

Reading in P4

Important Information for Parents



By Primary 4 most children will have become fluent, competent readers who are capable of reading independently. It is at this stage that parents are uncertain about the level of input required in supporting their children in developing reading skills. Many parents feel that they should allow their children to read on their own at this stage and feel that their children are too old to be read to. This is not the case. It is so important that children experience a range of different reading experiences. This includes independent reading (child reading alone), paired reading (child reading with parent) and modelled reading (parent reads to child).

Parents can still play a crucial role in their child's reading by supporting them in developing their understanding of the story (comprehension skills). By questioning and guiding children through their reading children will develop a higher level of comprehension skills and gain a more valuable reading experience. As a parent, you should never assume that just because your child is able to read every word in the book that they automatically understand what they are reading. Many children are so focused on reading at word level that the actual meaning of the story is lost. Parents need to draw out this understanding and support children in developing strategies of predicting/infering, visualising, making connections, summarising/synthesising, making judgements/evaluating.

I hope that you find the information in this booklet helpful in providing you with the terms and skills that will help you in supporting your child.

It is hoped that by the end of P4 the majority of pupils in the class will have reached a Level 2 in reading. The requirements for Level 2 are as follows:

- Children can read a range of texts for information, ideas and enjoyment.
- Children can understand what they are reading, can recount/retell the story and can sequence the story in the correct order.
- Children can use a range of strategies to read with increasing independence, including using pictures, prior knowledge, context cues, breaking words into syllables etc.
- Children can select and use information from a range of sources and understand the organisational features of texts, including alphabetical order used in the contents, glossary and index.
- Children can recognise the forms and features of different texts, e.g. non-fiction, dictionary.
- Children can use evidence from texts to explain opinions.
- Children can ask questions, express opinions and make predictions.

Developing Comprehension Skills

Most children can respond to a text at a **literal level**, e.g.

What is the name of the boy? How many children are in the story?

In Primary 4, children should be beginning to respond at the **inferential level** also. This level is more challenging.

Inference involves 'reading between the lines', and the use of common sense and reasoning to extract meaning not explicitly stated in the text.

Examples of questioning.

Text:

Mum puts sandwiches in two plastic boxes. The boys put them in their sports bags with their swimming gear. Mum says "You will look after Ben, won't you Lee?"

Questions to ask:

Literal level questions

Where did Mum put the sandwiches?

How many plastic boxes did Mum fill?

Questions at an inferential level

Where are they going?

Who is the older boy?

Will they be back in time for lunch?

