

Comprehension Questions:

These are a small number of questions and prompts to support your child's reading development.



Simple Comprehension Questions: Children show an understanding of the main points of the story. They can describe what they know. They can give examples and outline basic points.

- ☺ What do you think is happening here?
- ☺ What happened in the story?
- ☺ What part of the story do you like the best?
- ☺ Why? Children need to be able to explain their choices and also find evidence in the book to prove answers to questions.

Recall Questions: These are designed to help children recall information that they have read.

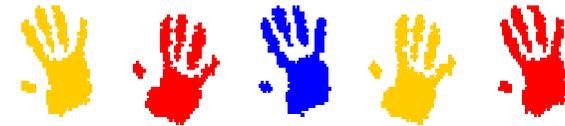
- ☺ When did the story take place?
- ☺ Where is the story set? (setting)
- ☺ Who were the characters?
- ☺ What did he/she look like?
- ☺ Where in the book would you find...?
- ☺ What was the problem in the story?
- ☺ How did the characters solve the problem? (resolution)

Application Questions: This is about applying information in different contexts and children making links to other stories.

- ☺ Can you think of another story that has animal characters?
- ☺ Encourage the children to make links to their own experiences. E.g. Kipper liked the park. Have you been to the park? What was the same or different about your visit compared to Kipper's?

Analytical questions: This requires children to build on existing knowledge. They need to identify implicit meanings. They also encourage children to express opinions and views about what they have read.

- ☺ How do you feel about that?
- ☺ What does that word mean? Can you think of another word the author could have used?
- ☺ Why did that character behave like that?



Parents in Partnership



Reading Together in Middle School

"There are many little ways to enlarge your child's world. Love of books is the best of all"

Jackie Kennedy



"Children are made readers on the laps of their parents." Emilie Buchwald



Books and stories hold a world full of magic and imagination for us all. Becoming a reader provides the key to this world. We believe that children should have access to books from the earliest age and many children come to school already having a rich diet of books at home. But whatever their experience we build upon the knowledge they have and help them to learn to read with confidence, accuracy, independence and real understanding. Learning to read well is a key to academic and social success.



At Shiphay we have a real love of books and stories. In Middle School, we continue to build upon the skills and knowledge the children have developed from home and from their experiences in Lower School. We do not believe in using one reading scheme, which gives the impression that children have made rapid progress. We believe in offering children challenge and support as a recipe for success.

During the day all children continue to learn and practise the skills for reading. We teach the mechanics: using phonics (sounds) and whole words to make sense of the printed world but primarily we help children to understand what they are reading; comprehension. The search for meaning is paramount. Why else would we read? Many parents find that their child is reading with more fluency and accuracy as they reach Middle School and that texts appear too easy. This increased fluency is an indication of how well they are embedding the skills needed to decode words. The focus for us now is to develop their comprehension skills. Children need to have a secure understanding of what they are reading to make sense of it. On a basic level, this could be recalling the story, characters and events. But comprehension is much more than this. Included in this booklet are some questions for you to use to support your child to develop a deeper understanding of the books they read.

What you can do to best support your child to read confidently is to give them the opportunity to practise at home.

Reading in Middle School

- ☺ We do not expect children to change their books every day. The books they are reading will gradually get longer and become more complex and the children need to understand that it isn't a race to get through the book as quickly as possible. We encourage the children to talk about their book before, during and after reading it. Therefore the 10-15 minutes of daily reading should regularly be a discussion about the book and not a focus on the text.
- ☺ Without these comprehension skills the child will not be able to read effectively. They may be able to read the words (decode) in a simple book but if they do not understand what is happening, in the widest sense, they will not be able to progress beyond an initial stage of competence.
- ☺ The pictures are as important now as they always have been. Please encourage your child to look at them closely, talk about what is happening in them and how it relates to the story. Children should be encouraged to use them as a reading strategy for unfamiliar words.
- ☺ We treat all children as readers, accepting their version of stories as well as sharing the author and illustrator's words and pictures. We encourage children to predict the story using the front cover and title BEFORE they open the book. This demonstrates how well they are 'reading' the pictures and making links to the title. It allows children to then compare their predictions to what actually happens. Were their predictions right? We praise them for having a try.

Understanding the story or **COMPREHENSION** is the most vital skill children need as they progress through school. This is very time consuming and home offers a great place to practise.

Sharing a book with your child should be an enjoyable experience for both of you. Praise every effort. Learning to read is hard and children should never be made to feel they are anything other than successful.

If you have any questions regarding supporting your child at home then do not hesitate to come and see your child's teacher. You will always be very welcome.

