

Reading Pack for Parents- Bolton Primary School



Aims: To improve the reading ability of all children so that they can access learning across the curriculum, develop their vocabulary and understanding of the world.

To help parents to have a better understanding of the mechanics of reading and appreciate why some children have difficulties with reading.

To understand more about reading in the National Curriculum and Reading at Bolton Primary.

To support parents with Home Reading and increase reading for pleasure.

To give parents 'tools' to develop their children's understanding of what they read and their comprehension skills.

"Reading is the gateway skill that makes all other learning possible."

BARACK OBAMA

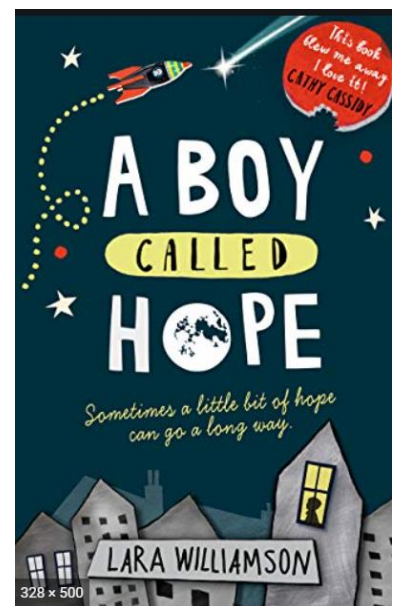
"READING IS A WAY FOR ME TO EXPAND MY MIND, open MY EYES, AND fill UP MY heart."

Oliver Sacks

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What is reading and how do we learn to read?

Reading is not like speaking: it is not a natural process. The written language is basically a code to be cracked. We learn that a certain combination of letters make a certain sound. Mastering the code is the best and most reliable way that children learn to read words – this code is systematic phonics.

Reading requires children to make out the meaning of printed words. They have to do something very complex – combine sounds in spoken language to decipher words and then using their deep knowledge of vocabulary and their world to understand the written message.

Decades of research has shown that explicitly teaching phonics in a set way is the best way for all readers but particularly for those who struggle.

Reading has two basic components: **word recognition** (decoding) and **language comprehension**.

Good reading comprehension cannot occur unless both decoding skills and language skills are strong.

Decoding is efficient word recognition or sounding out words based on phonics knowledge and being able to read unfamiliar words. It is also the ability to read pseudowords (made up words).

Language Comprehension is sometimes referred to as **listening comprehension** – the ability to derive meaning from spoken/ listened to words. An example of this is a child listening to a passage read aloud then being able to retells the passage combined with answering a range of oral questions about the ‘heard’ text.

Reading Comprehension has the sole reliance on the printed text. It is possible to have strong language comprehension and still be a poor reader if there is difficulty with decoding. The student ‘reads’ a passage then is able to retell the passage and can answer a range of oral questions/ or written questions based on the text that they have read themselves.

Decoding is “a teachable skill” compared to comprehension because it involves a narrow scope of knowledge (e.g. letters, sounds, words) and processes (decoding)

that, once acquired, will lead to fast, accurate word recognition. However, this is not very easy for a dyslexic child.

Comprehension is a complex of higher-level mental processes that include thinking, reasoning, imagining, and interpreting. The processes involved in comprehension are dependent on having specific knowledge in a content area. **This makes comprehension largely knowledge-based, not skills-based.**

One of the most important predictors of how well a child will learn to read is the size and quality of his or her spoken language and vocabulary. Research shows that children who have been read to regularly use more “literary” language, longer phrases, and more sophisticated sentence structures. Moreover, an adult reading with a child is more likely to explain or expand on the meanings of words and concepts that the child does not already know, adding to their background knowledge.

Why do some people find reading hard to master? What is dyslexia?

When children don't make good progress with their reading, it is likely to be a combination of deficient decoding skills, lack of practice and difficult reading materials. This results in unrewarding early reading experiences that then lead to less involvement in reading-related tasks and activities.

Lack of exposure and practice on the part of the less-skilled reader delays the development of ‘automaticity’ and speed at the word recognition level.

Slow, capacity-draining word recognition means that children are using all their focus (cognitive resources) that should be allocated to the ‘comprehension’ or understanding of the text. What happens then is that ‘reading for meaning’ is hindered; unrewarding reading experiences multiply, and practice is avoided or at best tolerated without real cognitive involvement or pleasure.

