









Dear parents,

Below is a list of the skills we use in school to teach reading (their names, symbol and an explanation).

# BOOKFLIX

 Thought Talk	Your child reads, then tells you what they're thinking as they read. Example: <u>Text:</u> The icy wind blew across the man's frown. <u>Child:</u> Icy means cold, so it must be cold weather and the man is frowning, so does this mean he is unhappy?	 Annotate	As your child reads a text, they're asked to annotate it with ideas/ questions/ thoughts as per the previous skills. It might look a little messier than usual but we just tell ourselves it's a physical representation of their thought processes!
 Circle & Fix	As your child reads the text, they will be writing on it (see 'Annotate'), as well as circling words that they don't know the meaning of. Once circled, we try to 'fix' the unknown word and we can use varying skills to do so such as think of a synonym, think of another word that'd fit etc. This teaches your child to stop and acknowledge that they don't understand the meaning of a word instead of reading over it.	 Snapshot	This skill is really important as it is one that shows you how much your child has understood. After a few lines, ask them to draw about what they've read and explain it. As the text unfolds, their drawing might need adding to/ altering. It is important that they're only drawing what they can evidence from the text.
 I predict / wonder / ask questions	As your child reads, they've been taught to think of predictions and ask themselves questions. <u>Text:</u> The young girl was beaming with pride and it wasn't the first time. <u>Child:</u> (writes) I predict she's won something as it says she is proud. I wonder what she's won? I wonder if it was a sporting event?	 Search for clues	When your child is given a question, they can quickly go back through the text and look at their drawings and annotations to find clues to help them answer it (their notes act as signposts to the answers/ part of the text they need to be looking at).
 Links to me	As your child reads, they make links from what they're reading to their own life experiences. <u>Text:</u> The crowd screamed with delight as the hero scored the winning goal. <u>Child:</u> This reminds me of the last time I went to see my team play and they won! I bet the fans feel so happy!	 Re-tell in 5	Once your child has read a text, it is important that they can retell you what has happened in it. To ensure they focus on the most important and relevant parts, we ask your child to do this in 5 sentences. It is quite a skill, give it a go! 😊
 Links to world	As your child reads, they will be asked to think of links between the text and the wider world around them (something they've seen on TV/ in a film/ someone else's experience they've heard of). <u>Text:</u> The country was deciding who would lead them and people were feeling anxious. <u>Child:</u> This reminds me of what I've heard people talking about with Trump and Boris Johnson.	 The Headline	Once your child has read a text, they summarise it in their minds then create a 'Headline' for it as though it were a newspaper article. <u>REMINDER:</u> Headlines have to be eye-catching, brief, believable, easy to read and in an active voice.

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## Text to Text

As your child reads each new text or extract, they are asked to think of how this text links to any other they have ever read, thus making links between their learning:

Child: This text reminds me of the other poem we learned about as it is set out the same/ this text has a similar story to the book I am reading at home/ this character is just like the one in the last play script we read!



## I search for clues

Your child will be asked to answer questions about the texts they have read and although the annotating and thought-talking as they go help to build a picture in their mind, it is useful if they can look back at their notes/ annotations to help them find the relevant information. This skill also helps children understand that the answers aren't always easily retrievable and inference skills are required.

Text: She was cradling her knees and her shoulders were hunched.

Child: She may've been feeling anxious/ worried.