

Question Prompts

Before Reading

- Look through the book to 'de-bug' any tricky words or phrases
- What is the title?
- What can you see on the front cover?
- What do you think the book is about?
- What characters do you think might be in the story?
- Why do you want to read this story?
- Does this story remind you of another book/ anything else?

During Reading

- What is happening in the pictures?
- What has happened so far? Is it what you expected to happen?
- How do you think the story might end?
- How do you feel about the main character?
- Does this story remind you of anything that has happened to you?
- What have you been wondering as we have been reading?

After Reading

- What was the book about?
- Who was in the story?
- Where did the story take place?
- When did it happen?
- Why did ... happen?
- What did the story remind of you of?
- What have you learned from reading the book?
- What did you like/ not like about the book?
- How did the characters feel?
- How could the story have ended differently?

Maidenhill Primary School



Developing Reading at First Level

Reading at Home

Creating a Literacy rich environment where books are regularly, shared, read, enjoyed and discussed can make a significant difference to your child's school success.

Some tips to integrate reading into daily family life include:



- Being a reading role model – read yourself and read often to your child
- Encouraging your child to read a wide variety of texts (e.g. novels, magazines, newspapers and comics) to widen their vocabulary alongside the stories your child brings home from school
- Encouraging activities that require reading e.g. cooking (reading a recipe), making a model (reading instructions) or researching an area of interest (using a reference book)
- Establishing a regular reading time – even ten minutes will have a huge impact
- Encouraging your child with all of their reading efforts
- Talking to your child about what you read – talking about texts helps your child develop vocabulary and critical thinking skills.

Choosing Reading Material at Home

Too Easy

- Your child can breeze through the book quickly without support
- Your child gets bored reading the book
- Your child has read the book many times before and has memorised the text.
- Your child understands the book without having to think.
- Your child knows every word of the text.

Just Right

- Your child has walked through the book with an adult to 'de-bug' any tricky words/ phrases.
- Your child understands most of the story.
- Your child can read most of the words and knows what they mean.
- Your child can retell the major events of facts.
- The topic is interesting to your child.

Too Hard

- Your child often gets stuck on difficult words they haven't seen before (more than 5 on the first two pages).
- Your child gets frustrated reading the book.
- Your child finds it difficult to remember key events or facts.
- The text doesn't sound smooth when your child reads aloud.

Helping Your Child to Read at Home

When reading with your child at home, several strategies may be used to help them decode unfamiliar vocabulary.



S-t-r-e-t-c-h
the word out.

Look for clues in the picture.

Look for chunks in the word, such as **it** in **sit**, **all** in **small** or **and/ing** in **standing**.

Ask your child to get their mouth ready to say the word by shaping their mouth for the beginning letter.

Ask your child to read to the end of the sentence. Often by reading the other words in context, they will be able to figure out the unknown word.

Ask your child if the word looks like a word they already know. Does **could** look like **should**?

If your child says the wrong word while reading ask questions like:

Does it make sense?

Does it sound right?

Does it look right?

Reading Together at Home

Try out these different options of reading together.



Reading Aloud – Adult reads whilst the child follows along.

Echo Reading – Adult reads a sentence, paragraph or page, and then the child reads the same section.



Choral Reading – Adult and child read everything together.

Popcorn reading – Adult reads most of the text, pausing occasionally to allow the child to read a few of the words.



See-Saw Reading – Take turns reading by reading a sentence, paragraph or page each.