

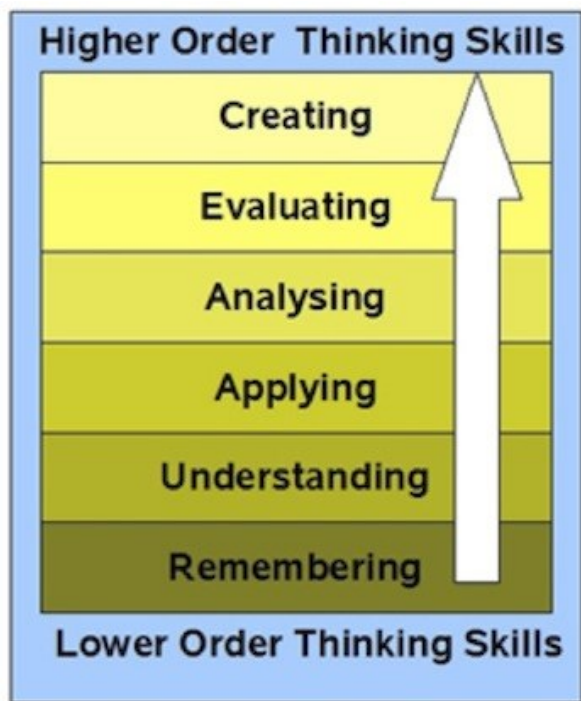
STEPPS PRIMARY



**SUPPORTING &
DEVELOPING YOUR
CHILD'S READING
THROUGH
QUESTIONING**

As teachers, parents and carers, we want to encourage our children to think for themselves and to develop as learners. We want them to have the skills necessary to listen, analyse and interpret the information that will be a constant part of their lives. Memory and understanding are part of this process, but to succeed in further processing this flow of knowledge requires higher level techniques. Critical thinking skills allow a child to think independently, find and fix mistakes, solve problems, evaluate alternatives, and reflect on their own beliefs.

Using **Bloom's Taxonomy**, can help develop and strengthen children's thinking abilities at home and at school. Bloom's Taxonomy is named after Benjamin Bloom, a psychologist who in 1956 developed the classification of questioning according to six levels of higher level thinking. Bloom's Taxonomy provides learning levels to increase higher order thinking skills for children of all ages. The levels include remember, understand, apply, analyse, evaluate, and create.



6. Discuss how the author could have improved the story.
7. If you had the opportunity to go where this story takes place, would you want to go?
8. What features of the story were unsuccessful? How would you have improved these features?

Reading Homework Hints

Try to read a little on a regular basis rather than completing all your child's reading homework in one sitting.

Choose a quiet place, free from distractions, for your child to read.

As your child reads, point out spelling and sound patterns such as *cat*, *pat*, *hat*.

When your child reads aloud to you and makes a mistake, point out the words she has missed and help him/her to read the word correctly.

Ask your child to tell you in her own words what happened in a story.

Try to make reading fun by reading along with your child. Take it in turn to read alternate lines, sentences or pages.

To check your child's understanding of what he is reading, occasionally pause and ask your child questions about the characters and events in the story.

To ensure your child has not simply memorised their reading, ask them to identify individual words from the text or to read sentences out of context.

If your child is having difficulty with specific words, try writing or printing the words out and placing them around the house so that they become more familiar with them.

Remember, learning to read is a very difficult and complex process. For some children, this process takes slightly longer and they will need some additional support at home and in school. Reading with your child is vital. Research shows that it's the single most important thing you can do to help your child's education. It's best to read little and often, so try to put aside some time for it every day. Think of ways to make reading fun - you want your child to learn how pleasurable books can be. Most importantly, always remember to praise and reward your child's progress and achievements. This is central to raising their self-esteem and confidence and promoting a positive attitude to reading.

5. What could you do that was just like what the person in the story did?
6. Find 5 words in the story that begin with the same sound.
7. Name 2 things in the story that happened outside (or inside).
8. Consider the author's message. What idea do you think the writer wants his readers to learn from the story?
9. Did any of the characters change in the story? Was this for the better or not?

