



Listening to Your Child Read Information Meeting – Advice on Quality Listening and Providing Effective Feedback

Date:
Time:

Wednesday 26th May
6.00pm



Aims:

- To consider how you can get the most from the time that you spend reading with your child
- To discuss what quality feedback looks like

Help your child with reading

I Spy

Play 'I Spy' games. Can you find words beginning with...? Can you find a picture of a ...? How many ... can you see?

Ask Questions

Ask questions about the story as you read it e.g. What is the story about? Why do you think they made that choice? Was it a good choice? Why did that happen? What do you think will happen next? What was your favourite part of the story? Why?

Make it Fun

Enjoy reading together. Give characters funny voices and engage with the pictures. Make a game out of finding words that rhyme or start with the same sound.

Be Seen

Make sure you are seen reading. Keep books magazines at easy reach.

Get Out

Go to your public library regularly. Find the books you loved as a kid to read together.

Create

Use reading to inspire drawings or new stories.

Go Online

Look online & in app stores for appropriate word & spelling games.

Make Space

Have a special place or a certain time when you read together.

Read everything out loud.

Books, poems, nursery rhymes, newspaper & magazine articles, food labels...
anything that is close to hand!

Children in KS1 should be reading with an adult for at least 10 minutes a day at home.

Children in KS2 should be reading with an adult for at least 20 minutes a day at home.

Who Are the Totally Pawsome Reading Gang?

The Totally Pawsome Reading Gang is a group of clever canines who each help with one of the reading content domains.

Click on each dog to find out who they are and what they do.



Vocabulary Victor



Rex Retriever



Predicting Pip



Inference Iggy



Sequencing Suki

Rex Retriever might ask...

Where/when is the story set?

Who is/are the main character(s) in the story?

Is there a good/bad character? Who is it? How can you tell?

Is there a dilemma in this story? What is it?

How is the dilemma resolved?

How does the story end?

What do you think is happening here?

Which is your favourite/worst/funniest/scariest part of the story? Why?

Which information did you find the most interesting? Why?

Who is telling us the story?



What happened when _____?

Why is this story/poem/non-fiction text/section/chapter called _____?

Can you think of a different title for this story/poem/non-fiction text/section/chapter?

What do you remember about _____?

What happened to make _____?

What sticks most in your mind about _____?

What moment do you remember most from _____?



Victor Vocabulary might ask...

What does this word/sentence tell you about _____?

Can you find a word/sentence that backs up what you have just said about _____?

Why did the author use the word _____ to describe _____?

How does this word/description make you feel?

Can you think of another way of saying _____?

Which words has the author used to make you feel happy/angry/worried/frightened/nervous?

Why is this word written in bold/italics/capital letters?

What effect has the author created by repeating the word/phrase _____?

Can you give me another sentence with the word _____ in it?

Can you read around this word to work out what it means?

How/where can we find out the meaning of this word?

Can you find any noun phrases used to describe _____?

Can you find any adjectives used to describe _____?

Can you find any adverbs to describe how _____ was done?

Can you explain _____ in your own words?



Predicting Pip might ask...

What do you think will happen next?

Where do you think _____ will go next?

What do you think _____ will say/do next?

What do you think this book/section/ chapter will be about?

What features might you expect to see in this sort of text?

How do you think this will end?

Can you think of any other stories that start like this? How do they end? Do you think this will end the same way?

What sentence or phrase do you think will come next?

Draw what you think is going to happen next.

What do you think the next step will be?



Write three questions you would like to find the answer to in this text.

What could happen when _____?

What might _____ do if _____?

What do you guess could _____?



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Sequencing Suki might ask...

How/where does the story start?

Who do you meet first?

What is the first/second/last step in these instructions?

What did you find out first?



Put these sentences in the order they happened...

Make a table/map/poster/flow chart to show the order things happened in.

Use 20 words to sum up this story or non-fiction text.

What happened next/in the middle/at the end of _____?

Write a sentence/draw a picture to show what happened at the beginning/middle/end.

Do you have to read this _____ in the order it has been written? What happens if you don't?

Inference Iggy might ask...

What do you think
_____ is saying/thinking/
feeling at this point?
Why?

What do you think
the author meant
when _____?

Why does the author
use the word
_____ here?

What effect did
the author want to
create by _____?

How do you think the
author feels about
_____? Find
the words or sentences
to back this up.