All reading difficulties fall into one of these categories:

- 1. Poor at Language Comprehension** — Child has adequate decoding skills and weak language comprehension skills. The extreme example of this profile is a hyperlexic student (a student with severe language comprehension issues and excellent decoding skills). In other words, this is

a student that can read the most difficult word but with virtually no understanding of the words read.

2. Poor at Decoding — the child has adequate language comprehension and weak decoding skills. The extreme example of this profile is a dyslexic student (a student with language comprehension abilities that are at least average and severe decoding difficulties).

3. Weaknesses in Both Areas — the child has weaknesses in both areas; sometimes referred to as a poor or weak reader. They find decoding challenging and also lack some language skills and knowledge content.

Dyslexics – have a discrepancy between their intellectual and literacy skills.

Poor/ weaker readers do not have a discrepancy between their intellectual and literacy skills. They are lower than average at decoding and language comprehension.

If a student can't decode, it doesn't matter how much background knowledge and vocabulary he/she understands—he/she won't be able to understand what's on the page. But the opposite is also true: If a student can decode but doesn't have a deep enough understanding of oral language, he won't be able to understand the words he can say out loud.

Can other strategies such as cueing help children to read?

When we read, we do draw upon other strategies and they can help more experienced readers, particularly with understanding/ comprehension:

1. **Meaning/ Semantics** – guessing at a new word based on vocabulary that a child already knows.
2. **structure/Syntax**, or how the word fits in common grammar rules – whether the word's position in a sentence suggests it is a noun, verb, or adjective.

3. Visual/Graphophones, or what a word looks like – how upper- and lowercase letters are used (suggesting a proper noun, for example) or common spelling patterns.

All of the above are to be encouraged but should not be a substitute for good decoding skills. They tend to be strategies used once a reader becomes more sophisticated and experienced.

Reading in the National Curriculum

The national Curriculum lays out what should be taught in each age group. It splits up reading into decoding, word meaning, understanding, inference, prediction, authorial intent, poetry and performance, familiarity with texts and non-fiction.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf

Reading at Bolton – What will your child's Reading journey look like at Bolton?

Our document English at Bolton (see website) sets out how we teach reading both word recognition and comprehension.

<https://www.bolton.cumbria.sch.uk/reading/>

We have also set out which books your children will study and provided some recommended reading.

There is also a lot of information on phonics and the phases that your child will be learning and when.

<https://www.bolton.cumbria.sch.uk/phonics/>

All children are guided with their choices as they are all on banded books. Sometimes we decide that a child can have free choice when they have reached a level of proficiency in both decoding and comprehension.

Bolton School had a good range of fiction; we have started to expand our non-fiction. We have a variety of books in every classroom with Class 3 (in the hall) having easy access to the library area. Through displays and by regularly discussing reading, we are trying to promote reading for pleasure and have introduced initiatives like Strive for Five (rewarding children that achieve 5 signed reads each week) and the Bedtime Book Basket.

Each child has their own **reading log** which is an important record of their reading both at home and school. As they move through school, we expect that the child will have more ownership of completing and recording their own reading habits but that adults will be more involved for younger students.



Reading Assessment at Bolton: Every term we have a week that the children know is called 'assessment week' and it is all part of the teaching and learning cycle. The children are tested in reading, writing, spelling, grammar and punctuation and Maths. By doing these tests, we can give each child a standardised score and it flags up learning gaps for teachers. In reading, the children must independently read texts and answer questions by writing answers. This can be a range of responses e.g. ticking, circling, matching to show that they understand the texts read. Further up the school, longer written answers are required.



We also have a set time half-termly to check their banded levels.

In some schools, having **banded books** can become competitive and children (and parents) try to race through the bands. This is not our practice. We make it clear to the children that it is not a race and that it is about 'reading accuracy' and 'understanding or comprehending.'

Children that move on too fast will start to have negative reading experiences and this is likely to put them off reading.

A good assessment of whether a child should progress to the next band is simply: Can my this child read this 'new' banded book (not rehearsed) with little or few hesitations, errors or omissions? Can this child answer VIPERS questions on this book competently?

If the answer is YES to BOTH then, they are probably ready to move on.

