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High Down Junior School

Believing | Achieving | Learning for life

12th September 2023

Dear Parents/Carers,

Reading at home

Your child has been given a reading book to read at home with you. It is from the same book band colour as they were reading in Year 2. We are hearing every child read over these first few weeks of term and will make adjustments to the levels as appropriate.

Your child has also been given a reading record book. We hope that you and your child find this book to be a useful document. We have explained to the children that this is a very important book and we want them to look after it. We have also told them that we want them to **take their reading record home every day, read at home to an adult in the evening, and then return the reading record and reading book to school the next day.**

The reading record book is where we would like you to make a comment every time your child reads with you. We check the records every Monday and give a housepoint if your child has read to you on four separate days during the week. We give two housepoints if your child has read to you on more than four days during the week. Please will you sign your entry in the record in your role, e.g. mum / dad / granny etc., as this helps us to make sure that we give the correct number of housepoints.

This regular reading practice is so vital in giving your child the lifelong skills of reading and a joy of books. We certainly notice the progress made by children who regularly read at home. There are so many studies which corroborate the power of reading for mental health, expanding vocabulary, higher exam results and, of course, for pleasure -

e.g. <https://readingagency.org.uk/about/impact/002-reading-facts-1/>

Please find below some questions and ideas to pick from and to talk about with your child as they read with you, which we hope you will find useful.

Yours sincerely,

Nicola Wright

Maria Adamson

Nina Bjergfelt

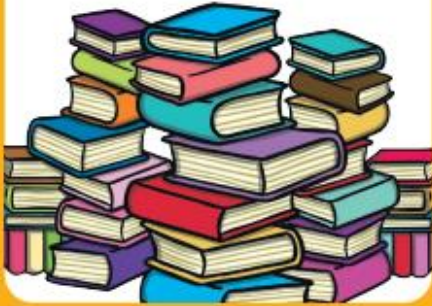
Bethan Langford



Reading Every Day Goes a Very Long Way

Student A Reads

- 20 minutes per day
- 3,600 minutes per school year
- 1,800,000 words per year



Student B Reads

- 5 minutes per day
- 900 minutes per school year
- 282,000 words per year



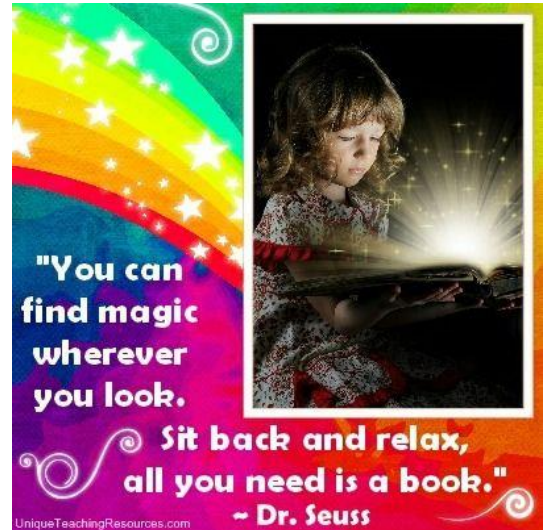
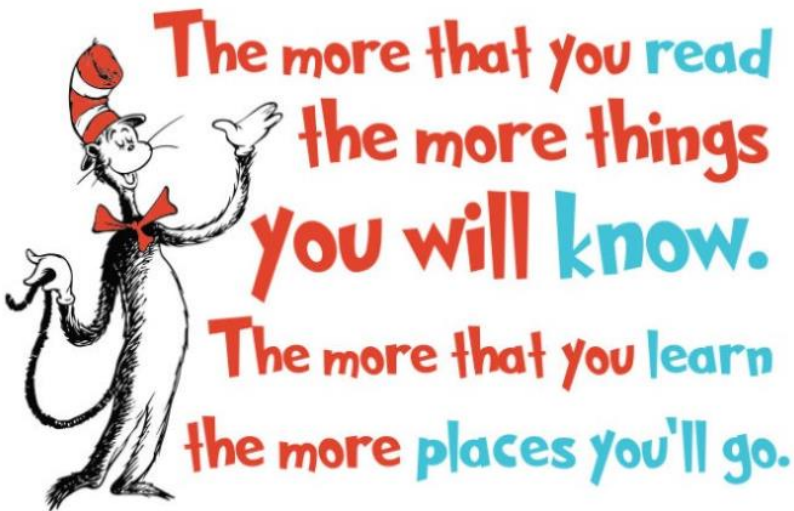
Student C Reads

- 1 minute per day
- 180 minutes per school year
- 8,000 words per year



Want to be a better reader? Read more!

twinkl



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Comprehension questions that you can choose from, to ask your child before, during and after reading.

