



Reading with your child at home:



At Easington Church of England Primary School, we believe that home reading books should give children **confidence** as a reader. They should be able to read these without significant adult intervention and develop their **self-esteem and self-belief** as a reader. We believe that this is crucial to develop a love for reading for pleasure.

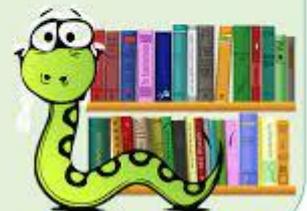
When you listen to your child read, try not to intervene their flow too much. Instead, at the end of every sentence, recap any vocabulary or errors that they made in a positive way. You can also recap some skills, such as advising them to avoid segmenting unless they are unsure of the word, as this develops their fluency. In school, we ask children to say the sounds and read the word; this means they segment a word and then blend it back together. For example, cat would be /c/ /a/ /t/ - cat. They should be able to read most words on sight, although they may need reminding to do this as their automaticity develops.

When they have read a section of the book, such as a page or a chapter, revisit some of the key information with them. We call this **retrieval**. This could entail recapping the main character's name, where the book is set etc. Focus on the 4 W's and you will have practiced retrieval accurately! If you feel that this section was particularly emotional, you can practice **inference**. You can ask how a character may be feeling. Developing empathy is a hard skill, so relating this back to their own life experiences can be useful. When we have reached the end of a page or chapter, you can ask your child questions on what may happen next and why. This is called **prediction**. Finally, you can ask your child to **summarise** the events of the story to help them develop their **sequencing**. Please find more information below on the questions you could ask.

We use reading **VIPERS** at school, which is an approach developed by the Literacy Shed.

Reading Vipers

Vocabulary
Infer
Predict
Explain
Retrieve
Sequence or Summarise



Below are some examples of Key Stage appropriate questions to support you when reading with your child. We use the **VIPERS** approach in school, so using this at home would provide good continuity.

Key Stage One:

<p>Vocabulary</p> <p>Draw upon knowledge of vocabulary in order to understand the text.</p> 	<p>Inter</p> <p>Make inferences from the text.</p> 	<p>Predict</p> <p>Predict what you think will happen based on the information that you have been given.</p> 	<p>Explain</p> <p>Explain your preferences, thoughts and opinions about the text.</p> 	<p>Retrieve</p> <p>Identify and explain the key features of fiction and non-fiction texts such as: characters, events, titles and information.</p> 	<p>Sequence</p> <p>Sequence the key events in the story.</p> 
<p>Example questions</p> <ul style="list-style-type: none"> • What does the word mean in this sentence? • Find and copy a word, which means • What does this word or phrase tell you about.....? • Which word in this section do you think is the most important? Why? • Which of the words best describes the character/setting/mood etc? • Can you think of any other words the author could have used to describe this? • Why do you think is repeated in this section? 	<p>Example questions</p> <ul style="list-style-type: none"> • Why was..... feeling.....? • Why did happen? • Why did say • Can you explain why.....? • What do you think the author intended when they said.....? • How does make you feel? 	<p>Example questions</p> <ul style="list-style-type: none"> • Look at the book cover/blurb - what do you think this book will be about? • What do you think will happen next? What makes you think this? • How does the choice of character or setting affect what will happen next? • What is happening? What do you think happened before? What do you think will happen after? • What do you think the last paragraph suggests will happen next? 	<p>Example questions</p> <ul style="list-style-type: none"> • Who is your favourite character? Why? • Why do you think all the main characters are girls in this book? • Would you like to live in this setting? Why/why not? • Is there anything you would change about this story? • Do you like this text? What do you like about it? 	<p>Example questions</p> <ul style="list-style-type: none"> • What kind of text is this? • Who did.....? • Where did.....? • When did.....? • What happened when.....? • Why did happen? • How did? • How many.....? • What happened to.....? 	<p>Example questions</p> <ul style="list-style-type: none"> • Can you number these events 1-5 in the order that they happened? • What happened after • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/middle/end of the story? • In what order do these chapter headings come in the story?



Key Stage Two:

Vocabulary Find and explain the meaning of words in context. 	Infer Make and justify inferences using evidence from the text. 	Predict Predict what will happen based from the details given or implied. 	Explain Explain how content is related and contributed to the meaning as a whole. Explain how meaning is enhanced through choice of language. Explain the themes and patterns that develop across the text. Explain how information contributes to the overall experience. 	Retrieve Retrieve and record information and identify key details from fiction and non-fiction. 	Summarise Summarise the main ideas from more than one paragraph. 
Example questions <ul style="list-style-type: none"> • What do the words and suggest about the character, setting and mood? • Which word tells you that.....? • Which keyword tells you about the character/setting/mood? • Find one word in the text which means..... • Find and highlight the word that is closest in meaning to..... • Find a word or phrase which shows/suggests that..... 	Example questions <ul style="list-style-type: none"> • Find and copy a group of words which show that... • How do these words make the reader feel? How does this paragraph suggest this? • How do the descriptions of show that they are • How can you tell that..... • What impression of do you get from these paragraphs? • What voice might these characters use? • What was thinking when..... • Who is telling the story? 	Example questions <ul style="list-style-type: none"> • From the cover what do you think this text is going to be about? • What is happening now? What happened before this? What will happen after? • What does this paragraph suggest will happen next? What makes you think this? • Do you think the choice of setting will influence how the plot develops? • Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text. 	Example questions <ul style="list-style-type: none"> • Why is the text arranged in this way? • What structures has the author used? • What is the purpose of this text feature? • Is the use of effective? • The mood of the character changes throughout the text. Find and copy the phrases which show this. • What is the author's point of view? • What affect does have on the audience? • How does the author engage the reader here? • Which words and phrases did effectively? • Which section was the most interesting/exciting part? • How are these sections linked? 	Example questions <ul style="list-style-type: none"> • How would you describe this story/text? What genre is it? How do you know? • How did...? • How often...? • Who had...? Who is...? Who did...? • What happened to...? • What does.... do? • How is • What can you learn from from this section? • Give one example of..... • The story is told from whose perspective? 	Example questions <ul style="list-style-type: none"> • Can you number these events 1-5 in the order that they happened? • What happened after • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/ middle/end of the story? • In what order do these chapter headings come in the story?

The Literacy Shed Blog provides additional information and support, should you need this.

<https://www.literacyshedblog.com/blog/reading-vipers>

How to use the reading diaries:

Using the reading diaries is of paramount importance. Please ensure that when you listen to your child read, you make a comment on their decoding and their comprehension. Their decoding is their knowledge of sounds and their comprehension is their understanding of the text. For example:

Struggled with the /th/ sound but read the /oe/ sound well. Sam could summarise the story when they finished. Book completed.

Please ensure that you write the title, date and if the book is complete, so that on Thursday and Friday, we are able to accurately change books and ensure continuity. We carefully monitor each child's reading at home using their individual school planners. We encourage our parents to be fully active and engaged with us in this in order to support their child's ongoing development.

Below is another example of what your comments may look like in the reading diary.

Date	Book and Page Number	Remarks
23. 3. 23	Ting-a-ling	Bob read well. They sounded out words and blended them together. SO'N.
	Completed!	
OR		
30. 3. 23	The Ring P.3-5	Not finished. Struggled with /th/ and /ll/. SO'N.