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Reading Comprehension

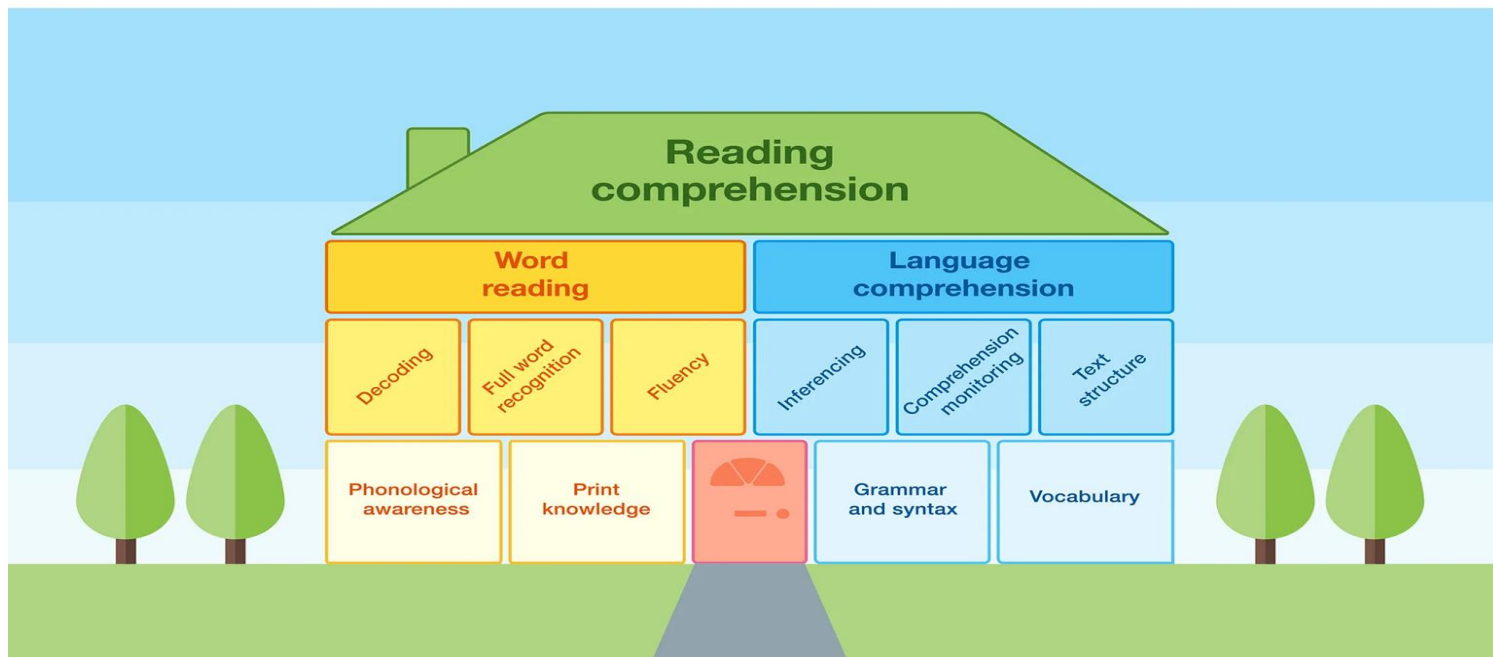
Supporting your child's reading at home





Reading: Word Reading & Language Comprehension

Figure 2: Reading comprehension—the sum of many parts
Adapted from Hogan, Bridges, Justice, and Cain (2011)





How does reading work?

- Create a 'mental modal' – representation of meaning
- Consists of
 - Information from text
 - General knowledge of the words and topic





Developing language comprehension (understanding)

- **Questioning** is a really good tool to support the development of your child's reading comprehension skills. Starting with simple questions and moving onto some that are slightly harder.
- At Parayhouse School, we use an evidence based framework to develop children's language skills and reading comprehension - called '**Blanks Levels**'. Questions can broadly be categorised into 4 levels based on difficulty.



Blank's Levels of Questioning



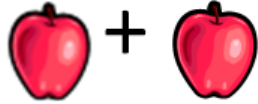
Level 4 - Solving problems and reasoning

Level 3 - Talking about stories/events

Level 2 - Describing things

Level 1 - Naming things

Blank Level 1 - Naming



Find another one like this

?

What is this?



Show me a....



