage the child to handle the book and hold it the correct way around.



Can you find the front cover?

What can you see on the front cover?



What might this book be about?

Can you find/point to the title?

What might happen in the story?



During the reading of the book:

Encourage the child to talk about the pictures and what is happening in the story. They may also like to turn the pages, join in with repeated words and phrases, and listen to/identify any words that rhyme.



What is happening on this page?

What might happen next?



What does this word mean?

Do you like ...?

What might happen at the end of the story?



Can you turn to the next page?



After reading the book:

Encourage the child to talk about what happened in the book.



What happened in the story?

What happened to this character?



What did you find out?

Did you like this book? Why?

What was your favourite part?



Who was your favourite character?



Questions to support your child's reading at home—EYFS

Questions to support your Child's Reading at Home

How can you break down a tricky word?

What do we need to do at a full stop?

What happened in the story?

What is your favourite part of the story? Why?

Who is the story about?

Find a page in the book that you didn't like. Why didn't you like it?

What is this book about?

Who do you think is telling the story?

What do you think might happen next?

How can we find out who wrote/illustrated this book?

What does the cover tell us?

Is this a fiction or non-fiction text?

Can you spot any patterns in the language in this story?

Is this book funny? Why?

Did you enjoy the story? What was your favourite part?

Is the story like any other books that you have read?

Did you learn anything from the book?

What sort of books do you like?

What sort of characters do we find in storybooks?

What usually happens to baddies in fairytale stories?



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Why do authors include pictures?

What do pictures in books help us to do?

Reception

Questions to support your child's reading at home—Year 1

Vocabulary Questions with Victor

- Can you find a word/sentence that tells/shows you that...?
- Why do you think that the author used the word... to describe...?
- Can you find a word in the text that means the same as...?
- Find an adjective in the text



Inference Questions with Iggy

- What do you think.... means? Why do you think that?
- Why do you think...?
- How do you think...?
- When do you think...?
- Where do you think...?
- How has the author made us think that...?



Retrieval Questions with Rex

- Who is/are the main character(s)?
- When/where is this story set?
- Which is your favourite/worst/funniest/scariest part of the story? Why?
- Tell me three facts you have learnt from the text.
- Find the part where...



Prediction Questions with Pip

- Where do you think.... will go next?
- What do you think... will say / do next?
- What do you think this book will be about? Why?
- How do you think that this will end?
- Who do you think has done it?
- What might.... say about that?



If you are not sure, say:

- Have a guess.
- What would you do if you were...?
- If you had done that, what might... have said?
- If we know that.... means..., what might... mean?
- Does the picture help us?
- Where else could we look for a clue?

Sequencing Questions with Suki

- What happens in the beginning of the story?
- How/where does the story start?
- What happened at the end of the...?
- Can you retell the story to me in 20 words or less?
- What happened before that?



If you can't read a word, say:

- Can you break it up?
- Are there any sounds you know?
- Do you know a word that looks like it?
- What could it say?

Remember:

- Enjoy this moment.
- Share your thoughts and opinions about it too.
- Just five minutes every day makes a huge difference.

Questions to support your child's reading at home—Year 1

Questions to support your Child's Reading at Home

How can you break down a tricky word?

What do we need to do at a full stop?

What happened in the story?

What is your favourite part of the story? Why?

Who is the story about?

Find a page in the book that you didn't like. Why didn't you like it?

What is this book about?

Who do you think is telling the story?

What do you think might happen next?

How can we find out who wrote/illustrated this book?

What does the cover tell us?

Is this a fiction or non-fiction text?

Can you spot any patterns in the language in this story?

Is this book funny? Why?

Did you enjoy the story? What was your favourite part?

Is the story like any other books that you have read?

Did you learn anything from the book?

What sort of books do you like?

What sort of characters do we find in storybooks?

What usually happens to baddies in fairytale stories?



Why do authors include pictures?

What do pictures in books help us to do?

Questions to support your child's reading at home—Year 2

Vocabulary Questions with Victor

- Can you find a noun/adjective/verb that tells/shows you that...?
- Why do you think that the author used the word... to describe...?
- Which other word on this page means the same as...?
- Find an adjective in the text which describes...



Retrieval Questions with Rex

- Who is/are the main character(s)?
- When/where is this story set? How do you know?
- Which is your favourite/worst/funniest/scariest part of the story? Why?
- Tell me three facts you have learned from the text.
- Find the part where...



Sequencing Questions with Suki

- What happens in the story's opening?
- How/where does the story start?
- What happened at the end of the...?
- What is the dilemma in this story? How is it resolved?
- Can you retell the story to me in 20 words or less?



If They Can't Read a Word, Say:

- Can you break it up?
- Which sounds do you know?
- Do you know a word that looks like it?
- Have a good guess.

Questions to support your child's reading at home—Year 2

Questions to support your Child's Reading at Home

How do you know someone is talking in a story?

How does punctuation (e.g. full stop) help us to read for sense?

Who is the main character in the story? How do you know this?

What happened in the story?

Find some words or phrases which tell you about the setting.

What made you choose this book?

What would you like the story/text to be about?

Which character from the story interests you?

Based on the cover, what do you think the story will be about?

What is the main event in this story?

