

Cookham Dean CofE School



✿ ...where children flourish ✿

READING BUDDY INFORMATION LEAFLET

TIPS TO SUPPORTING READING

1. Start by looking at the pictures, the title or by talking about what has happened in the story so far:
 - What do the pictures show us?
 - What characters might there be in the story? How do you know?
 - What might the story be about? How do you know?
 - What has happened so far?
 - Tell me about the characters – what are they like?
2. Model some reading to the child, if they are young:
 - Follow your finger under the words
 - Show them how to break up some words, when you are confident in doing so
 - Ask the child to break up a word and sound it out if it is phonetic
 - Talk about what you are reading – what is happening? How do you know?
3. Ask the child to read:
 - They may follow the words with their finger if they need to
 - Stop them when they mis-read a word
 - Ask them how they might work out what the word is
 - Use pictures, clues in text, sounding out the word, reading ahead to find out the context
 - Do not stop them too much
 - Whisper some words they do not know – they read the word you have whispered so that they can read without too much interruption
4. Ask them questions:
 - Word level – what strategies do they know/need to know on how to sound out a word?
 - Sentence level – what do they understand about the text?
 - Text level – what do they understand about the book, authorial intent, purpose?
 - If they are not sure on any answer, model/show/tell them what the answer is. Tell them how you worked it out
5. Keep a balance between stopping their reading for questions and correcting, and their flow of reading to understand and enjoy the text.

6. Give positive and supportive feedback:

- Fill in the reading record
- Put the date, what has been read and initial/sign next to it
- Let the teacher know immediately if the book is not right for the child

7. Be enthusiastic and interested:

- Be positive
- Be encouraging
- Talk about what you like – be a good role model!

QUESTIONS

Word Level

- What does this word say?
- How can you work out what it might say?
- What do you think it means?
- How would find out what it means?
- What words also start or finish with the same letters/sounds?
- What other words do you know that mean the same?
- What sound does it start with?
- What other words start with the same sound?

Sentence Level

- Who just said that part?
- What has happened now?
- What words tell you how the character is feeling?
- How do you know the door was closed?
- What might happen next? How do you know?
- Tell me about the characters
- How do you know this character is .../not very nice/has blonde hair/shouts at people/does not like their brother?
- How are they feeling? How do you know?
- What has happened so far? Why has this happened?
- Where would you find the information about this?
- What words are important? How do you know?
- Which words are key words? How do you know these are key words?
- Why is this set out in a box?
- Why is this in columns?
- How do you know what this diagram is about?

Text Level

- What type of story is this?
- What type of book is this?
- How is the book arranged?
- What makes it easy to find out information?
- What genre is the book?
- How is the book making you feel?
- Are you enjoying the book? Why?
- What did the author want you to feel in this story?
- Who was the book written for?
- What is the book written for?
- What was the author trying to make you think about this character?
- Which part of the story tells you about this/them?
- What did you think about when this happened?
- Where is the contents page?
- What is a glossary?

SOUNDING OUT – LETTERS AND SOUNDS

Single Phonemes

Some sounds are bouncy and some are stretchy:

Bouncy:

We say **a** as in c-a-t (cat)

We say **e** as in m-e-t (met)

We say **o** as in c-o-t (cot)

We say **i** as in s-i-t (sit)

We say **u** as in r-u-t (rut)

We say **p** as in l-i-p (lip) NOT pu

We say **n** as in n-i-p (nip) NOT nu

We say **s** as in s-i-p (sip) NOT su

Stretchy:

We say **r** as a rolling rrrrrr NOT ru

We say **m** as a rolling mmmmmm NOT em or mu

We say **l** as a rolling llllll NOT el or lu

Thank you very much for hearing the children read.