Year	Term	Number	Book band	Lexile
KS	Autumn	1	Pink	0-75
	Spring	2	Red	75-125
	Summer	3	Yellow	125-200
Year 1	Autumn	4	Light Blue	200-225
	Spring	5	Green	225-300
	Summer	6	Orange	300-325
Year 2	Autumn	7	Turquoise	325-400
	Autumn	8	Purple	400-475
	Spring	9	Gold	475-575
	Summer	10	White	575-625
	Summer	11	Green	625-650

Reading in Class 1 – Class 1 children share books with adults at least once a week and enjoy books every day. They regularly have books changed but there is an understanding that books should be read more than once. Repetition and familiarity are important for building confidence and language acquisition. The children will have banded or scheme books.

Half-termly assessments occur to check that children are on the correct bands. It is important that the 'challenge' is not too much so that the child is not over-stretched with decoding that they can't focus on understanding the narrative/ information.

(Occasionally too, with greater depth readers, it is important that the content knowledge level is not beyond their understanding e.g. A Y2 may be able to 'decode' Harry Potter and The Philosopher's Stone but can't understand the sophisticated language and complex sub-plots etc.

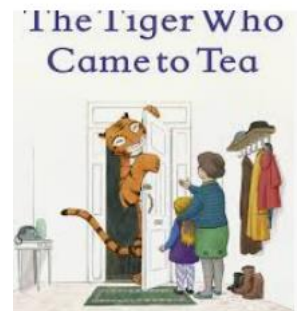
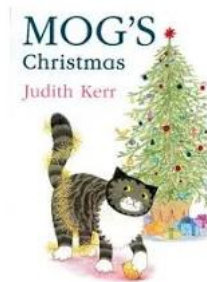
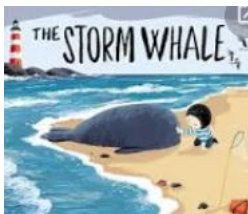
In lessons children do 'Guided Reading' and this involves enjoying a book together and completing a range of literacy activities including writing. A big part of these sessions is asking and modelling comprehension skills. At Bolton, the children refer to these as **VIPERS!** (more to follow).

Comprehension skills can be done both orally and in a written way. To begin with, texts are read aloud by adults and then depending on the age and proficiency of the child there will be a shift to more independent reading and to including written answers as well as oral.

The expectation is that each child reads at home, sharing a book with an adult for five days each week for approximately 20 minutes. Remember three is the minimum requirement, for your child to keep up with their peers and the level of texts at school.

The twenty minutes can be ten minutes reading and then ten minutes talking about the text and asking and answering VIPERS questions together (more to following the pack).

Some children in class 1 are targeted for extra reading support in assembly times (or similar) and have support plans in place that are shared with parents.



At the end of KS1 (Y2) children do their Key Stage 1 SATS in May and have to do a reading comprehension (more to follow). Some of our teaching time in school before then is to prepare the children for doing the tests and becoming familiar with what they are required to do.

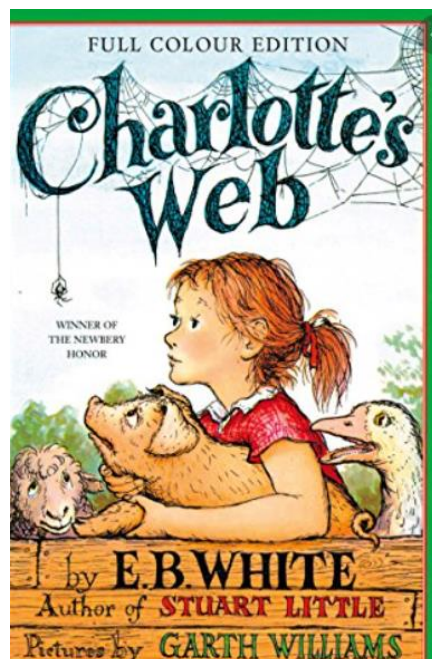
Reading in Class 2 – Class 2 children regularly read in school and share a book with an adult weekly. They have banded books so that their book choices are ‘guided’ and the teacher can be confident that they can both read the text and understand it in enough detail.

We do, however, encourage the reading of ‘any’ suitable book alongside the banded book and this is the same for Class 1 readers. If the book is too challenging to be read independently with understanding, then we recommend that parents do alternate page or paragraph reading with their child to help them develop fluency and familiarise them with some of the more tricky language and pronunciation. We would also suggest that there should be a lot more discussion about these texts to build understanding and develop language.

Audiobooks are great at home for children with poor decoding skills because they can just focus on enjoying a story and they will be benefitting enormously from hearing the language and following the story.

