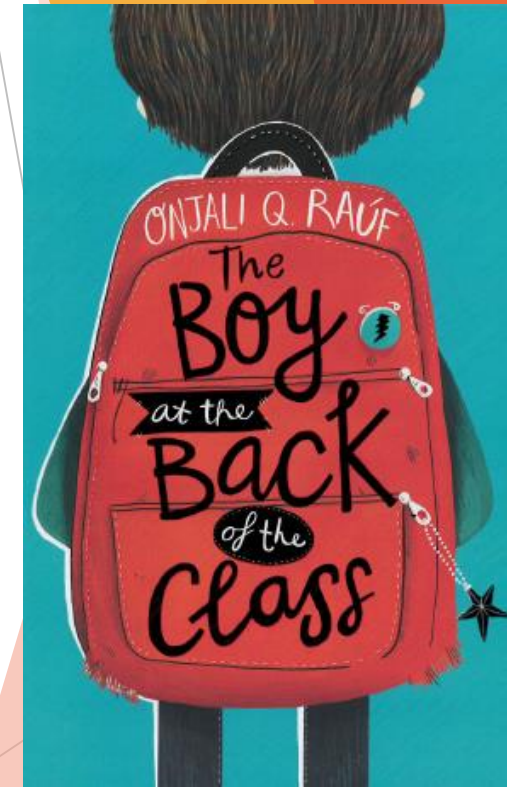
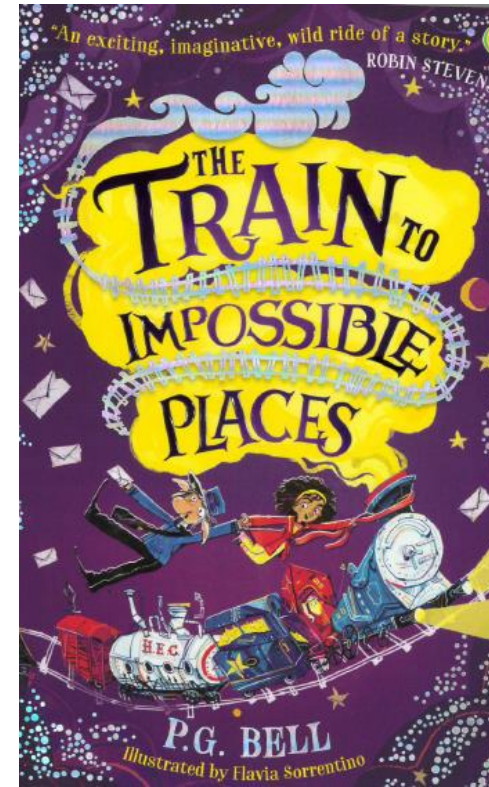


Top Tips for Reading

Get excited about reading

Explore the front cover – title, pictures, make connections and predict.



