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.

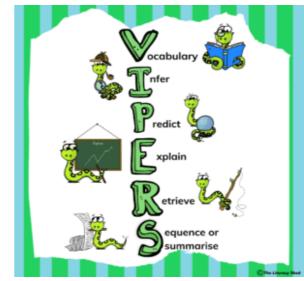
- Children who read and read widely become better writers.
- Reading for pleasure has positive social and emotional impacts.
- There is a positive link between reading enjoyment, reading frequency and levels of attainment.
- Reading helps to develop empathy, language, vocabulary, and imagination.
- Reading 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 possibleresearch 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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KSI Question, stems

Vocabulary Infer Predict Explain Retrieve Sequence Make Predict what Explain your Identify and Sequence the key events in knowledge of inferences you think will preferences explain the key features vocabulary in from the text. happen based thoughts and the story. on the order to opinions about of fiction and understand the text. information that you the text. non-fiction texts such have been given. as: characters, events, titles and information. Example questions Example questions Example questions Example questions Example questions Example questions · What does the word • Why was.... feeling....? · Look at the book · What kind of text is · Can you number these · Who is your favourite • Why did happen? cover/blurb - what do mean in this character? Why? this? events 1-5 in the order · Who did....? you think this book will that they happened? sentence? · Why did say? · Why do you think all · Can you explain why? · Where did? . Find and copy a word, be about? What happened after the main characters What do you think will which means . What do you think the are girls in this book? · When did? · What does this word or author intended when happen next? What • What happened What was the first · Would you like to live in phrase tell you they said.....? makes you think this? when....? thing that happened in this setting? Why/why about.....? · How does ... · How does the choice of Why did the story? not? .. happen? · Which word in this you feel? character or setting • Is there anything you · How did Can you summarise in a section do you think is affect what will happen · How many....? sentence the would change about this the most important? next? · What happened to.....? opening/middle/end of story? What is happening? Why? the story? · Do you like this text? · Which of the words What do you think In what order do these What do you like about best describes the happened before? chapter headings come i+2 character/setting/ What do you think will in the story? mood etc? happen after? · Can you think of any · What do you think the last paragraph suggests other words the author could have used to will happen next? describe this? · Why do you think is repeated in this section?

KS2 Question stems

Vocabulary

Find and explain the meaning of words in



Make and justify inferences using



Predict

Predict what will happen based from the details implied.



Explain

Explain how

ning is enhanced thro

Example questions

- What structures has the author used?
- · What is the purpose of this text feature?
- changes throughout the text.
 Find and copy the phrases
- · What is the author's point of
- · What affect does have on the audience?
- How does the author engage the reader here? · Which words and phrases did
- effectively?
- interesting/exciting part?

The story is told from whose perspective?

context



Infer

from the text.

of language.

Explain the themes and patter that develop across the text Explain how information control the overall experience.

· Why is the text arranged in this way?

- Is the use of effective?
 The mood of the character
- which show this.

- · Which section was the most
- · How are these sections

Retrieve

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

the main ideas from more than paragraph.



Example questions

- . What do the words .. and suggest about the character, setting and mood?
- · Which word tells you
- · 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

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
- · Who is telling the story?

- 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.

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.....

- 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/

the story?

- middle/end of the story? In what order do these chapter headings come in