

# Reading Workshop for Parents and Carers



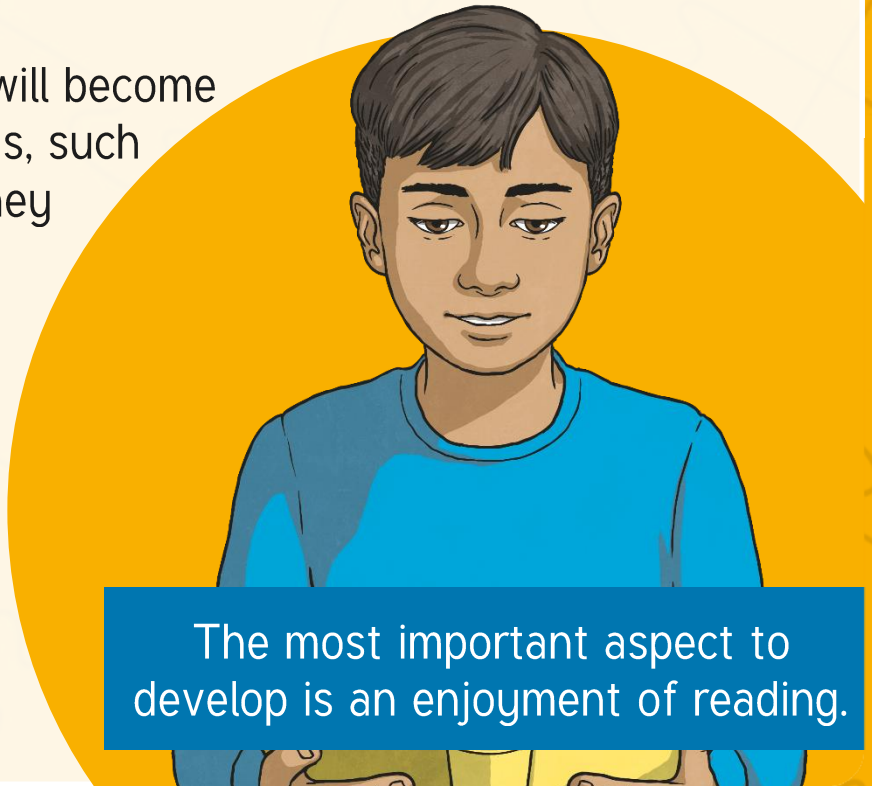
# National Curriculum Expectations

By the time children reach year 3, they should be able to apply their knowledge of phonics to new words and they should be reading fluently. They should also be able to discuss books which they have read and be familiar with a range of different stories, including traditional tales.

Throughout year 3 and year 4, children will become more familiar with different types of texts, such as poetry, plays and reference books. They will begin to draw inferences and make predictions about what they think is going to happen next.



It is important to remember that not all children learn at the same speed. Some children may find certain areas of comprehension trickier than others.



The most important aspect to develop is an enjoyment of reading.

# National Curriculum Expectations

By the time they leave year 4, children are expected to:



increase their familiarity with a wide range of texts, including fairy stories, myths and legends;



identify themes and conventions in a wide range of books;



retrieve and record information from non-fiction texts;



identify the main ideas from more than one paragraph and summarise them;



draw inferences about a character's thoughts, feelings or motives using evidence from the text;



check their understanding of new words and explain the meaning of them in context;

# National Curriculum Expectations

By the time they leave year 4, children are expected to:



make predictions about what might happen from details stated or implied;



prepare poems and play scripts to read out loud and perform;



participate in discussions about books that are read to them and those they can read for themselves;



discuss words and phrases that capture the reader's interest and imagination;

