



Supporting reading comprehension at home





Book bands and Phonic ability

Colour bands in the Early years and KS1.

Lilac Pink Red Yellow Blue Green Orange Turquoise Purple Gold White Lime + Star library

- The children will be reading a **colour banded book** when they have reached the appropriate point to begin reading and can blend sounds. The colour band of your child's book is matched to their progress in learning the phonics code. Their book will contain sounds they have learnt so far in school that they know. There are general guidelines about which book bands should be covered within each year.
- Please remember however that children learn in different ways and make progress at different times.
- As a rough guide, children are expected to reach (Lime) at seven or eight years old. Children who read above Lime level are reading fairly fluently and although some books are still graded above this level, children are reading such a wide range of material that the banding becomes not so important.
- Please see the Parent information sheet for reading sent home. This is also available on our school website.



It is not a race

- All children learn at different rates
- The children are continually assessed so that your child's phonics progress and your child's reading books are matched to their ability and are given to the children at appropriate stages in their reading development.
- Children should be reading comfortably at a 95% confidence level



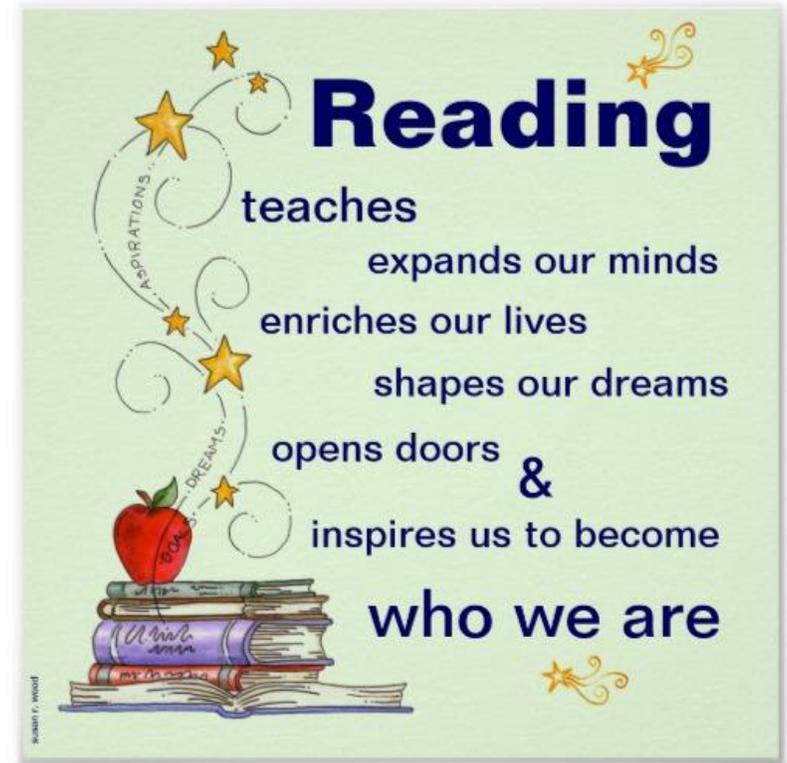


Why is it so important to focus on developing your child's comprehension of a text?

- Children take part in regular whole class reading sessions, individual and paired work, group reading and individual reading.
- You can have a child who struggles with reading but can have a high quality comprehension of a text.
- You can have a child extremely able to read a text yet have very little understanding of the what they have read.
- It is really important that we help develop children's comprehension of a text and this all centred around questioning them and talking to them about books and you can support this greatly.



- All children in year 1/2 access reading comprehension every week during stand alone lessons, group and individual reading and story time.
- The more exposure children have to new vocabulary, reading and talking about books and answering questions the more you will develop their understanding.
- As you know, we encourage children to read three times a week at home. Regular reading at home can have a significant impact on your child's achievements in all areas. It is also important to read for decoding, fluency and comprehension.





To tackle the reading of any book or text extract, in Y1&2 we teach the children how to answer five different types of question, based on what they have read.

Meet the 'totally pawsome' gang who will help us to answer each different type of question



Vocabulary Victor



Rex Retriever



Sequencing Suki



Inference Iggy



Predicting Pip



Deduction

Look for the clues in the text. Sometimes the answer is there in front of you! This is literal information.



Vocabulary Victor

1a. Draw on knowledge of **vocabulary** to understand texts

Victor is there to help you to think about the **words** the author uses.

He might help you to work out **what words mean**, ask you to **find words** the author has used or give another word which **means the same** as one of the author's choices.