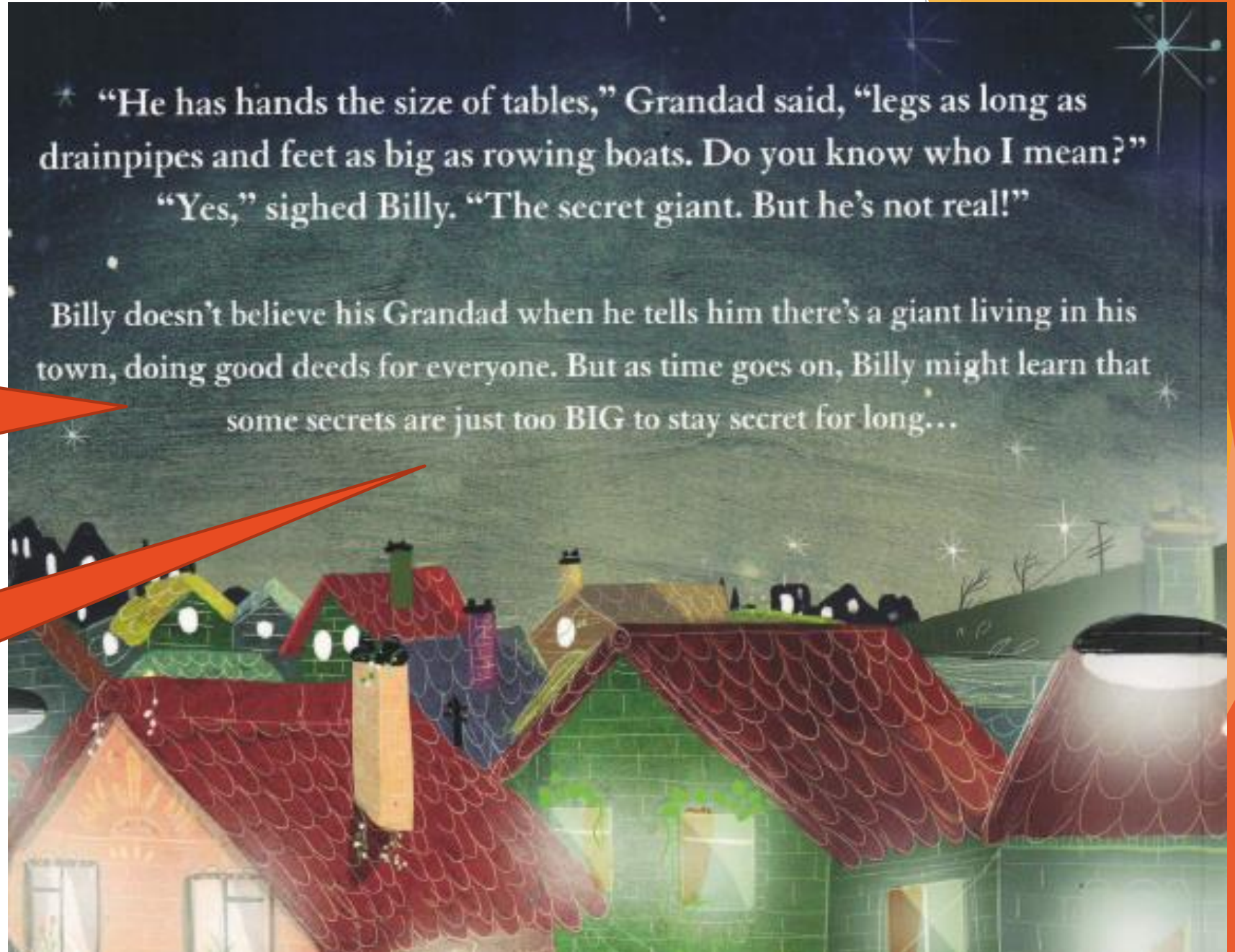
Read the blurb
and further
predict

What good deeds
do you think he
does for everyone?

What secrets might
he be keeping?

