

Henleaze Junior School

Supporting your child's reading at home



Guidance for Parents/Carers



The Range of Texts taught throughout KS2

It can be useful when supporting your child at home, to be aware of the vast range of texts they encounter in their year at school. Children need to read a balance of fiction and non-fiction books as this will obviously have an impact on them as writers as well as improve their general knowledge and interest in the world around them.

Year 3

Fiction and poetry: stories with familiar settings; plays; poems based on observation and the senses; shape poems. myths, legends, fables, parables; traditional stories, stories with related themes; oral and performance poetry from different cultures, adventure and mystery stories; stories by the same author; humorous poetry, poetry that plays with language, word puzzles, puns, riddles.

Non-Fiction: letters written for a range of purposes: to recount, explain, enquire, congratulate, complain, etc., alphabetic texts, directories, encyclopedias, indexes, etc. instructions, dictionaries without illustrations, thesauruses, information books on topics of interest, non-chronological reports; thesauruses, dictionaries.

Year 4

Fiction and poetry: historical stories and short novels; playscripts; poems based on common themes, e.g. space, school, animals, families, feelings, viewpoints, stories/novels about imagined worlds: sci-fi, fantasy adventures; stories in series; classic and modern poetry, including poems from different cultures and times. Stories/short novels, etc. that raise issues, e.g. bullying, bereavement, injustice; stories by same author; stories from other cultures. Range of poetry in different forms, e.g. haiku, cinquain, couplets, lists, thin poems, alphabets, conversations, monologues, syllabics, prayers, epitaphs, songs, rhyming forms and free verse.

Non-Fiction: a range of text-types from reports and articles in newspapers and magazines, etc.; instructions, information books on same or similar theme, persuasive writing: adverts, circulars, flyers; discussion texts: debates, editorials; information books linked to other curricular areas, explanation.



Year 5

Fiction and poetry: novels, stories and poems by significant children's writers; play-scripts; concrete poetry, traditional stories, myths, legends, fables from a range of cultures; longer classic poetry, including narrative poetry, novels, stories and poems from a variety of cultures and traditions; choral and performance poetry.

Non-Fiction: recounts of events, activities, visits; observational records, news reports etc.; instructional texts: rules, recipes, directions, instructions, etc. showing how things are done, non-chronological reports (i.e. to describe and classify); explanations (processes, systems, operations, etc.) e.g. how the digestive system works, how to find a percentage, the rain cycle, persuasive writing to put or argue a point of view: letters, commentaries, leaflets to persuade, criticise, protest, support, object, complain, dictionaries, thesauruses, including I.T. sources.

Year 6

Fiction and poetry: classic fiction, poetry and drama by long-established authors, adaptations of classics on film/TV. longer established stories and novels selected from more than one genre; e.g. mystery, humour, sci-fi., historical, fantasy worlds, etc. poetic forms e.g. kennings, limericks, riddles, cinquain, tanka, poems written in other forms (as adverts, letter, diary entries, conversations), free verse, nonsense verse., comparison of work by significant children's author(s) and poets: (a) work by same author (b) different authors' treatment of same theme(s).

Non-Fiction: autobiography and biography, diaries, journals, letters, anecdotes, records of observations, etc. which recount experiences and events; journalistic writing; non-chronological reports. discussion texts: texts which set out, balance and evaluate different points of view, e.g. pros and cons of a course of action, moral issue, formal writing: notices, public information documents, explanations linked to work from other subjects; non-chronological reports linked to work from other subjects; reference texts, range of dictionaries, thesauruses, including I.C.T. sources.



General ways in which you can help to improve your child's reading ability

- Try to create a relaxed, comfortable atmosphere that will conducive to reading
- Concentrate on enjoyment and grasping meaning rather than absolute accuracy
- Look through the whole book first – pictures and words, then read the opening together
- Talk about the book cover and read the title before rushing to read the text. Ask your child questions like – What do you think the book will be about? Have you read one like this before?
- Try not to correct your child too quickly if they make a mistake with a word. Suggest having another go, searching pictures for clues, sounding out first letters etc.
- If your child is really struggling, take over the reading for a while. Also, books on tape can be an excellent way of helping children to develop their understanding of expression and intonation.
- Remember that repetition can help children to learn, so don't worry about reading the same book with your child several times.
- Talk about the author, characters, plots and new facts that you have learnt together
- Silent reading – ask your child to tell you about part of what he/she has read on their own.
- Join the local library and look out for any storytelling events, summer reads and reviews of new titles. Try to make as wide a choice of books as possible available to your child. Don't assume that your child will always like the same books as you, or the ones you read when you were a child. Children soon develop their own likes and dislikes, so the more they have to choose from the better.
- Please encourage your child to record thoughts on the books they have read in their school 'Reading Record' if they have one (at present these have been given to all Yr3 and Yr4 children, as well as those Yr5 and Yr6 children who receive additional help with reading).
- It can also be useful for some children to create story maps and labelled pictures in order for them to visualise where and how something happens. Equally, some children enjoy drawing cartoon strips to accompany a story which is useful in helping them to identify key themes and characteristics.



Questions that promote understanding during and after reading a story

- ❖ What happened first? Then what happened?
- ❖ What is happening in this picture?
- ❖ What are the names of the main characters?
- ❖ What sort of person is...? How do you know?
- ❖ Where is most of the story set?
- ❖ Tell me about your favourite part of the story.
- ❖ What made this part so good?
- ❖ How isfeeling in this part of the story? Why?
- ❖ Did you like the ending? Why / why not?
- ❖ *What did you think this book was going to be about? What gave you the clues?*
- ❖ *Were you right?*
- ❖ *What part of the story was the weakest? Why do you think this was?*
- ❖ *Have you read any books like this before?*
- ❖ *Could this story have really happened?*
- ❖ *Could you continue the story?*
- ❖ *Do you know any people like the characters in the book?*
- ❖ *Who would you like to meet from the story? Why?*
- ❖ *Imagine characters in a completely different setting. How would they react?*
- ❖ *Could the book be improved? How?*
- ❖ *Can you describe the style of this author?*

Note: Questions in italics are those of a more challenging nature



Some strategies to use if your child can't read a word

- Look at the beginning of the word so you know the sound at the start
- Look at the end of the word so you know the sound that finishes it
- Read through until the next full stop, saying 'something' for the word you don't know. What word could help the sentence make sense?
- Can you see any little words inside that word?
- Put your finger over the whole word and reveal the letters one by one. Say the sounds you see.
- Does it look like another word you know? Can you work out the sound made by the middle letters?
- Check the word you've chosen starts and finishes with the right sound. Will the word help the sentence make better sense?
- When you come across an unusual word together, help your child to find out what it means and if possible display the word somewhere, e.g. on the fridge with magnetic letters.



As a parent/carer you can play an extremely valuable role in encouraging your child to develop their reading skills. Keep an eye out for the topics that catch your child's imagination and help follow them up with more reading.

Please refer to the school's suggested reading list for guidance as to the types of books you may like to read with your child at home.

Happy Reading!

H. Spence (Literacy Co-ordinator) Sept 2007

