



**Reading beyond phonics.**



# Reading helps us every minute of every day

Make it part of your routine

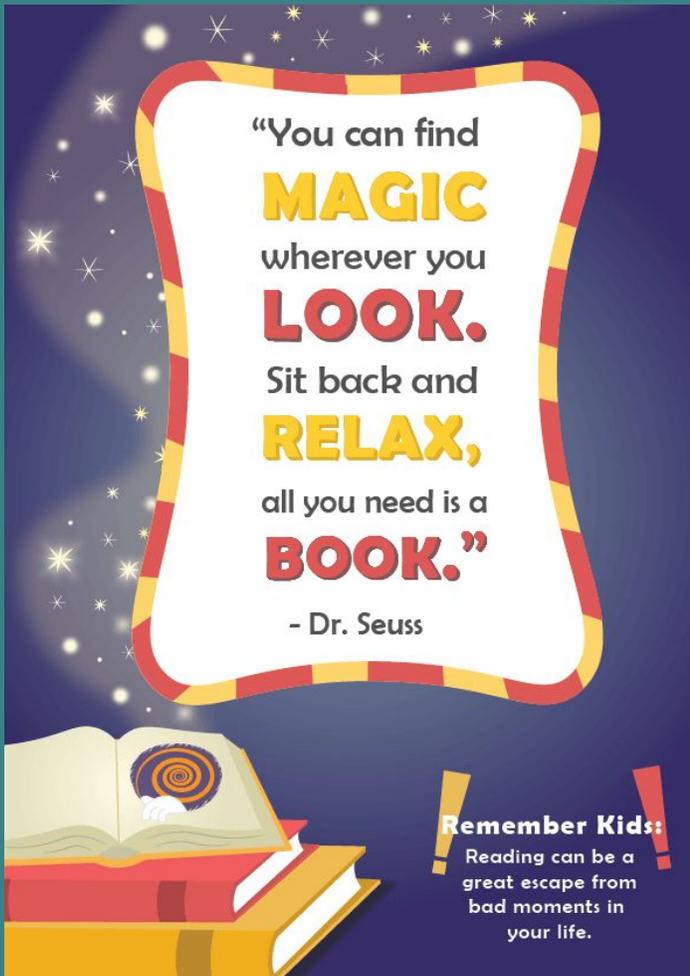
Reading for pleasure

Finding out information

Reading the world around them

Understanding forms and official documents

Accessing learning.



**Remember Kids:**  
Reading can be a great escape from bad moments in your life.

# Reading and Books at Merley

- Some children will be given books precisely matched to their phonic attainment - this will be different for every child.
- Some children will be reading colour banded books in years 2, 3 and 4.
- The time spent reading with your child should be a celebration of your child's reading - a chance to showcase their expertise in fluency and comprehension.



