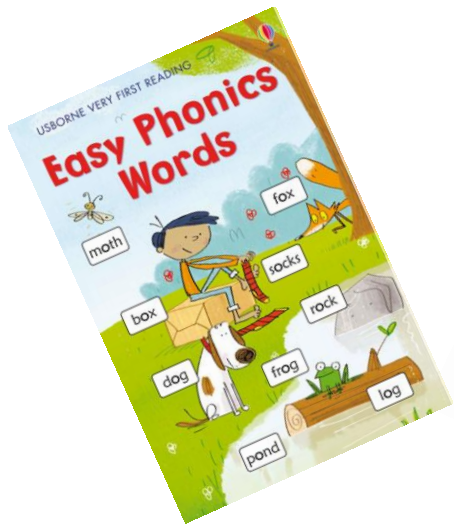


Supporting Reading Comprehension at home

EALING SPEECH AND LANGUAGE THERAPY

Books for decoding

Books for comprehension



You can use different books to practice different skills with your child



Ealing Community Partners

1. Time

- ❑ Set aside a time for you to read with your child
(this can be separate to their school reading book)
- ❑ This can be any book they want to read or might be interested in
- ❑ You can read the book to your child, and use this as an opportunity to talk about the book and work on their reading comprehension



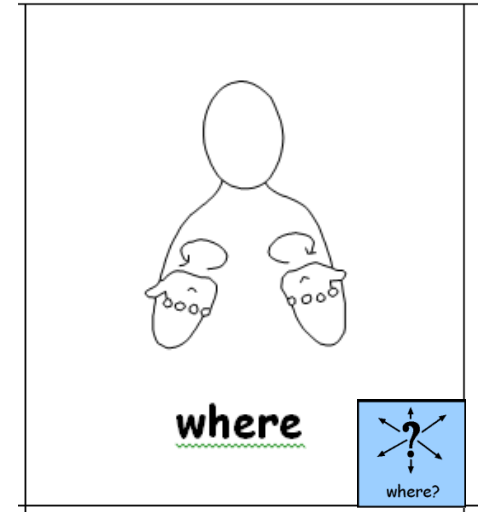
2. Be a detective!

Look at the front cover of the book with your child

- Who is in the story?
- What do they think is going to happen? > making predictions!

3. Add visuals

- point to and talk about the pictures in the book
- Use gesture/Makaton to support your talking
- It's okay to change the words when you are reading to your child (e.g. using less language, or more simple words)



4. Ask questions, one at a time



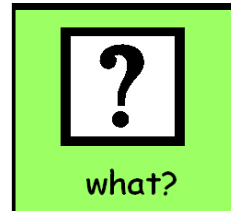
who?

→ Person



where?

→ Place



what?

→ Object



what doing?

→ What's happened / event

Harder questions...



when?

→ **Time**



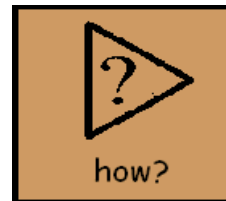
why?

→ **Reason**



what like?

→ **Description**



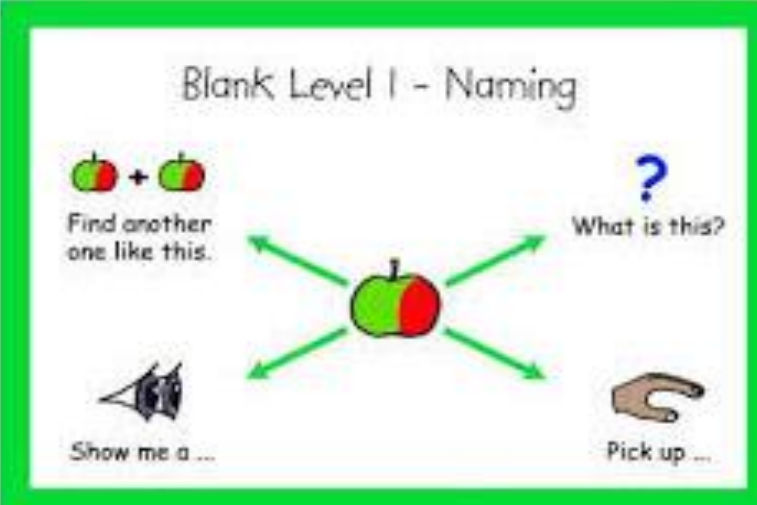
how?

