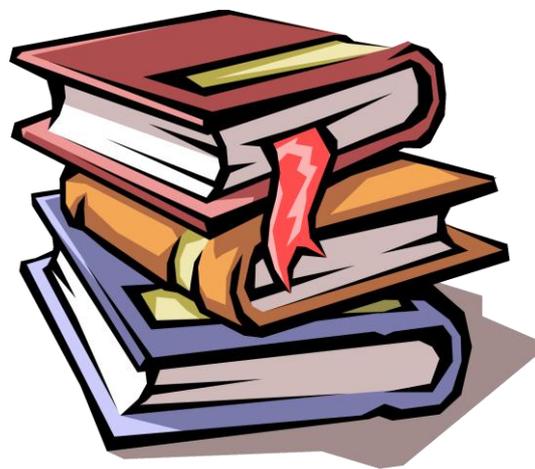




## Volunteer Readers' Leaflet

March 2017



To volunteer is a great way to make a difference and to support the development of young readers.

Thank you for volunteering your time to hear children read at the March School.

This leaflet is designed to guide you to the types of key questions to ask the children when they read books to you. It aims to support children to comprehend a variety of texts and to discuss these enthusiastically with you.

The teacher may wish to guide you on the type of questions to ask. For example, the children may have been learning about *characters* in English. To reinforce the learning, the teacher may want you to ask questions about the characters using questions from the 'Characters' section.

Please see the text related questions you could ask below.

Thanks again for volunteering. We hope you find this guide useful.

Carol lee

[English Subject Leader]

## **The types of questions**

### **Decoding**

Even fluent readers can be stumped by an unfamiliar word. Suggest strategies of breaking the word into reading the single/combination of letters into the sounds [phonics] of spoken language.

**Words in Context:** Have a thesaurus and dictionary with you so the child can find a definition for an unfamiliar word/ phrase and discuss its meaning and synonyms – people from long ago [ancestors]

### **Characters**

Who is the narrative voice?

Who are the main characters?

Describe/him/her/them?

What are the main problems facing them?

What sort character is he from the things he did/said/reacted?

How did the character change from being timid to courageous? Find the events that tell you this?

**Retrieval and recall:** early readers need to develop this skill, in order to locate important information and to retell stories and describe events. Find 2 sentences which describe the setting. What part of the country did they live in?

**Inference:** reading between the lines. Encouraging children to make inferences based on clues in the text and their understanding of the context of the book will help them to develop this important skill. How do you know he was happy? [He skipped along the path, laughed and raised his face to the sun]

### **Purpose and viewpoint:**

Who is the narrator of the story? What does the writer feel about his/her subject? Children need to understand that writers write for a purpose and recognise this will have an impact on the way a text is written. Newspapers and advertisements are perfect examples of this.

### **Plot**

How does the story begin?

Where does it take place?

What is the most exciting part? Why?

What are the conflicts? What does this word mean?

Problems? Dilemmas?

How does the author build up suspense?

What do you predict will happen next?

What would you add if you were going to write a new chapter?

**Structure and Organisation:** as children read a wider range of text types they need to comment on the features and how they are organised eg headings, sub headings for non fiction texts, bullet points/captions/diagrams etc. **Ask what is the purpose of the text? Why is it organised in this way?**

What kind of [genre] of story is this? [Adventure, horror, mystery, humour, sci fi?]

What are the features that make you think this?

Find evidence to support your answer for the above?

What do you think the author is trying to tell her readers through the story?

### **Language**

**Think about language choices and the effects on the reader.**

**Identify similes..He ran like the wind... metaphors ..He was the wind running through the woods. Think of alternative choices of language which gives the opportunity to develop a richer vocabulary.**

Can you find 5 synonyms for 'said'?

What tense is this passage written in?

How has the punctuation affected the way we read it?

How has the simile made you imagine the character?