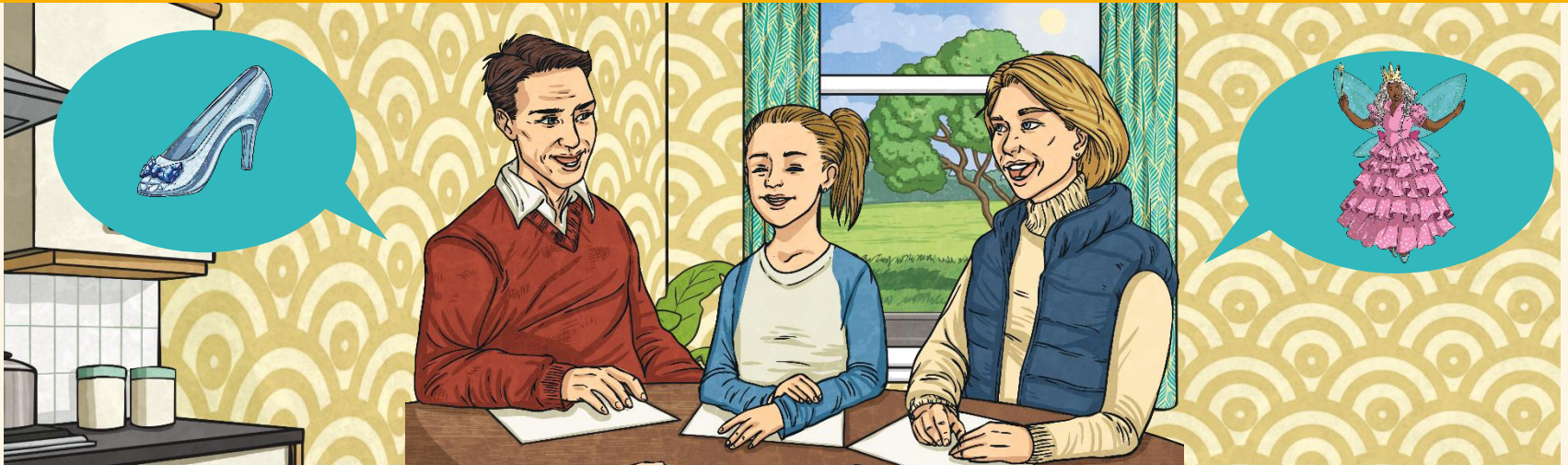


ask questions to improve their understanding of a text.



# What Can You Do to Help?

As a parent or carer, there are many things that you can do to support your child when they are reading.



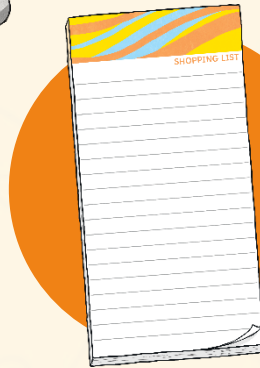
## Make Reading Fun

Reading should never seem like a punishment or a chore. Try playing games related to the book or try reading something that you both enjoy. Remember, you do not just have to read 'books': you could enjoy an online article, a reference book or even a comic together.



# What Can You Do to Help?

As a parent or carer, there are many things that you can do to support your child when they are reading.



## Provide a Choice of Reading Materials

Reading isn't just about school books. Try joining the library together, following instructions from a recipe book or even letting your child be in charge of the shopping list when you are at a supermarket.



# What Can You Do to Help?

As a parent or carer, there are many things that you can do to support your child when they are reading.



## Show That You Read Too

Hearing an adult read from a text that is a higher level than they would be able to access on their own is really important for developing new vocabulary. Why not share an interesting article you've found online with your child so that you can learn together?





# What Can You Do to Help?

As a parent or carer, there are many things that you can do to support your child when they are reading.



## Ask Lots of Questions

Whatever your child is reading, make sure that you ask them lots of questions about it. Are they enjoying the text? Do they have any new facts to share?





# Reading Activities

There's so much more to reading than just the reading itself. Children are learning new facts, new vocabulary and forming opinions while they're reading.