What do you think
the word _____
means? Why do you
think that?

Can you explain
why _____?

Why do you think
_____?

Where do you think
_____?

Can we work out
how _____
feels about
_____?

Does this tell us
anything about
_____?

How did you feel
when
_____?

Which bit made you
feel _____?

Can you describe
how you felt when
_____?
Why?

Why do you think
he/she _____?



Is there anything you've just
read which reminds you of
something that has happened
to you, or someone you
know? Why? How?

What can we guess
about where/when
this is taking place?

What would _____
say if _____?

Retrieve



Running across the field, Joe blinked the rain out of his eyes. He couldn't stop, not now. It was too close. He ran on faster.

Where was Joe running?

Vocabulary



Running across the field, Joe **blinked** the rain out of his eyes. He couldn't stop, not now. It was too close. He ran on faster.

What might make you blink?

Predict



Running across the field, Joe blinked the rain out of his eyes. He couldn't stop, not now. It was too close. He ran on faster.

What will happen next? Explain.

Sequence



Running across the field, Joe blinked the rain out of his eyes. He couldn't stop, not now. It was too close. He ran on faster. He ran on and on until he reached the edge of the field.

Where was Joe first?
What did he do next?
What did he do after that?

Infer



Running across the field, Joe blinked the rain out of his eyes. He couldn't stop, not now. It was too close. He ran on faster.

Why do you think Joe was running?

Before reading the book:

Encourage the child to handle the book and hold it the correct way around.

Can you find the front cover?



What can you see on the front cover?



What might this book be about?

Can you find/point to the title?

What might happen in the story?



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During the reading of the book:

Encourage the child to talk about the pictures and what is happening in the story. They may also like to turn the pages, join in with repeated words and phrases, and listen to/identify any words that rhyme.



What is happening on this page?

What might happen next?



What does this word mean?

Do you like ...?

What might happen at the end of the story?



Can you turn to the next page?



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After reading the book:

Encourage the child to talk about what happened in the book.



What happened in the story?

What happened to this character?



What did you find out?

Did you like this book? Why?

What was your favourite part?



Who was your favourite character?



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Year 1 Questions for Reading Bookmark

Cut out the shapes below and stick them back to back. Whilst reading with your child, try to choose one question from each section. You could ask more than one type of question per page. This will check that your child really understands what they are reading and could lead you into further conversations about the book.

Vocabulary Questions with Victor

- Can you find a word/sentence that tells/shows you that...?
- Why do you think that the author used the word... to describe...?
- Can you find a word in the text that means the same as...?
- Find an adjective in the text



Retrieval Questions with Rex

- Who is/are the main character(s)?
- When/where is this story set?
- Which is your favourite/worst/funniest/scariest part of the story? Why?
- Tell me three facts you have learnt from the text.
- Find the part where...



If you are not sure, say:

- Have a guess.
- What would you do if you were...?
- If you had done that, what might... have said?
- If we know that... means..., what might... mean?
- Does the picture help us?
- Where else could we look for a clue?

If you can't read a word, say:

- Can you break it up?
- Are there any sounds you know?
- Do you know a word that looks like it?
- What could it say?

Inference Questions with Iggy

- What do you think... means? Why do you think that?
- Why do you think...?
- How do you think...?
- When do you think...?
- Where do you think...?
- How has the author made us think that...?



Prediction Questions with Pip

- Where do you think... will go next?
- What do you think... will say / do next?
- What do you think this book will be about? Why?
- How do you think that this will end?
- Who do you think has done it?
- What might... say about that?



Sequencing Questions with Suki

- What happens in the beginning of the story?
- How/where does the story start?
- What happened at the end of the...?
- Can you retell the story to me in 20 words or less?
- What happened before that?



Remember:

- Enjoy this moment.
- Share your thoughts and opinions about it too.
- Just five minutes every day makes a huge difference.

Vocabulary Questions with Victor

- Can you find a noun/adjective/verb that tells/shows you that...?
- Why do you think that the author used the word... to describe...?
- Which other word on this page means the same as...?
- Find an adjective in the text which describes...



Retrieval Questions with Rex

- Who is/are the main character(s)?
- When/where is this story set? How do you know?
- Which is your favourite/worst/funniest/scariest part of the story? Why?
- Tell me three facts you have learned from the text.
- Find the part where...



