

Supporting Reading At Home

Moving On From Phonics

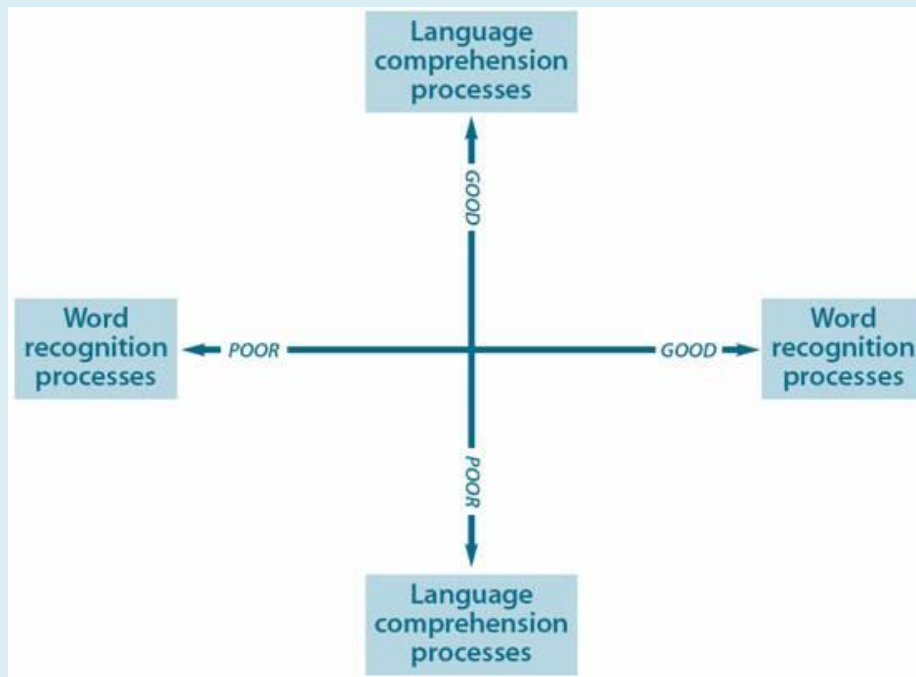
Wednesday 5th October 2011

'Simple View of Reading'

Rose Report 2005

Essentially there are two areas:

- word recognition- phonetically de-coding words and recognising tricky words
- language comprehension – the understanding of the content (from individual words to overall themes) and layout



Reading Comprehension

Skills which become increasingly complex as the reader becomes more competent.

Strands of language comprehension

- finding and selecting information in text (describe, retell & locate)
- summarising
- deducing (drawing logical conclusions) and inferring information (go beyond information, use own experience, knowledge or opinion)
- synthesising (looking at the text as a whole)
- understanding of the structure and organisation of text
- understanding of the use of language
- recognising the writers viewpoint and purpose
- relating the text to themselves and the world around them

Skills which continue to be acquired and developed throughout life.

Strands of language comprehension

- **finding and selecting information in text**
 - **summarising**
 - **deducing (drawing logical conclusions) and inferring information (go beyond information, use own experience, knowledge or opinion)**
 - synthesising (looking at the text as a whole)
 - understanding of the structure and organisation of text
 - understanding of the use of language
 - recognising the writer's viewpoint and purpose
 - relating the text to themselves and the world around them
- Lower order questions
- Higher order questions

Finding and Selecting & Summarising

Describe, retell, locate

What happened at ___?

Which character ___?

Which word told you ___?

What is the book about?

What did ___ do?

What does the text say about ___?

Describe ___.

Tell me about the character ___.

Making reference to the text.

Deducing and Inferring, Synthesising

Taking a Step Back (comparing, contrasting, analysing)

How did ___ do or feel? Why did ___? How do you know that?

What does the word ___ imply about ___? Why was that important?

What are the important points the author is trying to get across to the reader?

If that hadn't happened, how might the story have changed? What might happen next and why?

In this part, how does the character feel about ___, how do you know this?

Structure and Organisation (Layout and language features of text)

Explicitly links writing and reading

How does the layout help the reader? Why are _____ used?

Why has the information been presented in this way? What would be a good heading for this section? Why are particular words/sections in bold?

Why does the author start a new paragraph here? Why has the author used these repetitive structures? Why has the author made the print travel around the page in that shape? Why do you think the poet has changed the rhyme pattern in that verse? How do you know that a different character is now speaking? Why is that bit in a different font?

Use of Language (including grammatical and presentational features)

Meaning, images and effects of words and phrases

Why did the author use ____ word? Why does the author compare ____ to a ____? How do those words make you feel about ____? What does/do this/these words tell you about that character? Why is ____ a good title for this story/book/play? Find something that is not fact but the author's opinion. Is this writer an expert on ____, how do you know? Is this a persuasive text or a factual one? Find a metaphor, how does it help you visualise ____?

Writer's Purpose, Viewpoint and the Effect on the Reader

How do you feel when you read this? Which parts make you feel like this? Does the author like ___? What does the author think about ___? How do you know? What is the purpose of this text? Is this text effective? Why did the author include that? (eg picture/quotation). Why do you think the author says ___? What is it trying to persuade you to do?

Relating Texts to Social, Cultural and Historical Contexts and

Literary Traditions To make links between own knowledge of books, genres, experiences, countries and history.

Is this story like any others you have read? How is it similar/different? Does this character remind you of anyone else? When do you think this was written? In which country do you think it might be set? How do you know? What kind of ending do you think it might have? (eg for traditional tales). What kind of text is this? How do you know?

Allow children to read on their own,
rather than out loud.

Pick and choose good times to ask them
about what they have read.

Model reading skills.

Encourage your child to read a range of
texts in all places.

Continue to read aloud to your child.