Teaching Reading

In the Primary School

What do we do?
Why do we do it like that?
How can you help your child?
• Pre-reading

• Phonics – Year 1 and 2 (Jolly Phonics)

• Système Syllabique – Year 2 and 3 (Léo et Léa)

• Reading Schemes

• Accelerated Reader and Rallye Lecture

• Whole Class Texts

• Text Extracts

Comprehension
Fluency
Accuracy
## Pre-Reading

<table>
<thead>
<tr>
<th>Approximate Age/Class</th>
<th>Characteristics and Masteries by End of Stage</th>
<th>How Acquired</th>
<th>Relationship of Reading to Listening</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 months to 6 years</td>
<td>Child “pretends” to read, retells story when looking at pages of book previously read to him/her, names letters of alphabet; recognizes some signs; prints own name; plays with books, pencils and paper.</td>
<td>Being read to by an adult (or older child) who responds to and warmly appreciates the child’s interest in books and reading; being provided with books, paper, pencils, blocks, and letters.</td>
<td>Most can understand the children’s picture books and stories read to them. They understand thousands of words they hear by age 6 but can read few if any of them.</td>
</tr>
</tbody>
</table>
### Initial Reading and Decoding

<table>
<thead>
<tr>
<th>Approximate Age/Class</th>
<th>Characteristics and Masteries by End of Stage</th>
<th>How Acquired</th>
<th>Relationship of Reading to Listening</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6-7 years</td>
<td>Child learns relation between letters and</td>
<td>Direct instruction in letter-</td>
<td>The level of difficulty of language read by the child is much below the language understood when heard. At the end of Stage 1, most children can understand up to 4000 or more words when heard but can read about 600.</td>
</tr>
<tr>
<td></td>
<td>sounds and between printed and spoken words;</td>
<td>sound relations (phonics) and practice in their use. Reading of simple stories using words with phonic elements taught and words of high frequency. Being read to on a level above what a child can read independently to develop more advanced language patterns, vocabulary and concepts.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>child is able to read simple text containing high frequency words and phonically regular words; uses skill and insight to “sound out” new one syllable words.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 1 and Year 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>French</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7-8 years</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Year 2 and Year 3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Learning to Read...

## Confirmation and Fluency

<table>
<thead>
<tr>
<th>Approximate Age/ Class</th>
<th>Characteristics and Masteries by End of Stage</th>
<th>How Acquired</th>
<th>Relationship of Reading to Listening</th>
</tr>
</thead>
<tbody>
<tr>
<td>7-9 years Year 3 and Year 4</td>
<td>Child reads simple, familiar stories and selections with increasing fluency. This is done by consolidating the basic decoding elements, sight vocabulary, and meaning context in the reading of familiar stories and selections.</td>
<td>Direct instruction in advanced decoding skills; wide reading of familiar, interesting materials that help promote fluent reading. Being read to at levels above their own independent reading level to develop language, vocabulary and concepts.</td>
<td>At the end of Stage 2, about 3000 words can be read and understood and about 9000 are known when heard. Listening is still more effective than reading.</td>
</tr>
</tbody>
</table>
# Reading to Learn...

## Reading for New Learning

<table>
<thead>
<tr>
<th>Approximate Age/Class</th>
<th>Characteristics and Masteries by End of Stage</th>
<th>How Acquired</th>
<th>Relationship of Reading to Listening</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-13 years Year 5 to Year 8</td>
<td>Reading is used to learn new ideas, to gain new knowledge, to experience new feelings, to learn new attitudes, generally from one viewpoint.</td>
<td>Reading and study of textbooks, reference works, newspapers, and magazines that contain new ideas and values, unfamiliar vocabulary and syntax; systematic study of words and reacting to the text through discussion, answering questions, writing, etc. Reading of increasingly more complex text.</td>
<td>At beginning of Stage 3, listening comprehension of the same material is still more effective than reading comprehension. By the end of Stage 3, reading and listening are about equal for those who read very well, reading may be more efficient.</td>
</tr>
</tbody>
</table>
A student who is behind in reading after their first year in reading instruction:

**has**

A 90% chance of experiencing difficulties in their learning at 10 years old

And

A 90% chance of having difficulties in learning at 15 years old
Evidence-based Practice

National Reading Panel (April 2000)

- Led by a committee of experts established by the American Congress

Mandate:

- To determine the most effective process for the teaching of reading
- Over 100,000 research studies over a period of 30 years were analysed as part of the process
The Reading Panel’s Findings...
Reading is not a natural process...
To enable students to become competent readers the best practice is:

• To teach students using a combination of methods within a context that allows for regular teacher modelling and guided reading practice.