→ **Explanation**

Check your child's speech and language therapy programme or speak to your child's Speech and Language Therapist to find out what types of questions that are working on.

Levels of Questioning

Blank Level 1 - Naming



Find another one like this.

What is this?

Show me a ...

Pick up ...

The diagram features a central illustration of a red and green apple. Four green arrows radiate from the apple to four different prompts: 'Find another one like this.' (top left), 'What is this?' (top right), 'Show me a ...' (bottom left), and 'Pick up ...' (bottom right). In the top left corner, there is a small illustration of two apples with a plus sign between them. In the top right corner, there is a question mark. In the bottom left corner, there is an illustration of a hand holding a pencil. In the bottom right corner, there is an illustration of a hand pointing.

Blank Level 2 - Describing



Who?

What... doing?

Where?

Function - Show me something you eat?
- You cut an apple with a ...

Things together -

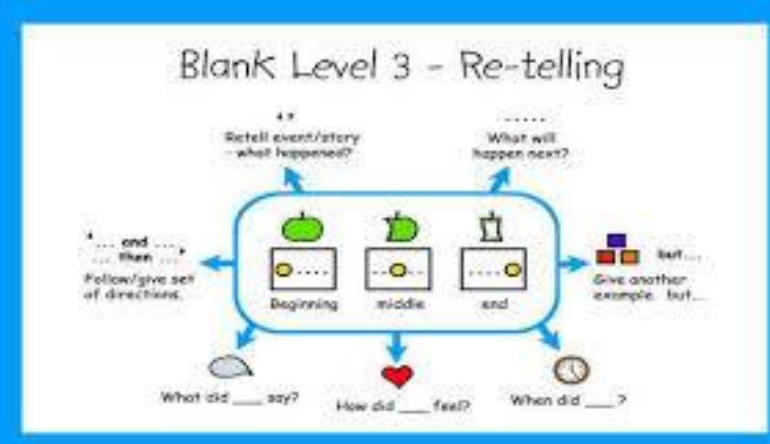
Sorting - Tell me another fruit

Describing words

Colour? Size? Texture? Shape? Quantity?

The diagram features a central illustration of a person's head and shoulders eating an apple. Several arrows point from the person to various prompts: 'Who?' (top left), 'What... doing?' (middle left), 'Where?' (bottom left), 'Function - Show me something you eat? - You cut an apple with a ...' (top right), 'Things together -' (middle right), and 'Sorting - Tell me another fruit' (bottom right). Below the person, there is a box labeled 'Describing words' with arrows pointing to five categories: 'Colour?' (with a red apple), 'Size?' (with a small green apple), 'Texture?' (with a green apple), 'Shape?' (with a green apple), and 'Quantity?' (with a group of green apples). In the top right corner, there is an illustration of a fork and a knife. In the bottom right corner, there is an illustration of three colored blocks (red, blue, and green).

Blank Level 3 - Re-telling



Retell event/story - what happened?

What will happen next?

... and ... then ...
Follow/give set of directions.

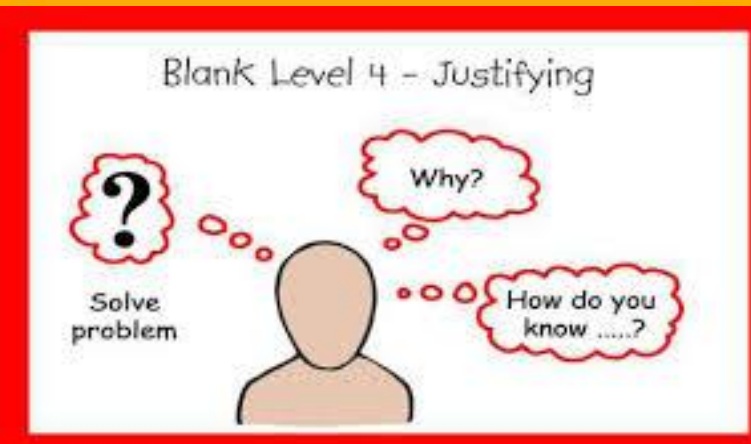
Give another example, but...

Beginning middle end

What did ... say? How did ... feel? When did ...?