Like in class 1, there are set books that most literacy lessons focus on and skills are taught through. Twice weekly, they have VIPERS (more to follow) where their comprehension skills are developed through reading chapters of the class book.

It is accepted that the class text is too challenging for some children to read independently but through completing sessions in a guided way, these pupils get access to wide vocabulary and more complex ideas and knowledge content. If we only gave some pupils access to books that they could read themselves, some children would not be exposed to enough depth of language and concepts.

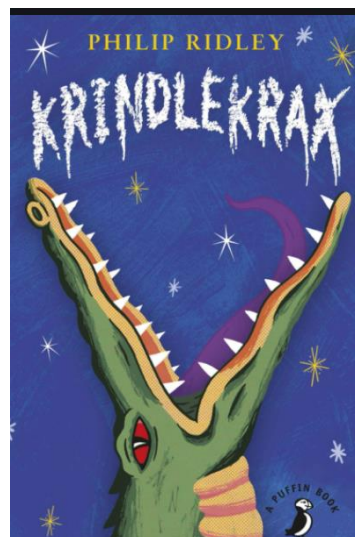


VIPERS – the teaching of the comprehension domains are done both orally and through written answers. Some children will require texts to be read out loud to them more than others in the sessions.

Some children will have support plans in place for Literacy/ Reading and they will access extra support and participate in learning support sessions with an adult and these will either complement what the teacher is doing currently or focus on particular gaps.

The expectation in Class 2, is a minimum of three home reads but ideally, they should 'Strive for five.' The length of time depends on your child and their ability and concentration. We suggest around 20 – 30 minutes and more if they want to. Again as in Class 1, to be most effective then this is more successful, if it is a balance of reading time and 'comprehension' time, where you can think of some good *VIPERS* questions around what has been read and try to answer them.

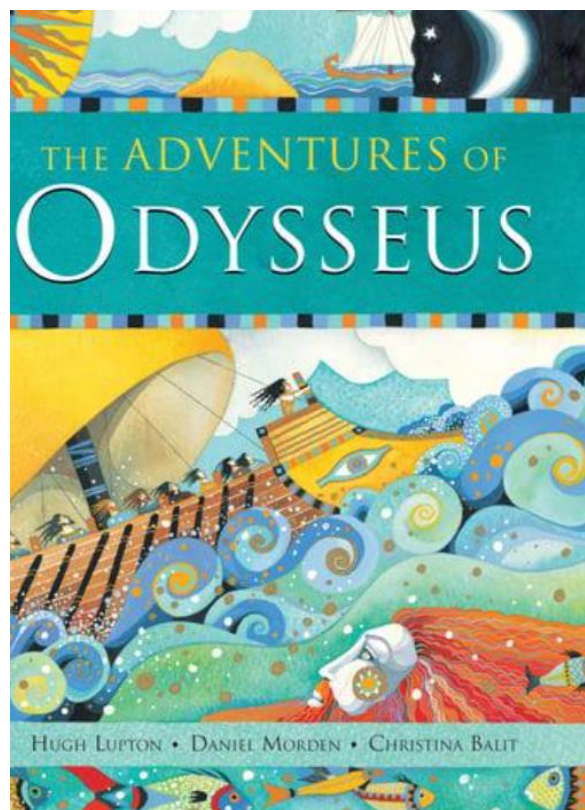
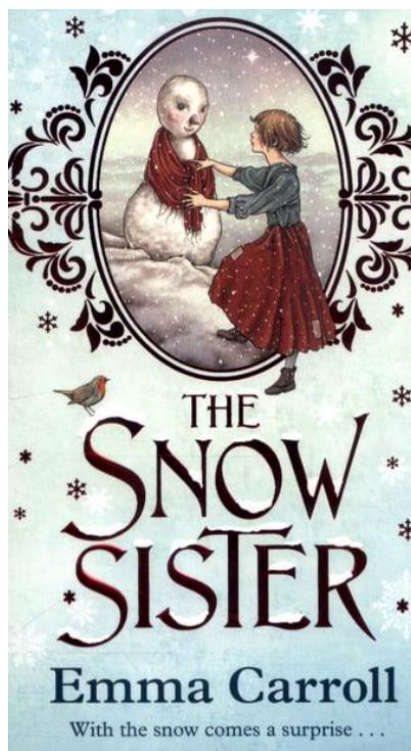
Any child who doesn't do home reading will be asked to join homework club on Friday and do a 20 minute reading session and complete their log.