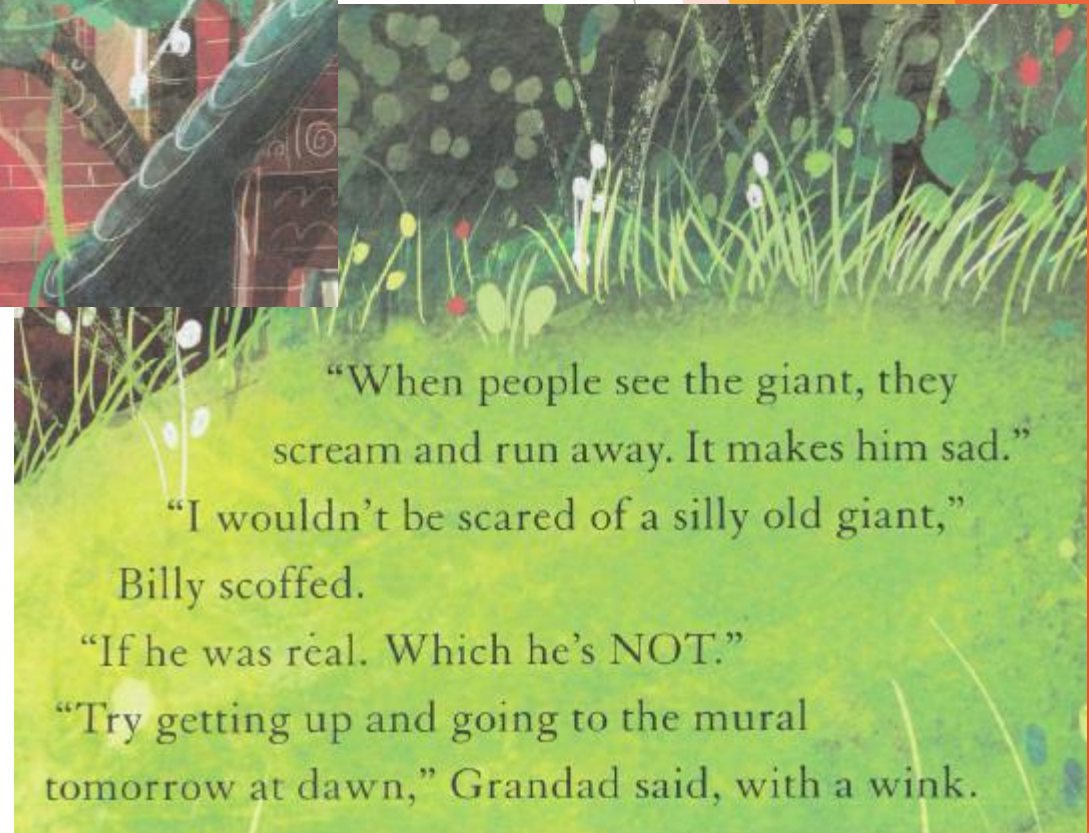
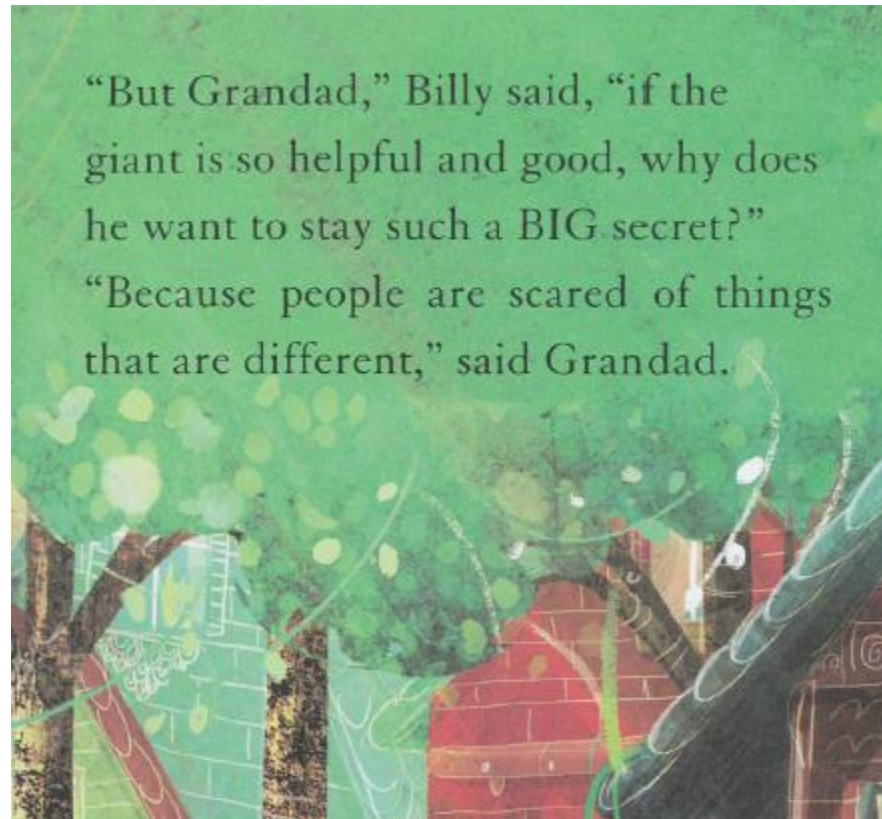
★ “He has hands the size of tables,” Grandad said, “legs as long as drainpipes and feet as big as rowing boats. Do you know who I mean?”
“Yes,” sighed Billy. “The secret giant. But he’s not real!”