The diagram features a central illustration of a story arc with three boxes labeled 'Beginning', 'middle', and 'end'. Each box contains a small illustration: a green apple in the beginning, a green apple with a bite taken out in the middle, and a green apple with a knife in the end. Arrows point from the story arc to various prompts: 'Retell event/story - what happened?' (top left), 'What will happen next?' (top right), '... and ... then ... Follow/give set of directions.' (left), 'Give another example, but...' (right), 'What did ... say?' (bottom left), 'How did ... feel?' (bottom middle), and 'When did ...?' (bottom right). In the top left corner, there is an illustration of a speech bubble. In the top right corner, there is an illustration of a clock. In the bottom left corner, there is an illustration of a hand holding a pencil. In the bottom right corner, there is an illustration of a hand pointing.

Blank Level 4 - Justifying



Solve problem

Why?

How do you know?

The diagram features a central illustration of a person's head and shoulders. Three thought bubbles are shown: a large one with a question mark, a medium one with the word 'Why?', and a smaller one with the text 'How do you know?'. In the top left corner, there is an illustration of a hand holding a pencil. In the top right corner, there is an illustration of a hand pointing.

www.elklan.co.uk

Example Questions

We're Going on a Bear Hunt

We're Going on a Bear Hunt

Michael Rosen Helen Oxenbury



Level 1 – show me the bear

Level 2 – where does the bear live?

Level 3 – how do the people feel?

Level 4 – why did the family run away?

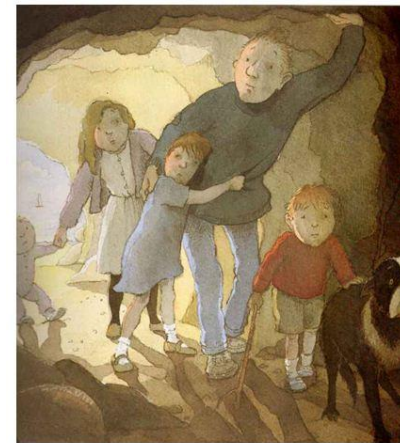
NHS

Ealing Community
Partners

Act it out!

Could you and your family role play the story/part of a story?

- Hide a teddy bear somewhere in the house.... We're going on a bear hunt!
- Key words: under, over, through
- Act out the emotions: happy, worried, scared



We're going on a bear hunt - Michael Rosen - 1997

Draw it/paint it

□ Recap the key vocab

E.g. swirling wirling snowstorm!

narrow, gloomy cave



Let your child be the teacher!

- ❑ Encourage your child to retell you the story
- ❑ They can ask you questions about the book

Vocabulary

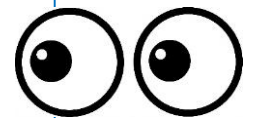
❑ Pick out words your child may not know the meaning of

❑ E.g. bear hunt > narrow
> gloomy

“Hmm a gloomy cave, I wonder what that means!”



- ❖ Ask an adult
- ❖ Search on the internet
- ❖ Look in a dictionary



Ealing Community
Partners

Vocabulary



Identifying words they don't know the meaning of



I know the
word



I've heard the word
(but don't know
what it means)



I don't know
the word

Create a word web

What does it look like?
 colour / size / shape

What does it do?
 What do you do with it?

Where do you find it?

What group is it in?
 (What topic does it go with?)

What does it sound like?
 Rhyme / 1st sound / syllables

Now say it in a sentence.....

Predicting

- Start with easy to predict situations e.g. how do we make a sandwich?
 - Talk about the sequence of events
 - First we put the bread on the plate
 - Then we open the butter
 - What do we do next?



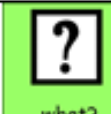





- Link to your child's real-life experiences > what would they do in that situation? What would mum/dad/teacher do?

Additional activity: Answering questions

- For further reading comprehension activities, use the worksheet example on the next page to draw pictures or write a sentence about each part of the story
- Look back through the book together to find the answer

Story Comprehension Planner Using colourful Semantics

Please note: to fill this out, the child may draw, write or talk about each answer. You may go back to the story to find the answers.

 <p>who?</p> <p>Draw/write about or talk about the main characters in the story</p>	 <p>what doing?</p> <p>What did the main character do?</p>	 <p>what?</p> <p>What was in the story? (things/objects)</p>	 <p>where?</p> <p>Where was the story based? Where did the main character go?</p>
 <p>when?</p> <p>When did the story happen? (year, season, time, day)</p>	 <p>how?</p> <p>How did they get there?</p>	 <p>what like?</p> <p>Draw or use words to describe the setting.</p>	 <p>The End</p> <p>What happened in the end?</p>

Have fun talking about books at home!

- Please look at your child's Speech and Language Therapy programme to see what they are working on.
- Please contact your Speech and Language Therapist if you have any questions.