

You can find magic
wherever you look. Sit
back and relax, all you
need is a book.

- Dr. Seuss

There is no such thing
as a child who hates
to read; there are
only children who have
not found the right
book.

Frank Serafini

"THERE'S NO SUCH THING
AS A KID WHO HATES
READING. THERE ARE KIDS
WHO LOVE READING, AND
KIDS WHO ARE READING
THE WRONG BOOKS."
JAMES PATTERSON

You're never too old,
too wacky, too wild,
to pick up a book
and read to a child.

- Dr. Seuss

Thursday 2nd May 2019

Impact Homework Session



Key Aims -

- To help you to support your child when reading at home;
- To provide you with an insight into different question types;
- To promote comprehension activities.

Why reading is so important at a young age

- 15 minutes of reading a day can equal over one million words in a year. This then helps with many other areas of your child's learning, e.g. writing, speech, confidence etc.
- Daily reading to children puts them almost 1 year ahead of those who are not being read to.
- Reading to a child in an interactive style raises their IQ by over 6 points.

Phonics is the first step of reading

Phonics is a way of teaching children to read quickly and skillfully. There are 44 different phonemes that the children need to learn. A phoneme is the sound a letter or letters make, and graphemes are the written representation of the phoneme.



= phoneme



= grapheme

Children are taught to read by breaking down words into separate phonemes. They are then taught how to blend these sounds together to read the whole word.

e.g. sh-o-p = shop

What is reading comprehension?

Comprehension is the understanding and interpretation of what is read. It is the ability to understand the meaning of the words.

To be able to accurately understand written material, children need to be able to

- (1) understand what they read;
- (2) make connections between what they read and what they already know;
- (3) think deeply about what they have read.

Read the text extract through together: Peter Pan

Retrieval
Inference
Choice

Comprehension questions can come in different forms.

Retrieval

What colour eyes does Mary have?

Where did the two characters go?

Which items did they take with them?

Where did Megan and her Aunty go?

The answer is
always in the text
in front of
you and you are
just picking it out!

Practise

First, we will answer some retrieval questions.

Practise picking the answer off the page!

Retrieval Questions:

1. Where did the family live

2. Find the names of the two younger brothers.

3. Peter Pan was the hero of the story. True or False?

4. What did Peter Pan and Tinkerbell fly in through?

Comprehension questions can come in different forms.

Inference

1. How do you think the three bears felt when Goldilocks ate their porridge?
2. Give one piece of evidence which shows that Cinderella wanted to go to the ball?
3. What season do you think the story is set?

You have to read between the lines and use evidence and clues to form an answer!

Time to make some inferences...

Practise

1. Why do you think Peter's home land has that name?



2. Give one piece of evidence which shows that Wendy liked Peter.



3. How do you think Peter felt when Wendy agreed to help him find the shadow?



Comprehension questions can come in different forms.

Choice

What does the word "stormed" tell you about the way the character feels?

Find and copy a word that shows he was hardworking.

Why has the author chosen to use the word mischievous to describe the character?

You have to use the meaning of each word to help answer questions or explain why the author has chosen to use it.

Practise

1) Find and copy a word from the text that means naughty.

2) Why did the author use the simile "the buildings were as small as ants"?

3) The author has chosen to use the word 'happy' to describe children's feelings when they were on their way to Neverland. What other adjectives could he have used instead?

Weekly Homework:

After the phonics test, each week you will be provided with a weekly text and questions which follow this format.

Questions based on retrieval, inference and choice. This format will be used every week.

Please read the texts with your child and support them in answering the questions.

Note: Your child will need to write their answers to the homework RIC questions.

What can you do to help?

- Make lists of new words;
- Encourage them to make inferences **VERBALLY**;
- Ask at least one inference question about their text;
- Make lists of character feelings;
- Read **TO** your children as well as hearing them;
- Promote reading as a fun and enjoyable activity.



Book List

Here is some of our favourite books to read.

Where the wild things are – Maurice Sendak

Dogger – Shirley Hughes

Brilliant Bugs – Sally Tagholm

Peace At Last – Jill Murphy

Dirty Beasts – Roald Dahl

Grace and Family – Mary Hoffman

Jolly Roger – Colin McNaughton

The Playful puppy – Lucy Daniels

Mammoth Academy – Neal Layton

Harry and Hopper – Margaret Wild

Questions



1. Identifying main ideas drawn from more than one paragraph.
2. Summarising main ideas.
3. Discussing their understanding of the text.
4. Retrieve and record information from non-fiction.
5. Using contents pages and indexes to find information.

RETRIEVE

- Can you find information in the text?
- What do certain words mean? (Dictionary)

Look through the text carefully and highlight or underline the words which answer the questions.



1. Asking questions to ensure understanding of the text.
2. Explaining the meaning of words in context.
3. Drawing inferences such as characters' feelings, thoughts and motives from actions.
4. Justifying inferences with evidence.
5. Predicting what might happen next.
6. Using dictionaries to check the meaning of words that they have not found in the text.

INTERPRET

- How are the characters feeling?
- Why did they do or say that?
- What might happen next?

Unlock information from the clues given in the text.

Let's have a go...

Please spend the next few minutes listening to your child read.

Ask them a retrieval, inference and choice question.
Make a comment in their reading record.

We hope you've enjoyed the session.

Thank you for coming.

