

Try the following activities to help your child with reading:

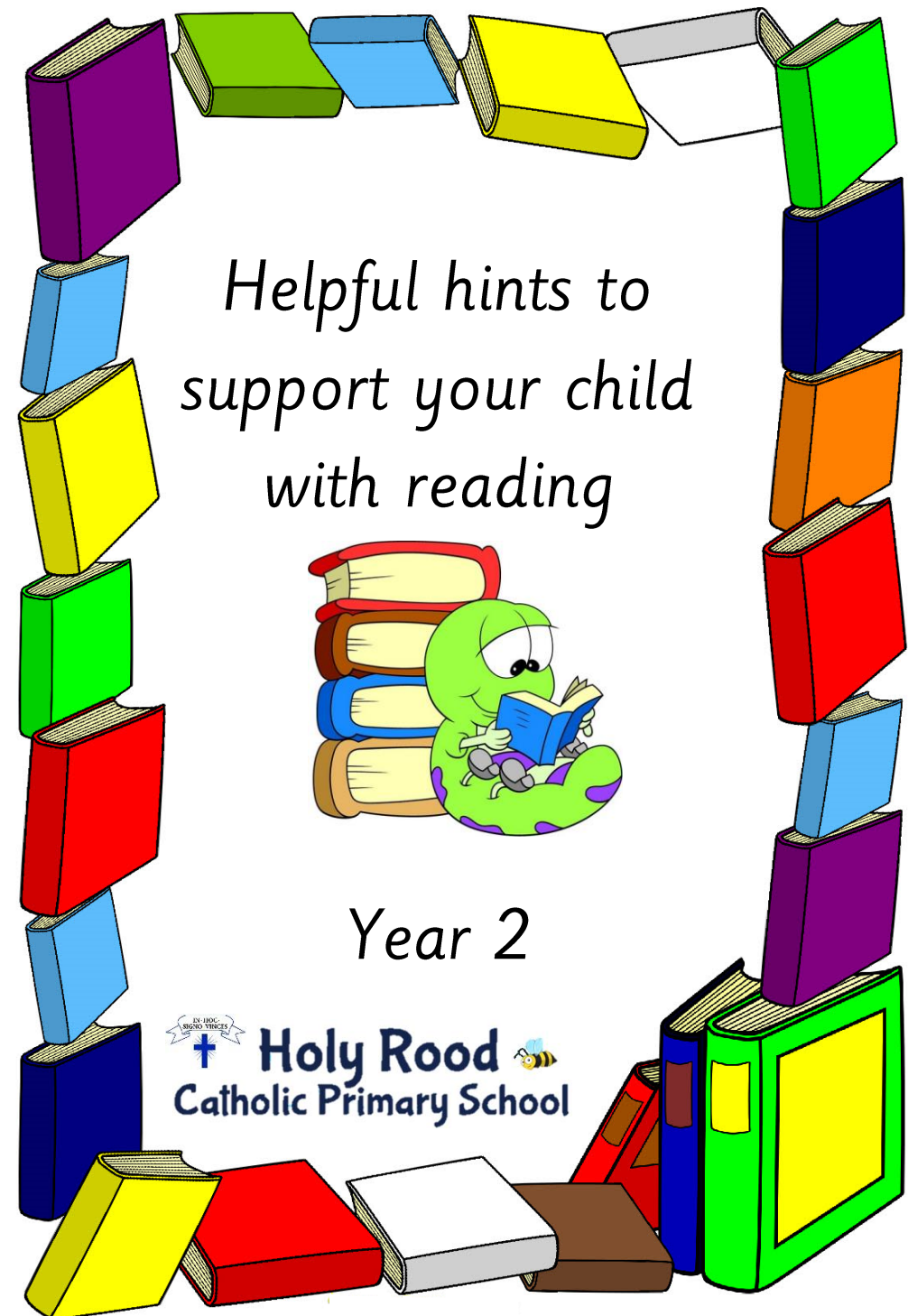
- 📖 Read with your child as often as you can. Every day would be ideal. Read longer texts to your child and encourage children to read texts that they are confident/familiar with, to you.
- 📖 Praise your child's attempts to read, especially when they recognise keywords.
- 📖 Draw attention to the illustrations in stories. Encourage your child to look at the title/cover and predict what the book will be about. Ask your child why they chose particular texts.
- 📖 Point out interesting or long words in books – let your child know that they are nothing to be scared of!
- 📖 Enrol your child in the local library. Visit local book shops.
- 📖 Encourage your child to read a range of books, including fiction, non-fiction and poetry.
- 📖 Discuss characters and events in stories – children need to understand what they read not just be able to decode the words on the page.
- 📖 Compare events and characters in books with your own lives.
- 📖 Encourage different members of your family to be 'reading role models' and share a range of texts with your child.
- 📖 Keep books and audio CDs of favourite stories and songs in the car to play on long journeys.
- 📖 Tell stories from your own experiences on the way to the shop, at bath time or bed time.
- 📖 Talk about and look at every day print, e.g. newspapers, calendars, recipe books, the internet, road signs, comics etc.
- 📖 Look at print on packages and in the media, e.g. cereal packets and adverts.
- 📖 Discuss information found in factual texts.

