













Try the following activities to help your child with reading:

-  Look for opportunities to discuss and share excerpts and ideas from a variety of different reading materials, e.g. leaflets, adverts etc.
-  Discuss your child's reading book with them. Ask them to describe the main character or predict what will happen in the next chapter.
-  Discuss how the author makes them feel about certain characters or events. What words or phrases do they use?
-  Value your own reading and look for opportunities to model and share your own reading experiences.
-  Take an interest in your child's preferences and discuss their choice of reading matter.
-  Provide a range of reading matter including magazines, newspapers etc.
-  Perhaps you could join a book club together or make regular visits to the local lending library (or bookshop).
-  Provide a quiet area at home where your child can read.

#### Read Together

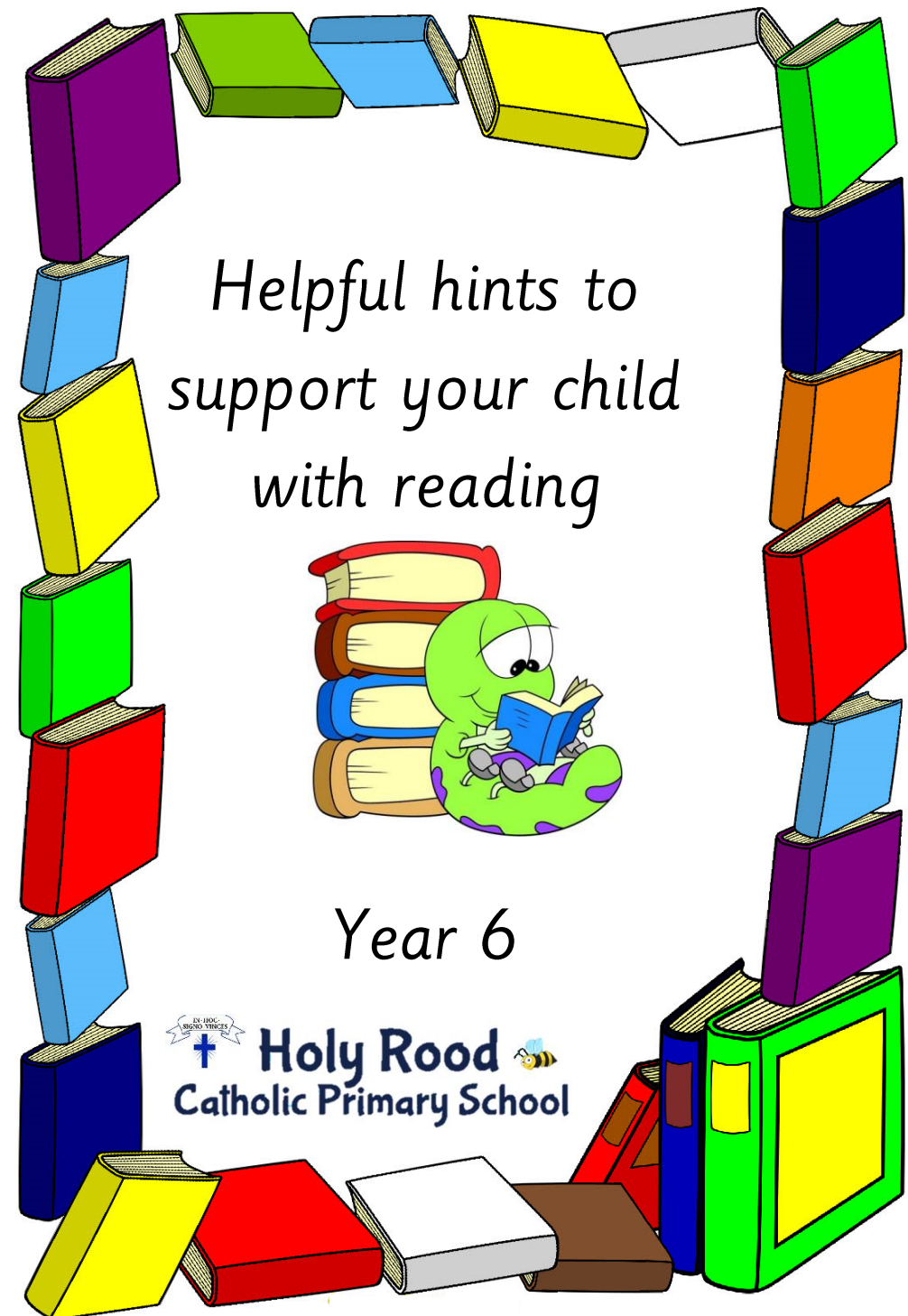
Reading at home both on their own and with you, continues to be an invaluable part of the learning and development process for children in Year 6. Therefore try to find a quiet time to share a book/comic/newspaper article/football report etc. together. About 10 minutes is all it takes - little and often is the best way forward! Every day would be ideal, but definitely 2-3 times every week is necessary to support your child's reading at home.

#### 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

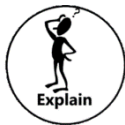


**C:** Choice (thinking about the choices made by the author/director/artist)

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?

