**Reading Workshop For Families.**

Why read to your child?

-Special family time.

-Exposed to a variety of books.

-Hear a fluent, expressive role model.

-Supports a calm atmosphere as part of their bedtime routine.

-Supports their knowledge of the world.

-IT’S FUN!!!

What should you read to your children?

-Anything that they enjoy!

-A range of books; traditional tales, joke books, non-fiction, myths, science fiction etc.

-Reading material around them -street signs, menus, leaflets etc.

Why hear your child read?

-Practise their decoding / phonics and fluency.

-Supports comprehension -ask them questions.

-Practise their expression and knowledge of punctuation.

-Supports confidence building.

-Supports their knowledge of the world.

How often should you read to and hear your child read?

-Every day!

**Questions you could ask your children**

All books:

-Can you find these features… title, author, illustrator, blurb, title page, publisher. What are their jobs?

-What kind of a book is this?

-Who do you think would enjoy this book?

-Why has the author written…?

-What does this word… mean?

Fiction:

-What do you think will happen in this book?

-What do you think will happen next?

-What happened in the story?

-Who is your favourite character?

-Why did they do/ say that?

Non-fiction:

-Can you remember any facts?

-Can you find any of these features… contents page, subheading, introduction, photograph, caption, label, brackets, glossary, index. What are their jobs?

-Where do you think they got their information from?

**Features.**

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| Feature | Definition | Example |
| adjective | A word to describe something.  | Soft, sparkly, tall, miserable, peaceful.  |
| simile | Using an adjective to compare two things which are similar.  | The pillow was as soft as cotton wool.Her crown is sparkly like a star.  |
| onomatopoeia | The sound something makes and when you say the word you make the sound it makes.  | BANG! Meaow! Whoosh! |
| verb | An action.  | Swimming, danced, walk.  |
| noun | The name of something.  | Cat, grapes, Sara.  |
| adverb | Describes how an action is done.  | Gracefully, speedily, calmly.  |
| temporal connective | Words to give information about the order something should be done in.  | Firstly, secondly, lastly.  |
| conjunction | Words to join two simple sentences together to extend a sentence.  | And, so, but, because, if. |
| preposition | Words to give information about when or where something happened.  | To the left of, before, on top of.  |

**Punctuation.**

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| Punctuation | Definition | Example |
| Full stop . | Punctuation to end a statement.  | Our school is called Medlock Primary School.  |
| Exclamation mark ! | Used to end an exclamation. | I can’t wait to go on holiday! |
| Question mark ? | Used to end a question.  | How old are you? |
| Comma , | Used between items in a horizontal list.  | I need to buy milk, bread, eggs and flour.  |
| Apostrophe for possession ‘ | Used when something belongs to someone.  | That is Sara’s bag.  |
| Apostrophe for a contraction ‘ | Used when two words are pushed together to make one.  | It’s bedtime now so let’s brush our teeth.  |
| Bullet points - - - | Used before items on a vertical list.  | I need to buy:-bread-milk-flour-eggs |
| Ellipsis ... | Used to make the reader wonder what’s going to happen next.  | Out of the corner of her eye she spotted... |
| Inverted Commas “.............” | Used to show when someone’s talking.  | “What time are we leaving?” asked Sara. |