Reading at home
A helpful guide for parents and carers

Research shows that reading us the single most important thing that you can do to help your child's education and has a wide range of positive influences on a child.

- Children who read and read widely become better writers.
- Reading for pleasure has positive social and emotional impacts.
- There is a positive link between reading enjoyment, reading frequency and levels of attainment.
- Reading helps to develop empathy, language, vocabulary, and imagination.
- Reading improves spellings, grammar, and general knowledge.
- It improves concentration levels.

How to encourage a love for reading at home

- Let children choose the book they want.
- Find books that relate to their interests and hobbies.
- Create a home environment where reding is encouraged and seen as a pleasurable experience.
- Children naturally copy modelled behaviours. Show them how enjoyable reading can be by letting them see you enjoying books.
- Support your child to read as often as possible- research suggests 10-15 minutes of reading with a child will be invaluable in developing their ability and desire to read and learn.

What we do in school

At Abbotsweld we refer to our reading skills as VIPERS to help support our pupils to understand what a good reader looks like, and how to approach answering questions.

Vipers heading	Content Domain reference	Content Domain Description
Vocabulary	2a	Give/explain the meaning of words in context
Infer	2d	Make inference from the text/ explain and justify using evidence from the text.
Predict	2e	Predict what might happen from the details stated and implied.
Explain	2f, 2g, 2h,	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	2b	Retrieve and record key information/key details from fiction and non-fiction
Summarise	2c	Summarise main ideas from more than one paragraph

It is crucial that both school and parents actively teach their child to read, so we would appreciate your support by also using these VIPERS when listening to your child read. The VIPERS question stems attached can be applied to any text, as well as pictures, picture books and even films!

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KS1 Question stems

Vocabulary	Infer	Predict	Explain	Retrieve	Sequence
Draw upon knowledge of vocabulary in order to understand the text.	Make inferences from the text.	Predict what you think will happen based on the information that you have been given.	Explain your preferences, thoughts and opinions about the text.	Identify and explain the key features of fiction and non-fiction texts such as: characters, events, titles and information.	Sequence the key events in the story.
Example questions	**Example questions**	**Example questions**	**Example questions**	**Example questions**	**Example questions**
• 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?	• 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?	• 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?	• 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?	• 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.......?	• 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?

KS2 Question stems

Vocabulary	Infer	Predict	Explain	Retrieve	Summarise
Find and explain the meaning of words in context.	Make and justify inferences using evidence from the text.	Predict what will happen based from the details given or implied.	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 and record information and identify key details from fiction and non-fiction.	Summarise the main ideas from more than one paragraph.
Example questions	**Example questions**	**Example questions**	**Example questions**	**Example questions**	**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.......	• 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?	• 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.	• 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?	• 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?	• 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?