Creating

1. What changes would you make to solve one of the problems in the story?
2. Use your imagination to draw a picture about the story. Then, add one new thing of your own that was not in the story.
3. Create a new ending to the story that is different from the one that the author wrote. Discuss it with your homework helper.
4. Write a poem about the story.
5. Think of 5 new titles for the story that would give a good idea of what it was about.
6. Discuss how the author could have improved the story.
7. Can you think of another way you could solve one of the problems in the story?
8. Make up a new character. Talk about what they would be like.

Evaluating

1. Was the main character in the story good or bad? Why?
2. Rate the story out of 5 (1 = awful, 5 = outstanding). Explain your rating of the story.
3. Compare any two books you've read and discuss which one you would recommend to your friend/s and why you would.
4. Compare 2 characters in the story. Discuss which one you think is better and why.
5. Which character in the story would you most like to spend the day with? Why?

Remembering & Understanding

The Remember and Understand levels are where most parents typically ask questions of their children. This includes questions that involve who, what, where, when, and why. At this stage, children just need to memorise the information and then repeat it.

Applying & Analysing

At the Apply and Analyse levels, as a parent, you can take a basic activity that would require a child to learn basic facts and then add a twist. For example, you can ask your child to do things like predict what will happen next in a story or to predict what would happen if you made a change to the story. They could also share if they had to write a sequel to a story, how would it begin? You could ask them to draw a scene from their favourite part of a story they are reading.

Evaluating & Creating

Evaluation questions help pupils choose among alternatives by judging which best fits some stated values. These questions do not have a single correct answer but require the pupil to assess various options.

Creating questions - These questions help develop the creative abilities of pupils. They test thorough understanding of a subject and may require pupils to make: predictions, original communications or solve problems that allow a variety of creative answers.



BLOOM'S TAXONOMY – QUESTION STARTERS

The questions listed in this leaflet are designed to help you develop your child's critical thinking skills. Some of the questions may not be suitable for some of the books/texts your child will be using, or for your child's primary stage. The questions do not need to be used with your child every time you read with them. The questions become more challenging as you progress through this leaflet.

Remembering

1. Name all the characters in the story.
2. Write 6 facts from the story.
3. When does the story take place?
4. Where does the story take place?
5. Which character appears first in the story?
6. How does the story end?
7. From what you read in the story, describe what the main character looked like.
8. Using facts you read in the story, describe the setting.
9. Who is the main character in the story? Discuss one fact about them.
10. What facts have we learnt in this chapter/section?
11. Are there any words you don't understand? Ask your homework helper to explain their meaning to you.

Understanding

1. In your own words, tell what the story is about.
2. How did the main character feel at the beginning of the story?
3. How did the main character feel at the end of the story?
4. Think of a main event in the story. Why did it happen?
5. Explain why the story has the title that it does.
6. Draw a picture of a main event in the story.
7. If there is a picture in the story, talk about what happened BEFORE the picture and what happened AFTER the picture.

8. How would you describe the character in the story? What type of person are they?
9. What do you think might happen next?
10. Can you explain the changes that are happening to the main characters of the book?

Applying

1. Think of a situation that occurred to a person in your story and decide whether you would have done the same thing as he did or something different. Explain what you might have done.
2. Give some examples of people who have had the same problems or have done the same kind of thing as the person in your story.
3. Select any of the people in the story and think of some things each would do if he came to your school during reading.
4. What would you do if you could go to the place where the main character lives?
5. What would the main character do if he came to your house to visit?
6. If you had to cook a meal for the characters in the story, what would you cook?
7. If you met the main character in the story on the street, what would you talk about?
8. Which parts of the story could not happen in real life? Why do you think this?
9. Has anything in your life happened that is similar to the events in the story?

Analysing

1. What part of the story was the funniest? Or the most exciting? Or the saddest?
2. Tell what things happened in the story that *couldn't* have happened in real life?
3. Some things in the story were true, and some were only the opinions of someone. List the things that were true.
4. Organise the story into parts and think of a good title for each of the parts.