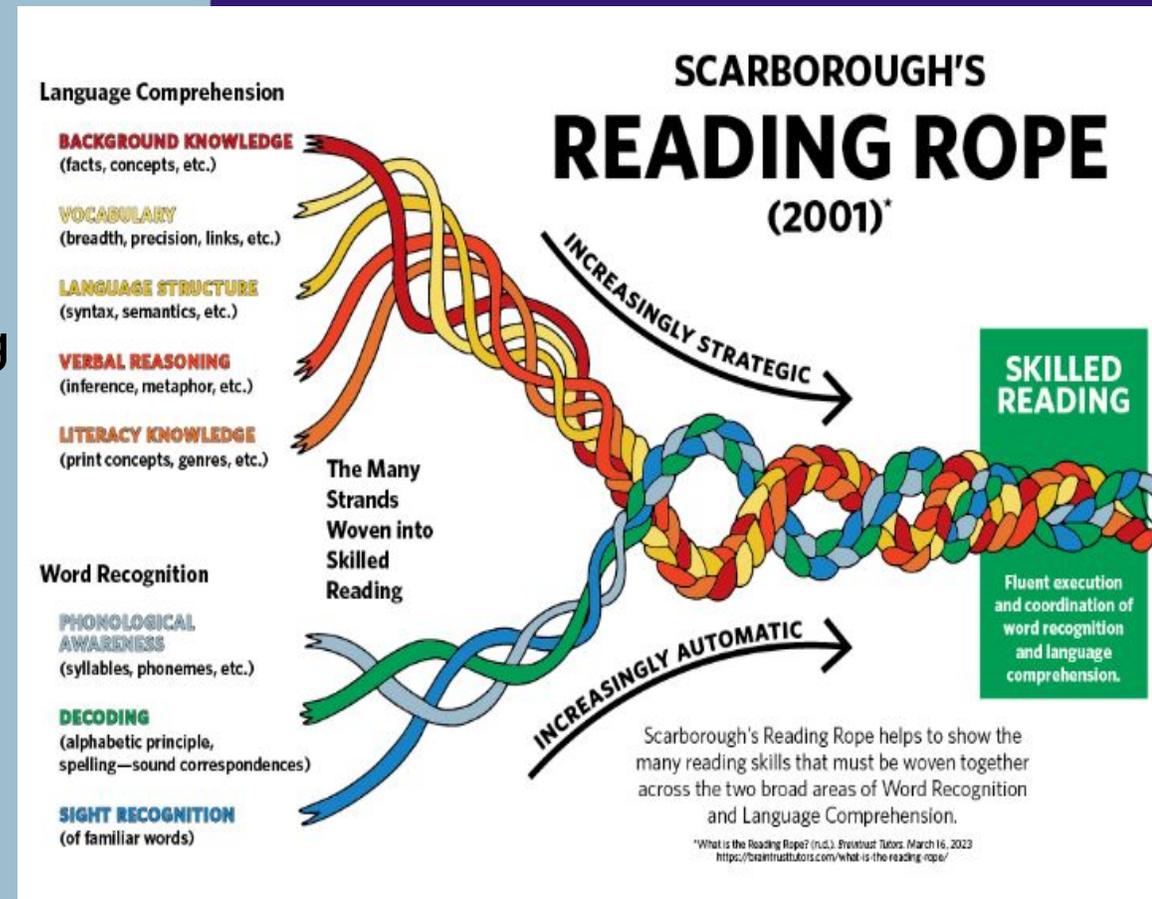
# Reading in Year 2 upwards

Children's first strategy will be phonics to read unknown words.

We then focus on fluency - reading with accuracy, automaticity and expression.

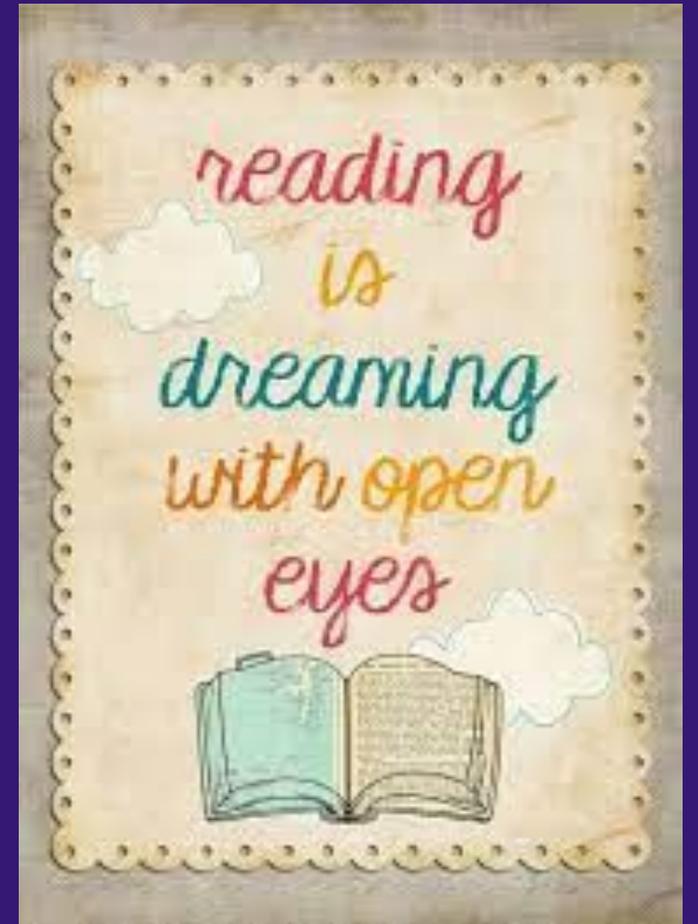
Comprehension will come next - understanding what has been read.

