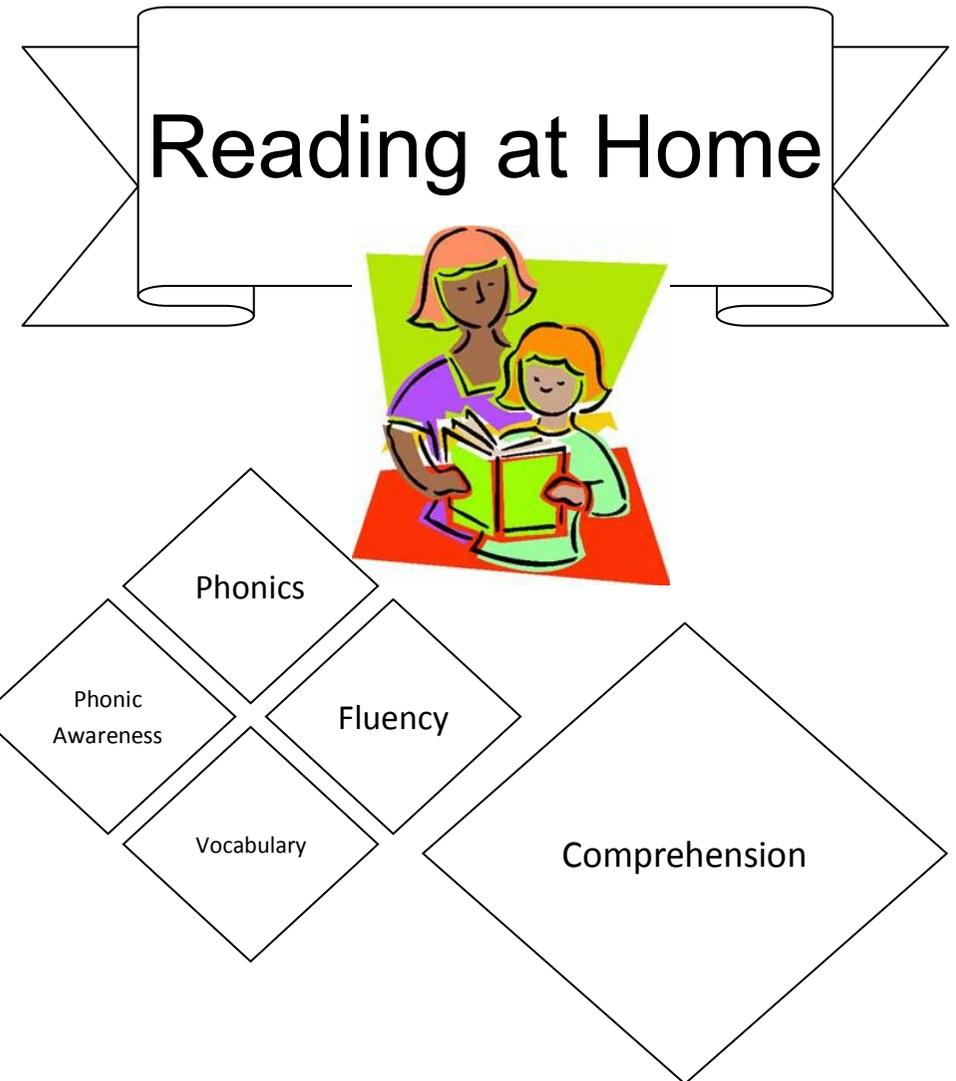


What did you like/not like about the story?
What kind of text is in the boxes?
Which book/text do you prefer? Why?
What do these words tell us about...?
What words told you how ...was feeling?
How did you know...?
Did anything surprise you about...?
What else do you know by the same author?
How was the film version different?
Why did the author use...? (rhymes, repetition etc)
How was it different when you read it aloud?
Find 3 words that tell you how...?
What does it tell you about the setting?
What features did you find that told you this was a ...text?

By questioning and discussing the text you will be able to check for understanding and be sure that your child is ***reading for meaning***.

Remember that the home reading experience should be an enjoyable one!



These are the key elements of learning to read. If a child learns at their own pace, by covering a range of these areas they will, in time, become a fluent reader ***who reads for meaning***.

Phonemic Awareness

Phonemes are the units of sound that make up a word. For instance, the word 'hat' is made up of three phonemes, /h/a/t/. When a child develops phonemic awareness, they are able to hear, identify and manipulate these individual phonemes. Developing phonemic awareness is the first critical skill young readers need to attain in order to progress on their journey toward reading fluency.

Phonics

Once a child has developed phonemic awareness, the next step in their reading development is understanding phonics, that is, how letters link to particular sounds (phonemes). By developing this fundamental skill a child is able to recognise a letter from its graphic form and instantly know what sound it makes.

Vocabulary

Regular reading of different kinds of books is essential to developing a child's vocabulary. The more varied your child's reading, the more words they will be exposed to. As your child learns to recognise and pronounce an increasing bank of words, they will be able to dedicate less of their mental efforts toward deciphering individual words and focus more on deriving meaning from what they have read.

Fluency

Fluency of reading develops once a child has made some inroads towards mastering the above three skills. By reading to your child, you can also provide them a resource critical to their reading development, that is, a vocal model of a fluent reader. By having this vocal model your child can learn how to pronounce words correctly as well as learn when and how to emphasise for punctuation and changes in tone.

Comprehension

Comprehension of a text's meaning is the end goal of reading. Strategies for assisting readers with text comprehension include teaching children how to:

- answer questions about a text
- ask questions of a text
- monitor their own comprehension
- use graphic organisers of a text (otherwise known as putting a jumbled-up text back in order)
- recognise story structure

Here are some frequently used comprehension questions to use at home:

What can you find out from the picture?

Describe...

What did you find out about...?

Why is ...in bold?

Why is that punctuation used?

Why has the information been presented in this way?

Why is ... important to the story?

Why does the author use...?

What words tell us that...?

Why did...?

Which word told you that?

What does...think/feel? (How do you know?)

When does this story begin?

How can you tell that...?

Why do you think...?

What is the main idea of the story?

What was the main purpose of the text?