Were you surprised by the ending? Is it what you expected?

Has the author put certain words in **bold** or *italics*? Why?

Can you find any amazing adjectives?

Can you think of another way to begin this story?

What was the most exciting part of the story? What made it successful?

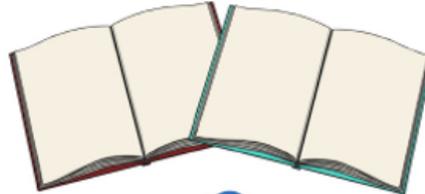
What is the author's view of events in the story? How can you tell?

Did you enjoy the book? Why?

Was there any part of the story or text that you didn't like? Why?

Where and when do you think the story is set?

What sort of book is it? How can you tell?



What features of the text tell you that it is an informative text?

What features of the text tell you that it is a story?

Questions to support your child's reading at home—Year 3

Vocabulary Questions with Victor

- What does this word/phrase/sentence tell you about the character/setting/mood?
- By writing in this way, what effect has the author created?
- What other words/phrases could the author have used here?
- How has the author made you feel by writing...?



Inference Questions with Iggy

- What do you think.... means? Why do you think that?
- Why do you think...?
- How do you think....?
- Can you explain why....?
- What do these words mean and why do you think that the author chose them?



Retrieval Questions with Rex

- Who are the characters in this text?
- When / where is this story set? How do you know?
- Which part of the story best describes the setting?
- What do you think is happening here?
- What might this mean?



Prediction Questions with Pip

- Can you think of another story with a similar theme?
- Which stories have openings like this? Do you think that this story will develop the same way?
- Why did the author choose this setting? Will that influence the story?



Summarising Questions with Sheba

- What is the main point in this paragraph?
- Sum up what has happened so far in X words or less.
- Which is the most important point in these paragraphs?
- Do any sections/paragraphs deal with the same themes?



Compare, Contrast and Comment with Cassie

- What is similar/different about two characters?
- Explain why... did that.
- Describe different characters' reactions to the same event.
- Is this as good as...?
- Which... is better and why?



Be an Author with Arlo

- What does the word... tell you about...?
- Find two ways that the author tells you...
 - What do you think the author meant by...?



- Which words do you think are most important? Why?
- Which words do you like the most? Why?
 - How has the author made you feel happy/sad/angry/frustrated?



Questions to support your child's reading at home—Year 3

Questions to support your Child's Reading at Home

What strategies would you use when you get stuck on a word?

What voice might the character use?

Where does the story take place?

Who is telling the story and how do you know?

Find some words or phrases which tell you about the setting.

What happened in the story?

How did the characters' actions affect the outcome of the story?

What is the theme of this story/text/article?

Why has the author chosen that title?

Does the layout and colour of the text have an impact on the reader?

How does the author engage the reader?

Why do you think authors use short sentences?

Which part of the story best describes the setting?

When would you use a glossary?

What did you enjoy about the story?

Can you think of another story with a similar theme?

What is the genre of the story? How do you know?

What was the most exciting or interesting part? Explain why.

What effect does the setting have on the story?

Have you read any other books in the series/by the same author?



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Where and when is the text/story set? How does the writer show this?

Have you read any other books that are about the same topic?

Year 3



Glossary

Term	Meaning
Adjacent consonants	Two or three consonants next to each other that represent different sounds. For example, bl in black . Notice here that bl makes the two different sounds b and l , whereas ck makes the single sound ck .
Blending	Blending involves merging the sounds in a word together in order to pronounce it. This is important for reading. For example, j-a-m blended together reads the word jam .
Consonant	The letters of the alphabet (apart from the vowels a , e , i , o and u).
Consonant digraph	A digraph that is made up of two consonants (sh in shop).
CVC words	A consonant-vowel-consonant word, such as cat , pin or top .
CCVC words	Consonant-consonant-vowel-consonant words such as clap and from .
CVCC words	Consonant-vowel-consonant-consonant words such as mask and belt .
Digraph	A grapheme made up of two letters that makes one sound (sh in shop).
Grapheme	Graphemes are the written representation of sounds. A grapheme may be one letter (f), two letters (ir), three letters (igh) or four letters in length (ough).
Phoneme	Phonemes are the smallest unit of speech-sounds which make up a word. If you change a phoneme in a word, you would change its meaning. For example, there are three phonemes in the word sit /s/-/i/-/t/. If you change the phoneme /s/ for /f/, you have a new word, fit . If you change the phoneme /t/ in fit for a /sh/, you have a new word, fish – /f/-/i/-/sh/. There are around 44 phonemes in English and they are represented by graphemes in writing.
Segmenting	Segmenting involves breaking up a word that you hear into its sounds. This helps with spelling because if you know what graphemes represent the sounds in the word, you can write it! For example, the word jam is segmented into the sounds j-a-m .
Split digraph	A digraph that is split between a consonant (a-e in make). A split digraph usually changes the sound of the first vowel. For example, compare the pronunciation between man and made .
Tricky words	Words that are commonly used in English, but they have spelling patterns which make them difficult to read and write using introductory phonic knowledge. For example, said , of and was .
Trigraph	A grapheme made up of three letters that makes one sound (igh in high).
Vowel	The letters a , e , i , o and u .