All strategies combined.



What next?

What does the journey  
through  
comprehension look  
like?



# Key expectations end of year 2:

Develop **pleasure** in reading, motivation to read, vocabulary and understanding:

listening to, discussing and expressing views about a wide range poetry, stories and non-fiction at a level beyond that at which they can read independently.

**Discuss** the sequence of events in books and how items of information

Become familiar with and retelling a wider range of stories

Become familiar with non-fiction books that are structured in different ways.

**Discuss and clarifying** the meanings of words, linking new meanings to known vocabulary.

**Accurately and fluently** draw on what they already know or on background information and vocabulary provided by the teacher checking that the text makes **sense** to them as they read.

Correct inaccurate reading making **inferences** on the basis of what is being said and done.

Answer and ask questions

**Predict** what might happen on the basis of what has been read so far.

Take turns and listen to what others say.

**Explain** and discuss their understanding of what they have read and listened to.

**Prosody** (intonation, volume, pitch, rhythm).

With support

**Vocabulary** - meaning of words.

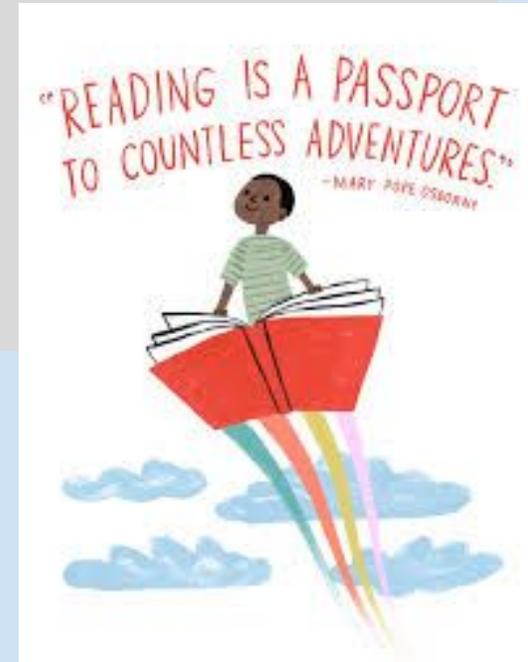
**Sequence** - putting what they are reading in order.

**Infer** - why something has happened based on what has been read.

**Predict** - what might happen next - why?

**Explain** - what has happened/justify.

**Must be fluent** - reading and understanding 9 out of 10 words without decoding.



# Key expectations end of year 4 key:

## **Develop positive attitudes to reading:**

Listen to and discussing a wide range of books including: fiction, poetry, plays, non-fiction and reference books or textbooks.

Read a wide range of books and purposes.

Retelling some of these **orally** identifying themes and conventions in a wide range of books.

Understand what they read, in books they can read independently:

Check that the text makes **sense** to them

Discuss their **understanding** and **explore** the meaning of words in context.

**Ask questions** to improve their understanding.

Make **inferences** such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

**Predict** what might happen from details stated and implied.

**Identify** main ideas drawn from more than one paragraph and summarise these identifying how language, structure, and presentation contribute to meaning.

Prosody (intonation, volume, pitch, rhythm).

Independently - through a variety of texts.

**Vocabulary** - meaning of words.

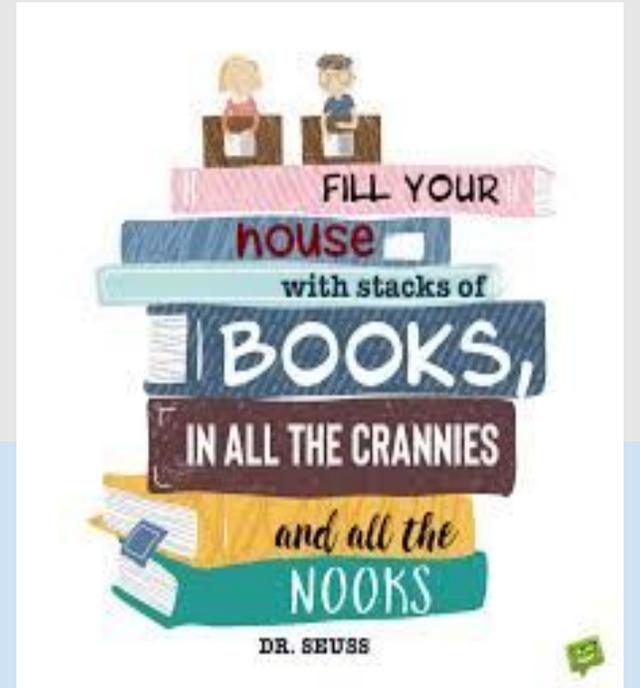
**Sequence/summarise** - order/summary of what has been read.

