

GOFFS ACADEMY

PARENT SUPPORT BOOKLET



Supporting Your Child at Home

Reading for pleasure makes a big difference to children's educational performance.

Evidence suggests that children who read for enjoyment every day not only perform better in reading tests than those who don't, but also develop a broader vocabulary, increased general knowledge and a better understanding of other cultures.

Below are a series of questions you can ask your child when reading together.

Types of Questions

Use a range of strategies including accurate decoding of text, to read for meaning.

- What voice might the character use?
- How would the character say ...?
- What strategies would you use when you get stuck on a word?

To understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to the text.

- Find a few words/phrases/sentences that tell you about (character, setting, atmosphere)
- What do other people say about the character?
- How did ...?
- Who had ...?
- What happened to ...?
- What happened after ...?
- Who is/was ...?
- What was ... doing when ...?
- What makes (name of character) special?
- Which word tells you about how big/small ...?
- How often ...?
- How many ...?
- What is another name for ...?
- Who is telling the story?
- Is it true/ false that ...?

- Give one example of ...
- How old/big/heavy/strong etc ...?
- What does (a particular word) mean?

To deduce, infer or interpret information, events or ideas from texts.

- What do you think this story is going to be about? Where you right?
- How did (character's) actions affect the outcome of the story?
- How does (character) feel at this point and what does it tell you about him/her?
- Do you remember what ... did the first time?
- In the light of what you know now, why do you think he felt so (angry/happy etc)?
- What was ... sad/happy/surprised/excited?
- What did ... enjoy/dislike/find surprising? Why?
- What did ... mean when she/he said ...?
- What does (a particular phrase) tell you about what ... was thinking/feeling?
- What was ... thinking when ...? How do you know?
- What does this character feel about? How do you know?
- What do these pages/paragraphs tell you about?
- What do you learn from ...?
- What is the main idea of this part of the poem/chapter/ article?

Identify and comment on the **structure and organisation** of texts, including grammatical and presentational features at text level.

- Why is the text arranged in this way?
- How does beginning the passage with a question make the reader want to read on?
- Why has the writer used these repetitive structures?
- Why is there an exclamation mark/question mark/colon/bullet point ...?
- Where does the writer give another point of view?
- How does she/he signal that s/he is going to do this?
- Is the use of direct speech here effective? Why/why not?
- How does it fit in to the presentation of his/her argument?

Explain and comment on the writer's use of language, including grammatical and literary features at word and sentences level.

- What effect has the author created? How?
- What do the onomatopoeic words tell you?
- What does ... mean?
- Think of another more/less emotive word you can substitute here? What different effect would your word have?
- Find a metaphor that helps you visualise ... What makes it effective?

Identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader.

- What did you learn about ... from ...?
- Why is the story called ...?
- Why did s/he explain ... in this way?
- What impression does the writer give of ...'s character? What makes you feel this?
- Why did the writer choose (these words) to describe ...?
- How effective is (e.g. the comparison of animals with human beings) in getting across the writer's viewpoint?
- Why does the author begin with ...? How does this make you want to read on?
- Has the writer got one clear viewpoint on ...? How do you know?
- How does the author make sure that you do ... before ...?