Reading with children

Top tips:

Regularly. Read regularly for short bursts of time.
Enthusiastic. Show your enthusiasm and enjoyment, children look up to you to model.
Ask. Take the time to discuss and ask questions, let the children ask you questions too.
Divide. Share the reading, listen to them but let them listen to you read too.

Choose a skill focus for your reading session, you can choose more than one:

Decoding & fluency   **Expression & Intonation**   **Comprehension**

Every session	Step 1 is always the same, no matter the reading focus.
	1. Introduce the book to child. Tell them how much of the book they will read during this session.
Decoding & fluency *Practise 'sounding out' words than are unknown to the child.*	2. Phonics book: Look inside front cover and point out the sounds evident in this book / tricky words. AR book: point out any tricky words/sounds within the text they will be reading. 3. Child to begin reading. Support any words they are unsure of by helping them to break the word into sounds, and 'sound out'. Blend together and repeat word. 4. Adult could model whole sentences, child can repeat the sentence (echo reading). 5. Finish with a discussion about what you have read together (you could ask some questions) and congratulate child. 6. Write & share comment with child relating specifically to this skill. Eg: Child A read the tricky words, but needed support with 'aw' and 'ch' sounds.
Expression & Intonation *Practise varying tone & speed to create a reading flow.*	2. Share the reading focus with the child. Eg. to increase speed/use different voices for the different characters/to notice punctuation etc. 3. Spot and share any words that the child may struggle with. 4. Adult to read to child first (model) demonstrating expression/intonation. This could be spotting the punctuation, using voices for characters etc. Child to repeat sentence/passage before reading an unseen sentence. 5. Finish with a discussion about what you have read together and congratulate child. 6. Write & share comment with child relating specifically to this skill. Eg. Child A copied my expression when modelled, great angry voice!
Comprehension *Practise the understanding of the text.* Vocabulary Explanation Retrieval Inference Prediction Summarise / Sequence	2. Share the reading focus with the child. Eg. While reading, we will focus on retrieving the main points of the story. 3. Child to begin reading. Use a mixture of adult reading and child reading (adults reading to the child models fluency and aids the comprehension, reducing brain overload). 4. Stop at different points and use specific questioning to check understanding. 5. Finish with a discussion about what you have read together and congratulate child. 6. Write & share comment with child relating specifically to this skill. Eg. Child A was able to retrieve the main points of page 10-12, when read aloud with an adult.

Examples of question stems / tasks

These questions will support when you have chosen a reading focus for your session.
However, through discussion, you can use a mixture to help children discuss all aspects of the text you have read together.

Comprehension Skill	Question stems/tasks
Vocabulary	What does *'this word'* mean? Can you use *'this word'* in another sentence of your own? Which word in this sentence is most important? Why do you think that? Why is *'this word'* repeated? Find a word in this sentence that shows the character is tall/angry/shy. The text shows that the character had done a *'decent job'*, what does that mean?
Retrieval of facts	Why/when/who/where/how…? Give one piece of evidence to show that… Name 2 problems *this character* came across in *paragraph 2/this book*. Is this statement true or false? *'The dragon enjoyed meeting the princess.'* Name two things that *the character* found *hard/easy/tiring*. Where is the paragraph/book set? Tell me 2 facts you have learnt from our reading today.
Prediction	What does the *front cover/title* tell you? What do you think will happen next? What will happen after…? (George closes the door) Which of my suggestions is more likely to happen next? How could the story have ended differently? What can we learn from this story?
Explanation	What genre of book is this? Has this story reminded you of something that has happened in your life? How is *this character* similar/different to you? What is the main *problem/event/feeling* in the book? Who is the most important character at this point? Why? Is this book/character similar to another story you have read? What happens in paragraph 2 that is different to paragraph 1? According to the text, give one way in which … are similar to … and one way they are different.
Inference	Find a word that shows … (Dan was afraid). What impression do you get of … (the main character/ the way Sam moved)? Give an example of when humour has been used on page 3. Why? What is the one thing that did not change as *Grannie got older?* How do you know that *the character was determined to finish the game?* Which of *the character's* actions show you that he was *afraid/amazed/happy*?
Summarise / Sequence	Which of these things happened first/second in the story? Put *these events* in the order in which they happened in the story. Pick *two* emotions the main character has felt and explain. Which of my examples is the most suitable summary? Why? Which section tells the reader…(about bumblebees/how Sam fixed the problem)? What was the main point of the story?