SUPPORTING OUR CHILDREN TO LOVE READING

INFORMATION FOR PARENTS AND CARERS ABOUT THE READING PROCESS

WHY HELP WITH READING AT OUR SCHOOL?

- *"This is one of the highlights of my week, I enjoy interacting with the pupils and seeing them get excited by books we read together. They enjoy picking new books each week and their reading has steadily improved and become more expressive."* Quote taken from Coram Beanstalk Creating Readers Charity.

- Reading with our children is both rewarding for you and the children. These are just some of the benefits:

- The children will have dedicated one to one time outside of the classroom with a trusted adult

- They will improve their reading attainment and engagement across all areas of the curriculum

- They will develop a love of reading by sharing brilliant books and conversations with their reading helper

- They will improve their confidence and self-esteem

Phonics and Word Recognition

Blending and Segmenting

sh   ar   p

sharp

Blending for reading and **Segmenting** for spelling
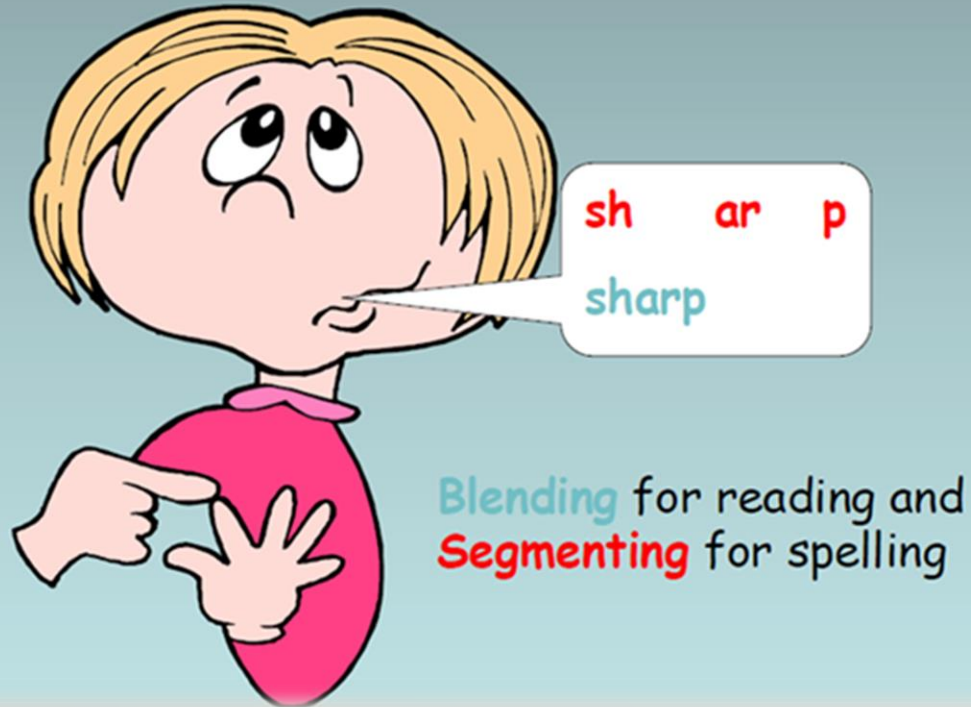
Understanding

(Comprehension)

• Finding information on the page.
• Being able to find information that is *not* on the page. Looking for clues.
• Thinking about situations and predicting what might happen.
• Putting yourself in a character's shoes and understanding what is going on from their viewpoint.
• Book talk to make your child think.

HOW CAN WE HELP OUR CHILDREN LEARN TO READ?

- Use phonics first. What sound does the word begin with? Can you say the sounds in the word? Blend them together.

- Read to the end of the sentence. What would make sense?

- What is the text about – what might fit here?

- Does it sound right?

- Look at the picture. Does it help?

