

How you can help at home - KS2

Reading at home is equally important in Key Stage 2 as children move on from learning to read to *reading to learn*.

Continuing to read daily will help the children to become fluent, confident, critical readers. It is important to continue focusing on reading fluency once they are able to decode and read texts so children develop their pace and intonation when reading aloud as well as building reading stamina so that they can tackle longer texts.

This booklet is a short guide to support you in making reading at home, with older children, a continued success.

YOUR QUESTIONS ANSWERED

How can I find the right book?

- Both traditional and digital reading books are supplied by school. These texts are closely matched to the ability and interest level of your child.
- On our school website we also provide recommended reading lists for different year groups.
- You could talk to other parents and find out which authors appeal to their children or approach your local librarian.



What do I do if my child picks a book that is too difficult for them to read independently?

- Children can enjoy more difficult books - even if they are unable to read them on their own.
- There are many ways to share a book, some of which are particularly suitable for reluctant readers or children who have chosen a book that is too difficult for them to read independently:
 - An adult reads to a child.
 - A child can read to an adult or older sibling.
 - An adult can share the reading, line by line, paragraph by paragraph, page by page or chapter by chapter.
 - The adult and the child can read together at the same time.

How do I find the time?

- Getting together for just 5 to 10 minutes a day or three to four times a week can have an incredibly positive impact on your child's achievement in reading.

My child can read, can I still help?

- **Yes!** Although children will often want to read independently as they get older, by continue to actively share in their reading you are giving it status. Plus, there are still many ways in which you can support your child to develop the skills they need to look at texts in increasing depth.
- Please look to the end of this booklet for questions that go beyond the literal meaning of the book, where a response is stated in the text, and instead require answers that are indirectly stated, induced, or need other information or ask the reader to formulate a reply based on their opinion.

USEFUL POINTERS FOR PARENTS

- Go beyond the books provided by school. Allow your child to experience and give them access to plenty of texts on many different topics and themes and also by a wide range of authors who write in different styles. Make use of the recommended reading lists on our website and take your child to the local library.
- Still read to your child, particularly books that are beyond their reading ability, so that they are able to listen and ask questions.
- Encourage your child to read silently to themselves but check their understanding of what they have read after doing so.
- Broaden the vocabulary you use with your child but be prepared to clarify the meaning of the wider range of words you have introduced.
- Encourage your child to ask for help with the pronunciation of new words they read if their reasonable attempt does not sound correct.
- Let your child read whatever they are interested in; information leaflets, comics, websites, instructions for board games, manuals for new devices...



VIPERS

VIPERS is an acronym of the key areas of reading we feel children need to know and understand in order to aid their comprehension of texts.



Vipers can also be used to make sure children are asked a range of questions about the book they are reading.



Below are some questions stems making use of VIPERS that you could ask your children when they are reading at home.

Vocabulary	<ul style="list-style-type: none">• What do the words ... and ... suggest about the character/ setting/mood?• Which word tells you that...?• Which keyword tells you about the character/setting/mood?• Find one word in the text which means...• Find the word that is closest in meaning to...• Find a word or phrase which shows/suggests that...
Infer	<ul style="list-style-type: none">• 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 this paragraph?

	<ul style="list-style-type: none"> • What voice might these characters use? What makes you think that? • What wasthinking when • Who is telling the story? How can you tell?
<p>Predict</p>	<ul style="list-style-type: none"> • 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.
<p>Explain</p>	<p>Why is the text arranged in this way?</p> <ul style="list-style-type: none"> • What structures has the author used? • What is the purpose of this text feature? • Is the use of effective? • The mood of the character changes throughout the text. Find and copy the phrases which show this. • What is the author's point of view? • What affect does have on the audience? • How does the author engage the reader here?

	<ul style="list-style-type: none"> • Which words and phrases did effectively? • Which section was the most interesting/exciting part? • How are these sections linked?
<p>Retrieve</p>	<ul style="list-style-type: none"> • 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 about from this section? • Give one example of..... • The story is told from whose perspective?
<p>Summarise</p>	<ul style="list-style-type: none"> • Can you number these events 1-5 in the order that they happened? • What happened after? • What happened first 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?

