



Supporting Reading



Primary English
Education Consultancy




Parent Handbook



Reading with young children

Children who are read to frequently at a young age become interested in sounds and language in a way that prepares them for reading in later life.

- Try to share books as often as possible
 - Say the 'catchy' bits together, e.g. 'run, run, as fast as you can', 'he huffed and he puffed'.
 - Teach children rhymes and songs.
 - Read favourite books again and again—you may have had enough but young children love familiarity.
 - Make puppets by cutting figures out of card or mismatched socks and use these as props for a story. You could also use toys and teddy bears.
 - Take photos of children and of familiar object or places and use these to make a book about the child.
 - Label familiar objects around the classroom with post-it notes or signs.
 - Make storysacks and storymaps to assist children in retell-
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Keeping them interested in reading

Many children see reading as ‘work’ and something that they *have* to do. The best readers love reading and will do it anywhere. Inspiring children to read means thinking differently about what it is that they read and which reading skills they

- Visit the school and local library with children.
- Provide comics and picture books, ask children to make up the story if there aren’t any words.
- Read a variety of books, funny ones, short ones, real life stories, poems and non-fiction.
- Read websites together.
- After reading a story or watching a video encourage children to draw a picture of an important event in the story and tell you about it.

Some children find it really hard to ‘keep going’ when they are reading. Why not take it in turns to read a page each. That way they get a rest and they still get to enjoy what is being read. This works well with older children reading chapter books.





Comprehension

Good readers understand what they have read. They are able to sum up, predict what may happen next and give an opinion about what they have read.

- Make a scrap book with children you support about their favourite star, group or team. Let them cut pictures out of magazines and papers and write their own captions—they could research their topic using other books.
- Buy a book of crosswords and word searches and try to solve them. Make up your own puzzles to try out on family and friends.
- With children, find different type of non-fiction text in the library or book corner and compare them. Identify their type and list the different features.
- Cut up a cartoon strip from a newspaper and get children to put it back together again
- Ask children to give their opinion about the judges or contestants when watching talent shows like the X Factor. Can they give reasons to back up their point of view?
- Use pictures of front covers and get children to have a go at predicting what the book is about, who the characters are and where the story is set.



Developing general knowledge

Good readers are able to connect what they have read to their existing knowledge and previous experiences. Because they can define what they understand, good readers have good vocabularies.

- Encourage children to talk about out of school interests. Hot seating is a really good way of getting children to talk about their area of expertise.
- Lead groups in school using your own interests. Gardening, cooking and crafting all involve specialist knowledge that child may be able to apply to other aspects of life.
- Take an interest in words. Collect words with children and display them in the classroom.





Reading Content Domains

The content domains are used for assessing reading in the 2014 National Curriculum. They do not include the detail that can be found in the Programme of Study for Reading but are a useful way of categorising the skills to be found in the curriculum for reading.

KS1 Content domain reference

- 1a** draw on knowledge of vocabulary to understand texts
- 1b** identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
- 1c** identify and explain the sequence of events in texts
- 1d** make inferences from the text
- 1e** predict what might happen on the basis of what has been read

KS2 Content domain reference

- 2a** draw on knowledge of vocabulary to understand texts
- 2b** identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
- 2c** identify and explain the sequence of events in texts
- 2d** make inferences from the text
- 2e** predict what might happen on the basis of what has been read so far
- 2f** identify / explain how information / narrative content is related and contributes to meaning as a whole
- 2g** identify / explain how meaning is enhanced through choice of words and phrases
- 2h** make comparisons within the text



Further support

Useful Websites:

www.literacytrust.org.uk

www.booktrusted.co.uk

www.parentcentre.gov.uk

www.rif.org.uk (Reading is Fundamental)

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- 2c** identify and explain the sequence of events in texts
- 2d** make inferences from the text
- 2e** predict what might happen on the basis of what has been read so far
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The following sections show the proportion of marks attributed to each of the areas of the content and cognitive domains in a test.

6.2.1 Range of texts

A range of texts will be included in the tests, including fiction, non-fiction and poetry.

Texts will be appropriate in terms of content and difficulty for pupils aged 7. This will include texts that are age-appropriate (themes in narratives will be familiar and non-fiction texts will be suitable for 6–7 year olds) and that require comprehension skills. The demand of the text will increase throughout the reading booklet.

6.2.2 Profile of content domain

The national curriculum coverage within the test is specified in the content domain in section 4. The proportion of marks assessing each area of the content domain is shown in Table 9.

Table 9: Profile of marks by content area

Content domain reference	Number of marks	Percentage of total mark
1a draw on knowledge of vocabulary to understand texts	1–8	3–20%
1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information	16–32	40–80%
1c identify and explain the sequence of events in texts	0–3	0–8%
1d make inferences from the text	4–14	10–35%
1e predict what might happen on the basis of what has been read so far	0–2	0–5%

