



Studies show that reading for pleasure makes a big difference to children's educational performance and life chances. Good literacy enables children to communicate effectively, understand written information and make sense of the world. Reading regularly will help your child in all subjects, as they will develop a broader vocabulary, increased general knowledge and a better understanding of other cultures. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds. **Please use this reading leaflet to help your child read to succeed.**

Thank you

Sharing a book with your child allows you to share adventures and experiences in the safe world of the book. It allows you to ask questions, talk about what has happened and decide what you think together.

How should I read with my child?

- Choose a time and place where you can both give your full attention to their reading.
- As you read with your child, encourage them to read aloud to you.
- Be positive and praise their efforts.
- Be patient and ask them to "sound out" words they find tricky – they are learning these sounds (phonics) in school.
- Help them with words they really don't know and discuss what they mean.
- Ask your child questions about what they are reading – see page 3 of this leaflet.
- Read regularly with your child – ideally every day, but at least three times a week, for about 10-15 minutes each time.

How should I read to my child?

- As you read to your child, bring the characters to life – talk about the characters, the drawings and the events so that the story starts to come alive.
- Don't be afraid to try different voices or try out your acting skills.
- Remember that your face says it all – so exaggerate your normal expression: children will love it.
- Emphasise repeated words and phrases ('the big bad wolf'; '... blew, and blew, and blew the house down') and encourage your child to say the words with you.
- Turn off the television and concentrate on enjoying the book.
- Try audio books that children can listen to on the car stereo, on computers or phones – this is a great way to build a child's understanding of stories and improve their listening and vocabulary.

You are never too old to be read to!

Expected time spent reading aloud and discussing with an adult for a minimum 10-15 minutes per session:

Year 3, 4, 5 & 6

3 x a week



Guided Reading Sessions:

At least 2 sessions a week using 'real' books from a range of genres. Focusing on VIPERS skills.

1:1 reading with an adult:

Developing each child's reading potential.

English Lessons:

Quality texts are used to inspire writing from reading.

Vocabulary development:

Activities promote vocabulary acquisition and extend understanding.

Reading in school KEY STAGE 2

Assessment:

Summative and formative assessment ensures effective teaching and learning.

Accelerated Reader computer system used to assess and track reading.

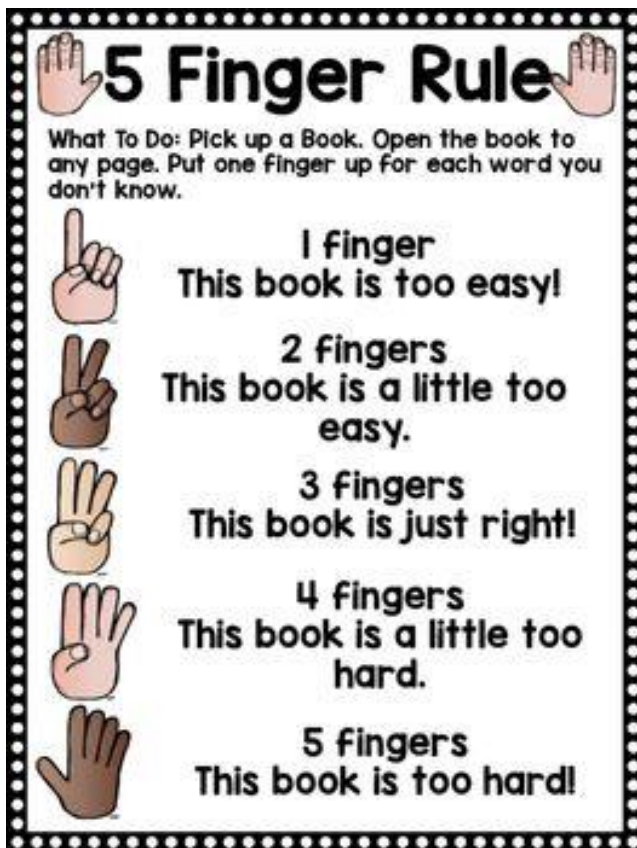
Children choose and regularly change their reading books within their ZPD range as assessed by AR quizzes. Children should aim to complete a book and quiz at least once a fortnight.

Reading for enjoyment:

Activities, ethos, resources and attitudes promote reading for pleasure.

Your child should use the 5 finger rule to help them to choose a book that is right for them:

Your child will develop their reading comprehension skills which we call VIPERS, to help them to remember them:



Reading Vipers

Vocabulary

Infer

Predict

Explain

Retrieve

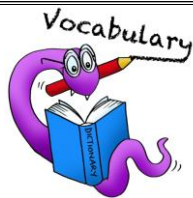
Sequence (Summarise in Key Stage 2)



Question stems which use the VIPERS comprehension skills

Please use these to help you to discuss what your child has read:

KS2



What do the words....and....suggest about the character/ setting/ mood?
Which key word(s) tell you that?
Find one word in the text which means....
Find and highlight the word which is closest in meaning to....
Find a word/ phrase which 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 that....?
How do the descriptions of....show that they are....?
How is.....feeling/ thinking? - How do you know that?
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?

"Read between the lines" to find the subtle /
"hidden" meanings.



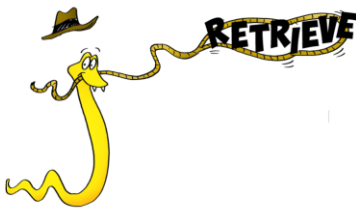
From the cover, what do you think this text is going to be about?
What is happening now in the text? What happened before this? What will happen after this?
What does this paragraph suggest could happen next? - What makes you think this?
Do you think the choice of setting will influence how the plot develops?
Do you think....will happen? - Yes/ no/ maybe ? - Explain your answer using evidence from the text.

