

The reflective reader

Can make a considered response to a range of texts and use information from a range of sources.

Before reading you can:

- Encourage the reader to read a range of texts, both fiction and non-fiction, explaining their choices and reasons for their choices.
- Encourage the reader to read a book which is linked to one they have already read, e.g. it might be set in a similar location, it might be written by the same writer, it might deal with a similar theme.

During reading you can:

- Read the opening of the text together and ask the reader to identify what they think the themes of the text will be. Ask them to explain why they think this.
- Encourage the reader to use the Internet or reference books in the library to find a range of information about a chosen topic. Ask them to explain which are likely to be the most useful and reliable sources of information and why.

After reading you can:

- Ask the reader to think back to the themes they identified from the opening of the text and ask them to explain how they developed and which ones became more important towards the end of the text.
- Encourage the reader to use subject-specific vocabulary when discussing a text with you. Make sure they are able to explain clearly to you what they understand by it.

The versatile reader

Is a critical and thoughtful reader across a wide range of texts: selecting, sifting, summarising, comparing and contrasting.

Before reading you can:

- Discuss previous reading and potential future reads.
- Help the reader to select texts of a familiar type but from another culture or time.

During reading you can:

- Look at a selection of texts, e.g. websites, newspaper reports and discuss any bias or subjectivity. Ask the reader to evaluate the reliability of each text.
- Encourage the reader to explore other readers' responses to texts and discuss whether they agree or disagree with them, explaining why.
- Discuss with the reader the way ideas and issues are presented in different texts.

After reading you can:

- Discuss the text as a whole and their response to it. Encourage them to take the lead on this, explaining their judgements and preferences about a text they have read.
- Discuss the reader's strengths and aspects of reading they would like to develop.



Cardinal Allen Catholic High School



What is your child's current English grade?
Ask them, or look at their latest report.



Developing your child's reading potential

Parental Support Material

How to help your child move on to the next level

The developing reader

Reads with increasing fluency and accuracy and uses a range of strategies to construct meaning.

Before reading you can:

- Talk about strategies they can use if they come across an unfamiliar word.
- Focus on what they do well, encouraging them to build on their strengths as readers.

During reading you can:

- Encourage the reader to try a range of strategies when reading unfamiliar words. For example:
 - sound out words;
 - use the rest of the sentence to help with a difficult word;
 - use other clues on the page to help read accurately;
 - re-read the preceding words when stuck;
 - break down longer words to read them.
- Use the Internet to find information on a range of topics or read newspapers together to look for specific information, e.g. weather, television programming, sport, etc.
- Read yourself: show them that reading has a purpose and is enjoyable.

After reading you can:

- Choose one or two words that they found difficult to read and practise different strategies for reading the word.
- Talk about strategies that you used when reading. Did you visualise the main character? What questions came into your mind when reading? How did you feel about a particular issue, character or event?

The competent reader

Reads between the lines, seeing meaning that isn't stated directly. Deploys a wide range of active strategies to find and read texts for different purposes.

Before reading you can:

- Ask the reader to make predictions about the text. For example:
 - What might it be about?
 - What might happen in the story?
 - What might be the importance of the title?
 - What sort of text is it (a horror story, a newspaper article, etc.)?
- Encourage them to take a risk, e.g. choose a book that they wouldn't normally read.

During reading you can:

- Ask the reader to predict how a story will continue. Then ask them to explain their predictions with some reference to what has happened so far.
- Talk about the way we often 'read between the lines', looking for meanings that are implied but not stated directly. Choose a short piece of text, e.g. a short newspaper report on a celebrity, and practise looking for facts (what we know) and inferences (what is implied). Talk about the differences.
- Ask follow-up questions that encourage the reader to explain further their inferences through closer use of textual evidence.

After reading you can:

- Encourage them to visit writers' web-sites and to attend talks and presentations by writers. Better still, go with them.
- Help the reader to reflect on what they have gained from their reading. Help them to set new targets that build on their reading, e.g. to read two other novels by the same author by a certain date, or to find out more about a topic by finding and reading another source of information.
- Praise or reward any positive achievements and progress, e.g. if they have read far more than usual.

The active reader

Has a sense of the writer at work behind a text, and can explain something about how a text is constructed, based on plenty of prior reading experience.

Before reading you can:

- Ask the reader to create a list of speculative phrases to use when discussing a text. You may wish to start them off with *'This makes us think that...'* and *'This suggests that...'*
- Ask the reader to talk about the purpose, audience and form of the text they are about to read.

During reading you can:

- Ask the reader to speculate about the writer's point of view in a text. For example:
 - Is the writer for or against this topic?
 - Does the writer want us to sympathise with this character or not?
 - Ask the reader to comment on some of the words and sentences used by the writer. Discuss what effect is being created by the writer and how it is being created. For example:
 - What did the writer want us to think when he chose that word?
 - That's a very short sentence. Why has he chosen to write it like that?

After reading you can:

- Talk with the reader about what they liked or disliked about the way the text was written. Try to get him or her to point out particular words or sentences and comment on them.
- Talk with the reader about why the writer might have chosen to organise a text in a particular way.