



# **Achieving Higher Standards in Reading**

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## **Parent Workshop**



## By the end of the session:

- Understand the different strands of reading comprehension questions
- Know how to help your children develop a deeper understanding of what they read
- Know how to help your children develop a love for reading

# Literal or Retrieval Questions

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Retrieving information is the starting point when we first learn to read. This means asking a child to pick information out of the text they have just read.

- What was the characters name?
- What colour was her hat?
- How did they travel to school?

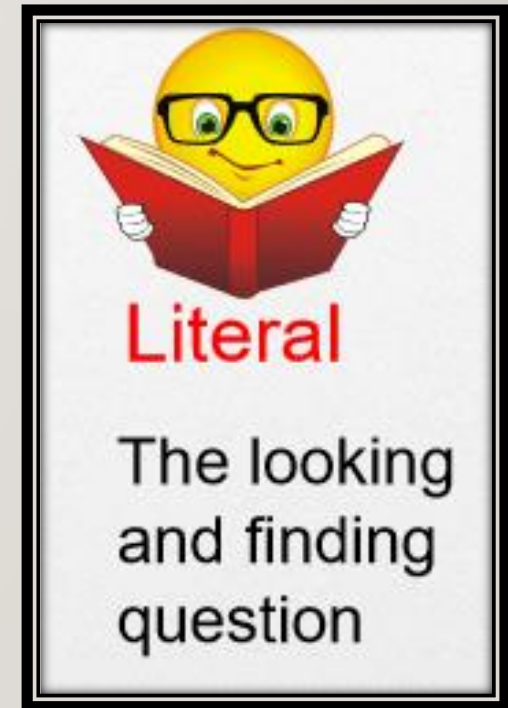


# Literal or Retrieval Questions

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These questions are important in helping a child decode a text.

However, these questions only form a part of the reading skills that pupils need.



# Language Questions

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These questions focus on how to decode the meaning of a word from the context.

Pupils are taught a number of strategies to help them decode the meaning of words.

# Reading Strategies


**Reading Strategies**  
I sound out and blend the phonemes.

"c - ar - p - e - t"  
"car - pet"  
"carpet"




**Reading Strategies**  
I can cut words up into syllables.


thun der ing  
thundering



**Reading Strategies**  
I imagine what is happening and create a picture in my head.



**Reading Strategies**  
I ask questions that will help me if I don't understand.

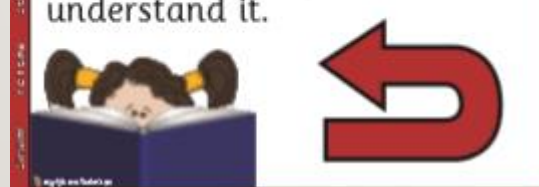


**Reading Strategies**  
I look for smaller words hiding inside bigger words.


teacher  
teacher



**Reading Strategies**  
I go back and read a word or sentence again if I don't understand it.




**Reading Strategies**  
I listen to the words as I read them, to see if they make sense.




**Reading Strategies**  
I use the pictures to help me look for clues.

The dog built a snowman.




**Reading Strategies**  
I use the punctuation to help me make sense of what I am reading.

? / . !  
Help! Please, can you help?

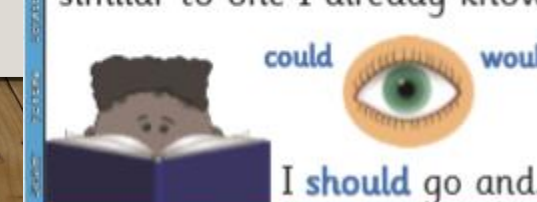


**Reading Strategies**  
I read on to see if I can make sense of a word I don't know.



**Reading Strategies**  
I look to see if the word looks similar to one I already know.

could would  
I should go and...



# Language Questions

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Or they could focus on why an author may have chosen a certain word or phrase.



The owl swooped down to catch his prey.

Why did the author choose the word swooped rather than soared?

