

Listening to Children Read



Information for Volunteers

We greatly appreciate the time parents and other volunteers give to listen to readers in school. This booklet is designed to make listening to children read a useful and impactful use of that time.

Ideally children should read with you for approximately 5-10 minutes. Depending on the child, these 5-10 minutes should be a combination of listening to the child read aloud and then a discussion about what they have read using some of the questions contained in this booklet. For those children who find reading a challenge, you could also take it in turns to read the text aloud.

These higher order questions are relevant when hearing children read from all year groups within the school. The conversation between you and the child when listening to them read is as important as encouraging them to read fluently. The questions contained in this booklet will encourage the discourse between you and the child which will benefit their understanding of the text and inference skills.

The booklet also has ideas for strategies the children can try when they are struggling to decode new words. The children need to have the opportunity to have a go at decoding new or tricky words using some of these strategies. At the same time, don't let them struggle unnecessarily. You can help them by modelling the strategies, for example, how to sound the word out or use clues from the page or text. If you want any more guidance, then speak to the class teacher, who will be more than happy to help.

Thank you.

Reading Strategies

When I am reading, I can use the following things to help me:

I use the pictures to help me.



“C-A-R-P-E-T”

“CAR –
PET”

“CARPET”

I sound out/blend words I don't know.

I look for smaller words inside words.



“tEACHer”



“en – joy –
able”

“Enjoyable”

I can break words down into syllables.

I use punctuation to help me make sense of what I am reading.



I go back and read a word or sentence again if I don't understand it.

I read on to see if I can work out the meaning of a word I don't know



I listen to what I am reading to see if it makes sense.

I check that I am right by going back to look at words carefully.



I can tell when I've made a mistake and go back to try and put it right.



I ask questions to help me with my reading if I don't understand.



I talk through my ideas, thoughts and feelings about what I'm reading.

I think about what might happen in the book and I can say why.



When I read I imagine what is happening and create a picture in my mind.

I use words I can see around me or that I have read before.



I use my finger to track words.

Suggested Questions to Ask Readers

Try to ask a range of questions about the book as well as the text within. Where possible, encourage the child to tell you in their own words what they have just read to help you assess their understanding. Here are some possible questions to ask children when discussing the text with them:

- Where can we find the blurb?
- Is there a contents page?
- What made you choose this book?
- What do you think this book is going to be about?
- What genre do you think this book is?
- Why do you think the text is organised like this?
- Who are the key characters in the book?
- Give me three adjectives to describe one of the characters
- Find a word in paragraph 2 which shows.....
- Can you think of a word that rhymes with?
- What sound does "....." start with? Can you think of any other words which start with the same sound?
- Can the word ____ have more than one meaning?
- What other word could the author have used instead of ____ which has the same meaning?
- What did do?
- What does mean?
- What happened in the beginning of the book?
- Has there been any surprises or twists in the storyline so far?
- When and where did the story take place?
- Which word tells you that.....?
- Give me the main events of the story so far
- Summarise what you have just read to me
- What do you think is going to happen next?
- How do you think the book will end?
- What is your favourite part of the story and why?
- Tell me the funniest part so far

- If you were to make a film based on the book, which character would you most like to play? Which character would you cast me as? Why?
- If you were to make a film based on the book, which actor would you choose to be the main character?
- If you were to make a film based on the book, what type of music would you use for it and why?
- Who would you like to meet in the story? Would you be friends with them?
- How did the character change throughout the book?
- How did the character's feelings change?
- How did _____ react when.....?
- What do you think the character was thinking when....
- What would be a suitable caption for this image?
- Why is this word underlined/in bold/in italics?
- How does the author make you want to continue reading?
- Why does the writer use _____?
- Can you find any interesting adjectives/verbs/examples of alliteration?
- Why is this word in "inverted commas"?
- If you could ask the author three questions, what would they be?
- If you could ask the main character three questions, what would they be?
- If you could be friends with one of the characters, which one would you choose?
- In the text it states ".....", but what else can we understand from this?
- What is the author secretly trying to tell us without making it obvious?

