



# Reading with Your Child

## Key Stage 2

### **At Overstone we want our children to read:**

- for enjoyment
- for pleasure
- fluently and with expression
- for understanding
- as thinkers
- as reviewers
- as writers

As a school we want them to share their reading with others and recommend books to each other.

### When reading with your child:

- Use expression based upon the punctuation.
- Stop at full stops, pause at commas, read a question as a question. How does an exclamation mark change the way we say something? Talk about why the punctuation is there. What job is it doing?
- Why has the author/writer chosen to punctuate as they have?
- Full stops: Why has the author used a short sentence? It could be to build tension, for humour, to add pace. What is the author trying to get the reader to feel or think at this point?
- Speech marks: Who is speaking? What do we know about that character? What are they saying? How would they say it? Therefore, how could we read it?
- Question marks: How do we read a question? Who is asking the question? Therefore, how would they ask it? Does it need a reply?
- Ellipses... What impact do these have? Why are they there? What do they add to the writing?

### Before reading:

- Look closely at the cover.
- The Title: What is the title? What do you predict the book will be about? What in the title makes you think of these ideas?
- What do we know from looking at the cover? What can we predict the book will be about? Look at the illustrations. What questions does the cover raise?
- Read the blurb and make predictions.

### Reading and sharing a book:

- What has happened so far?
- Are you enjoying the book? What is it about the book that is enjoyable?
- What do you predict will happen next? Why?

Choose a small section (this could be a sentence) to analyse in detail. Focus upon this for understanding. For example, the following sections are taken from different books and have questions that you could ask your child.

*The machines hissed and spat for a few moments, and then Mr Stink potted back over to the table with two mugs of a dark, unidentifiable liquid.*

Mr Stink, David Walliams

**Is the liquid from the machine hot or cold? Which two words tell you this? Does it sound like something you'd like to drink? Why?**

*Slowly, Rocky sits up and, once again, his hair parts to reveal the treasures of his face.*

Vinegar Street, Philip Ridley.

**Why did the author use the word 'treasures' to describe Rocky? How does the writer feel about Rocky?**

*She stopped to draw a deep breath and then went ranting on. It seemed she had been wanting to say all this for years.*

Harry Potter, J K Rowling

**At what speed is 'she' speaking? How do you know this?**

*The landlord leaned against the wall. His face was white. He looked as if he was going to faint. But before he did, something happened.*

Quirky Tails, Paul Jennings

**Which three phrases tell us that the landlord feels unwell?**

*The sea was balmy and calm, barely a ripple of wave to be seen.*

Kensuke's Kingdom, Michael Morpurgo

**What does balmy mean?**

*Alex shrugged. "I'm sorry. I'm sorry about Mr Roscoe. But what's it got to do with me?"*

Point Blanc, Antony Horowitz

**What makes us think Alex is not sorry?**

Reading with your child does not need to just be books. Encourage them to read books, comics, newspapers, web pages, recipes, magazines, manuals, signs etc. To read these, to use them and to talk about them.