**Infer** - why something has happened based on what has been read.

**Predict** - what might happen next - why?

**Explain/identify** - what has happened/justify.

Must be fluent - reading and understanding 9 out of 10 words without decoding.





## Reading at home Your child reading to you.

- 5 - 10 minutes daily
- Choose a time that works for you, get comfortable and free from distractions.
- Make it part of your routine.
- Be positive and celebrate successes
- Be patient and let them try and work it out...if they need help...then work it out together.

Remember your child is on an amazing journey to becoming a reader and developing a LOVE of reading.

- \*What does the word ..... mean?
- \*Which word(s) tell you about the...  
*character setting feeling*
- \*Find the word in the book that means.....
- \*Can you think of a word that means the same as....?

- \*How do these words/part of the book make you feel?
- \*How does ..... feel?
- \*Why has ..... happened?
- \*What was ..... thinking when .....
- \*Why did the author choose a specific word/phrase?
- \*Can you explain why...?

- \*From the front cover, what will the book be about?
- \*What will happen next?
- \*Do you think ..... will happen? Yes? No? Maybe?
- \*How might the story end?
- \*Can you explain your answer using what you read, heard and saw in the story?

- \*What changes from the beginning to the end of the book?
- \*Does this book remind you of anything you have read or heard before?
- \*Why have the words in the book been arranged like this?

- \*How did....?
- \*Who had.....? Who did.....? Who is .....
- \*What happened to/when?
- \*What was the problem? How did it get solved?
- \*Give one example of .....

- \*What was the first thing that happened in the book?
- \*What happened after ....?
- \*Can you put the parts of the book in order?
- \*Can you draw a story map of the book?

# How will I know what to ask?

- \*What does this word tell us about the setting/mood/character?
- \*Why did the author use the word...?
- \*What does the word .... imply/suggest/indicate about...?
- \*Can you think of alternatives to the word....?

- \*What makes you think...? (Give evidence)
- \*Why do you think the author chose to...? (Give reasons)
- \*What does the word .... imply about ....?
- \*Why did the character behave like this?

- \*Who is on the front cover? What is in the background? What does this tell us about the content of the book?
- \*Based on what you know of the character, how will the story develop?
- \*Using your knowledge of the author's other stories, what are familiar themes/plots? How might it end?
- \*Do you think the character will change their behaviour? Why?

- \*What changes from the beginning to the end of the book?
- \*Are there any familiar themes explored that you have read before?
- \*Why has the author chosen to present the text like this?

- \*Where/when is the story set?
- \*How does the character look/behave/speak?
- \*Who are the key characters?
- \*Which paragraph/sections tells us about....?

- \*What is the main theme/argument in this paragraph?
- \*What is the message of the story?
- \*Why do you think that might be important?
- \*Can you describe what happened in these 3 sentences?

# Reading at home

## You reading to your child

Your child will also bring home a  
'Love to Read' book

which will be chosen each week by them from our  
school library.

This book is for **you to read to or with your child** and  
for you and your child to enjoy together.

By sharing this book together, you can further support  
your child by talking about the story, characters,  
exploring vocabulary and asking questions you will be  
**supporting their understanding, developing their  
comprehension skills and widening their vocabulary.**



- Spending quality time together.
- Modelling how to read a book - tracking left to right, turning pages, identify title & illustrator.
- Asking questions about what has happened and characters' feelings.
- Explaining vocabulary
- Predicting what will happen next . How will the story end?
- Making connections - personal links.
- Share your love of reading!