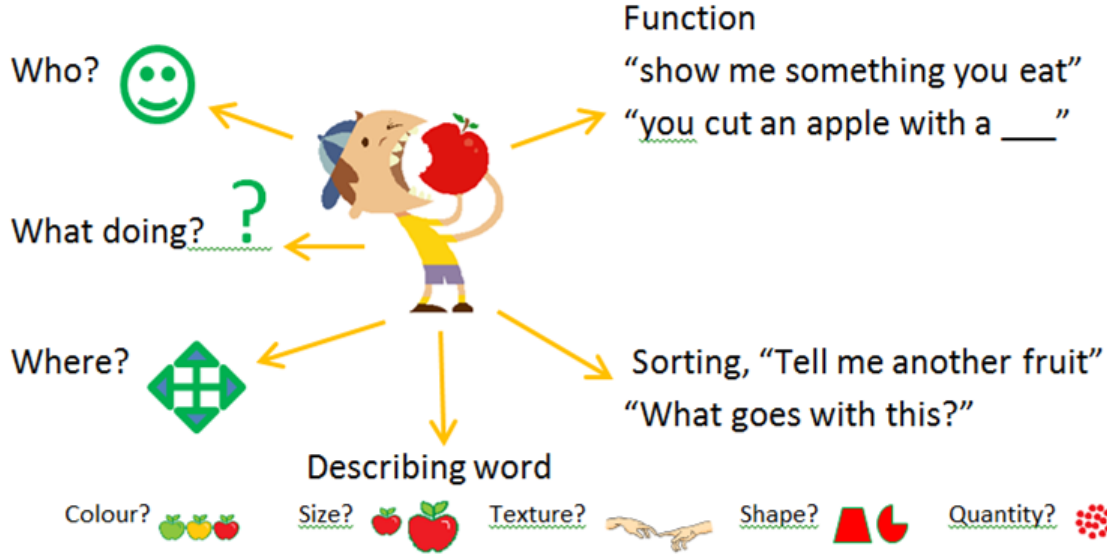
Pick up



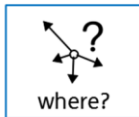
'look at it'



Blank Level 2 - Describing



'talk about it'



Blank Level 3 - Retelling

Retell event/story

"What happened?"

"What will happen next?"

Follow/give
set of directions

"...and then...
...and then..."

Give another
example, "...but..."

Beginning → Middle → End

What did ____ say?



What did ____ feel?



When did ____?



"think about it"



what doing?



what like? how feel?



when?

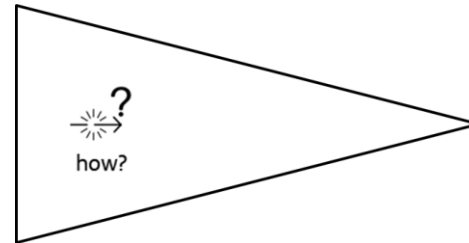
Blank Level 4 - Justifying



Problem Solve



'explain it'





Reading with your child

- If you are not sure what Blank's level your child is working, please ask your child's speech and language therapist.
- **Start** by asking easier **Blank's level 1** questions to **build confidence** and build up to more difficult questions.
- Answering questions can be hard. To make reading a more rewarding experience for your child, as well as asking questions please **comment** on what you are reading and seeing without expecting a response.

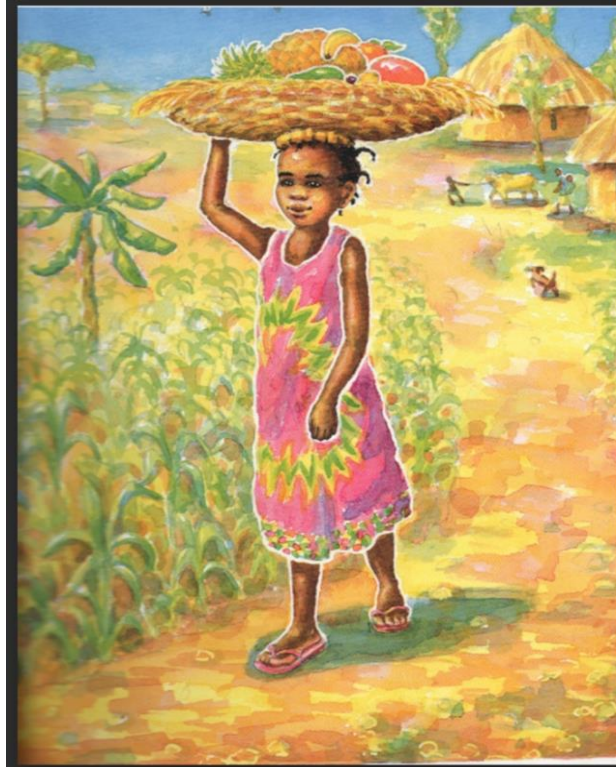


Reading with your child

- Most of the questions you ask should be at the level your child is **currently working at** (two in three questions).
- Some questions should be **challenging** your child to work at a **higher level** (one in three questions).
- Give lots of **time for your child to process the question** and think of a response. Count to 10 if you are not sure how much time is needed.



“Handa’s Surprise” - Eileen Browne



She will be
surprised thought
Handa as she set
off for Akeyo's
village.

I wonder which
fruit she'll like
best?



“A Squash and a Squeeze” - Julia Donaldson



Well, the cow took one look and charged straight at the pig, then jumped on the table and tapped out a jig.

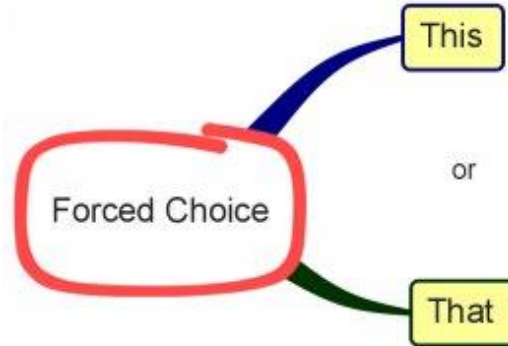


Scaffolding - How to help your child when they are struggling to respond to a question



Give clues to make the question more concrete

Give forced choices



Relate the question to their personal experience

Use familiar vocabulary

Go back a level



Thank you for listening – have fun reading!

Please don't hesitate to contact your child's Class Teacher or Speech and Language Therapist if you have any questions about supporting your child's reading comprehension.