The National Reading Panel’s Analysis made it clear that the best approach to reading instruction is one that incorporates:

• Explicit instruction in phonemic awareness
• Systematic phonics instruction
• Methods to improve fluency
• Ways to enhance comprehension
Phonemic awareness

The knowledge that spoken words can be broken apart into smaller segments of sound known as phonemes.

Children who are read to at home—especially material that rhymes—often develop the basis of phonemic awareness.

Children who are not read to will probably need to be taught that words can be broken apart into smaller sounds.
Phonics

The knowledge that letters of the alphabet represent phonemes, and that these sounds are blended together to form written words.

Readers who are skilled in phonics can sound out words they haven't seen before, without first having to memorize them.
Fluency

The ability to recognize words easily, read with greater speed, accuracy, and expression, and to better understand what is read.

Children gain fluency by practicing reading until the process becomes automatic; guided oral repeated reading is one approach to helping children become fluent readers.
Guided oral reading

Reading out loud while getting guidance and feedback from skilled readers.

The combination of practice and feedback promotes reading fluency.
Teaching vocabulary words

Teaching new words, either as they appear in text, or by introducing new words separately. This type of instruction also aids reading ability.
Reading comprehension strategies

Techniques for helping individuals to understand what they read.

Such techniques involve having students summarise what they've read, to gain a better understanding of the material.
3 Key Questions

• How do we assess your child’s reading?

• How do we teach your child reading?

• How can you support your child in his/her reading?
Reading can be broken down into three key parts:

- Accuracy
- Fluency
- Comprehension
Accuracy

This is the ability to decode words – break them down into units of sound in order to read them correctly. It also refers to sight vocabulary – the ability to recognise high frequency words by sight.
Fluency

This is the ability to read text quickly, accurately, and with proper pronunciation and expression. Fluency provides a bridge between word recognition and comprehension.
Comprehension

Reading comprehension is the process of constructing meaning from text. The goal of all reading instruction is ultimately targeted at helping a reader comprehend text. Comprehension can be both literal and inferential.
How do we teach accuracy?

• Systematic Whole-Class Phonics Instruction from Year 1. 
  *Building on the pre-reading (phonemic awareness) from Kindergarten and Transition classes.*

• Teacher modelling of reading texts.

• Students reading aloud to the teacher.

• Learning High Frequency words by sight.

*For students that do not progress at the expected rate at this stage, small group and (if necessary) one-to-one specialised support is provided.*
How do we assess accuracy?

- Single Word Reading Test
- York Assessment For Reading Comprehension
<table>
<thead>
<tr>
<th>see</th>
<th>look</th>
<th>play</th>
<th>was</th>
<th>like</th>
</tr>
</thead>
<tbody>
<tr>
<td>this</td>
<td>next</td>
<td>house</td>
<td>going</td>
<td>bell</td>
</tr>
<tr>
<td>hang</td>
<td>stand</td>
<td>their</td>
<td>living</td>
<td>again</td>
</tr>
<tr>
<td>first</td>
<td>slowly</td>
<td>score</td>
<td>found</td>
<td>bread</td>
</tr>
<tr>
<td>scream</td>
<td>journey</td>
<td>suppose</td>
<td>yawned</td>
<td>should</td>
</tr>
<tr>
<td>tissue</td>
<td>caught</td>
<td>stretching</td>
<td>tongue</td>
<td>copies</td>
</tr>
<tr>
<td>medicine</td>
<td>strengthen</td>
<td>source</td>
<td>creative</td>
<td>material</td>
</tr>
<tr>
<td>eventually</td>
<td>hygiene</td>
<td>despite</td>
<td>calm</td>
<td>journalism</td>
</tr>
<tr>
<td>excitable</td>
<td>dehydration</td>
<td>persuade</td>
<td>aggrieved</td>
<td>originate</td>
</tr>
<tr>
<td>courageous</td>
<td>atmospheric</td>
<td>familiarise</td>
<td>scenic</td>
<td>recurrence</td>
</tr>
<tr>
<td>ferocious</td>
<td>cynical</td>
<td>excursion</td>
<td>coincidental</td>
<td>abysmal</td>
</tr>
<tr>
<td>endeavour</td>
<td>rheumatism</td>
<td>haemorrhage</td>
<td>liaise</td>
<td>pseudonym</td>
</tr>
</tbody>
</table>
Level 3 Form B: Missing handbag

Discontinuation rule: Stop after 20 reading errors

It was the first day of Ryan’s family holiday. They were staying in a cottage which overlooked the harbour in Peele Bay. It was a glorious sunny day, so the family had wandered down to the beach. Dad volunteered to look after their bags. Mum explored the beach, then joined Ryan and his sister in the foaming waves. Dad relaxed and read his magazine. When mum had had enough of the water, she returned to sit with dad. He had fallen asleep and was scarlet. She glanced around and realised her handbag was missing. It must have been stolen. Mum was furious with dad.

