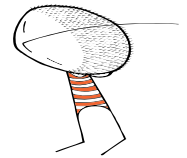


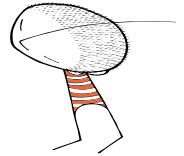
Supporting your child as a 'Reader'

The Reader	Likely Reasons	Troubleshooting
Stubborn Reader	<ul style="list-style-type: none"> • Problems with decoding (breaking down the word) • Problems with tracking (skips words and lines) • Guesses what they are reading • Yet to read a book that truly interests them 	<ul style="list-style-type: none"> • Memory training and decoding activities • Increase text size/read eBooks • Read in the morning • Focus on decoding • Explore wildly different texts or reading in different locations • Low text books • Start small • Shared reading
Reluctant Reader		
Purposeful Reader	<ul style="list-style-type: none"> • Yet to identify reading with happiness • Working memory is limited – they struggle to remember parts of a story from one day to the next • Yet to experience finishing a book • Low self esteem- sometimes an older child with decoding or tracking issues 	<ul style="list-style-type: none"> • Model reading for pleasure – link reading to 'family time' • Indulge the visual. • Explore memory games – babble gabble, Kim's game • Talk about reading. Share reading challenges. Chunk up the learner and reward short but accurate reading • Use audio books
Visual Reader		
Social Reader		
Dream Reader	<ul style="list-style-type: none"> • Reflective learner rather than reactive • <i>'Winner' attitude</i> 	<ul style="list-style-type: none"> • Celebrate • Check that the child can comprehend what they are reading.



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Questions		How Does This Help?
Inference	<ul style="list-style-type: none"> • Did any of the characters show their feelings? How/why did they show this/these feeling(s) • Why was (<i>a character</i>) angry/upset/pleased/puzzled in this part of the story/play? • Did any of the characters help each other? Why? • How do you feel about this topic? • What was the most important part? 	<p>FEELINGS AND EMOTIONS</p> <p>You encourage your child to think about feelings and emotions. They look beyond the story to find reasons for a character's actions</p>
Retrieval	<ul style="list-style-type: none"> • Read/write down the part that tells the reader about... • Where does the story take place? • Show me in the writing where you found...? • Find me two pieces of information about...? 	<p>FACTS AND INFORMATION</p> <p>You encourage your child to recall the facts. They use the story to find things they can remember reading about.</p>
Problems	<ul style="list-style-type: none"> • What bad choices did the main character make? • What were the problems in the story? • Is there a better way to...? 	<p>PROBLEMS</p> <p>You encourage your child to think about any problems or things that could be better. They think about how to make things better by thinking back over what they have read. They can also recall the problems.</p>
Making Links	<ul style="list-style-type: none"> • What do you think will happen next? • What other words could you use to describe...? • Do you notice anything special about the words/book/story? • What if (character name) had ...? 	<p>CREATIVE IDEAS</p> <p>You encourage your child to think about ideas beyond the story or book. They use ideas about what they have read to make up new ideas.</p>



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Positives	<ul style="list-style-type: none"> • Why was it a good reason to call the book...? • Why has the writer chosen that word? • What are the good things about the character? 	<p>BENEFITS /POSITIVES</p> <p>You encourage your child to think about the good things that happen or things that the writer uses to make the story or book work well. They use the book and discuss what went well.</p>
Organisation	<ul style="list-style-type: none"> • Why has the book got a contents? • What has the writer used an !/?/... ? • Why does this page have lots of headings? • Why has the writer used a picture? 	<p>ORGANISATION</p> <p>You encourage your child to talk about how the book, story or writing has been organised.</p>