

LADBROOKE JMI SCHOOL



PARENT'S INFORMATION LEAFLET

WHAT QUESTIONS SHOULD YOU ASK AS YOU READ THE STORY
TOGETHER?

This booklet is designed to give you some detailed examples of questions you might ask your child to help them with their understanding and enjoyment of the book. The examples are intended to be used as a reference.

They can be usefully divided into four headings:

Before you read the story

Whilst you read the story

Questions about the illustrations

After you have finished the story

The questions you ask will differ depending upon the age, maturity and level of development of your child.

STAGE ONE - EARLY READING SKILLS

Before Reading

- How shall we hold this book to look at it?
- Have you seen this book before?
- Do you know what this book is called?
- Where can we find the title? (What is the book called?)
- Where can we find who wrote the book?
- Could you show me the name of the author?
- Why did you choose this book?
- Look at the picture. What do you think the book is going to be about?
- DO you think you will be able to read this book yourself or is it a book you want to share?
- Does this book look like any other books you have looked at?

During Reading/Illustrations

- What is the story about so far?
- Can you tell me who the people are in the story?
- Which person do you like best in the story?
- What do you think is going to happen next?
- Does the picture tell you anything about the story?

After Reading/Illustrations

- Did you enjoy the story?
- What was the best part of the story?
- Did you like the pictures in the book?

Making Connections

Readers think about what they know about the world, their culture, about reading, and link these ideas with the text they are reading. This helps them to understand the text more clearly.

When reading with your child, talk about what your child already knows about the subject. If the story is about a place similar to somewhere you have been with your family, talk about when you went together and what you did. This may give your child some ideas about what to expect in the text.

If the text is about an event, for example a celebration, talk about what you do in your culture when there is a celebration. You can discuss similarities and differences while you read and after you have finished. This helps the child realise that knowing something about what they are reading can help them understand the text more deeply.

Talk about the actions of a character who is faced with a problem and then discuss with your child what they might do when faced with a similar problem. Discuss the similarities and differences between your child and the character.

Prompts I might use to encourage making connections

What do you already know about ...?

Think about what you know as you read new ideas in the text.

Inferring

Readers use clues from the text and put this information with what they know about the world, to understand something in the text that the author has not directly told them. Inferring can help readers become thoughtful, keep them interested in what they are reading and stimulate their imagination.

When you read together, encourage your child to look for clues that the author gives and put them with what your child knows about the world to figure out what the author is trying to say. Talk about what you have to do in your head to make an inference.

Prompts I might use to encourage asking questions

What do you think is really happening here? What clues does the author give us?

What do you know about this character? What clues has the author given us?

Asking Questions:

As a good reader reads, they ask questions for themselves and then try to answer these questions with information from the text. As the reader reads, some questions will be answered and other questions will come up. When a reader has more information as a result of asking a question, they can then think about how their thinking has changed about the text or how they understand the text in a deeper way.

When reading with your child, you might like to ask questions yourself about the text, so that your child can hear what you are thinking about. Your child can also tell you what questions they have in their head too. After your child has read the text, you might discuss how asking questions as you read has changed their thinking or improved their understanding.

Prompts I might use to encourage asking questions:

What will the main character do when faced with this problem?

I wonder what the author will try and make me think about this issue.

- Do you have a favourite picture? Tell me about it.
- Has anything that happened in the book every happened to you?
- In this story, are there any of the words used over and over again? Which ones? (repetitive words, rhyming words etc).
- Who is in this book?
- Who did you like best? Why?
- Would you like to visit this place? (farm, seaside etc).
- Does this story remind you of any other story that you have read?

STAGE TWO – NEXT STEPS

Before Reading

- What sort of book do you think it is going to be?
- What is the title of the book? Can you show me where the title is?
- Who is the author of the book?
- Do you know what an illustrator is?
- Does it say who the illustrator is?
- Have you read any other books by this author?
- Do you think it is a fiction or a non-fiction book? What makes you think this?
- Did you just look at the front cover when you chose this book? What else did you look at?
- Do you think this is a book you can read on your own or do you think you will need help?

During Reading/Illustrations

- Is the story as you expected?
- Can you tell me anything about the characters?

- Which is your favourite character? Why?
- Where is the story taking place?
- What does mean? (clarification of a word, term etc).
- What do you think is going to happen next—are there any clues to help you?
- Do the illustrations tell us any more about the story than we have already read?

After Reading/Illustrations

- Was there anything you didn't like in the story?
- Have you read this book before? Did you enjoy it more this time? Why?
- Did you like the way the book was illustrated?
- Can you describe a favourite part or exciting moment in the story?
- Are there any repetitive words or phrases that are used in the story ("repetitive" will need explaining).
- Tell me about the characters in the book?
- Which is your favourite character? Why?
- If you had written this book, how would you have made it different?
- Did you like the ending? Did it end as you expected?
- Would you like to read this book again?
- Would you tell your friends about it?

- Do you have a favourite picture? Tell me about it.
- Has anything that happened in the book ever happened to you?
- In this story, are there any of the words used over and over again? Which ones? (repetitive words, rhyming words etc).
- Who is in this book?
- Who did you like best? Why?
- Would you like to visit this place? (farm, seaside etc).
- Does this story remind you of any other story that you have read?

STAGE THREE

SECURING FLUENCY AND DEVELOPING COMPREHENSION

Creating Mental Images or Visualising

Readers think about what they are reading and can make a picture in their minds. This can be with any of the five senses - sight, sound, taste, smell and touch. Being able to do this means a reader can use the senses to get a deeper understanding and enjoyment of the text. If readers can make pictures in their minds, then it is more likely that they will remember what they have read.

When you read a text with your child you could both talk about the pictures you get in your head. You could even draw pictures of what you see and compare them with your child's pictures.

Prompts I might use to encourage asking questions

Have you got a clear picture in your mind from the story? What can you see?

What words does the author use to show us the pictures?