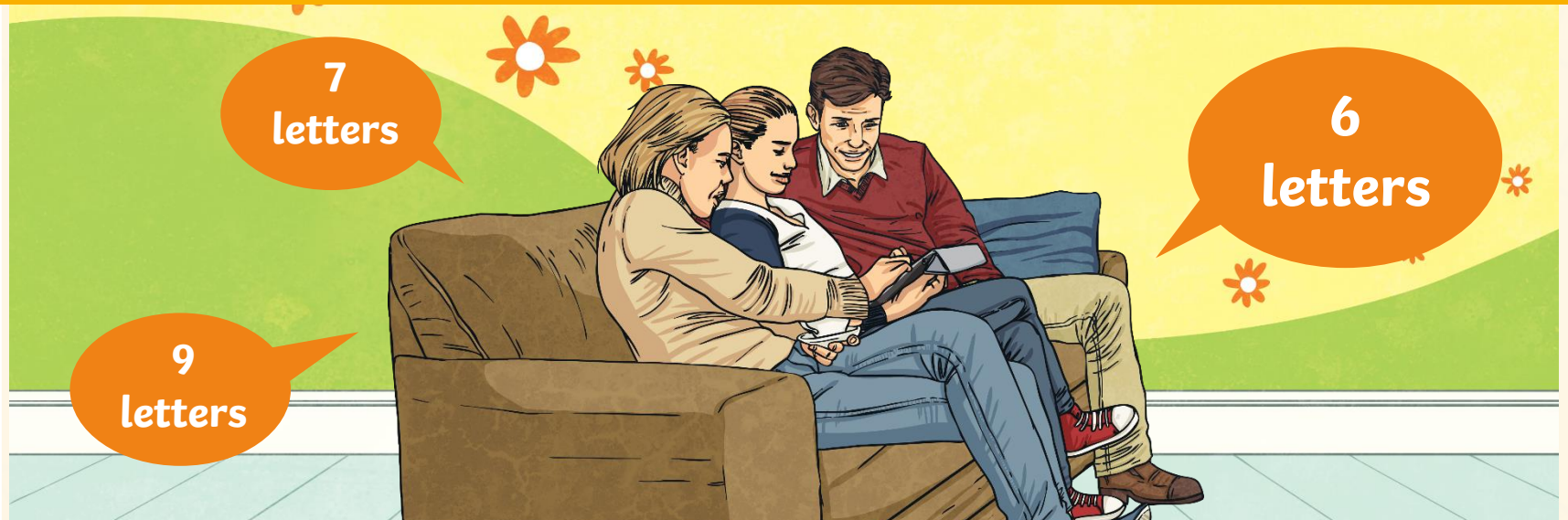


**Go to the Theatre or Cinema to See a Live Version of a Book They've Read**  
Compare the two afterwards. What was different/similar? What would they have chosen to do differently if they were the director?



# Reading Activities

There's so much more to reading than just the reading itself. Children are learning new facts, new vocabulary and forming opinions while they're reading.



## Make Learning New Words into a Competition

Challenge your child to find a longer word than you can in their reading book. Set up a 'Word of the Week' station at home where you can choose a new word to define and use each week.



# Reading Activities

There's so much more to reading than just the reading itself. Children are learning new facts, new vocabulary and forming opinions while they're reading.



## Encourage Them to Write Their Own Texts

Encourage your child to write and perform their own plays, poetry or stories. Thinking about their audience and reading aloud are really important skills to develop.





# Reading Activities

There's so much more to reading than just the reading itself. Children are learning new facts, new vocabulary and forming opinions while they're reading.



## Read with Younger Siblings

If your child has younger siblings, try allowing them to lead story time one evening. Encourage them to think about questions they can ask about the text.



# KS2 Reading Content Domains

In the National Curriculum, there are eight content domains that children need to answer questions from.

### Vocabulary Questions

2a: Give/explain the meaning of words in context.



**Vocabulary Victor** is work out the meaning and phrases using



### Retrieval Questions

2b: Retrieve and record information/identify key details from fiction and non-fiction.



re t  
sin  
cy



### Summary Questions

2c: Summarise main ideas from more than one paragraph.



s ther  
ain pa  
ragra



### Inference Questions

2d: Make inferences from the text/explain and justify inferences with evidence from the text.



o you hunt for clues  
someone might be  
ning is happening.



### Prediction Questions

2e: Predict what might happen from details stated and implied.



**Predicting Pip** tries to see the future and she will help you to work out what might happen next from clues in the text.




### Compare, Contrast & Comment Questions

2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole.  
2h: Make comparisons within the text.



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




### Author Choice Questions

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



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



# Vocabulary Victor

**2a:** Give/explain the meaning of words in context.

Vocabulary Victor is there to help you work out the meaning of unknown words and phrases using context clues.





# What Types of Questions Could You Ask?



Content domain 2a is all about understanding the meaning of words in context. To help your child practise this content domain, try asking these questions when they're next reading.

What does this word tell us about the character or setting?

What does that suggest about...?

What does this word/phrase mean?

The author has used the word \_\_\_\_\_ to describe the main character. Can you think of another word they could have used?

Can you find a word in this paragraph which means the same as \_\_\_\_\_?

# Rex Retriever

**2b:** Retrieve and record information/identify key details from fiction and non-fiction.

Rex Retriever is there to help you to go into a text and just simply retrieve the facts and key details.



# What Types of Questions Could You Ask?



Content domain 2b is all about retrieving key details from a text. To help your child practise this content domain, try asking these questions when they're next reading.

Where is the story set?

Where did \_\_\_\_\_ go?

What did \_\_\_\_\_ decide to do when \_\_\_\_\_?

Which paragraph tells you that \_\_\_\_\_?

Who are the most important characters in the book?



# Summarising Sheba

**2c:** Summarise main ideas from more than one paragraph.

Summarising Sheba is there to remind you to summarise the main point(s) or main event(s) of a paragraph or text.



# What Types of Questions Could You Ask?



Content domain 2c is all about summarising the main ideas or events in a text. To help your child practise this content domain, try asking these questions when they're next reading.

What is the main point in this paragraph?

Can you describe what happened in this paragraph/chapter?

Using less than 20 words, can you write an advert for this book?

Can you remind me about what happened the last time we read?

What do you remember most about \_\_\_\_\_?

# Inference Iggy

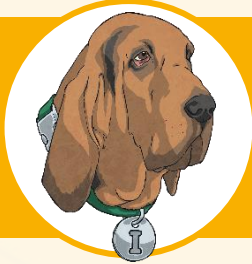
**2d:** Make inferences from the text/explain and justify inferences with evidence from the text.