Reading in Class 3 – Monthly, each child has a session with an adult to check that they are on the correct banded book and to discuss their reading progress. Reading logs are checked regularly to check that children are reading independently both at home and school. It is sometimes decided that a child no longer needs to have a banded book because they are strong decoders and have

good language and reading comprehension. We still monitor choices and frequently recommend genres to these children.

During lessons, children will sometimes be asked to read out loud extracts to the class or to a teacher. They follow set books; most of their Literacy lessons are taught through the book themes. Sometimes some children need support accessing these texts. Two sessions per week are spent on developing comprehension skills (VIPERS). In these sessions, they learn a lot about question types e.g. Right There, Think and Search and Author and Me questions (Retrieval, Inference and Vocabulary/ language).



As part of the Class 3 homework they must do a minimum of three home reads for approximately 30 minutes (or more) each time and should 'Strive for Five.' Ideally, some time on comprehension is just as important as the actual reading of the texts. Class 3 children are encouraged to make comments in their logs on a VIPERS theme. For example, they could write about a specific word or literary device, make a prediction or explain their thoughts about a character's behaviour or feelings.

Children that are not regularly reading at home will be required to do a reading session on a Friday for 30 minutes and complete their log.

KS2 children have a high reading demand in most lessons e.g. History, Geography and Maths etc. They are always doing a lot more reading than just in their reading sessions and are continuously developing higher order skills skimming, scanning and summarising information.

Learning support children in class 3 have weekly reading sessions with an adult and are given help with comprehension activities.

Children are deliberately seated in mixed-ability pairs for literacy so that weaker readers can access the text with a support partner. On Fridays, the children usually do paired-partner reading. Sometimes the children are required to recite words (e.g. poetry or playscript lines) and think about their reading out loud skills, performance, and the impact on the audience.

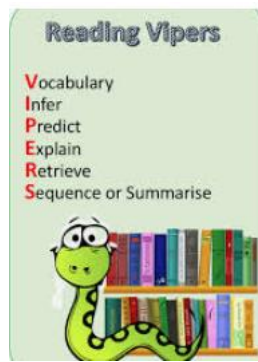
Y6 SATs – to prepare for secondary school and their SATs tests, we do ask that Y6 pupils complete some Reading SAT practice materials. By simply doing these tests, their scores and confidence increases, and they become familiar with test format and questions. They also develop test techniques e.g. timing, going back to difficult questions (more to follow).

There is often an assumption that you no longer need to sit and share books with your child once they are in upper Key Stage Two.

This is a myth!

We strongly recommend that you DO share books with your child; this can take many forms depending on your child and the time that you have available. Reading a popular/recommended book out loud to them especially if it would be challenging for your child to read independently has enormous value. Remember to 'talk' about it, too. You could take turns reading or listen together and chat about an audiobook.

If you are pressed for time, checking their log and showing interest in their reading choices is strongly recommended. For example, you could ask them what chapter they are on and what is happening and why.



What are Vipers?

VIPERS is an anagram to aid the recall of the 6 reading domains as part of the UK's reading curriculum. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts.

In Key Stage 1 VIPERS stands for:

Vocabulary - Find and explain the meaning of words in context.

Infer - Make and justify inferences using evidence from the text.

Predict - Predict what might happen based on the information that they have read/been given.

Explain - Explain preferences, thoughts and opinions about the text.

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

Sequence - Sequence the key events in the story.

In Key Stage 2 VIPERS stands for:

Vocabulary - Draw upon knowledge of vocabulary in order to understand the text.

Infer - Make inference from the text. Come to a conclusion on the basis of evidence and reasoning.

Predict - Predict what might happen from the details given 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 that the author uses. Make comparisons within the text

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

Summarise – Summarise the main ideas from more than one paragraph.

The 6 domains focus on the comprehension aspect of reading and not the mechanics. As such, VIPERS is not a reading scheme but rather a method of ensuring that teachers/parents/carers ask, and students are familiar with, a range of questions.

When hearing your child read, try to use a range of question types from the list above. See examples of questions/ question starters from each of the categories, on the bookmarks provided.

Remember – We must continue to encourage ‘reading for pleasure’ and questions should not be excessive.

Maybe your child could ask you some VIPER questions and this will also develop their skills and understanding.

