

# Reading with your Child

Use Higher order questioning to practice how to support Reading at home.

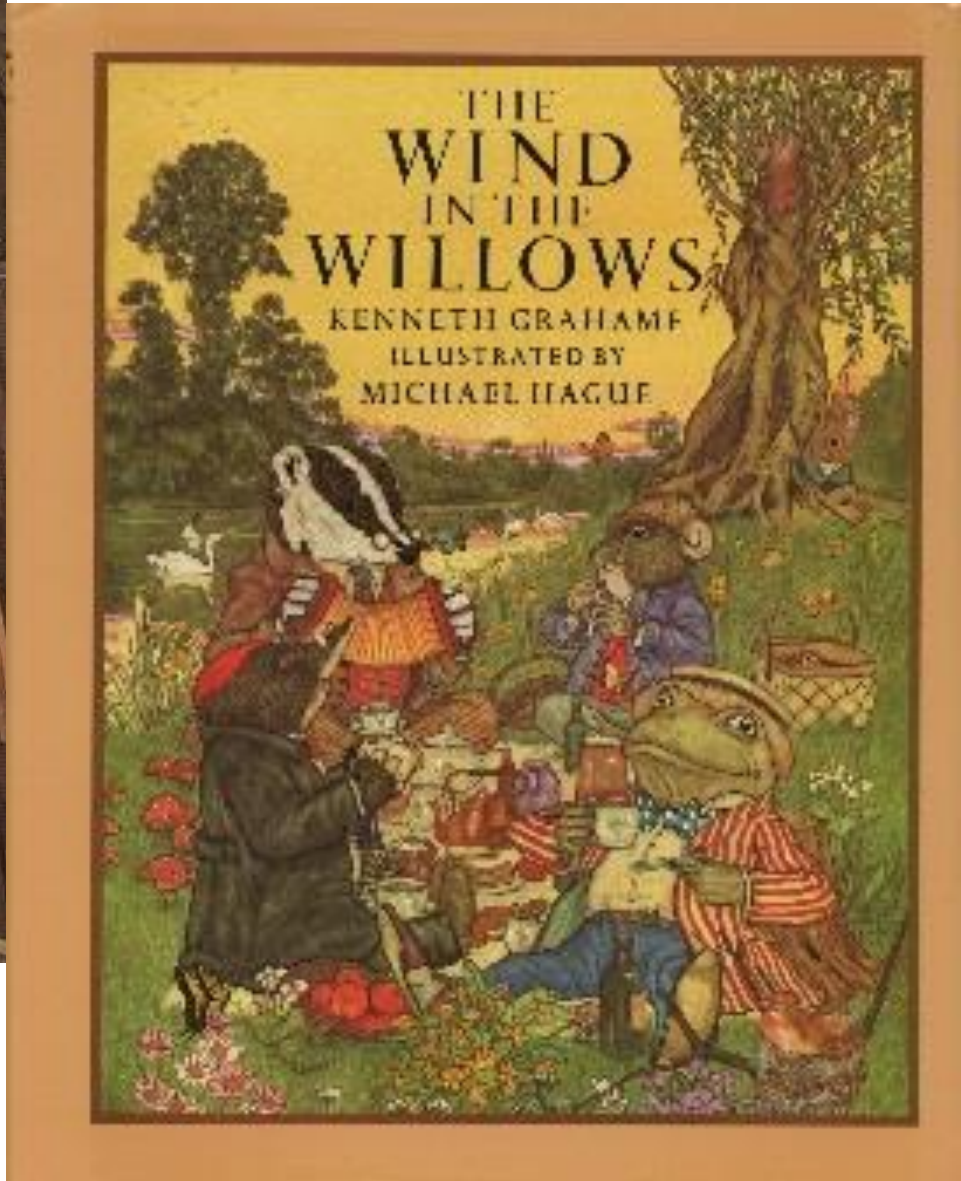
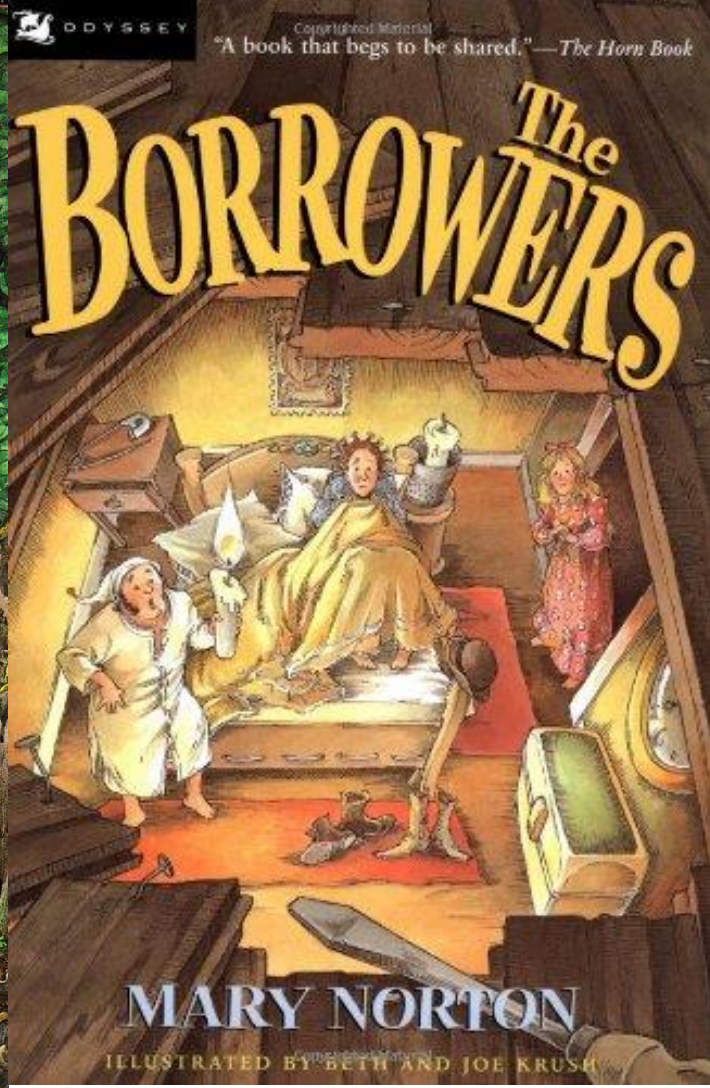
## Bloom's Taxonomy of Questioning....