Billy doesn’t believe his Grandad when he tells him there’s a giant living in his town, doing good deeds for everyone. But as time goes on, Billy might learn that some secrets are just too BIG to stay secret for long...



Read together

- ▶ 'to-you-to-me'
- ▶ Copy-cat reading
- ▶ Be patient – allow for self-correction
- ▶ Maintain flow to aid understanding
- ▶ Plenty of praise

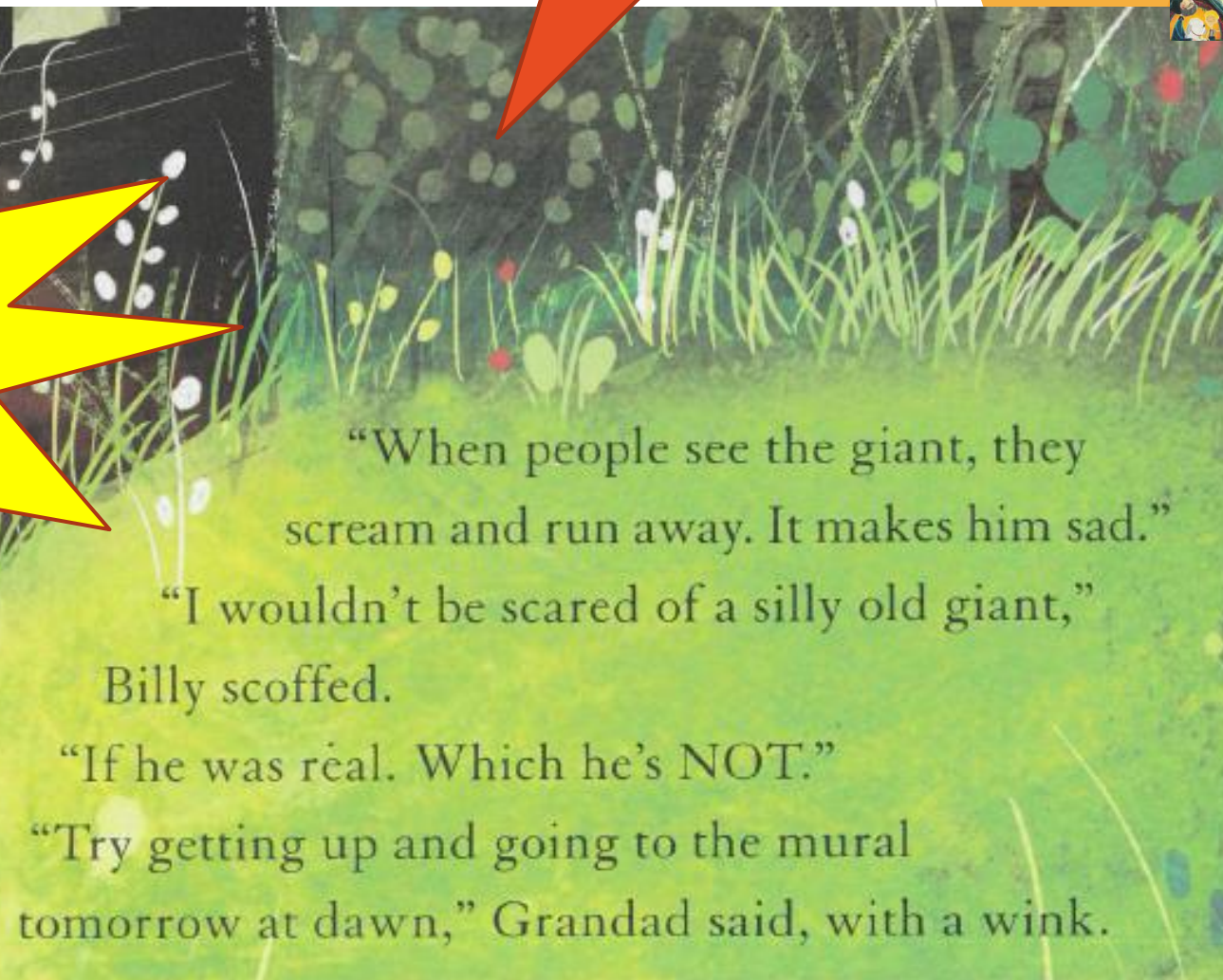


'Jump on' vocabulary

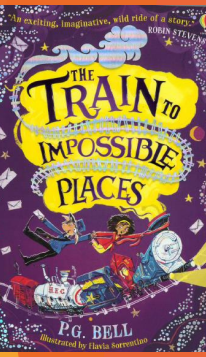
Which words could we 'jump-on'?



By the time a child reaches 8 years old, they will stop learning new vocabulary through listening. After this, it all comes from reading.



Explore new and unfamiliar vocabulary



Use the Word dice to explore the vocabulary in the text?



If children don't understand the vocabulary, they can't understand the text.

Ice crystals ricocheted like bullets off the stones of the Obsidian Tower. They battered the statues, chipping away at the few sharp edges that remained, and leaving features. V... however, t... slipping around... her part, the Lady Crepuscula didn't even notice them. She might as well have been taking a stroll in a pleasant summer breeze, except for the fact that her expression was better suited to foul weather.

