

Parent guide to reading at Langshott

Resilience

Persistence
Face going in the face of difficulty

Adaptation
Let yourself in your learning

Managing Distractions
Creating the best environment for learning



Resilient Rosie

Reflectiveness

Planning
Where are you going?
What actions do you need to take?

Metacognition
Knowing yourself as a learner

Revising
Listening to and acting on feedback



Reflective Ruth



Reciprocity

Collaboration
Learning with others

Imitation
Adopting methods, habits or values from other people

Independence
Learning on your own



Listening and Empathy
Listen to what others say and put yourself in their shoes

Reciprocal Ron and Roy

Resourcefulness

Imagining
Using your imagination and exploring possibilities

Questioning
Asking questions and playing with ideas

Making Links
Setting connections and building patterns

Reasoning
Using logical and rational reason to work things out methodically



Resourceful Russell

Vocabulary questions to ask when your child is reading...

What does this word/sentence tell you about _____?

How/where can we find out the meaning of this word?

Why is this word written in bold/italics/capital letters?

Can you find a word/sentence that backs up what you have just said about _____?

What effect has the author created by repeating the word/ phrase _____?

Can you think of another way of saying _____?

Can you give me another sentence with the word _____ in it?

How does this word/description make you feel?



Why did the author use the word _____ to describe _____?

Can you find any adjectives used to describe _____?

Retrieval questions to ask when your child is reading...

Where/when is the story set?

Who is/are the main character(s) in the story?

Why is this story/poem/non-fiction text/section/chapter called?

Is there a good/bad character? Who is it? How can you tell?

Can you think of a different title for this story/poem/non-fiction text/section/chapter?

What do you think is happening here?

Which is your favourite/worst/funniest/scariest part of the story? Why?

How does the story end?

What do you remember about _____?

Who is telling us the story?



Inference questions to ask when your child is reading...

What do you think the author meant when ____?

Why does the author use the word ____ here?

How did you feel when _____?

What do you think the word ____ means? Why do you think that?

What do you think ____ is saying/thinking/ feeling at this point? Why?

Can you explain why _____?

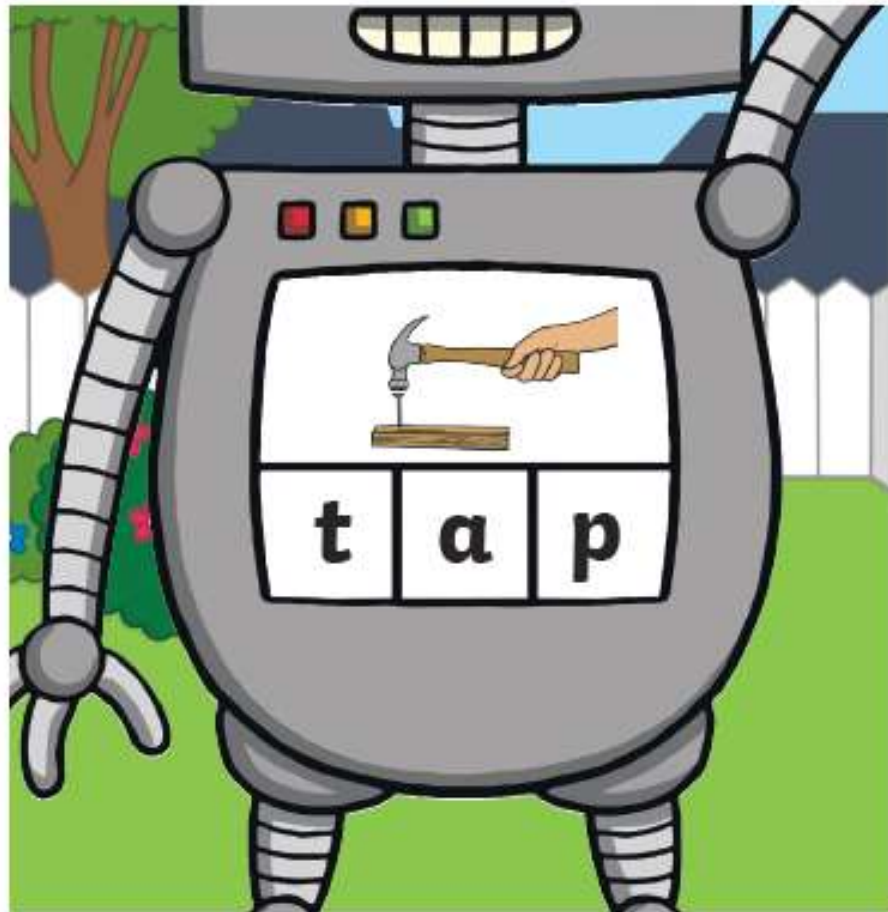
Can you describe how you felt when _____? Why?