- Knowledge – describe, identify, who, when, where
- Comprehension – translate, predict, why
- Application – demonstrate how, solve, try it in a new context
- Analysis – explain, infer, analysis
- Synthesis – design, create, compose
- Evaluation – assess, compare/contrast, judge

WEBSITES TO INSPIRE

[www.oxfordowl.co.uk](http://www.oxfordowl.co.uk)

[www.biblionasium.com](http://www.biblionasium.com)



KS1 - Use The Three Little Pigs story with your child to practice...

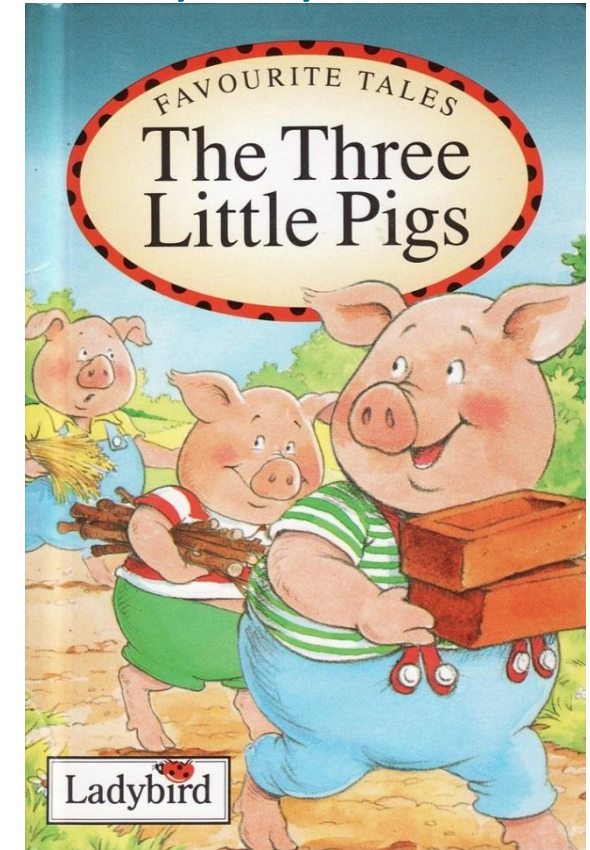
**Before reading** – what do you think the story is going to be about?

**In the middle of reading** – what do you think is going to happen next? Why do you think this?

**After reading** -

- What would you have done?
- Can you think of a different ending?
- What happened in the story?
- What would you have built your home from?
- Give examples of how the third pig showed his cunning?
- How did the wolf manage to blow down the two homes?
- Why did the three little pigs have to leave home?
- How would you defend the wolf's action?
- Which part of the story did you like best?