# Concerns about progress

- All children are different
- Discuss any concerns with teachers
- Teachers will assess your child regularly
- Interventions to support child in the specific skill they are struggling with.
- Adaptations for children with SEND



# What else can you do?

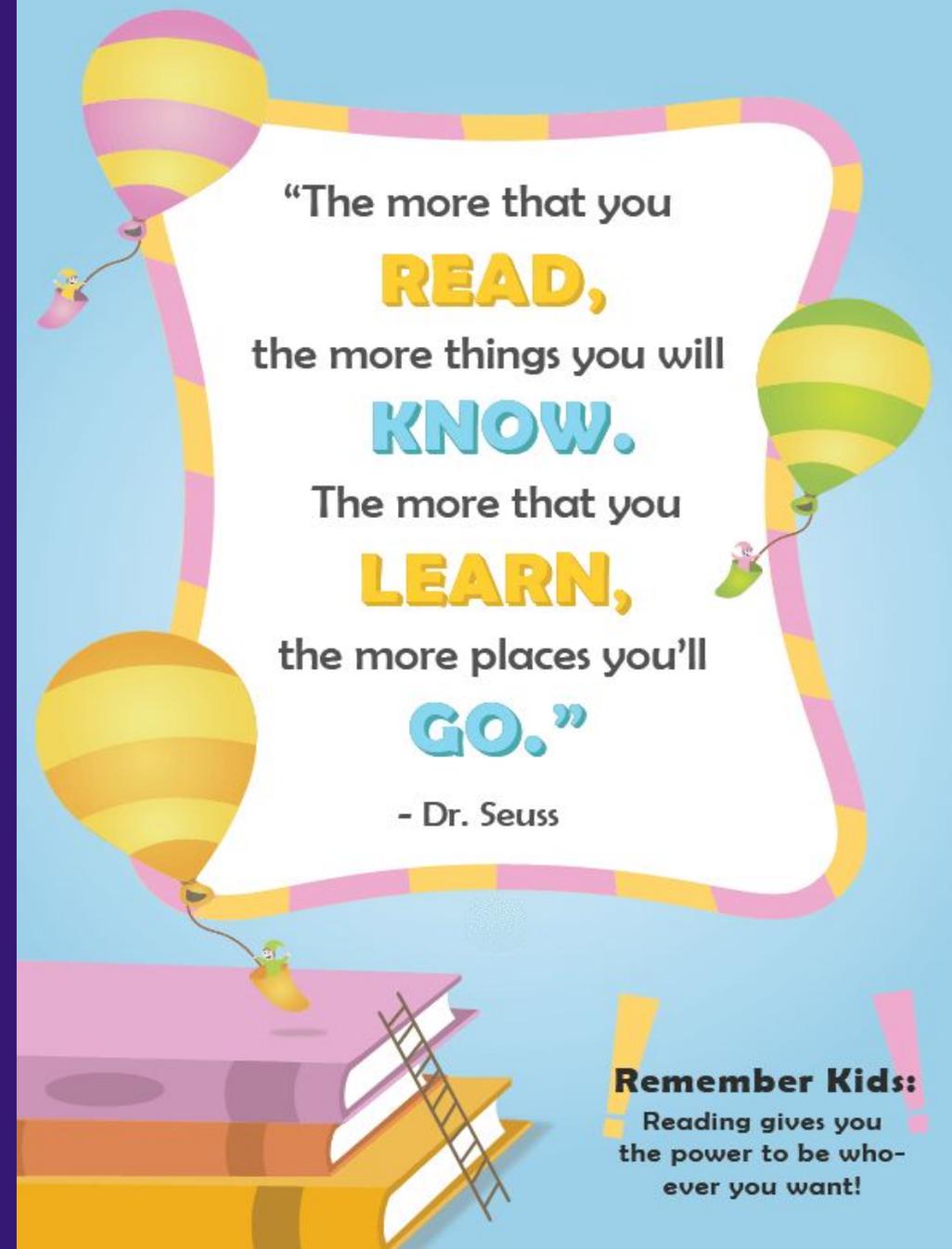
- School library - children choose their Love to Read books.
- Questions - in Reading Records.
- Wimborne or local libraries.
- Audio books.
- Websites with great book recommendations:  
Love Reading 4 Kids - <https://www.lovereadinq4kids.co.uk/>

The Book Trust - <https://www.booktrust.org.uk/books-and-reading/have-some-fun/storybooks-and-games>



Thank you for coming.

Any questions



**Remember Kids:**

Reading gives you  
the power to be who-  
ever you want!