**Reading in context**

Important note: Teachers should be wary of too prescriptive an approach, whereby the pupils never get to experience a book for its own sake because of the questions that accompany it. Reading a story because of the joy of the story is a perfectly acceptable approach and will often be the first approach to any book.

When you sit with children and read a book together, the following ideas may be helpful. It is expected that the focus of your discussions and questions will change according to the skills you are currently focussing on:

**Before reading:**

Look at title & front cover for clues

Check against blurb

Discuss author & illustrator & other books by them

Look at type of book: novel with chapters / picture book / non-fiction book and discuss features of text

**During reading** children may be asked to:

* predict what they think may happen next
* consider characters’ feelings and whether they can relate to them or draw upon their own personal experiences
* highlight new ‘wow’ words and what they add to the story
* consider the teacher’s tone of voice and discuss the impact of expression
* consider which characters they would like/not like to be friends with and why
* join in with any actions or repeated lines in the story
* identify words/sounds they are learning that are within the story
* predict the end of the story and consider how they would alter the story ending.
* after the story, use ‘hot seating’ for either a child or adult to pretend to be a character from the story and the children can ask the ‘character’ questions.

Throughout the story, you can use the Blooms Buttons to develop the children’s inferential skills and also keep in mind the Reciprocal Reading strategies of predicting, summarising, questioning and clarifying.

**Other reinforcing reading ideas**

* The computer runs a programme on the whiteboard saying “Hello Sorcha, Hello Ruaridh . . . . “ through the names of the class as they come in and settle down. This can become longer as the year progresses.
* Children line up for lunch according to initial phoneme in their name
* Children make the shapes of letters with their bodies in PE
* Children grow letters in cress
* Taking note of all environmental print in room, using puppets where appropriate to ‘notice’ and discuss different/sounds text in the room
* Children often like to read on their own or in small groups of 2 or 3 rather than larger groups. Consider therefore creating small spaces where children can read.
* Add baskets of books to all of your areas within the classroom so they can be used in play and exploration.