**ALWAYS**...check your child understands individual vocabulary words. Do not simply ASSUME they know what a word means because they have read it. They have excellent phonic ability to read words they have never heard, seen or read before!



## **Reading prompt questions**

### **General questions**

- What is the title of the book?
- Can you find the author?
- Have you read any other books by this author?
- What kind of text is this?
- What do you think the book is about?
- What does the blurb tell us?
- Where is the story set?
- What genre is this?
- Have you read anything like this before?

### **Decoding unfamiliar words, understanding language used**

- How are you going to work out that new word?
- Was that the best strategy to use?
- Does it make sense?
- What does that word mean?
- What other words would work well?
- Did the author choose this word on purpose?
- What makes you think this?
- What effect was the author trying to create?
- Find three words you don't know the meaning of.
- What do you think these new words mean?
- Can you find the instruction words?

## **Opinions about the text**

- Do you like the book?
- What would you tell a friend about the book?
- Was there anything you liked?
- Was there anything you disliked?
- Was there anything that puzzled you?
- Have you read anything that puzzled you?
- Have you read any other stories like this?
- When you first saw the book what did you think it was going to be about?
- Were you surprised by anything in the book?

## **Non Fiction**

- How do you read a non-fiction book?
- How would you choose where to start?
- What do the contents/glossary/index tell us?
- What new information have you learned from this book?
- Where would you find the information about...?
- What would happen if I changed the order of instructions?
- What happens after?
- Can you find the instruction words?

## **Questions about the characters/settings**

- Describe the main character to me. How do you know?
- What questions would you ask the character?
- Can you compare this character to another?
- What do you know about this character? How did you find this out?
- Can you think of other words to describe the character?
- What character interested you the most?
- Can you compare this setting to another?
- If you were the author would you change the character/setting?
- Can you think of any other words to describe the character/setting?
- Which character interested you most?

## **Understanding the text**

- What would you have done?
- How would you describe him?
- Which words tell us that?
- Why has the author used print like that (bold, italic etc)?
- Look at the illustration, how does she feel etc?
- Are there any words you don't understand?
- Who do you think the main character is?
- What is the chapter/paragraph about?
- What type of opening is that?
- Is it effective? Explain
- Describe the main character to me. How do you know?

# Maths with your Child

- **Beat your partner.** Your topic could be a multiplication table, number bonds to 20, factors etc, choose two children to play. They stand with their backs to each other. Ask the pair a question - whoever knows the answer s/he turns around, gives the answer and shouts gotcha! The winner can then choose a child to play against. This is a good way of practising number facts and can be differentiated to suit the children that are playing each question.

**Tell me about a number** – brainstorm all known facts, related number sequences about a number

**Numberline game** - Draw a line, usually divided into tenths – you can change the length

Choose two football teams. Their goals are at different ends of the scale. The ball (a counter) is placed in the centre of the numberline. Teams take it in turns to roll the dice and move the ball towards their goal. If a 2 is rolled then the ball is moved  $\frac{2}{10}$  towards their goal. The first team to reach their goal is the winner.

- **One pile of cards and two dice** – add all three numbers, multiply them all, make different numbers using the digits on the dice and add/subtract/multiply those with the card.
  - **Counting** – find the number of objects and place on/next to that card.
- **Number bonds** – teacher rolls a die, pupils show complementary number - bonds to 10, 20, 100 (use 2 dice to make 2-digit nos.).

### **Other ideas to support place value work**

- **Build the number.** Start by writing one digit on the board. Ask the children to read the number and then add another digit, so that the number is increasing each time, i.e 5, 25, 125. This gives you an opportunity to see at which point the children find reading the number difficult.
- **Place value chart** – use a place value chart to discuss numbers which are 10 x bigger, smaller, extending up to thousands etc. Find numbers which have a 2 in the tens column and share the different answers.



- **The police inspector** - this is a variation of the game 'Guess my number/ shape?'. Your child or you is given or picks a number and is then 'interrogated'. You or your child can be constables and can write down the evidence as it is given (scrap paper, whiteboards) and can discuss the correct answer. The constables can be encouraged to ask the 'suspect' questions too.
1. **Countdown** - lots of variations, basic idea is one child calls out a 2, 3 or 4-digit number (depending on their age, ability) and another picks out 4 or 5 single digit numbers (from a hat, board etc). In a set amount of time the class has to use the single digit numbers to make the larger number, using any combination of the four rules. This game could be played in pairs, with two opposing teams, or individuals. All the numbers could be represented on cards (like the TV game) - in my class I even had a Carol Vorderman (male and female - they all loved being Carol!) who pulled out the cards!
- **Find my rule** - the parent (or child) decides on a rule. One calls out a number and the other applies their rule to that number and either calls the new number out or writes it on the board. This continues until you guess the rule.

