

Other Ways to Help Your Child

Act as a good role model – let your child see you reading for pleasure or for a purpose.

Talk with your child about the books they are reading in school. Could you find others by the same author?

Arrange for your child to have access to a variety of texts: comics, poetry, books, letters, websites, information books, novels, catalogues etc.

Take your child to the library and choose books together.

Reading should never seem like a punishment or a chore. Try playing games related to the book or relax by listening to an audiobook together.

Speak to your child's Class Teacher or Literacy Leader for advice and support.

Success is the key

It is important to remember that not all children learn at the same speed. Some children may find certain areas of reading trickier than others. Parents anxious for a child to progress can mistakenly give a child a book that is too difficult. This can have the opposite effect to the one they are wanting. Remember, 'Nothing succeeds like success'. Until your child has built up his or her confidence, it is better to keep to books they can access. Struggling with a book with many unknown words is pointless. Flow is lost, text cannot be understood and children can easily become reluctant readers.



Unlock the gift of reading

Reading offers important emotional benefits, enabling children, through listening to and talking about stories, to talk about their ideas and feelings and to lose themselves in books. Our school recognises the importance of talk, of accurate assessment, and of building a love of stories and reading. Most importantly, we prioritise reading and make it our mission to make sure every child in our school becomes a fluent reader.

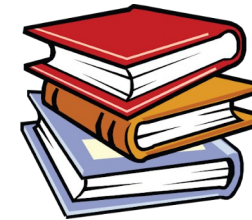
By engaging and interacting with your child through books at home, you prepare them to become committed and enthusiastic readers: you can transform their attitudes to reading and education. Reading with your child teaches them to focus and share the enjoyment of the story; they learn how stories start and finish, and how a plot unravels and is resolved; they learn that books can transport them elsewhere, without leaving the comfort of home.

Together, with your support, we can build children's reading confidence, resilience and enjoyment so they ultimately become life-long readers.



Reading with Your Child

A guide for parents and carers of children in Key Stage 2



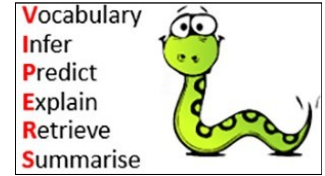
As parents and carers, you are the most influential role models when it comes to reading. Sharing a book is a great way to build special memories and moments with your child, and can easily become a favourite part of their day.

We hope that this guide will help answer some of your questions, as well as give you some advice and inspiration for helping your child enjoy reading at home.



Checking Your Child's Comprehension

Whole Class Guided Reading is taught 5 times a week to teach the skills needed to understand and comprehend texts and how a range of questions can be used to deepen knowledge. Your child should be familiar with using 'V.I.P.E.R.S' skills in their lessons.



'V.I.P.E.R.S' (Vocabulary, Infer, Predict, Explain, Retrieve and Summarise) is a range of reading prompts based on the 2016 reading content domains found in the National Curriculum Test Framework documents.

The children each have their own copy of a text in guided reading lessons and are always encouraged to have the book open, so they can find the evidence and use it to support their answers.

Use a few of these question stems as a guide when reading with your child. Try not to test your child on what they can remember; they should use the book to help formulate their answers.

Vocabulary:

- What do the words and suggest about the character, setting and mood?
- Which word tells you that....?
- Find one word in the text which means.....

Infer:

- What impression of do you get from these paragraphs?
- What voice might these characters use?
- What was thinking when.....
- Who is telling the story?

Predict:

- 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?

Explain:

- Which section was the most interesting/exciting part?
- Why are some sections written in bold/italics?
- What is the author's point of view?
- What affect does have on the audience?

Retrieve:

- How would you describe this story/text?
- What genre is it? How do you know?
- How did...? How often...? Who had...? Who is...?

Summarise:

- 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?



Listening to Your Child Read

We expect your child to **read aloud 5 times a week** and record this in their reading records. When you hear your child read, the aim is to build up their confidence and understanding and to provide the opportunity to read aloud for pleasure.

- Make yourself and your child as comfortable, in a quiet space without the distractions of phones, computers, tablets or televisions.
- Smile and chat with your child initially, discussing what your child notices about the front cover/blurb. *Does the front cover give you any clues? Who is the author? Have you read any other books by this author?*
- If your child finds reading difficult say, “Let’s have a go together then” (meaning that you will join in sometimes).
- Encourage your child to work out new words by sounding out each phoneme, breaking words up into syllables or by using clues from the context of the story.
- If hesitation is prolonged:
 - just saying the first sounds for your child sometimes helps;
 - invite your child to read on if a word is unknown and then go back to the unknown word after he/she reads the whole sentence;
 - read out the word for your child if necessary.
- Explain the meaning of any difficult words and write them in the reading record.
- Encourage clear, expressive reading.
- Use the V.I.P.E.R.S stems (page 5) as a guide for questions about the book.
- Talk with your child after the passage has been read to see if it has been understood. Book-related talk introduces children to language that they might not hear in ordinary conversation, especially the vocabulary of the book itself. This primes them to understand what they read later, in their leisure reading and across the curriculum.
- Always try to finish with a positive comment. Show your delight with your child’s successes and praise them! This will boost their confidence and self-esteem.



