# 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.

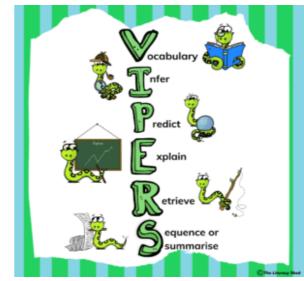
- Children who read and read widely become better writers.
- Reading for pleasure has positive social and emotional impacts.
- There is a positive link between reading enjoyment, reading frequency and levels of attainment.
- Reading helps to develop empathy, language, vocabulary, and imagination.
- Reading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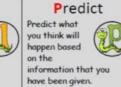


# KSI Question, stems

#### Vocabulary knowledge of vocabulary in order to understand the text.

# Infer

Make inferences from the text.



# Explain your

Explain

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.

Retrieve

#### Sequence the key events in

the story.

Sequence



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?

### 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 ... you feel?
- 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?

#### 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 i+2

#### 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.....?

#### 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?

## KS2 Question stems

#### Vocabulary

Find and explain the meaning of words in context



#### Infer

Make and justify inferences using from the text.



#### Predict

Predict what will happen based from the details implied.



Explain how

ning is enhanced thro

Explain

Example questions

- 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
- which show this.
- How does the author engage the reader here?
- .... effectively? · Which section was the most
- · How are these sections

#### Retrieve

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



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?

• 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

· What does this paragraph

suggest will happen next?

What makes you think

. Do you think the choice of

setting will influence how

· Do you think... will happen?

evidence from the text.

Yes, no or maybe? Explain

the plot develops?

your answer using

after?

this?

Example questions

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

- changes throughout the text.
   Find and copy the phrases
- · What is the author's point of
- What affect does ..... have on
- · Which words and phrases did
- interesting/exciting part?

### 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

the main ideas from more than



## Example questions

- Can you number these events 1-5 in the order that they happened?
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- 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?