Inference Iggy will help you hunt for clues in a text about how someone might be feeling or why something is happening.





# What Types of Questions Could You Ask?



Content domain 2d is all about making inferences and justifying them using evidence from the text. To help your child practise this content domain, try asking these questions when they're next reading.

Why did the character act like that?

What do the characters think about each other?

What does \_\_\_\_\_ think? How do you know?

Can you find evidence that shows this character is going to \_\_\_\_\_ in the future?

What do you think will happen to the main character now? Can you explain why you think that?

# Predicting Pip

**2e:** Predict what might happen from details stated and implied.

Predicting Pip tries to see the future and she will help you to work out what might happen next from clues in the text.



# What Types of Questions Could You Ask?



Content domain 2e is all about making predictions. To help your child practise this content domain, try asking these questions when they're next reading.

Do you think the author has another plan for this character?

What do you think is likely to happen when \_\_\_\_\_?

What do you think will happen the next time we read?

Based on what you know about the character, what do you think will happen to them in the future?

Do you think the character will change their behaviour in the future?  
Can you explain what makes you think that?



# Cassie the Commentator

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

**2h:** Make comparisons within the text.

Cassie the Commentator discusses the content of a paragraph/text and compares events and characters.

Can you do the same?



Cassie the Commentator is unique because she supports children with two separate content domains.

# What Types of Questions Could You Ask?



Content domains 2f and 2h are all about making comparisons within the text and commenting on how the content of a text contributes to the meaning. To help your child practise this content domain, try asking these questions when they're next reading.

Compare one character to another. How are they different or the same?

How has the character changed since the start of the text?

What was your favourite part of the story? Why was it your favourite part?

This text has been split into different sections. How does that help you to understand it?

Look at the section titled \_\_\_\_\_. Why is this an important part of the text?

# Arlo the Author

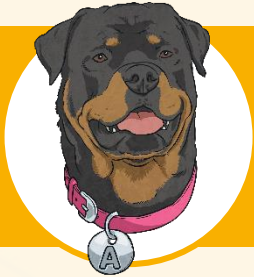
**2g:** Identify/explain how meaning is enhanced through choice of words and phrases.

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





# What Types of Questions Could You Ask?



Content domain 2g is all about recognising why certain words or phrases have been used. To help your child practise this content domain, try asking these questions when they're next reading.

How has the author made us feel worried/happy for the character?

How does the author show that the character is happy/angry?

How does the author show that the setting is safe/dangerous?

Find your favourite word on this page. Why do you think the author chose that word?

# Suggested Reads

There are a multitude of fantastic books for year 3 and year 4 readers which suit a huge variety of tastes. It's important to give your child the opportunity to read a range of texts from different authors with different styles of writing.

Below are a few suggestions of appropriate books.

This is not a definitive list and there are many other excellent reads available.

**Ken Stirk's Mother's Daughter**

by Philip Milligan

**The Way Things Work Squares**

by Twinkl Originals

**David Copperfield**

by Charles Dickens

**Wings of the Hawk**

by Anthony Browne

**The Sheep and the Paper**

by David Jeffries

**Reading for Beginners**

by Twinkl Originals

**Sticks and Stones**

by Philip Milligan

**Stig and Other Stories**

by David Almond

**Runaway Treehouse**

by David Almond

**How to Catch a Bear**

by Twinkl Originals

Show more

# Reading Every Day

Children should be given the opportunity to read every day. Where possible, they should be able to read with somebody else who can help them with tricky words and make sure that they understand the text.



When listening to your child read, it's important to ask questions along the way as well as at the end. These are vital skills that will help to develop their reading comprehension.

If your child isn't enjoying the book they're reading, ask them questions about why they're not enjoying it and work together to find something more suited to their reading taste.



Why not set up a special reading area in your house? Try to make somewhere quiet and comfortable where reading is fun.





# Recap

To support your child to achieve their reading potential, have a go at the following:



make time for reading every day;



ask a variety of questions about what they have read both during and after;



set up a special place dedicated to reading;



make sure that you have a variety of reading materials available such as recipe books, fiction texts, non-fiction texts, reference books or shopping lists;



show that you enjoy reading too by sharing what you've read;



take part in activities related to reading, such as going to see a book you've just read at the theatre or cinema;



make sure that reading is seen as a fun and enjoyable activity rather than a punishment or a chore.

## Useful websites

<https://www.booktrust.org.uk/books-and-reading/our-recommendations/100-best-books/>

<https://literacytrust.org.uk/parents-and-families/>

<https://www.lovereadingschools.co.uk/>

<https://childrens.poetryarchive.org/>