Sequencing Questions with Suki

- What happens in the story's opening?
- How/where does the story start?
- What happened at the end of the...?
- What is the dilemma in this story? How is it resolved?
- Can you retell the story to me in 20 words or less?



If They Can't Read a Word, Say:

- Can you break it up?
- Which sounds do you know?
- Do you know a word that looks like it?
- Have a good guess.

Year 2 Questions for Reading Bookmark

Cut out the shapes below and stick them back to back. Whilst reading with your child, try to choose one question from each section. You could ask more than one type of question per page. This will check that your child really understands what they are reading and could lead you into further conversations about the book.

Inference Questions with Iggy

- What do you think... means? Why do you think that?
- Why do you think...?
- How do you think...?
- When do you think...?
- Where do you think...?
- How has the author made us think that...?



Prediction Questions with Pip

- Where do you think... will go next?
- What do you think... will say/do next?
- What do you think this book will be about? Why?
- How do you think that this will end? What makes you say that?
- Who do you think has done it?
- What might... say about that?



If They Are Not Sure, Say:

- Have a guess. What could it be?
- What would you do if you were...?
- If you had done that, what might... have said?
- If we know that... means..., what might... mean?
- Does the picture help us? How?
- Where else could we look for a clue?

Remember:

- Enjoy this moment.
- Share your thoughts and opinions about it too.
- Model good reading.
- Just five minutes every day makes a huge difference.

Year 3 Questions for Reading Bookmark

Cut out the shapes below and stick them back to back. Whilst reading with your child, try to choose one question from each section. You could ask more than one type of question per page. This will check that your child really understands what they are reading and could lead you into further conversations about the book.



Vocabulary Questions with Victor

- What does this word/phrase/sentence tell you about the character/setting/mood?
- By writing in this way, what effect has the author created?
- What other words/phrases could the author have used here?
- How has the author made you feel by writing...?



Retrieval Questions with Rex

- Who are the characters in this text?
- When / where is this story set? How do you know?
- Which part of the story best describes the setting?
- What do you think is happening here?
- What might this mean?



Summarising Questions with Sheba

- What is the main point in this paragraph?
- Sum up what has happened so far in X words or less.
- Which is the most important point in these paragraphs?
- Do any sections/paragraphs deal with the same themes?



Be an Author with Arlo

- What does the word... tell you about...?
- Find two ways that the author tells you...
- What do you think the author meant by...?



Inference Questions with Iggy

- What do you think.... means? Why do you think that?
- Why do you think...?
- How do you think...?
- Can you explain why...?
- What do these words mean and why do you think that the author chose them?



Prediction Questions with Pip

- Can you think of another story with a similar theme?
- Which stories have openings like this? Do you think that this story will develop the same way?
- Why did the author choose this setting? Will that influence the story?



Compare, Contrast and Comment with Cassie

- What is similar/different about two characters?
- Explain why... did that.
- Describe different characters' reactions to the same event.
- Is this as good as...?
- Which... is better and why?



- Which words do you think are most important? Why?
- Which words do you like the most? Why?
- How has the author made you feel happy/sad/angry/frustrated?



Vocabulary Questions with Victor

- What does this word/phrase/sentence tell you about the character/setting/mood? By writing..., what effect has the author created? Do you think they intended to?
- What other words/phrases could the author have used here? Why?
- How has the author made you feel by writing...? Why?



Retrieval Questions with Rex

- Find the... in this text. Is it anywhere else?
- When/where is this story set? How do you know?
- Find the part of the story that best describes the setting.
- What do you think is happening here? Why?
- What might this mean?



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- What is the main point in this paragraph? Is it mentioned anywhere else?
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Inference Questions with Iggy

- What do you think... means? Why do you think that? Could it be anything else?
- I think...; do you agree? Why / why not?
- How do you think...?
- Can you explain why...?
- What do these words mean and why do you think that the author chose them?



Prediction Questions with Pip

- Can you think of another story with a similar theme? How do their plots differ?
- Which stories have openings like this? Do you think that this story will develop the same way?
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Retrieval Questions with Rex

- Find the... in this text. Is it anywhere else?
- When/where is this story set? Find evidence in the text.
- Find the part of the story that best describes the setting.
- What do you think is happening here? Why?
- Who is telling this story?



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- Can you explain why...?
- What do these words mean and why do you think that the author chose them?



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ON THE LAPS OF THEIR PARENTS
EMILIE BUCHWALD

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OWN REVIEW



Any questions?



