

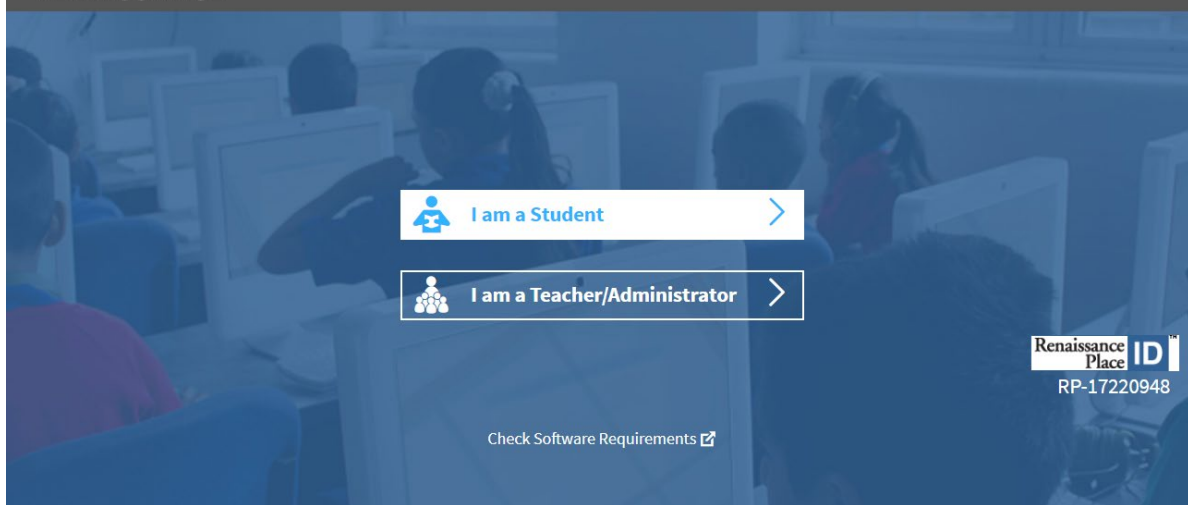


# North Leamington School

## Supporting your child with reading during remote learning

We understand that this can be a challenging time for both yourselves and your children. We know that you will want to do everything to support your child's independence and have put together five strategies to support their literacy and comprehension work.

**C**ommitment, **O**pportunity, **R**espect & **E**xcellence  
for all and in all that we do



## **1. Continue reading for pleasure!**

Year 7 and 8 are allotted 30 minutes a week in English and 15 minutes in RE to independently read. Please encourage your child to continue to do so wherever possible.

**2. Quizzing!** Once they have finished reading their chosen book, students should log into Accelerated Reader by following this link <https://ukhosted90.renlearn.co.uk/3280294/> or finding it in the English area of the school portal.

Here, students can search for their reading book and complete a quiz on said book to test their comprehension. Results are shared with them instantaneously. English teachers will only be happy to help if your child has any issues accessing the website.

**3. The Before and After strategy!** Students may well have been asked to read and answer questions about a passage of text for their remote learning. One way to encourage their comprehension is to prompt students to identify some of the key words in the question. They should then see if they can find any of these words in the text. From there, they can be prompted to look around the area (the sentence before and after the word) for the possible answer. This helps students to 'chunk' their reading more effectively.

How are the White Queen's facial features described?

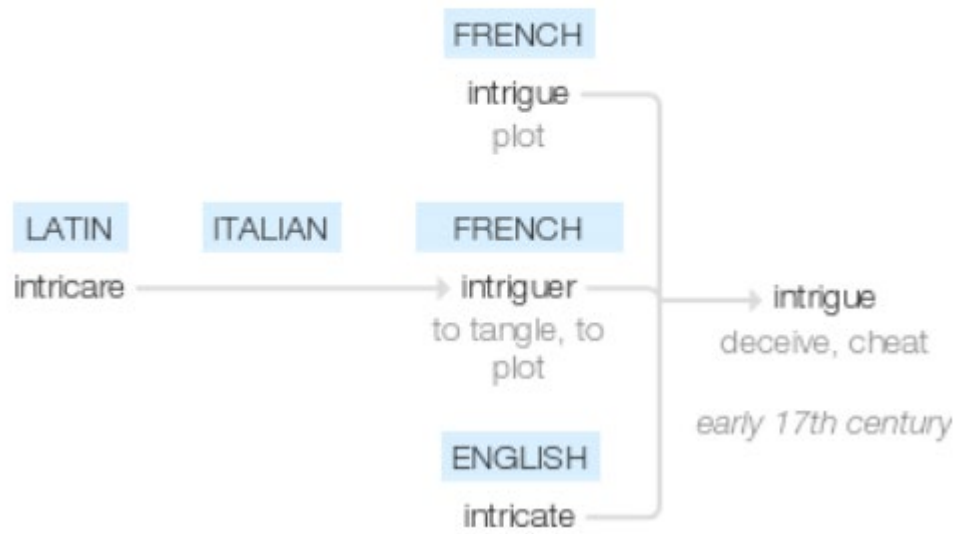
She also covered in white fur up to her throat and held a long straight golden wand in her right hand and wore a golden crown on her head. Her face was white- not merely pale, but white like snow or paper or icing-sugar, except for her very red mouth. It was beautiful face in other respects, but proud and cold and stern.



**4. Being a word collector!** Often, reading challenging vocabulary can be very off-putting for students but there are quick wins to help your child's resilience with difficult words. Ask them to see if they can spot the smaller root word within the word to see if that will help them identify meaning. Alternatively, replacing the word in the sentence with another logical choice may help them locate the meaning. Failing all of this? Encourage your child to take the time to research the word and learn where it originates from, research suggests that this will help them remember both the spelling and meaning of the word.

## intrigue

Origin



## Reciprocal Teaching Role Cards

**5. Reading together!** Time is precious at the moment and we can understand why this might not always be able to practically happen. However, wherever you can, take the time to read with your child. We have included some Reciprocal reading cards where you and your child can take roles to actively engage with what is being read.

### The Questioner

- Ask questions which will help the group to understand what has been read.
- Think of questions to ask as you read the text.

<i>What is?</i>	<i>Who/What would?</i>
<i>Why is?</i>	<i>Where / When would?</i>
<i>How is?</i>	<i>Which would?</i>
<i>What did?</i>	<i>Why would?</i>
<i>Why did?</i>	<i>How would?</i>
<i>How did?</i>	<i>What will?</i>
<i>What can?</i>	<i>Where / When will? Which will?</i>
<i>When can?</i>	<i>Who will?</i>
<i>Why can?</i>	<i>What might?</i>
<i>How can?</i>	

### The Summariser

- Tell the group what you have read in your own words.
- Have the group pick out the main ideas.

*The most important ideas are ...*

*The main idea is ...*

*This part was about ...*

*First,.. Next, .... Then, ...*

*This story takes place in ...*

*The main events of ...*

*The problem is ...*

### The Clarifier

You must clarify when:

- The group is confused by what they have read.
- When a word is read and not understood.
- When a sentence is read that doesn't make sense.
- When a question is asked.
- Think about what you did to help you understand and tell the group. E.g. Reread the sentence looking for clues to help you figure out the word or phrase; Break the word apart and look for smaller words you already know; Look for a prefix or suffix; Look at the text features.

### The Predictor

- Use what you have read and the text features to help figure out what the group will learn and/or what will happen in the next piece of text.

- The group can change their predictions as they read on!

*I think ...*

*I wonder if ...*

*I imagine ...*

*I suppose ...*

*I predict ...*

*I think the next section will be about...*