What will happen next & which clues tell you this?



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 effective? Why?
The mood of the character changes throughout the text. Find and copy the phrase(s) which show this.
What is the author's point of view?
What effect 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? Why?
How are these sections linked?
How isdifferent at the end from at the beginning?

Give reasons for your ideas using
"because...."



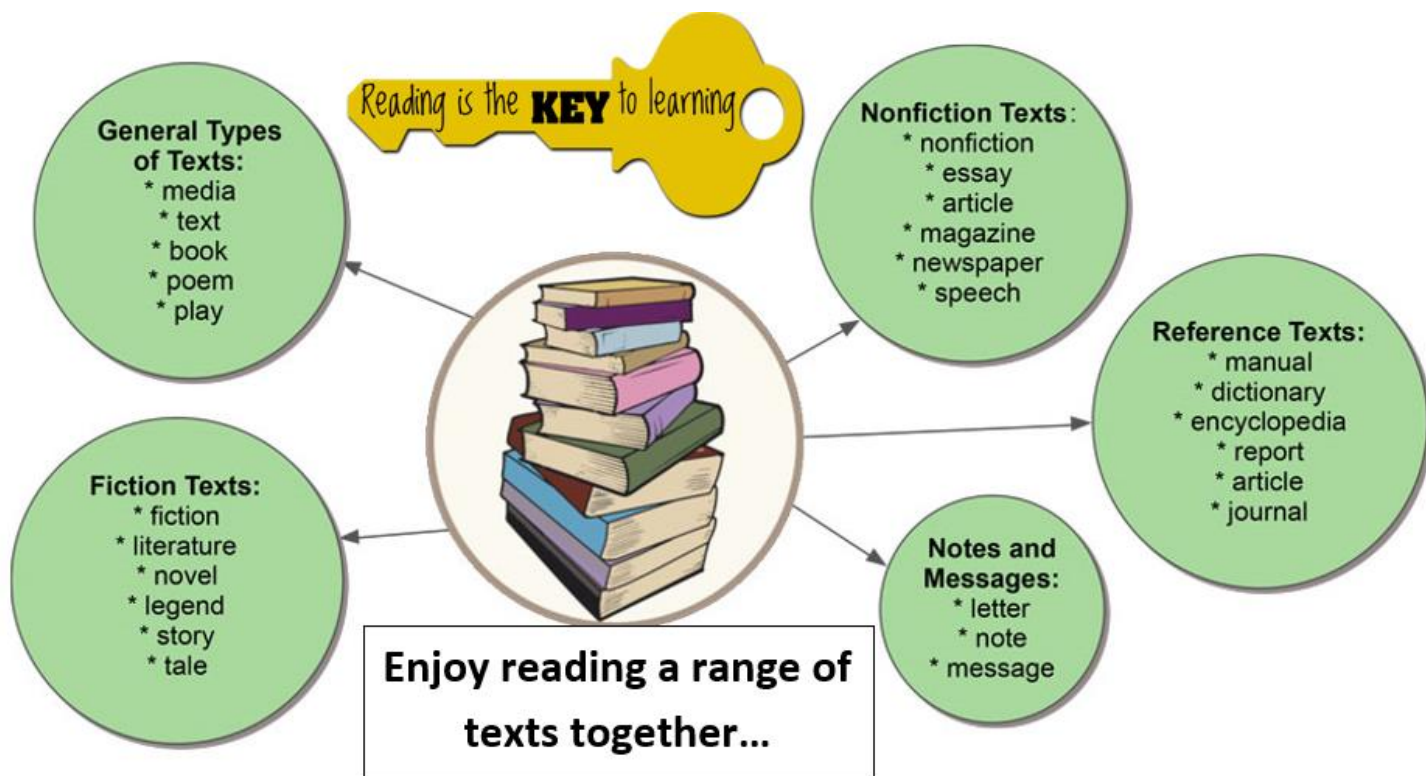
How would you describe this story/ text?
What genre is it? - How do you know?
How often did.....?
Who had.....?
Who is.....?
Who did.....?
What happened to.....?
What does.....do?
How.....is.....?
What can you learn from.....in this section?
Give one example of.....
The story is told from whose perspective? - How do you know?

Find the answer in the words of the text.
Use your finger to help you to spot it!



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?

Give a general overview of the text or
parts of the text.



Online support and sites to promote reading – including free books to read, recommended reading lists and Amazon - to look at reviews of books to help them make informed choices of what to read next:	
https://www.booktrust.org.uk/books-and-reading/tips-and-advice/reading-tips/	https://home.oxfordowl.co.uk/
www.amazon.co.uk	https://www.booktrust.org.uk/books-and-reading/our-recommendations/
http://www.scholastic.com/apps/index.html	https://www.storylineonline.net/
https://www.freechildrenstories.com/	https://www.abcya.com/
http://www.magickeys.com/books/	https://www.funbrain.com/books
https://www.stornory.com/	https://www.readtomeintl.org/
ACCELERATED READER LINK: https://ukhosted29.renlearn.co.uk/1895968	

Please sign your child's planner when they have read at home, so they can earn house points.



READING IS
TO THE MIND
WHAT EXERCISE IS
TO THE BODY.

- RICHARD STEELE