# Websites to help inspire....

## **Early Years/Foundation Stage**

<http://www.crickweb.co.uk/assets/activities/count-with-lecky7b.swf>

- Counting

[http://www.wmnet.org.uk/wmnet/custom/files\\_uploaded/uploaded\\_resources/850/Count&Order.swf](http://www.wmnet.org.uk/wmnet/custom/files_uploaded/uploaded_resources/850/Count&Order.swf)

- ordering numbers 1-6

## **Key Stage 1**

[http://www.ictgames.com/save\\_the\\_whale\\_v4.html](http://www.ictgames.com/save_the_whale_v4.html)

- number bonds to 10

<http://www.ictgames.com/sharknumbers.html>

- place value

[http://www.comberps.newtownards.ni.sch.uk/maths\\_games\\_for\\_ks1.htm](http://www.comberps.newtownards.ni.sch.uk/maths_games_for_ks1.htm)

- lots to choose from

## **Key Stage 2**

<http://www.ilovemathsgames.com/flashfiles/1000%20game.swf>

Good for maths games and puzzles.

<http://www.primarygames.com/math.php>

Adventure games with a plot! Use maths to fight aliens!

<http://www.mathsonline.co.uk/nonmembers/gamesroom/awards/awardc.html>

Ordering numbers using an Olympics/sporting theme.

# Websites to help inspire....

## **Either Key Stage**

[http://www.wmnet.org.uk/wmnet/custom/files\\_uploaded/uploaded\\_resources/850/calcbalancev3.swf](http://www.wmnet.org.uk/wmnet/custom/files_uploaded/uploaded_resources/850/calcbalancev3.swf)

- lots of possibilities here to practice key skills for all levels

<http://www.wmnet.org.uk/resources/gordon/Hit%20the%20button%20v9.swf>

- another favourite whereby children practice the basics

<http://www.amblesideprimary.com/ambleweb/mentalmaths/numberbond.html>

- number bonds to 5, 10 and 100

<http://www.crickweb.co.uk/ks1numeracy.html>

- scroll down to 'digit workout'. It provides levelled activities and children could try to beat their time.

## **Times Tables**

[http://www.arcademicskillbuilders.com/games/grand\\_prix/grand\\_prix.html](http://www.arcademicskillbuilders.com/games/grand_prix/grand_prix.html)

Times Tables racing game on work on speed.

<http://www.arcademicskillbuilders.com/games/penguin-jump/penguin-jump.html>

More games to work on times tables speed.

# Assessment

**YEAR 2 SATS (Interim framework for Reading, Writing, Maths and Science)**

- [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/538412/2017\\_interim\\_teacher\\_assessment\\_frameworks\\_at\\_the\\_end\\_of\\_key\\_stage\\_1\\_150716\\_PDFa.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/538412/2017_interim_teacher_assessment_frameworks_at_the_end_of_key_stage_1_150716_PDFa.pdf)

**(YEAR 2 SATS Writing Exemplification)**

- <https://www.gov.uk/government/publications/2016-teacher-assessment-exemplification-ks1-english-writing>

**(YEAR 2 SATS Maths Exemplification)**

- <https://www.gov.uk/government/publications/2016-teacher-assessment-exemplification-ks1-mathematics>

**(YEAR 2 SATS Reading Exemplification)**

- <https://www.gov.uk/government/publications/2016-teacher-assessment-exemplification-ks1-english-reading>

# Assessment

## **YEAR 6 SATS (Interim framework for Reading, Writing, Maths and Science)**

- [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/538415/2017\\_interim\\_teacher\\_assessment\\_frameworks\\_at\\_the\\_end\\_of\\_key\\_stage\\_2\\_150716\\_PDFa.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/538415/2017_interim_teacher_assessment_frameworks_at_the_end_of_key_stage_2_150716_PDFa.pdf)
- **(YEAR 2 SATS Writing Exemplification)**
- <https://www.gov.uk/government/publications/2016-teacher-assessment-exemplification-ks2-english-writing>
- **(YEAR 2 SATS Maths Exemplification)**
- <https://www.gov.uk/government/publications/2016-teacher-assessment-exemplification-ks2-mathematics>
- **(YEAR 2 SATS Reading Exemplification)**
- <https://www.gov.uk/government/publications/2016-teacher-assessment-exemplification-ks2-english-reading>