✿ *...where children flourish* ✿

DIGRAPHS

ai	ee	igh	Oa	oo	oo	ar	or	ur	ow	oi
wait	see	high	Coat	too	look	bar	for	fur	now	oil
gail	feel	sigh	Load	zoo	foot	car	fork	burn	down	boil
hail	weep	light	Goat	boot	cook	bark	cord	urn	owl	coin
pain	jeep	might	Loaf	hoof	good	car	cork	burp	cow	coil
aim	seem	night	Road	zoom	book	cart	sort	curl	how	join
sail	meet	right	Soap	cool	took	hard	born	hurt	bow	soil
main	week	sight	Oak	food	wood	jar	worn	surf	pow!	toil
tail	deep	fight	Toad	root	wool	park	fort	turn	row	quoit
rain	keep	tight	Foal	moon	hook	market	torn	turnip	town	poison
bait	feet	tonight	Boatman	rooftop	hood					

TRIGRAPHS

ear	air	Ure	er	ch	sh	th	ng
ear	air	Sure	hammer	chop	ship	them	ring
dear	fair	Lure	letter	chin	shop	then	rang
fear	hair	Assure	rocker	chug	shed	that	hang
hear	lair	Insure	ladder	check	shell	this	song
gear	pair	Pure	supper	such	fish	with	wing
near	cairn	Cure	dinner	chip	shock	moth	rung
tear		Secure	boxer	chill	cash	thin	king
year		Manure	better	much	bash	thick	long
				rich	hush	path (as in north)	sing
				chicken	rush	bath(as in north)	ping pong

SIGHT WORDS

Some Sight Words do not break up into phoneme sounds. The list below is not exhaustive but are some of the more common Sight Words:

- Was
- Is
- To
- I
- And
- Went
- With
- My
- Of
- The
- Have
- For

YELLOW BOOKS

These are the main records for school reading. They include targets which will be signed and dated by the teacher when the child is secure on the element being assessed. The page that the child is on denotes the level which they are working towards. The page that the child is on should be labelled and easy to find.

The following information should always be provided:

- Date (the date on which the child was heard reading)
- Genre (fiction or non-fiction)
- Book Title (the full title of the book)
- I or G (individual or guided – it will always be I for Reading Buddies)
- Comment (what the child has achieved, what they need to work on, any further information ie to work towards any target not achieved)
- Please sign and initial next to the comment

OVERVIEW OF READING – LAYERED TARGETS

The whole school reading target is “Interpretation and Response to Literary Texts”

Reception Talk about stories and other texts, identifying major points and key themes	<i>Must</i>	I can have a guess at how a story might end
	<i>should</i>	I can re-tell a story using pictures
	<i>Could</i>	I can talk about similar things that have happened to me after hearing or reading a story
Year 1 Relate story settings and incidents to own experience	<i>Must</i>	I can re-tell a story using pictures
	<i>should</i>	I can talk about similar things that have happened to me after hearing or reading a story
	<i>Could</i>	I can talk about the theme of a story and about why things have happened
Year 2 Identify key themes and discuss reasons for events in stories	<i>Must</i>	I can talk about similar things that have happened to me after hearing or reading a story
	<i>should</i>	I can talk about the theme of a story and about why things have happened
	<i>Could</i>	I can find words or phrases in a story or poem to explain what I think it is about
Year 3 Explore underlying themes and ideas making clear reference to texts	<i>Must</i>	I can talk about the theme of a story and about why things have happened
	<i>should</i>	I can find words or phrases in a story or poem to explain what I think it is about
	<i>Could</i>	I can talk about why I think writers have chosen specific words or phrases
Year 4 Interpret the effect that choice of language has to create moods, build tension etc	<i>must</i>	I can find words or phrases in a story or poem to explain what I think it is about
	<i>should</i>	I can talk about why I think writers have chosen specific words or phrases
	<i>could</i>	I can talk about how a writer has developed a character through action, description and dialogue
Year 5 Recognise how a character is represented in different ways and respond with reference to the text	<i>Must</i>	I can talk about why I think writers have chosen specific words or phrases
	<i>should</i>	I can talk about how a writer has developed a character through action, description and dialogue
	<i>Could</i>	I can say whether a writer has been successful in their purpose ie to make me laugh, cry, think etc
Year 6 Comment on the success of texts and writers in evoking particular responses in the reader	<i>Must</i>	I can talk about how a writer has developed a character through action, description and dialogue
	<i>should</i>	I can say whether a writer has been successful in their purpose ie to make me laugh, cry, think etc
	<i>Could</i>	I can talk about how a piece of writing affects me, commenting on language, theme and style