Rex Retriever

1b. Identify/explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.

Rex is there to help you to answer questions by **finding the answer in the text**. Rex might ask you what the characters are called, what they do, what the name of the chapter is or what you have learned about a particular topic.

Sequencing-Everything in order

Texts are organised and ordered in a certain way. This may be a sequenced story or a non-fiction text organised in a certain way to make it easier for the reader to understand.



Sequencing Suki

1c. Identify and explain the **sequence** of events in texts.

Suki is there to help you to think about the **order** things happen in.

She might ask you to put different events from the text into the order they happened. She may ask you what happened first or last. She could ask you to match events to the day or time they happened.

Inference-Read between the lines You need to infer what has happened by having an understanding of the whole text, working something out from what you have read in a text even though you may not have read it!



Inference Iggy

1d. Make inferences from the text

Iggy is there to help you to hunt for clues in the text and encourage you to think about what you see or have read as a whole and what you **think** about it.

These clues might help you to work out **how** someone is feeling, **why** somebody did something or why something is happening.

The two types of question that Inference Iggy likes to ask most are: 'why?' and 'how do you know?'



Prediction-What you think

Think about what is going to happen in the future.



Predicting Pip

1e. Predict what might happen on the basis of what has been read so far.

Pip is there to help you to see into the future.

She will try to help you to work out **what might happen** next based on what you have already read and what you know about that type of text.

Victor Vocabulary might ask...

What does this word/sentence tell you about _____?

Can you find a word/sentence that backs up what you have just said about _____?

Why did the author use the word _____ to describe _____?

How does this word/description make you feel?

Can you think of another way of saying _____?

Which words has the author used to make you feel happy/angry/worried/frightened/nervous?

Why is this word written in bold/italics/capital letters?

What effect has the author created by repeating the word/phrase _____?

Can you give me another sentence with the word _____ in it?

Can you read around this word to work out what it means?

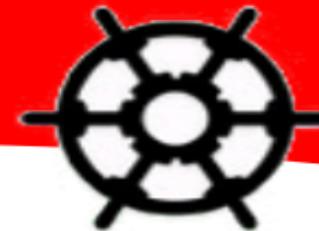
How/where can we find out the meaning of this word?

Can you find any noun phrases used to describe _____?

Can you find any adjectives used to describe _____?

Can you find any adverbs to describe how _____ was done?

Can you explain _____ in your own words?



1a draw on knowledge of vocabulary to understand texts

Use the example question sheets from the totally pawsome gang to focus in on developing that particular skill when reading at home.

For example a Victor vocabulary question might ask.....

Rex Retriever might ask...

Where/when is the story set?

Who is/are the main character(s) in the story?

Is there a good/bad character? Who is it? How can you tell?

Is there a dilemma in this story? What is it?

How is the dilemma resolved?

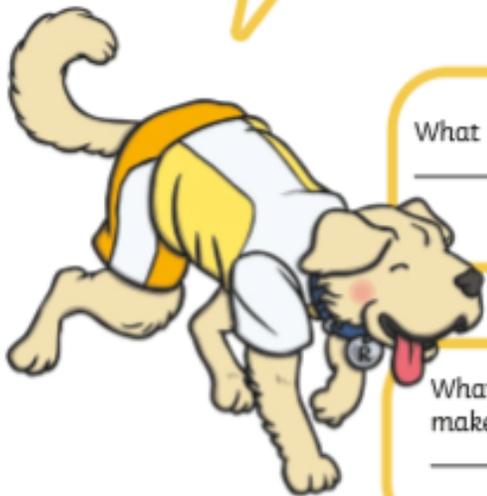
How does the story end?

What do you think is happening here?

Which is your favourite/worst/funniest/scariest part of the story? Why?

Which information did you find the most interesting? Why?

Who is telling us the story?



What happened when _____?

Why is this story/poem/non-fiction text/section/chapter called _____?

Can you think of a different title for this story/poem/non-fiction text/section/chapter?

What do you remember about _____?

What happened to make _____?

What sticks most in your mind about _____?

What moment do you remember most from _____?



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1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information

Use the example question sheets from the totally pawsome gang to focus in on developing that particular skill when reading at home.

For example a Victor vocabulary question might ask.....



Rex Retriever might ask...