Why do you think _____?



Is there anything you've just read which reminds you of something that has happened to you, or someone you

What can we guess about where/when this is taking place?



tap, tap, tap



Whilst your child is learning new sounds, they will receive a Twinkl 'minibook' containing sounds and common exception words learnt that week. This will be given to your child as a paper copy, or it will be uploaded to Google Classroom.



Once they have learnt a full set of sounds, your child will then receive a Rhino Reader book. Make sure your child recaps the sounds at the front of this book before reading.

Before Reading

Say the sounds.

If your child needs help, point to the picture and read the word to them.

Read the focus words.

Encourage your child to say each sound then blend to read the word.

s snake	t tea	p puppy	n nut
d drum	g girl	c caterpillar	m meatballs
k kite	i insect	o orange	a apple

sip tip

Kit Sam

It is important to ask your child the 'after reading' comprehension questions, at the back of the Rhino Reader books, each time they read. As they have this book for a week, please ask them a selection of questions each day.



After Reading
Read these pages to your child and complete the activities together.

Look at the pictures and retell the story.

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Who has a turn on the Hook a Duck game?

Which game do you think is the easiest for Sam, Tess and Mum? Why?

Talk about a time when you played a tricky game.

Rhino Challenge!

- Imagine that you are at the fair with Sam and Tess. Talk about what you would like to do, play and eat.
- Recreate the story with your friends.

After Reading
Read these pages to your child and complete the activities together.

Finish these sentences.

At the beginning of the story, Monty was cross when...

Another word for 'prod' is...

Near the beginning, when Zore took leaves from Monty, Monty felt...

After Monty shouted at Zore at the waterhole, Zore...

At the end of the story, Monty had fun with Zore at the waterhole because...

If I had a little sister like Zore, I would play games like...

Rhino Challenge!

- Talk about the different feelings that Monty and Zore experience at different points in this story. Have you ever felt the same way as either of them?
- Monty started treating Zore more kindly towards the end of the story. Talk to your family or friends about a kind thing that you have done today.

After Reading
Read these pages to your child and complete the activities together.

Finish the sentences.

Kit wants to help clean the beach because...

When Mr Phillips suggests the class trip, the children feel...

Instead of dropping litter, I can...

Another word for 'litter' is...

Plastic is bad for animals because...

'Injured' means...

Rhino Challenge!

- Think of your own short message to encourage people to keep our world litter-free. Design a badge with your new wording.
- Find out what can be recycled in your area. Can you find anything to recycle at school or at home?

This activity must be done under adult supervision. The adult is responsible for ensuring that the activity is safe.

Help your child with reading

<p>I Spy</p> <p>Play 'I Spy' games. Can you find words beginning with...? Can you find a picture of a..? How many ... can you see?</p>	<p>Make it Fun</p> <p>Enjoy reading together. Give characters funny voices and engage with the pictures. Make a game out of finding words that rhyme or start with the same sound.</p>	<p>Create</p> <p>Use reading to inspire drawings or new stories.</p>
<p>Be Seen</p> <p>Make sure you are seen reading. Keep books magazines at easy reach.</p>	<p>Get Out</p> <p>Go to your public library regularly. Find the books you loved as a kid to read together.</p>	<p>Go Online</p> <p>Look online and in app stores for appropriate word and spelling games.</p>
<p>Make Space</p> <p>Have a special place or a certain time when you read together.</p>	<p>Read everything out loud.</p> <p>Books, poems, nursery rhymes, newspaper & magazine articles, food labels... anything that is close to hand!</p>	