

# West Green Primary School

West Green Drive, Crawley, West Sussex, RH11 7EL

Tel: 01293 526679

e-mail: [admin@westgreenprimary.com](mailto:admin@westgreenprimary.com)

Website: [www.westgreenprimary.com](http://www.westgreenprimary.com)

Headteacher: Mr A Hodgson BA (Hons)PGCE



4<sup>th</sup> January 2023

Dear Parents and Carers,

**Re: Helping your child with reading**

## **Why Hear Children Read?**

Reading really is the most important skill we learn at school. It allows us to do all sorts of things in our lives. Shopping in the supermarket, reading novels, learning from Wikipedia, filling in an application form, and following road signs all require us to read, to name just a few examples.

Many of you spend a lot of time hearing your children read, and we are enormously grateful for this. The task of hearing all children read regularly is simply too big for us to achieve without your help. In the early stages of reading, reading to your child is just as important as hearing them read, and helping sound out and discussing unfamiliar words is the most common way that they need help.

But what should you do once children are fluent readers? Should you carry on hearing them read? The answer is definitely yes. All children, no matter how good at reading, will benefit from reading out loud. For older children reading longer books (it does not have to be the entire book), perhaps a page or two from what they have read that day.

## **Asking Questions**

Children of all ages also really benefit from discussing and answering questions about what they have read, and this becomes important once children are able to read all the words in a book by themselves. If we do not understand what we have read, we might as well not bother reading it! So it is really helpful to ask children questions about what they have read.

In order to help parents and carers with this, you will find a set of example questions overleaf under different headings. Take the time to look through and familiarise yourself with the types of questions. Think about what questions might be appropriate to ask your child, and what ones fit the book they are reading. Try a few out and talk about the answers. As you become more familiar with them, you will find that these ideas naturally guide the conversations you are having with your child.

We hope you find this information useful. If you have any questions about supporting your child with reading, please ask your child's class teacher.

Kind regards,

A handwritten signature in black ink that reads 'A. Hodgson' with a long, sweeping flourish at the end.

Mr A Hodgson  
**Headteacher**

### **Retrieval Questions**

Ask children to find information in a text. These are the simplest type of questions, and children of any age can do this activity.

- What colour is the ...?
- How old is the...?
- Where does the story happen?
- Where do the children go in the story?
- What happens after... (event)?
- How many children are at the party?
- How does the girl defeat the giant?
- Where is the story set?

### **Analytical Questions**

Ask children to demonstrate understanding of significant themes, ideas, events and characters and refer to the text when explaining views. They ask children to analyse mood, setting and characters, style, structure and other significant aspects. They require children to make inference and deduction and become aware of the author's intentions.

- What makes you think that? What words give you that impression?
- Can you explain why?
- Do you agree with ...'s opinion?
- I wonder what the writer intended?
- Explain why the writer has decided to ...?
- What do you think these words mean and why do you think the writer chose them?
- Why do you think the author chose this setting?
- What evidence is there to support your view?
- Why did the boy slam the door when he left the room?

### **Evaluation questions**

Evaluation questions require children to make judgements about what they have read and explain the reasons for those judgements. They encourage children to compare and contrast.

- What makes this a successful text? What evidence do you have to justify your opinion?
- Does it work?
- Could it be better? Is it as good as ...?
- Which is better and why?
- Which text do you think is more/most effective?
- Which text is giving the writer's own opinion? How do you know?

### **Application Questions**

Application questions require children to make links with other stories.

- Do you know any other story which has a similar theme, e.g. good over evil, weak over strong, wise over foolish?
- Can you think of another story which deals with the same issues, e.g. social, cultural or moral, issues?
- Can you think of another author who handles time in this way? e.g. flashbacks, dreams
- Which stories have openings like this?

## **Synthesis Questions**

Synthesis questions encourage children to retrieve and collate information from a range of sources and can lead to the construction of an argument, an opinion, or making predictions. Synthesis questions ask children to select sentences, phrases and relevant information to support their views.

- Have you read other stories like this? What were the similarities/differences?
- The story began “Once upon a time”. How do you know there is likely to be a happy ending?
- Tell me two pieces of evidence that this is a modern/old story?
- What is your opinion? What evidence do you have to support your view?
- Using evidence from the text can you tell me what you feel about ...?
- Based on what you have read, what do you think about..., e.g. global warming?