Statutory Assessment in Reading: SATS

In Y2 and Y6 children take National Tests so that standards can be checked and so that each child can be compared against National averages. Parents are informed about results. Children are either TOWARDS an expected standard, At the EXPECTED Standard or ranked as at GREATER DEPTH (above the national standard). These tests take place in May.

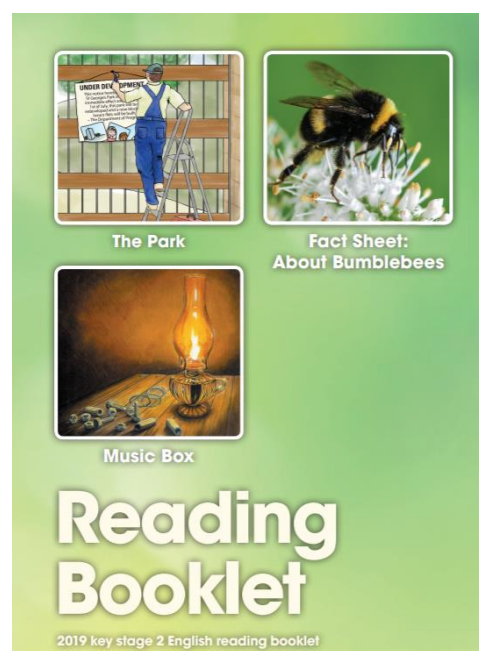
2019 national curriculum tests

Key stage 2

English reading
Reading answer booklet

First name			
Middle name			
Last name			
Date of birth	Day	Month	Year
School name			
O/E number			

Barcode



Sample text and Sample question from Y2 SAT PAPER

What Liam doesn't like about his job

The weather can make Liam's job much harder. There's snow and ice in winter, and it rains most of the year round. Liam likes his job least in the middle of summer, when it can be almost too hot to do anything.

Another problem is that it can be dirty work. It's easy to get cuts and scratches from the roses and other plants, and there are itchy insect bites to worry about in the summer.

(page 5)

4 Look at page 5.

Liam's daily tasks can change. What **two** things can make his tasks change?

Tick **two**.

the team

the trees

the visitors

the weather

the season

Sample level of text and Sample question from a Y6 SAT PAPER:

'That's great, kid, but I thought you were going to bring it a few hours ago – you know, before I made a comfortable nest in the middle of my bed.' Piper tended the stove, and then she went to the window and looked out at the sky, which had begun to lighten, though it was still several hours until dawn. The moon was a sickly greenish colour, as it always was before the meteors fell, making the clouds around it look like swelling bruises on the sky.

Piper's skin itched. She had the urge to go outside and watch the fields, to see the first of the meteors streak from the sky, but it was too cold, too dangerous. And besides, she'd promised to fix Micah's toy. A musical box – Piper rolled her eyes. Machines couldn't make proper music. You needed a person for that.

She lit an extra kerosene lamp and placed it on the small kitchen table. Piston rings, bolts, and cylinders littered its surface. Piper shifted these aside, wishing she had a bigger work space, one she didn't also have to eat at. 'Let's see it, then.'

33 Piper has mixed feelings about music boxes.

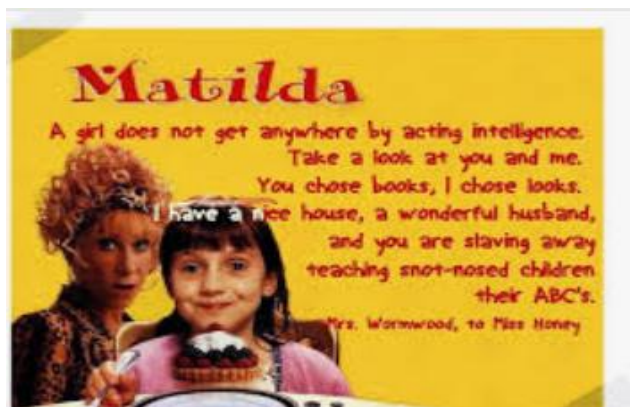
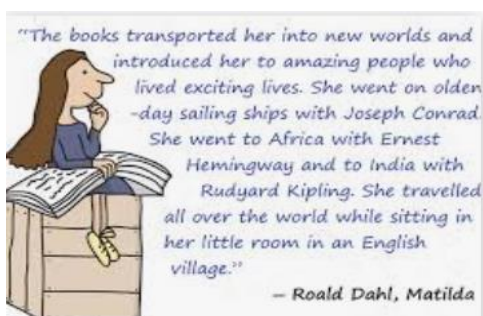
Complete the table below to show her thoughts.