EXAMPLE QUESTIONS TO SUPPORT GUIDED AND INDIVIDUAL READING

Reception	Who is in the story ie role play characters? Where is the story ie can you recreate the setting? Can you use these [pictures/objects/role play area] to tell or act out part of the story? How do you think the story will end? What will happen next? Do you like [a character]? Is [a character] good/bad/nasty/unkind etc? What might happen next if we [change or add something]?	The children: • use a range of reading strategies to get meaning from a text (searchlights model) • are able to recall major points of a story in order • are able to express an opinion about a character or events in a story
Year 1	Who is in the story? What happens in the story? What did [a character] say? Why? How did [a character] scare/upset/help [another character]? Has this ever happened to you? How did you feel? What did you do? Did the story make you think of something that has happened to you or somebody you know? Can you put these main events [on cards] in order?	The children: • use a range of reading strategies to meaning from a text (searchlights model) • are able to locate what characters have said/done • are able to relate story settings to their own experiences
Year 2	Who is in the story? What happens in the story? Is this story [happy/sad/funny or telling us something etc]? How would you feel here in the story? What would you do? How do you think [a character] feels here in the story? Why did [a character] do/say or think [something – extract words or phrases from the text]? How did [a character] help or upset [another character] in the story? Why? Has anything like this ever happened to you or somebody you know? What advice would you give [a character]?	The children: • use a range of reading strategies to get meaning from a text (searchlights model) • understand that there are reasons for events in stories and make links to themes
Year 3	Can you explain why you think [a character] did [an event from the story]? What does this [word/sentence or phrase] tell you about the setting/theme? Put the following events in order of importance	The children: • use a range of reading strategies to get meaning from a text (searchlights model) • understand that

	How do they link to the theme? What does the word “x” tell us about “y”? Find two ways in which the writer tells you about an [event/theme/setting or character]? Which words do you like the most? Why?	stories can have underlying themes or ideas • back up their ideas with evidence from the text • begin to understand that words/phrases can have an effect on the reader
Year 4	(See Year 3) In the story/poem “x” is mentioned a lot. Why? What other words or phrases could the writer have used? What do you think that the writer meant by writing “x”? Which words do you think are the most important in this sentence, paragraph or page? Why?	The children: • use of a range of reading strategies to get meaning from a text (searchlights model) • are able to comment on specific words and phrases to justify their ideas about a text • begin to understand that writers choose language carefully to have an effect on the reader
Year 5	What did [a character] mean when they said “x”? Are [a character’s] actions a surprise to you or what you expected? Why is [a character] surprised or scared or excited or angry by [another character’s] actions, dialogues or thoughts? Explain [a character’s] actions or reactions to an event What clues are there in the story to show that [a character] is angry or sad or happy or thoughtful or vengeful or evil or excited? What advice would you give to [a character]? What do you think [a character] thinks of [another character]? How did the writer make you think this?	The children: • use of a range of reading strategies to get meaning from a text (searchlights model) • understand that characters are created through the use of action, description and dialogue • are able to locate and comment on specific words and phrases to justify their ideas about characters • know that stories are written from a point of view

Year 6	Has the writer succeeded in creating [a setting, mood, character, theme, making you laugh etc]? What else could the writer have done? Think about this [passage describing a particular event] – what is the atmosphere before and after [the event]? Which words, phrases or punctuation give you evidence for this? Has the writer been successful? Who is the “voice” in the text? What happens if we change the “voice”? Which character does the writer want you to like or dislike? How has the writer done this? Has the writer succeeded? What do you think could be the motive for [a character] to do or say something? How do you know? What do you think will happen because of [a character’s] actions, dialogues or thoughts? Why do you think [a character, setting or event] is important?	The children: • use of a range of reading strategies to get meaning from a text (searchlights model) • are able to locate and comment on the choice and effect of language used to create settings, characters, narrative structure and develop themes • are able to analyse a text and evaluate its success referring to language, theme, style and layout to justify their ideas • understand how narrative perspective has an impact on the reader
---------------	--	---