Independent Strategies *by Jill Marie Warner*

When I get stuck on a word in a book,
There are lots of things I can do.
I can do them all, please, by myself;
I don't need help from you.
I can look at the picture to get a hint.
Or think what the story's about.
I can "get my mouth ready" to say the first letter.
A kind of "sounding out".
I can chop up the words into smaller parts,
Like on or ing or ly,
Or find smaller words in compound words
Like raincoat and bumblebee.

I can think of a word that makes sense in that place,
Guess or say "blank" and read on
Until the sentence has reached its end,
Then go back and try these on:
"Does it make sense?"
"Can we say it that way?"
"Does it look right to me?"
Chances are the right word will pop out like the sun
In my own mind, can't you see?
If I've thought of and tried out most of these things
And I still do not know what to do,
Then I may turn around and ask
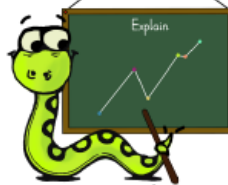For some help to get me through.

Vocabulary

Infer

Predict

Explain

Retrieve

Sequence

www.literacyshedplus.com

Vipers is a range of reading prompts based on the 2016 reading content domains found in the National Curriculum Test Framework documents which can be found online here: https://www.gov.uk/government/publications/key-stage-2-english-reading-test-framework

Vipers heading	Content Domain Description
Vocabulary	Give/explain the meaning of words in context
Infer	Make inference from the text/ explain and justify using evidence from the text.
Predict	Predict what might happen from the details stated and implied.
Explain	Identify/explain how information/narrative content is related and contributes to the meaning as a whole. Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within the text
Retrieve	Retrieve and record key information/key details from fiction and non-fiction
Summarise	Summarise main ideas from more than one paragraph

These are the KS2 skills in reading. On the following slide, we can see the type of questions that can be used to support our KS1 children.

How can I support my child with their reading comprehension at home?
You could try one or more of these activities at home with your child when you hear them read at home.

Vocabulary
Pick out two or three words from the text they have read and use the passage to discuss their meaning.
Talk about other words that have the same meaning.

Infer
Discuss a character's personality or feelings – ask your child "how do you know this?" See if they can spot something that is suggested but not said e.g. *"the boy's hands were trembling"* – we can infer that he might be nervous.

Predict
At a relevant part, stop and encourage your child to make a prediction about what might happen next, based on what they know.

Explain
Ask your child whether they liked the book and why. What was their favourite part, or character and were there any parts they didn't like?

Retrieve
See if your child can retrieve key information from the chapter you've read with them e.g. names/ details/ events.

Sequence
Can your child retell the story in order? See if they explain what happened at the beginning or end?

These are useful bookmarks for parents to have whilst reading with children. As you can see, the 's' stands for sequencing and not summarising as it does in KS2.

Vocabulary

Find and explain the meaning of words in context

Example questions

- 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…….

Infer

Make and justify inferences using evidence from the text.

Example questions

- 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?

Questions for KS1 and KS2

Predict

Predict what might happen from the details given and implied.

Example questions

- 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.

Explain

➤ Explain how content is related and contributes 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.

Example questions

- 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?

Retrieve

Retrieve and record information and identify key details from fiction and non-fiction.

Example questions

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?

Summarise

Summarise the main ideas from more than one paragraph

Example questions

- 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?

WHAT WILL A 10 MINUTE READING SESSION LOOK LIKE?

- Ask the child to tell you where they are up to in the story/what has happened so far OR if it is a new book, warm it up by looking at the cover and blurb etc.

- Ask the child to start reading (using picture clues first if necessary).

- Use VIPERS prompt questions to dig deeper (a teacher may ask you to focus on one particular element of VIPERS.

- Record on teacher's sheet the name of child you have read with, book / page and anything relevant to the focus. Date and sign their reading record if the child is in Reception or Key Stage 1.

ANY QUESTIONS?

- Please take a look at the books we are reading in Reception and KS1. These are from our new Phonics scheme, Phonics Shed.

- The children are encouraged to choose a book for pleasure as well as for learning to read so if you have time, ask them about their other book.

- If you are reading with children from KS2, they may not have a reading scheme book but one that has been best matched to their reading ability and their interests.