Decoding words is the first skill necessary for reading, Phonics (sounding out) should be the main way that children work out unfamiliar words.

However, word recognition is only the beginning of the reading journey. Children need to understand and engage with the text by reading it closely. When asked questions about their reading, children have to think at a deeper level than just their eyes skimming over the words.

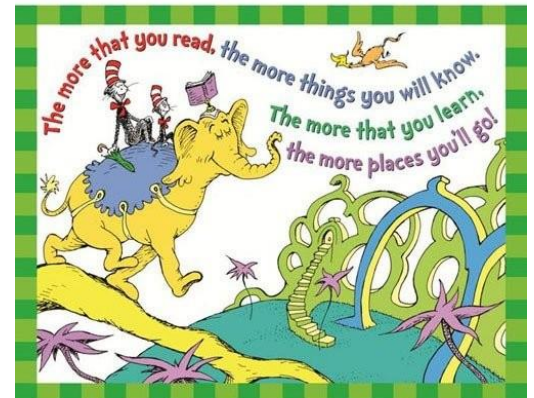
Questions can be **literal**, e.g. "Where did Tom go?" "What is Jane's favourite colour?"

Even deeper thinking comes through questions which encourage **inference, prediction and empathy**.

Below are some ideas for questions to ask your child (not all in one session!). Always encourage them to look back in the text for evidence, to find the answers and to support their thinking.

Fiction (stories, plays, poems) books:

- What has happened so far? What's the story about?
- What will happen next?
- Who was the character that...?
- Show me in the text where you found...?
- What is happening at this point / in this part of the story?
- Find one/two things that the main character did in this part of the story.
- Why was...important in this story?
- Tell me what sort of character / person... was from the things they did / said in the story.
- What do you think...thoughts were at this point in the story? Use the text to help you think through your answer.
- If you were going to interview one of the characters, which questions would you ask and why?
- How did one of the characters change their ideas / attitudes during the story? What was it that brought about this change?
- What do you think would have happened if...?
- Tell me about one important event that happened that could not be left out. Why is it so important?
- If...had not done..., how might this have changed other events in the story?
- How has the author organised the writing?
- Why does the author begin a new paragraph here?
- What is / are the main event(s) that happen(s) in this/each paragraph?
- How has the author used words/phrases to make this character funny / sad / adventurous / clever / frightening / excited / disappointed, etc.?
 - Which part of the story best describes the setting / characters / action? Which words and / or phrases do this?



Non-fiction (information) books:

- What did we find out about..... Why?
 - Read the information about ... List 3 key points about it.
 - How has the information been organised by the author?
 - How does this help the reader?
 - Compare (object) to those of today. List key differences.
 - What fact(s) did you enjoy learning about the most?
 - Of the information you learned, which would you like to share with someone else?
 - Would you like to read more books about this topic?
- Why?
- What else would you like to learn about this topic?
 - What pictures or illustrations did you find interesting?
- Why?
- Is this book like any other book that you have read?
 - If so, how are they alike? How are they different?
 - Which one did you like better? Why?
 - What kind of research do you think the author had to do to write this book?
 - What questions would you ask the author if you ever had the opportunity to meet him/her?
 - How can you learn more about this topic?
 - Would the book be different if it had been written 10 years ago?
 - Did you discover anything that may help you outside of school?

- **Have fun reading together.**

- **Aim for 15-20 minutes a day of reading and discussion.**

- **Build up your child's confidence by praising their efforts.**

- **Write a comment in the journal.**

- **Reading bedtime stories to your child is incredibly beneficial (and, hopefully, fun for both of you).**

