

Tuesday 6th October 2026

Reading session with parents.

Welcome parents and carers please take your child's seat. They can stand next to you!

Children will often skip past the words they don't know the meaning of. Ask them the meaning of words and if they do not know, prompt them to use a dictionary to check. Once they have the meaning re-read the sentence to gain understanding.

If your child is losing their place while reading, it could be visual tracking, motor skills or attention span. If necessary they could use their finger to follow the words when reading or a ruler to keep their eyes on the line.

Check for understanding.
Ask children to explain to you what is happening in the text.

Things to look out for when listening to your child read out loud.

Encourage expression.
Where appropriate ask children to re-read using expression.

Check the words have been read correctly. For example children can read Palace as 'place' Or untied as 'united'

Check children are reading the punctuation. Children need to take a short pause after a full stop.

Tips for reading at home!



TURN ON THE SUBTITLES

Research shows that watching TV with Same Language Subtitling can boost children's reading ability, helping with spelling, grammar and vocabulary.



FIND A COSY CORNER

Set up an area at home where the imagination can run wild - try creating a castle, desert island, pirate's cave or spaceship.



BE READY TO READ

Have something to read at hand wherever you are by keeping books on bedside tables, in the car and in your relatives' homes.



EMBRACE TECHNOLOGY

Let your child discover eBooks, online magazines and comics. Audio books can also be a great way of helping with the pronunciation of trickier words.



TAKE A TRIP INTO TOWN

Pencil in regular visits to your local library and bookshop - try reading together in the quiet area and borrow or buy new books to discover at home.

FluentZoo

Stage 3 Session 5

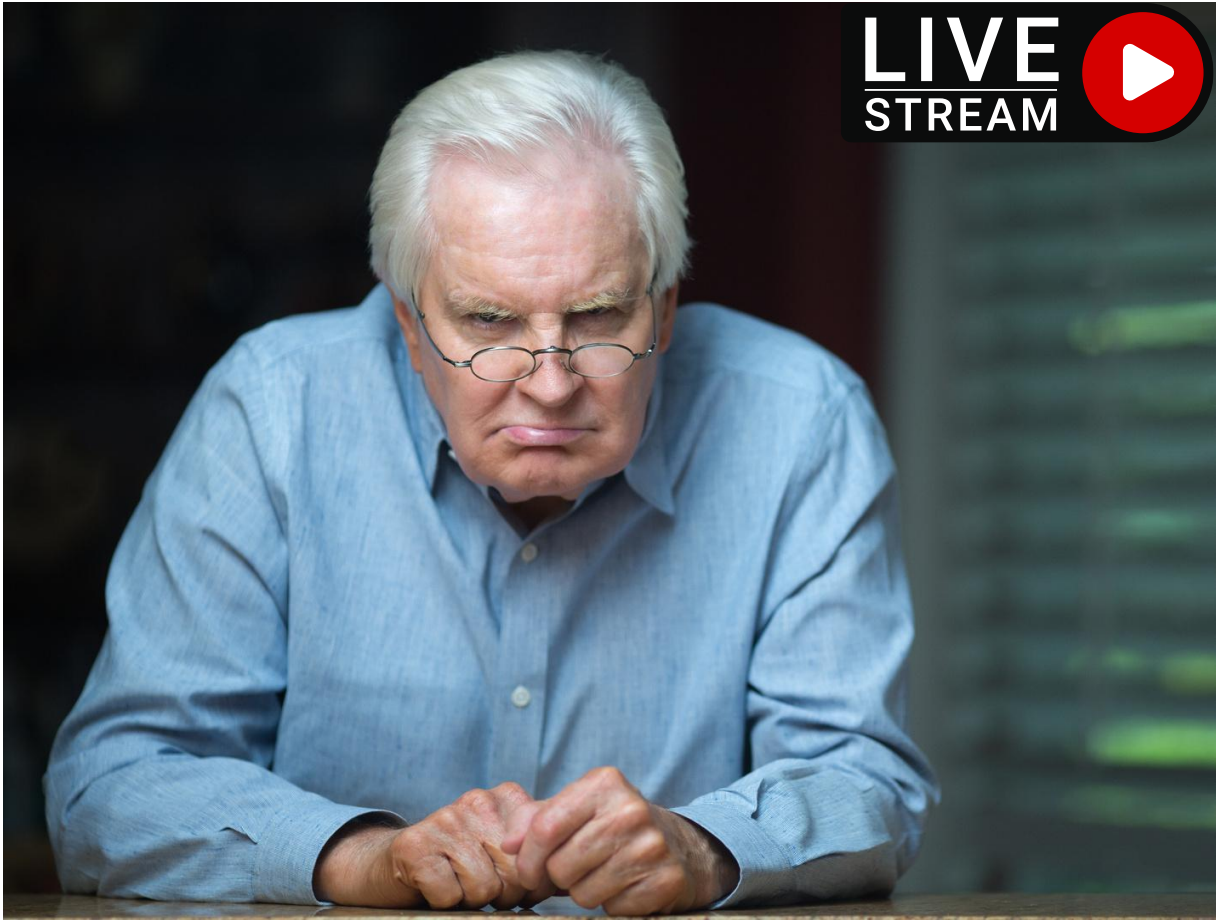


Fluency focus: reading with expression to reflect a character's feelings

Text: **The World's Grumpiest Man** (short script)

Key strategies: teacher modelled reading, echo reading and paired reading

Today, we'll be practising reading fluently in character, trying to capture how a person might speak.
The text is called **The World's Grumpiest Man**.



Listen to the script below being read out loud.

Host: Hello, and welcome to *Chat Time*. Today I'm joined by Jonathan Jones. Jonathan has just made it into the *Guinness Book of World Records*- he's officially the world's grumpiest man! He's been in a bad mood since 2003 and he hasn't cheered up once in that time. How are you feeling today, Jonathan?

How does the reader use their voice to make the TV host sound welcoming and excited about the interview?

Now listen to Jonathan's reply.

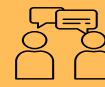
Jonathan: I. Am. Livid.

How does the reader use their voice differently to make the Jonathan sound cross and grumpy?



How does the punctuation
help you to know how to
read the words?





Here is the next part of the script.

Let's **echo read** the words one sentence at a time.

Host: (*laughing*) And that's why you've set this amazing record, I suppose!
What has made you angry today?

Jonathan: I was angry when I woke up. My alarm was bleeping really loudly.
It made me very cross.

Host: Okay. Well, I expect we all know that feeling! Did you manage to calm down after that?

Jonathan: No! I went downstairs and made a cup of tea. I had to wait ages for the kettle to boil.

How does the reader use their voice to show that the host and Jonathan talk differently?



Working with a partner, choose a part each (either the host or Jonathan) and read the whole script as a **paired reading** activity.

Can you:

- read loudly and clearly?
- read each part capturing the voice of that character?



Once you've finished, you can swap roles and read as the other character. Which character do you prefer being?



What next?

- If the children are extending the session **at home**, they could take the script home and perform it with a family member or friend.
- If you're extending the session **at school**, the children could perform their scripts as a short play, acting out the scene rather than just reading it.
- For further work on reading speech in a specific way, you could use a **FluentZoo Shorter Session** on **Verbs for Speech** or **Adverbs for Speech**.



Learning with Parents