Crepuscula's forehead wrinkled, and she pursed her lips as she stood on the very edge of the battlements, and watched the dwindling lights of the Impossible Postal



word HIPPO

What's another word for

What's the opposite of

More Tools: [Word Meanings](#) [Rhyming Words](#) [Example](#)

Questioning and comprehension

Use the question hand to devise questions.



Always ask:
How do you know?

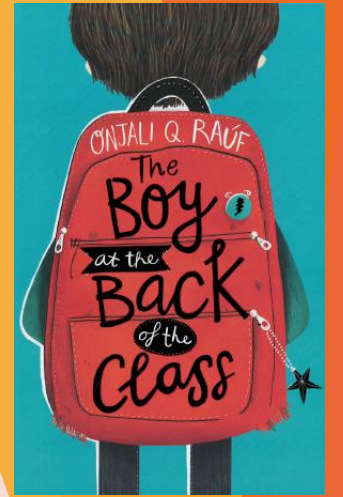
“When people see the giant, they scream and run away. It makes him sad.”
“I wouldn’t be scared of a silly old giant,”
Billy scoffed.
“If he was real. Which he’s NOT.”
“Try getting up and going to the mural tomorrow at dawn,” Grandad said, with a wink.







For the rest of the day I kept sneaking glances over my shoulder at the new boy and noticed that everyone else was doing the same.

Most of the time he kept his head down low but every so often I'd catch him staring right back at us. He had the strangest coloured eyes I'd ever seen – like a bright ocean but on a half-sunny, half-cloudy day. They were grey and silvery-blue with specks of golden-brown. They reminded me of a programme I saw about lions once. The camera operator had zoomed into a lion's face so much that its eyes had taken up the whole screen. The new boy's eyes were like those lion's eyes. They made you want to never stop staring.



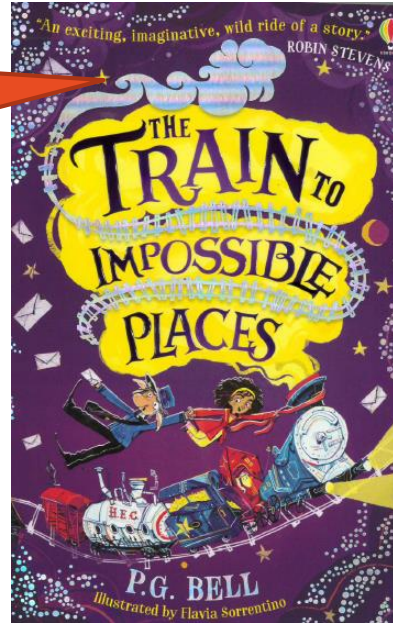
For further questioning...