Everyone hurried to the police station. Much to their surprise it had already been handed in and nothing was missing. The policeman said an old lady had found it in the beach toilets. Then mum remembered; she had left it there. Mum apologised to dad and bought him a huge ice-cream.

<table>
<thead>
<tr>
<th>Mispronunciations</th>
<th>Substitutions</th>
<th>Refusals</th>
<th>Additions</th>
<th>Omissions</th>
<th>Reversals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PASSAGE TOTALS

<table>
<thead>
<tr>
<th>Reading accuracy</th>
<th>Reading rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of errors</td>
<td>Time taken</td>
</tr>
<tr>
<td></td>
<td>(seconds)</td>
</tr>
</tbody>
</table>

155 words

York Assessment of Reading Comprehension

• Accuracy
• Fluency
• Comprehension
How can you help your child to improve their accuracy in reading?

- Listening to your child reading aloud (and correcting where necessary).
- Reading aloud to your child whilst you follow the text together.
How do we teach fluency?

• Modelling fluent reading

*Demonstrating how accurate reading can be done at a reasonable rate and with good phrasing, intonation, and expression.*

• Teacher reading aloud to the class whilst the students follow the text (e.g. Big books or Interactive Whiteboard)

• Providing students with adequate practice time (reading aloud and silent reading).
How do we assess fluency?

- Hearing students reading aloud (on a daily basis)
- York Assessment of Reading Comprehension
How can you help your child to improve their reading fluency?

• Practice, Practice and More Practice!! A.R. and Rallye Lecture
• Modelling fluent reading
• Hearing your child read aloud and supporting them with attention to punctuation, intonation and expression.
How do we teach comprehension?

• Modelling strategies and thought processes when deciphering meaning from a text.

  e.g. explaining vocabulary
  scanning a text for information and evidence
  summarising a text
  checking for understanding
  using evidence to support a viewpoint or answer
  Inferring meaning
  Relating what is read to prior knowledge and experience
  Organising thoughts and ideas
  Generating questions
How do we teach comprehension?

*(continued...)*

And by remaining focused on these 3 key factors:

1. **Fluency** allows the mind to concentrate on comprehension

2. Breadth of **vocabulary** increases comprehension and facilitates further learning

3. Good general and subject-specific **knowledge**, increases fluency, broadens vocabulary, and enables deeper comprehension.
How do we assess comprehension?

- York Assessment of Reading Comprehension
- Cambridge International Primary English Exams
- Evaluations Education Nationale - Français
- Accelerated Reader and Rallye Lecture
- Whole Class Texts and reading comprehension assessments
Level 5 Form A: Camping trip

Discontinuation rule: Stop after 20 reading errors

Grandparents, aunts, uncles and cousins, spilled out of their cars to lay claim to the family’s portion of the campsite. Uncle Hasan issued instructions to the pole bearers, but George ignored him. He hadn’t wanted to come on this holiday in the first place. He threw down his pole, then, with head down and shoulders hunched, he slouched over to a low stone wall and slid down out of sight. He could hear mum giggling and saying “Grump-a-lot is off again!” He hated it when they teased him and used pet names like this. It was going to be a terrible holiday.

Looking up, George was startled to see a dog sprinting past him, trailing a line of sausages; and, in hot pursuit, a little, grey haired, old woman, brandishing a knife. “Gran?” Instinctively he lunged forward and caught the dog’s collar; then Gran grabbed the sausages and skilfully flicked the knife. George released his grip, allowing the dog to flee with a single sausage.

Everyone cheered as Grandpa hoisted George onto his shoulders and proclaimed him the Breakfast Hero. George grinned. He realised his judgement had been premature.