What Piper likes about the music box	_____
What Piper dislikes about music boxes	_____

2 marks

The standard of reading expected for Y2 and Y6 is high and each year the level required for them to be able to access the age-appropriate materials naturally increases. At Bolton, we are doing everything we can to make sure that each child makes good reading progress.

It is very important that this is a partnership and that home shares these same goals.



How to promote Reading for Pleasure and entice reluctant readers?

Here are some simple steps to follow that can make an enormous difference...

- Show interest in reading and books (even if you are genuinely not a book-person).

(Get interested in their reading, find out what they like to read and try to find similar authors or genres for them so that they always have another book lined-up. Make books 'high profile' by having discussions at home around books and reading. Talk about your book favourites from primary school, hopefully you will have some... read them again with your child...)

- Allocate at least one block of time to properly share a book with your child each week. Seriously, think about this. You can do it! It will be so worth it. Give them your undivided attention! And enjoy the time together.

(This could be them reading to you, alternate page or paragraph reading, listening to an audiobook together. Once a week is better than never. Before you know it, I promise you'll be hooked because children's books are amazing and breath-taking (if you get the right text)!

- Avoid using implicit language that reading is boring or another chore. Use a positive voice around reading – “Whilst I’m unloading the dishwasher, can you read your book to me and then we can look at the pictures together and think of some good VIPERS questions.”
- Try non-fiction – some children (and adults) just prefer information texts such as biographies or topic books.
- Bribery – you really cannot beat good old bribery. It tends to be a successful tool when raising children. Tell them that if they do three reads this week then this ‘treat’ can happen but if they don’t it won’t. Make sure you follow it up with praise and quality ‘VIPERS’ talk.
- Does your child like a good movie? All movies started in text. Find out if you can get hold of the book of the film that they enjoyed and then have a discussion about how the book was similar or different to the film and why that might be.
- Is your child a devices addict? Download the Kindle App or find out about eBooks. It really doesn’t matter what format the printed material is in.
- Can you get older children to read with younger children and ask comprehension questions (without World War III ensuing)?

It follows, if you are not interested in books, why should they be? They will emulate your values and choices. They already know what you think is important and worthy of time because they see you doing it. By subconsciously not promoting reading you are sending a message to your child that reading isn’t important and possibly setting them up for finding school learning difficult.

Before long, like anything **READING IN YOUR HOME WILL BECOME ROUTINE** like brushing your teeth or watching TV. You might even be waiting for new releases to come out and your child might be doing extra chores for pocket money so that they can buy the next David Walliams book... Dream Big!

Enjoy your reading and know that we are very happy for you to borrow reading materials from school.

Enjoy your bookmarks!

Sample VIPER Questions

Key stage 2

V **VOCABULARY**

- which word tells you that...?
- which keyword tells you about the character/setting/mood?
- Find one word in the text which means.....

I **INFERENCE**

- How do these words make the reader feel?
- How can you tell that...?
- what was ... thinking when...?
- Find and copy a group of words which show that...

P **PREDICT**

- From the cover what do you think this text is about?
- what is happening now? what happened before?
- what does this paragraph suggest will happen next? what makes you think this?

E **EXPLAIN**

- what effect does have on the audience?
- How does the author engage the reader here?
- which section was the most interesting/exciting part?
- How are these sections linked?

R **RETRIEVE**

- How would you describe this story/text?
- How did...?
- How often...?
- who had...?

S **SUMMARISE**

- Can you number these events 1-5 in the order that they happened?
- what happened after ...?
- Can you summarise in a sentence the opening/middle/end of the story?

KS1 Reading Vipers

Vocabulary

Draw upon knowledge of vocabulary in order to understand the text.

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?

Infer

Make inferences from the text.

Example questions

- 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?

Predict

Predict what you think will happen based on the information that you have been given.

Example questions

- 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?

Explain

Explain your preferences, thoughts and opinions about the text.

Example questions

- 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?

Retrieve

Identify and explain the key features of fiction and non-fiction texts such as: characters, events, titles and information.

Example questions

- 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.....?

Sequence

Sequence the key events in the story.

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?

