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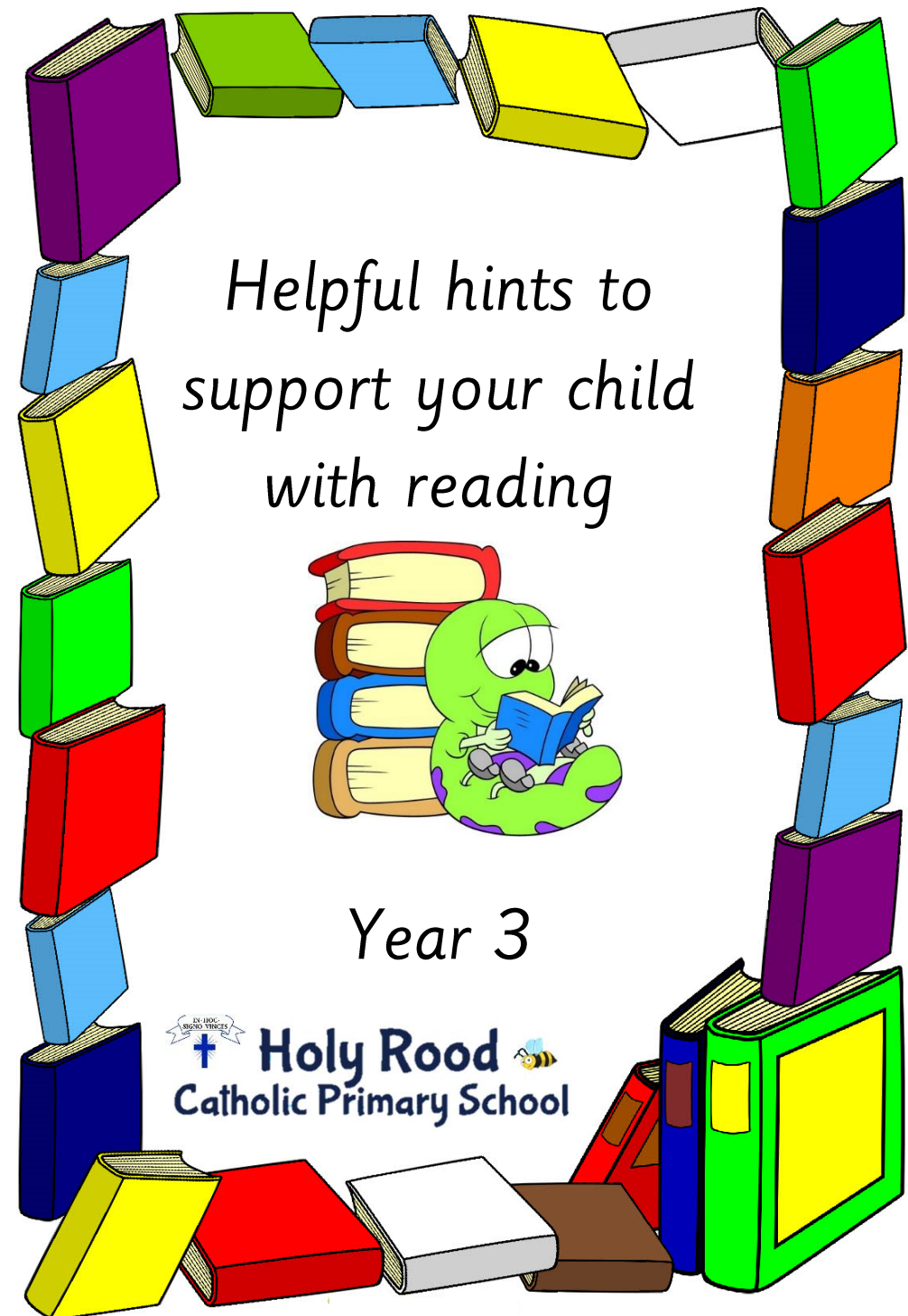
-  Continue to read with your child every day for approx. 10 minutes, vary the types of books read. E.g. short stories, poems and non-fiction. Encourage your child to read signs /labels/ packets whilst shopping, reading comics, recipes etc.
-  Emphasise with your child the importance of making sense of what they read. Encourage them to take risks and 'have a go' at longer words.
-  When reading with your child, stop at various points and ask them to predict what will happen next. Accept all responses even though they may not seem right.
-  Try asking 'Why' questions about stories read, e.g. Why do you think the author included that in the story? or Why do you think the characters behave the way they do in this story?
-  Ask your child to think of/write questions that they would ask a particular character at different points of the story.
-  Talk about books you read together. Compare characters with real people/people you know.
-  Praise all of your child's attempts and if your child does make a mistake, whilst reading aloud, allow time for self-correction. If the mistake 'fits' or makes sense, ignore it and then discuss it afterwards.
-  Play games that have simple instructions for your child to read and follow. Play word games, e.g. sorting words into groups according to different letter patterns, number of syllables etc.
-  Encourage children to retell stories, sequencing the main events

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 3 to 6, you will see a development in your child's answers as they move through the school.

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

- What does this... word/phrase/sentence... tell you about... character/setting/mood etc.?
- Highlight a key phrase or line. By writing a line in this way 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.?



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

- 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 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 words and /or phrases do this?
- What part of the story do you like best?
- What evidence do you have to justify your opinion?



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



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

- Explain why a character did something.
- Explain a character's different/changing feelings throughout a story. How do you know?
- What are the clues that a character is liked/disliked/envied/feared/loved/hated etc...?
- What is similar/different about two characters?
- Why is 'x' (character/setting/event) important in the story?
- What is the story (theme) underneath the story? Does this story have a moral or a message?
- Why do you think the author chose to use a... question/bullet/subheading/table etc to present the information?
- How does the title/layout encourage you to read on/find information?
- Where does it tell you that...?
- Why has the writer written/organised the text in this way?
- In what ways do the illustrations support the instructions?
- How could these instructions/information/illustrations be improved?
- Who do you think this information is for?