<table>
<thead>
<tr>
<th>Question</th>
<th>Child’s response</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What do you think Uncle Hasan was telling the other members of the family to do?</td>
<td>1 0 NR</td>
<td></td>
</tr>
<tr>
<td>2. Where did George hide?</td>
<td>1 0 NR</td>
<td></td>
</tr>
<tr>
<td>3. In this story, what does ‘pet name’ mean?</td>
<td>1 0 NR</td>
<td></td>
</tr>
<tr>
<td>4. What did mum think about George throwing down the pole and slouching off?</td>
<td>1 0 NR</td>
<td></td>
</tr>
<tr>
<td>5. Who put George onto his shoulders?</td>
<td>1 0 NR</td>
<td></td>
</tr>
<tr>
<td>6. Why was George called the Breakfast Hero?</td>
<td>1 0 NR</td>
<td></td>
</tr>
<tr>
<td>7. At the end of the story, how did George feel about the holiday?</td>
<td>1 0 NR</td>
<td></td>
</tr>
<tr>
<td>8. In the context of this story, what does ‘premature’ mean?</td>
<td>1 0 NR</td>
<td></td>
</tr>
</tbody>
</table>

Comprehension Score
# York Assessment of Reading for Comprehension

**School:** International School Of Monaco  
**Year/Class:** Year 4 Class

**Name:**  
**Date of birth:**

**Assessed by:** Chris Benson  
**Date of assessment:** 02/10/2015  
**Age at assessment:** 8:11

## Summary of scores

<table>
<thead>
<tr>
<th></th>
<th>Ability score</th>
<th>Standard score</th>
<th>Percentile rank</th>
<th>Age equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accuracy</td>
<td>51</td>
<td>100</td>
<td>50</td>
<td>8:09</td>
</tr>
<tr>
<td>Reading Rate</td>
<td>70</td>
<td>106</td>
<td>66</td>
<td>10:02</td>
</tr>
<tr>
<td>Comprehension</td>
<td>57</td>
<td>103</td>
<td>58</td>
<td>9:04</td>
</tr>
</tbody>
</table>

## Analysis of reading errors

<table>
<thead>
<tr>
<th></th>
<th>Mispronunciations</th>
<th>Substitutions</th>
<th>Refusals</th>
<th>Additions</th>
<th>Omissions</th>
<th>Reversals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total error type (summed across passages)</td>
<td>7</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>% of total errors</td>
<td>46.7%</td>
<td>33.3%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>20.0%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

## Analysis of comprehension questions

<table>
<thead>
<tr>
<th></th>
<th>Cohesive device</th>
<th>Elaborative inference</th>
<th>Knowledge-base inference</th>
<th>Literal information</th>
<th>Vocabulary dependent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of questions (summed across passages)</td>
<td>2</td>
<td>1</td>
<td>6</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Percentage correct</td>
<td>50.0%</td>
<td>0.0%</td>
<td>66.7%</td>
<td>50.0%</td>
<td>66.7%</td>
</tr>
</tbody>
</table>

## Graph showing Standard Scores

<table>
<thead>
<tr>
<th>Standard score</th>
<th>70</th>
<th>80</th>
<th>90</th>
<th>100</th>
<th>110</th>
<th>120</th>
<th>130</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Accuracy</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reading Rate</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Comprehension</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Cambridge Primary Progression Test

Sample Paper 1
Sample Paper 2
Insert
Sample Paper 2
French Comprehension Tests
# Accelerated Reader

## Class: 5C
Teacher: Vard, L.

<table>
<thead>
<tr>
<th>Student</th>
<th>Diag. Codes</th>
<th>RP Quizzes</th>
<th>% Correct</th>
<th>Points</th>
<th>Engaged Time per Day*</th>
<th>Book Level ATOS BL</th>
<th>Certification</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Passed</td>
<td>Taken</td>
<td>Goal</td>
<td>Avg.</td>
<td>Goal</td>
<td>Earned</td>
</tr>
<tr>
<td>B%</td>
<td>12</td>
<td>13</td>
<td>85</td>
<td>79.2</td>
<td>6.9</td>
<td>5.8</td>
<td>84.0</td>
</tr>
<tr>
<td>Summary</td>
<td></td>
<td>12</td>
<td>13</td>
<td>85</td>
<td>79.2</td>
<td></td>
<td></td>
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</tbody>
</table>

### Diagnostic Code Summary

<table>
<thead>
<tr>
<th>Number of Students</th>
<th>Percent of Students</th>
<th>Code</th>
<th>Code Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>A</td>
<td>No quizzes taken during period</td>
</tr>
<tr>
<td>1</td>
<td>100</td>
<td>B</td>
<td>Low average percent correct (70% to 79%)</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td>C</td>
<td>Very low average percent correct (below 70%)</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td>D</td>
<td>Low points earned - less than ½ median points (½ median = 2.9 points)</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td>E</td>
<td>Low percent correct with above median points (median = 5.8 points)</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td>F</td>
<td>Very low percent correct with above median points (median = 5.8 points)</td>
</tr>
<tr>
<td>1</td>
<td>100</td>
<td>%</td>
<td>Percent of quiz takers with average percent correct below 85%</td>
</tr>
</tbody>
</table>

