

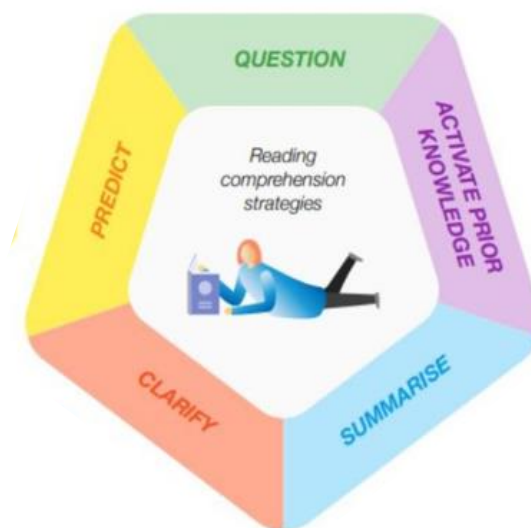
## Carnforth High School: *A School That Reads*

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RECIPROCAL READING - YEAR 11 - JAN 2022

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Information and Support for Parents



Reciprocal Reading is a discussion technique that improves reading comprehension. It incorporates five main reading strategies:

1. Predicting,
2. Questioning,
3. Clarifying,
4. Summarising,
5. Activating Prior Knowledge

You can use these techniques at home to develop your child's understanding of what they are reading.

1. **Predicting** involves anticipating what may happen next. Readers use information from the text, illustrations, and their prior knowledge to make predictions before and during reading. With fiction, you can prompt your child to use these clues to make predictions about the setting, characters, problems, and key events in the text. When reading non-fiction, you can encourage your child to use the text headings, illustrations, maps, captions and tables to predict what they will learn.
2. **Questioning:** Good readers ask questions as they read. When people know they will be expected to think of a question about a text before they have started reading, they read with a heightened awareness of the main ideas. When using 'questioning' with your child, use phrases such as "I wonder.. (why, how, what, where, who). You can both take turns 'being the teacher' and creating questions for each other
3. **Clarifying:** Young people sometimes have difficulty understanding unclear sentences, passages, chapters, or difficult words. Clarifying will help your child to monitor their own comprehension and to use strategies to help them to work out what a text is about. You can demonstrate the strategies that you use when you are confused by a piece of text. E.g. "I didn't understand the part (or word, page, paragraph) where... so I ...(re-read, read on to look for clues, spilt the word into parts; thought about what I already know, talked to you about it)
4. **Summarising** is difficult since readers have to pull together several skills and strategies: recalling the text, highlighting the important events, and arranging them in order. Retelling is an important beginning step, which may be easier for your child to practise first. You and your child can take turns summarizing, coming up with questions, clarifying confusing ideas, and predicting what will happen next. You can use fiction or non-fiction; short pieces from newspapers, magazines, or the Internet. You can even apply the strategies to a recipe, travel guide, or any other article that your child finds interesting. Summarising is a tool that good readers use throughout their lives, not just at school.
5. **Activating Prior Knowledge** allows young people to make links between what they are reading and the world that they live in. This may be links to family relationships that are similar to ones in the book, experiences or global events that they will know about because of the news or other media. Putting new information into a familiar context is what helps to make good readers.

## Predicting

- Ask your child to look at the cover, heading or illustration
- Encourage him or her to discuss what they see
- Ask them to write their predictions on a discussion sheet or to discuss their ideas
- Share your predictions with them first. Give reasons for your predictions and compare your predictions with theirs.

Phrases to Use:

I think ...

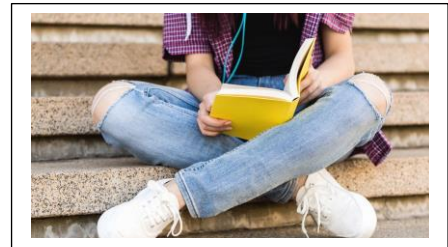
I wonder if ...

I imagine ...

I suppose ...

I predict ...

I think the next section will be about...



## Questioning

- Encourage your child to think of question words (how, what, who, why, when, what)
- Ask your child to think of one or two questions that could be answered by reading the text
- Come up with two questions of your own. See if your child can answer your questions
- Avoid 'yes' or 'no' questions

Start your questions with:

When can/Why can/ How can?

Who/What would? Where / When would?

Which would/Why would/How would?

What is/Why is/How is? What did/Why did/ How did?

What will/When will/Which will/Who will?



### Clarifying

- Share with your child the words or ideas that you find confusing. Tell them how you worked it out,
- Find an area where your child has a word or an idea that needs explained
- Encourage them to try the following: reread; read ahead; use what you know; break a word into chunks; think about what makes sense
- Ask your child to highlight confusing words or ideas. Say to them: 'What if you had to explain this text to a younger child? How would you do it?'
- Use a dictionary if necessary



### Summarising

- Practise getting your child to retell the story in their own words
- Try and summarise part of the text. Now share your summary with your child and talk about how you chose the main points from the passage

Phrases to use: The most important ideas are ...

The main idea is ...

This part was about ...

First,.. Next, .... Then, ...

This story takes place in ...

The main events of ...

The problem is ...

**Activate Prior Knowledge:** Ask your child what they already know about a situation.

- What have I already read that this reminds me of?
- Is this happening in the real world somewhere? How does it link?
- How is this character similar/different to...?
- Do you remember when...? How does this link?