

### Three Question Examples

"Don't move!" warned Jingo.

Kaspar didn't need telling. He was too scared to move even if he wanted to.

"Gracious me!" muttered Jingo, standing very still. "I've told Knucklehead a million times not to let the dogs in the kitchen."

"Are they... dangerous?" asked Kaspar, barely moving his lips.

"Not if you keep very, very still. The last time this happened I had to stay still for nearly three hours.

"Three hours!" exclaimed Kaspar

**Looking Questions** (the answer can be lifted directly from the text):

Who warned Kaspar not to move?

Why did Kaspar stay still?

How long did Jingo have to stay still last time?

**Clue Questions** (information in the text helps to create an answer):

Do you think the dogs are dangerous? Why?

Do you think Knucklehead is careless?

**Thinking Questions** (a wider question where an understanding of the whole extract is required):

What do you think might happen next? Why?



Changes to Guided Reading

Parent Workshop

December 2019

At LCPS we want our children to be successful readers and we want them to enjoy reading. Our children should be:

**Ready** – motivated and excited to explore books and stories

**Respectful** – of characters, storylines and different ideas/opinions

**Resilient** – able to overcome challenges and strengthen our skills

As part of our new approach, we encourage teachers to base guided reading around a story rather than short comprehension papers. We want our children to understand character development, follow plot twists, predict endings and engage emotionally with a text.

Reading is a vital life skill and one that unlocks so many opportunities for learners. Strong readers are able to access the full curriculum with confidence and independence. Our new guided reading sessions develop children's comprehension skills focusing on their ability to question, clarify, summarise and predict.

### **How can you help?**

Engagement and excitement are vital when reading at home. Encourage your children to take ownership of their reading: what they read, where they read and how they read.

What to read: any and all reading is important. It could be story books, online articles, match reports, instructions etc.

Where to read: not only at bedtime. Ensure there are opportunities and places to read together.

How they read: independently, with siblings, to a pet, shared.

### **Reading together**

Shared reading – divide the text, perhaps read a page/paragraph/chapter each at a time.

Parent reading – allowing children to just listen removes the challenges of decoding to further focus on comprehension.

Characterising – over-emphasise the voices for characters and share out the roles.

Verbalising – share aloud your thoughts as you read a text noticing links to previous events, characters actions etc.

Questioning – encourage children to ask questions when they arise in the text.

Predicting – I wonder if..., I predict that..., I suggest that...

### **Activities**

Drama – act out key parts of the story discussing events as you go.

Summarising – identifying and ordering the key moments from the text is an excellent way to check comprehension.

Visualising – draw a sketched scene from the story annotating or discussing features referred to in the text.

Hot Seating – role play as a character and interview them about the story and their involvement.