At Risk: 100.0% of students (1 out of 1) with at least one code A-F

### Class Summary

- Number of Students: 1
- Total Quizzes: 12
  - Passed: 12
  - Taken: 13
- Total Points: 6.9 (Goal) 5.8 (Earned)
- % Read Independently: 100%
- % Fiction / Nonfiction: 100% / 0%
- Not all enrolled students shown
<table>
<thead>
<tr>
<th>Nom</th>
<th>Niveau</th>
<th>Object</th>
<th>Réel</th>
<th>%</th>
<th>Niveau</th>
<th>Object</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carré</td>
<td>13</td>
<td>5</td>
<td>38%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Triangle</td>
<td>15</td>
<td>6</td>
<td>40%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fleur</td>
<td>18</td>
<td>0</td>
<td>0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carré</td>
<td>13</td>
<td>1</td>
<td>8%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carré</td>
<td>13</td>
<td>6.5</td>
<td>50%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carré+</td>
<td>13</td>
<td>1</td>
<td>8%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fleur+</td>
<td>18</td>
<td>2</td>
<td>11%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fleur</td>
<td>18</td>
<td>1</td>
<td>6%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carré</td>
<td>13</td>
<td>2</td>
<td>15%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fleur+</td>
<td>18</td>
<td>2</td>
<td>11%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carré+</td>
<td>13</td>
<td>1.5</td>
<td>12%</td>
<td></td>
<td></td>
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Classe 4B
2015/2016
1er trimestre (du 1/09/16 au 11/12/16)
Whole Class Texts

**Y4**
- *Anne Fine* - *Bill's New Frock*
- *Roald Dahl* - *The BFG*
- *Sue Reid* - *My Story from Pompeii*

**Y5**
- *Philip Pullman* - *The Firework-Maker’s Daughter*
- *Michael Morpurgo* - *The Butterfly Lion*
- *Achilles*

**Y6**
- *Lewis Carroll*
- *Malorie Blackman* - *Hacker*
- *Louis Sachar* - *Holes*
Whole Class Texts

French
How can you help your child to improve their reading comprehension?

- Check with your child that their choice of book is appropriate – Five finger rule – teachers/librarians will also do this.
- Listen to your child read and then ask them questions about what they’ve read (see handouts).
- Get your child to summarise what they’ve read.
- Keep a track on their independent reading – A.R. and Rallye Lecture
- Help your child to discover the meaning of new words.
- Help your child to improve their general and subject specific knowledge.
Is my child’s reading book at the right level for them to read independently?

Find a “JUST RIGHT” book with the Five Finger Rule!

Pick a book and open it to any page. Start reading the page. Hold up one finger for EVERY word you don’t know.

- [ ] = The book is too EASY.
- [ ] = The book is too HARD. Try reading it with a buddy.
- [ ] = The book is JUST RIGHT!
What questions can I ask my child to help develop their comprehension?

Recall Questions

- These questions will help children recall or revise material they have previously read.

- Where does the story take place?
- When did the story take place?
- What did s/he/it look like?
- Who was s/he/it?
- Where did s/he/it live?
- Who are the key characters in the book?
- Where in the book would you find ?

Comprehension Questions

Children show an understanding of the main points of a story.

- They describe what they know
- They give examples, summarise or outline key basic points in their own words
- They link stories with personal experience

- Describe , e.g. the giant
- What do you think is happening here?
- What happened in the story?
- What might this mean? e.g. proudly
- Through whose eyes is the story told?
- Which part of the story best describes the setting?
- Which words/phrases tell you that e.g. the setting is spooky
- Which part tells you , e.g. they were annoyed that Goldilocks was in their house
- Why do ? e.g. why do people need to look after their teeth?
Keeping a track on your child’s independent reading
A.R. and Rallye Lecture

A.R.

1. Go to school website www.ismonaco.org
2. Click on “Intranet” at top of page
3. Login: Username = ismhub    Password = i@hub
4. Choose the A.R. Pyramid Logo
5. Login with your child’s personal access details
   1st letter of first name + first 4 letters of surname
6. Also try A.R. Bookfinder and Destiny (school library catalogue)
And finally...
Set the example...

Read in front of, with and to your child...
Discuss what you’ve read...
Bring them up in a world surrounded by books!!

If they see us the adults displaying a love of reading...
There’s a much greater chance that they’ll follow our example!!