- Where/when is the story set?
- Who is/are the main character(s) in the story?
- Is there a good/bad character? Who is it? How can you tell?
- Is there a dilemma in this story? What is it?
- How is the dilemma resolved?
- How does the story end?
- What do you think is happening here?
- Which is your favourite/worst/funniest/scariest part of the story? Why?
- Which information did you find the most interesting? Why?
- Who is telling us the story?
- What happened when _____?
- Why is this story/poem/non-fiction text/action/chapter called _____?
- Can you think of a different title for this story/poem/non-fiction text/section/chapter?
- What do you remember about _____?
- What happened to _____ at the end of _____?
- Write a sentence/draw a picture to show what happened at the beginning/middle/end.
- Do you have to read this _____ in the order it has been written? What happens if you don't?
- What sticks most in your mind about _____?
- What moment do you remember most from _____?

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Sequencing Suki might ask...



- How/where does the story start?
- Who do you meet first?
- What is the first/second/last step in these instructions?
- What did you find out first?
- Put these sentences in the order they happened...
- Make a table/map/poster/flow chart to show the order things happened in.
- Use 20 words to sum up this story or non-fiction text.
- What happened next/in the middle/at the end of _____?
- Write a sentence/draw a picture to show what happened at the beginning/middle/end.
- Do you have to read this _____ in the order it has been written? What happens if you don't?

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Inference Iggy might ask...



- What do you think _____ is saying/thinking/feeling at this point? Why?
- What do you think the author meant when _____?
- Why does the author use the word _____ here?
- What effect did the author want to create by _____?
- How do you think the author feels about _____? Find the words or sentences to back this up.
- What do you think the word _____ means? Why do you think that?
- Can you explain why _____?
- Why do you think _____?
- Where do you think _____?
- Can we work out how _____ feels about _____?
- Does this tell us anything about _____?
- How did you feel when _____?
- Which bit made you feel _____?
- Can you describe how you felt when _____? Why?
- Why do you think he/she _____?
- Is there anything you've just read which reminds you of something that has happened to you, or someone you know? Why? How?
- What can we guess about where/when this is taking place?
- What would _____ say if _____?

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- What does this word/sentence tell you about _____?
- Can you find a word/sentence that backs up what you have just said about _____?
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- How does this word/description make you feel?
- Can you think of another way of saying _____?
- Which words has the author used to make you feel happy/angry/worried/frightened/nervous?
- Why is this word written in bold/italics/capital letters?
- What effect has the author created by repeating the word/phrase _____?
- Can you give me another sentence with the word _____ in it?
- Can you read around this word to work out what it means?
- How/where can we find out the meaning of this word?
- Can you find any noun phrases used to describe _____?
- Can you find any adjectives used to describe _____?
- Can you find any adverbs to describe how _____ was done?
- Can you explain _____ in your own words?

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Predicting Pip might ask...



- What do you think will happen next?
- Where do you think will go next?
- What do you think will say/do next?
- What do you think this book/section/chapter will be about?
- What features might you expect to see in this sort of text?
- How do you think this will end?
- Can you think of any other stories that start like this? How do they end? Do you think this will end the same way?
- What sentence or phrase do you think will come next?
- Draw what you think is going to happen next.
- What do you think the next step will be?
- Write three questions you would like to find the answer to in this text.
- What could happen when _____?
- What might _____ do if _____?
- What do you guess could _____?

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We have provided you with some resources that will help encourage your child's comprehension at home. The children are exploring these skills in school. These will help you talk about and understand what your child is reading.



If your child has particularly good comprehension they can build on this by exploring the areas below.

Build on well developed comprehension by exploring questions through Cassie the commentator and Arlo the Author.

Compare, Contrast & Comment Questions

Cassie the Commentator discusses the content of a paragraph/text and compares events and characters. Can you do the same?

2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole.

2h: Make comparisons within the text.



Author Choice Questions

Arlo the Author likes to help you to spot examples of ambitious vocabulary and figurative language, and explain how these words/phrases add to the meaning of the text.

2g: Identify/explain how meaning is enhanced through choice of words and phrases.



Chandlers Ridge Academy

Promoting a Love of Reading



- **When your child brings a reading book home, aim to read at least 3 times per week. This has a significant impact on your child's literacy skills.**
- Children never tire of listening to their parents read and love to hear their favourites again and again.
- Children love the time spent being comfortable.
- Try to establish a routine.
- Talk about the pictures, characters, what might happen next and how you would have ended the story. Practise the question types shown.
- You can model good reading not only with your child's reading book but by using any books or reading material at home to encourage talk when reading.
- Practise the sounds your child is sent home, the letter formation and the actions that go with these.
- Your child can also borrow a book to read for their pleasure by signing them out and returning them to school to extend their exposure to lots of wonderful books.