Dear Parents and Carers,

Thank you for taking the time to read this booklet. We hope you find the following information valuable when reading with your child at home.

In the first few weeks of the Autumn term, your child will be given a new reading record and book from our school library.

We do expect your child to become a **responsible reader** and take responsibility for reading at home **five times a week**. We understand you lead busy lives, but please set aside time – *even just for a few minutes* - to turn off the technology and enjoy a book with your child.

In this guide you will find:

- Tips for reading aloud to your child
- How to help your child enjoy reading
- Reading homework expectations
- How to fill in the reading record
- Advice for listening to your child read aloud
- How to check your child’s comprehension at home
- Questions to ask your child (using the VIPERS question stems we use in school)

We expect all our pupils to become **responsible readers** by choosing to read as much as possible and writing about what they read in their reading records. We will encourage children to share their reading adventures with us.

We value the support you can give your child at home and would like to suggest the following ideas to make it an enjoyable and worthwhile experience.

If you have any further questions about your child’s reading, please do not hesitate to get in touch with your child’s Class Teacher.

Thank you in advance for your support.

Miss E Emrick—Head of School

Reading Aloud to Your Child

Your child will bring home a school library book and they will have opportunities to change this for a new book if they let their class teacher know when they have finished with it .

Your child will also be encouraged to choose a book from our school library. It has words your child may not be able to read yet and is for you to read aloud to your child and talk about together.

Reading aloud to your child:

If you can find the time beforehand, pre-read the library book to yourself first, so you can think about how you're going to read it to your child. On the first reading:

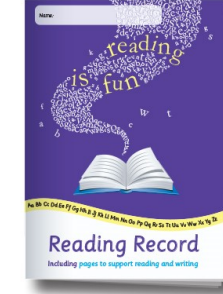
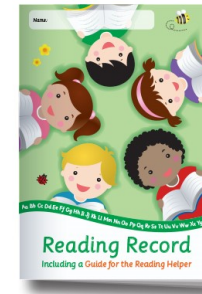
- Make reading aloud feel like a treat. Make it a special quiet time and cuddle up so you can both see the book.
- Show curiosity about what you're going to read. Discuss what you think it will be about.
- Read through the whole story (or chapter) the first time without stopping too much. Let the story weave its own magic.
- Read with enjoyment and enthusiasm. If you're not enjoying it, your child will notice straight away and will not enjoy it either. Read favourite stories over and over again.

On later readings:

- Allow your child to pause, think about and comment on the pictures, plot and characters as you read aloud.
- If you think your child did not understand something, try to explain: 'Oh! I think what's happening here is that...'
- Chat about the story and pictures: 'I wonder why she did that?'; 'Oh no, I hope she's not going to...'; 'I wouldn't have done that, would you?'
- Link the stories to your own family experiences: 'This reminds me of when ...'
- Link stories to others that your child knows: 'Ah! Do you remember the dragon in ...? Do you remember what happened to him?'
- Encourage your child to join in with the bits they know.



Help Your Child Become a 'Responsible Reader'



- We encourage your child to become a **'Responsible Reader'** and take ownership of their reading. Children are expected to read at home **five times a week** for 15 minutes a day.
- Children should take pride in their reading record and look after it. They must bring it to school every day.
- Children in Years 3-6 should write the date, title of the book and page number themselves, in their neatest handwriting and parents should sign in the comment box. They can rate how much they have enjoyed their books using the scale in each comment box.
- Children should write in any 'tricky' or 'new words' they have learned during the week in the boxes at the bottom of each page. If necessary, these will be revised in school time.
- Parents are expected to communicate regularly with positive comments and any concerns in your child's reading journal comment boxes. Your child will then know that you are interested in their progress and that you value reading.
- Rewards will be given to children who read 5 times a week and maintain a neat, well-kept and up-to-date reading record. Your child's Class Teacher will check the reading records every week.
- Please use one page per week to record your child's reading and use the sixth box at the bottom of the page to record any extra reading they choose to complete!
- Your child will share their reading record with their Class Teacher once a week.