# Inference

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**Inference:** is an interpretation that goes beyond the literal information given. What is suggested by the sentence, but not actually said.

“Reading between the lines.”



# Inference

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**Deduction:** is an understanding based on the evidence given in the text.



## Deduction/Opinion

The thinking question – goes beyond the text. This connects the text to the World.

# Inference and Deduction

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E.g. The new packet of biscuits had been opened.

The **deduction** is that someone has eaten some biscuits.

The **inference** is that somebody was hungry.

# Why are inference and deduction important?

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They help build a deeper understanding of a text, therefore making reading more pleasurable!

As adults we naturally make inferences and deductions each time we read a book. We want to read on! We do not become frustrated or reluctant to read because we can decode the **hidden meaning** of the text.

# How can I help teach inference skills?


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- Readers are like detectives. They search for evidence in the text that indicates something further.
- As we read further on in the text, we may gain more information that may contradict/change initial inferences.



# Billy's Tower

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Where is the story set?  
How do you know?

Billy was howling because his whole day had been spoilt. All his work had been broken by the wave. His mum came over to help but she accidentally stepped on the one tower that was left. "Never mind," she said, "let's go back for tea. You can build some more towers tomorrow."

# Background knowledge and making links

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- Ask your child to share their background knowledge about the subject of the text they are about to read.
- When your child starts a new book, look at the cover together.
  - Ask what they can infer from the front cover – what can you tell about the genre of the book and what it might be about.
- Encourage your child to relate to the characters:
  - How do you think the characters is feeling at this point?
  - Why might they be feeling this way?
  - How would you feel if you were in their situation?

# Visual Literacy

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- Pictures can be very helpful when developing inference and deduction skills with children of all ages.
- You could ask you child to infer information from a picture.

Is it 11.05 in  
the morning  
or in the  
afternoon?  
*How do you  
know?*



How many  
people are  
having  
breakfast?  
*How do you  
know?*

What time of year do you  
think it is?

*How do you know?*



How many people might  
live in this house?

*How do you know?*

What form of transport  
do they use?

*How do you know?*

# How can help your child succeed?

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Asking questions about the text your child is reading encourages them to think more deeply about it.

- What words give you that impression? Why?
- How do you feel about.....? Why?
- Can you explain why.....?
- At the end of the story the main character is feeling ..... Does this surprise you?
- What does this tell you about what .....was thinking?
- What do you think the ..... is thinking? If it were you what would you do?



# Reading for pleasure!

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## Why is reading for pleasure important?

- Young people who enjoy reading are **five times as likely to read above** their expected age compared with those who do not enjoy reading at all.
- Studies have found that reading for pleasure is more important to a child's educational achievement than their family's wealth or social class.
- Only 17% of parents of kids ages 9–11 read aloud to their children. Yet 83% of kids ages 6–17 say being read to is something they either loved or liked a lot. (*Scholastic's "Kids & Family Reading Report™"*)



# Why Can't I Skip My 20 Minutes of Reading Tonight?

Student "A"  
reads **20 minutes**  
each day

3600 minutes in  
a school year

**1,800,000 words**



Student "B"  
reads **5 minutes**  
each day

900 minutes in  
a school year

**282,000 words**



Student "C"  
reads **1 minute**  
each day

180 minutes in  
a school year

**8,000 words**



By the end of the year  
student 'A' will have read the  
equivalent of 60 whole school  
days.

Student 'B' will have read  
only 12 school days.

And student 'C' will have read  
less than one school day!





# How can I support my child with reading at home?

Reading to your child/sharing books

Hear your child read (Daily - Reading Diaries)

Give support and encouragement

Being a role model - get caught reading!

Asking effective questions

Reinforcing taught phonemes/sight words

Enjoying a wide range of materials:  
Picture books (all ages!)  
Newspapers  
Magazines  
E-books  
Audio books

Using Libraries

Encourage wide reading - range of genres



Your child is never too old to read to you or for you to read to them!

**Make reading a pleasure! Make it fun!**

**Encourage your child to enjoy books everyday!**