**Our aims at Holy Rood Catholic Primary School are:**

- 📖 To inspire a love for and enjoyment of reading
- 📖 To build on children's previous experiences of reading, giving them vital tools for the future
- 📖 To encourage children to read and explore a range of texts
- 📖 To develop children's awareness of the importance of reading

For further support with reading visit the following website:

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



## Reading with DERIC

This is DERIC. You will see him in every classroom and around the school. He is a trusted friend who will help to develop your child's reading.



**D:** Decoding words.



**E:** Explaining new vocabulary



**R:** Retrieving information



**I:** Interpreting information

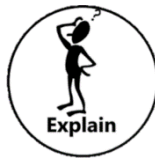


**C:** Choice (thinking about the choices made by the author/director/artist)

Use the questions provided to support with developing your child's reading and understanding linked to key areas. Some questions will lend themselves better to certain texts, so try using a range with the different books that your child brings home. These focus areas are for years 1 and 2, you will see a development in your child's answers as they move through the school.

### 1a: Draw on knowledge of vocabulary to understand texts

- What does this... word/phrase/sentence ... tell you about... character/setting/mood etc.?
- Highlight a key phrase or line. By using this word, what effect has the author created?
- In the story, 'x' is mentioned a lot. Why?
- The writer uses words like ... to describe .... What does this tell you about a character or setting?
- What other words/phrases could the author have used?
- The writer uses ... words/phrases... to describe ... How does this make you feel?
- How has the writer made you and/or character feel ... happy /sad/angry/ frustrated/lonely/bitter etc.? Can you find those words?
- Which words and /or phrases make you think/feel...?



### 1b: Identify and explain key aspects of fiction and nonfiction texts, such as characters, events, titles and information

- Where/when does 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 characters in the book?
- Where in the book would you find...?
- What do you think is happening here?
- What happened in the story?
- What might this mean?
- Through whose eyes is the story told?
- Which part of the story best describes the setting?
- What part of the story do you like best?
- What evidence do you have to justify your opinion?
- Find, it. Prove it.
- How do the title/contents page/chapter headings/glossary/index... help me find information in this book?
- Which part of the text should I use to find...?
- Why has the author organised the information like this?



### 1c: Identify and explain the sequence of events in texts

- What happens first in the story?
- Use three sentences to describe the beginning, middle and end of this text?
- You've got 'x' words; sum up this story.
- Sort these sentences/paragraphs/chapter headings from the story
- Make a table/chart to show what happens in different parts of the story
- Why does the main character do 'x' in the middle of the story?
- How does the hero save the day in the story?

### 1d: Make inferences from the text

- What makes you think that?
- Which words give you that impression?
- How do you feel about...?
- Can you explain why...?
- I wonder what the writer intended?
- I wonder why the writer decided to...?
- What do these words mean and why do you think the author chose them?

