The Book Buddy's Bookmark

A pocket guide to supporting 1:1 reading at Kingsley

BEFORE READING

Front Cover

- Child to read the front cover.
- Foster excitement about the text.
- Is it fiction or non-fiction? How do we know?
- Encourage predictions about the text.
- If child already started the text on a prior day, ask what's happened so far.

Stages of Reading Reminder

- Remind child that they can go back down the reading stages if they come across a tricky word. E.g.

"Remember, if you get stuck you can use Secret Fred, and if you're still finding it tricky then you can use your Fred Talk"



Chunking Reminder

- Remind child that if they get stuck on a longer multisyllabic word, they can 'chunk it' (chop it up by covering syllables with their finger). E.g.

"If you get stuck on a longer word, don't forget to chunk it by chopping it up into syllables!"

DURING READING

Tracking & Strategies

- Child reads, tracking with their reading ruler.
- Teacher taps word twice with lollistick if child read incorrectly.
- If child is stuck, they may need to be reminded again to go back down the reading stages or 'chunk it'.
- Use LOTS of wonderful praise throughout!

Expression

- Encourage use of 'storyteller voice' throughout to engage the reader. More specifically, encourage the following:

- Alter tone of voice in line with the plot.

- Spot and respond to the following punctuation:

* Inverted commas - Alter voice to reflect the character speaking.
* Commas & full stops - Take natural pauses.
* Question marks - Use a questioning intonation.
* Exclamation marks - Read with a powerful expression to convey excitement, surprise or anger.
* Ellipsis - Pause to create suspense.

AFTER READING

Comprehension

- At the end of the read, ask 3 comprehension questions.
- Refer to them as a literal retrieval question (as referred to as a 'fastest finger' question in KS1) or an inference question (as referred to as a 'have a think' question in KS1).
- When answering literal retrieval questions, encourage child to circle their answers with their finger.

"Find it! Prove it! Remember...good readers circle their evidence!"



COMPREHENSION QUESTION EXAMPLES:

Literal Retrieval

(Child to locate information that is directly stated and extract it from the text)

- *Who is...?*
- *Where did...?*
- *When did...?*
- *What happened after...?*
- *How many...?*
- *Find and copy a word or phrase that tells you...*

Inference

(Child to read between the lines and support their answers with evidence)

- *Why do you think...?*
- *How do you know that...?*
- *How might the character be feeling when...?*
- *What clues suggest that...?*
- *Why might the character have decided to...?*
- *How does the character's behaviour show that...?*

Vocabulary

(Child to show an understanding of the vocabulary)

- *What does the word '...' mean in this sentence?*
- *Find and copy a word that means...*
- *Which word suggests that...?*
- *Why has the author chosen the word '...'?*
- *What other word could the author have used instead of...?*

Prediction

(Child to use evidence to make sensible predictions)

- *What do you think will happen next?*
- *Why do you think... might happen?*
- *What clues suggest that...?*
- *How might the character react if...?*
- *What might happen as a result of...?*
- *What evidence supports your prediction?*

Explanation of Author's Choices

(Child to explain how the author's language, vocab and choices affect the reader)

- *Why has the author used this word?*
- *Why has the author written in capital letters here?*
- *How has the author created a feeling of...?*
- *What effect does the phrase '...' have on the reader?*
- *How does the author make the reader feel...?*