<h2>Prompts for discussing fiction</h2> <h3>Key Stage 1</h3> 	
<p>Word reading</p> <ul style="list-style-type: none"> Split two and three syllable words into separate syllables then blend to read. Find 5 words in the text with the <i>ea</i> grapheme. Do they all sound the same? Find words in the text containing the <i>-s</i> and <i>-es</i> suffixes. Investigate which letter comes before the suffix and see if you can spot a rule. Identify words ending in <i>-ing</i>, <i>-ed</i>, <i>-er</i>, <i>-est</i>. Find 5 words in the text that end with the suffix <i>ed</i>. Investigate what has happened to the root word when the suffix was added. Find words with contractions e.g. <i>I'm</i>, <i>It's</i>, <i>we'll</i>. Identify the missing letter then write the words out in full. Find words with the prefix <i>un</i> and explain how it changes the meaning of the root word. Find words with capital letters and explain why the words need them. Find words with the suffix <i>ly</i>. Are they all adverbs? 	<p>Setting and characters</p> <ul style="list-style-type: none"> What has happened in the story so far? Who is the main character? Find 3 clues in the story that tell you what kind of a character this is. How do the other characters feel about the main character? Ask me a question about a character or an event in the story. Choose a different setting for this story. How would that affect what happens? What is your favourite part of the story? Why? Has the author included a picture or pictures? How do they help you understand the story? Can you make a link between this story and other stories you have read? What is the same and what is different? If characters speak in the story, what does it tell you about their personalities? Can you find a character in this story who you think would get along with a character from a different story? Say why you think this.
<p>Point of view</p> <ul style="list-style-type: none"> Compare the text with something in your own life and say what is the same and what is different. Pretend you are a character in the story and tell me what sort of day you have had. Find an example of the main character speaking. How do you think they felt at that moment? Give your opinion about an event in the story and explain why you think what you do. Do you like this story? Say why or why not. What do you think of the main character? Have you changed your mind as the story has progressed? Pretend you are a character in the story planning a party. Which other characters will you ask to come and why? Can you give an example of something that happened in the story that you didn't like? Write a note to the main character telling them what you think of something they have done. 	<p>Vocabulary</p> <ul style="list-style-type: none"> Find key words in the story and link the meanings to words you already know. Choose your 3 favourite words in the story and say why you like them. Explain why an exclamation mark helps you to read the story. Choose a word in the story you haven't seen before. Discuss what it could mean by looking at the other words in the same sentence. Find a word in the story, then exchange it for a different one. Re-read the sentence with the new word. Does it still make sense? Find a word in the story that has a prefix or a suffix (or even one with both). Can you work out what the root word is? Play <i>Fastest Finger First</i> where you have to find words in the story spoken to you by an adult. Find a word in the story, then find a word that has an opposite meaning.
	<p>Prediction and summary</p> <ul style="list-style-type: none"> What was the first event in the story? Which character were you introduced to first? Can you find 3 words that help you know in which order things happened? Identify the key events in the story and put them in order. Based on the cover/ this chapter/section, what do you think will happen next? Role play with a friend what you think will happen next. Draw a story map of events. Was there a problem in the story? How was it resolved? Draw a timeline of events in the story. Choose a different ending for the story and tell a friend. Re-tell the story, using pictures to help you and actions to show key moments. Ask your audience to join in. Rewrite a section of the story in your own words.

<h2>Prompts for discussing fiction</h2> <h3>Key Stage 2</h3> 	
<p>Word reading</p> <ul style="list-style-type: none"> Find an example in the text of a prefix. How has it changed the meaning of the word? Find an unusual word in the text and compare it with one you know. How does this help you understand the meaning? Choose 5 words from the text which have either a prefix or a suffix and extract the root. Is it a real word? Find other words with the same root. Find words in the text which end with a suffix. Investigate what happened to the root when the suffix was added. Find 3 words in the text where you are not sure of the meaning and read around them. Does the context help you work out the meaning? Use a dictionary to find the meaning of 3 words from the text then use them in new sentences. Identify words containing a soft c or a soft g. What is the letter that comes after? Is there a pattern? Find a word with 3 or more syllables. Break it down then invent a spelling strategy. 	<p>Setting and characters</p> <ul style="list-style-type: none"> What has happened in the story so far? Find words or phrases that tell you about the setting. Choose a character and say how they felt/ what they said/ what they did in response to events. How do you know? What does ... tell you about how a character is feeling. Drawing on clues about the main character, does his/ her response to an event make sense to you? Explain why. How did the main character's actions affect the outcome of the story? Did your opinion of any characters change as the story progressed? Has the author used dialogue to reveal clues about characters? How does this help? Find words and phrases that advance the plot. What did you discover about the main character from how other characters responded to her/ him?
<p>Point of view</p> <ul style="list-style-type: none"> Whose 'voice' is the story written in? How could you show this in the way you read aloud? Choose an event from the story and rewrite it from a different character's viewpoint. '<i>Garden Gossip</i>' with a partner about the behaviour of a character. Relate the text to something that has happened in your own life. How does this make it easier to empathise with the characters? Imagine you are a character in the story and write a diary entry for today's events. Read aloud and see if your audience can identify the character. Work with a partner. Role play two characters from the story and have a conversation. Think about a character in the story who has done the right/ wrong thing. Explain why you think they should be rewarded/ punished. 	<p>Prediction and summary</p> <ul style="list-style-type: none"> Choose a main event in the story to discuss. Draw a timeline to sequence the events in the story. Retell a section of the story in your own words, engaging your listener through eye contact, expression and gesture. Discuss the theme of the story, e.g. good over evil, weak and strong characters, mean and generous, rich and poor. Predict what will happen next using tentative language, e.g. I wondered whether ... I think it might ... etc. Recommend this story to another reader. What words will you use to persuade them to read it? Can you find any adverbials that show the passing of time? Make a list. Choose a sentence from the text and rewrite it in the wrong order. Can a friend re-order it so it makes sense?
<p>Vocabulary</p> <ul style="list-style-type: none"> Use a thesaurus to find synonyms for 3 words from the text then replace them in the text. What effect does this have? Identify favourite words and phrases and say why you like them. Work in a group. Select effective words from the text and make a word wall to share with the class. Use the first three letters of a word to check its meaning in a dictionary. Choose 2 words from the text and explain their meanings. Choose one word from the text and find the dictionary definition. Invent two more definitions then play 'Call my Bluff' with the rest of your group. Use a thesaurus to find 3 synonyms for a word. Share with your group. Can they identify the original? 	

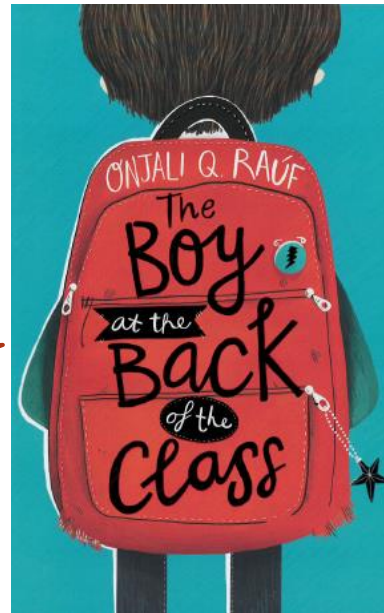
Retell and summarise

Was there a problem in the story? How was it resolved?



Can you tell me the key events in the story and put them in order?

Was there a theme in the story?



Can you act out the story



Top 5 Reading Tips!

1. I read to you, you read to me - take it in turns to read a paragraph aloud to each other.
2. Be patient when your child is trying to sound out an unfamiliar word - give him or her time to do so. Then, one more time for understanding – ask them to re-read the sentence again to understand the meaning.
3. Find three words or phrases you like in the text and explain why.
4. Ask who, what, when, where and why?
5. Create a distraction-free reading space to sit quietly in and enjoy your book. Make reading a book, a natural thing to do.

And finally...



A gift from
our Reading
Champions

