

How to Support Reading at Home



Reading in EYFS and Key Stage 1

To help your child to achieve their full potential, we would like your support in encouraging and engaging in their reading.

Reading at home is invaluable to a child's academic development!

If you have any questions about how to support your child with their reading, please speak to their class teacher.

Top Tips

to support your child when reading at home

Before Reading

- Try to make reading enjoyable, in a quiet and comfortable spot.
- If it is the first time your child has read the book, look at the cover/title/blurb together to predict what it might be about.
- Keep sessions short and relaxed, you could make a special place to read.

When reading

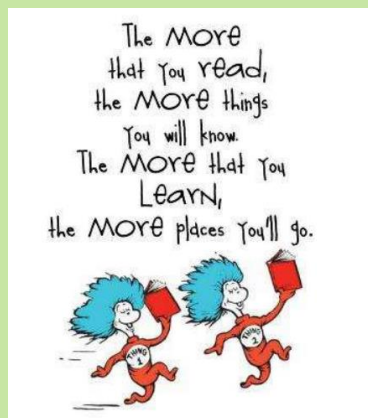
- When your child is reading, encourage them to track the words with their finger or a ruler, if they need to.
- Help to decode (read) the words if needed. Give time and support to make corrections if they make mistakes.

Ask about the meaning of new words.

- Take it in turns to read parts of the story.
- Encourage them to read expressively with meaning.
- Give lots of praise, progress may not always be fast .

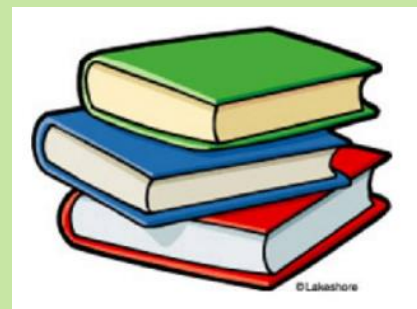
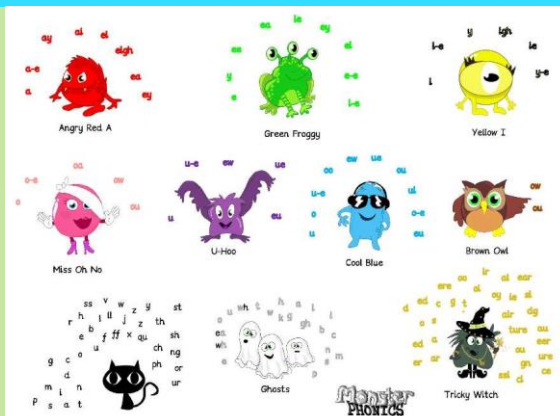
After reading

- Ask about the content of what's been read – who, what, where, when, why, how?
 - Discuss the text– what did your child enjoy/like/dislike/feel/think? You could ask your child some VIPERS questions and discuss their responses.



How to help your child read a word?

- Which letter phonemes do you recognise? Can you blend them together?
- Does the word make sense? Read the sentence again to check.
 - Is there another word that would make sense?
 - Is it a word you know?
- Have you read the word before? Is it on another page?
 - Are there any bits of the word you recognise?
- Miss out the word, finish the sentence. Then go back and work out what the word was.
- In a rhyming book, think of a word that rhymes.
 - Lots of repetition of the word.
- Use the first 1 or 2 sounds with another strategy Always go back and read the sentence again!



Putnoe Primary School Reading Bands

Oxford Book Bands

Putnoe Primary School Reading Bands

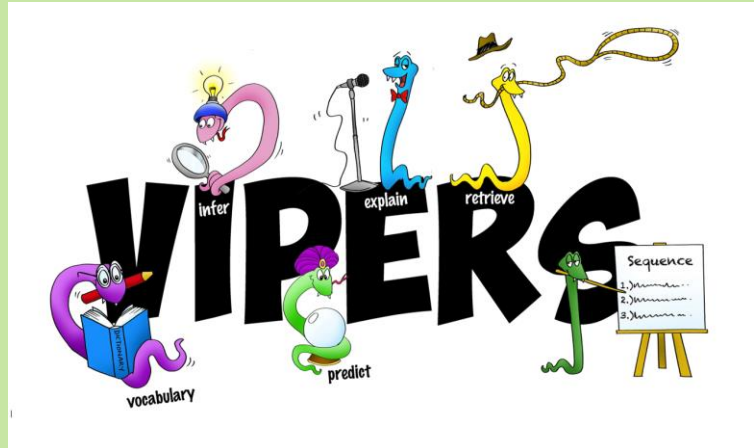
	Book Band/ Colour	Year Group	Monster Phonics Term	Location	Target Tracker Bands
Phonic only Books	Pink A	N/R	Reception Term 1	Reception corridor	EYFS
	Pink B	N/R	Reception Term 1	Reception corridor	EYFS
	Red A	R	Reception Term 1	Reception corridor	EYFS
	Red B	R	Reception Term 2	Reception corridor	EYFS
	Phase 4 Yellow	R	Reception Term 3	Reception corridor	EYFS
	Phase 4 Blue	R/I	Reception Term 3	Reception corridor	EYFS
	Phase 5 Green	I	Year 1 Term 1	Reception corridor	1b
	Phase 5 /6 Orange	I	Year 1 Term 1 / 2 / 3	Reception corridor	1b+
Once children are secure with Phase 5 Phonics and have passed the screening check, they can move onto non phonic books as detailed below.					
<u>Non Phonic Books</u>	6 Orange	I		Year 1 Corridor / Upstairs	1w / 1w+
	7 Turquoise	1/2		Year 1 Corridor / Upstairs	1s / 1s+
	8 Purple	1/2		Year 1 Corridor / Upstairs	2b / 2b+
	9 Gold	2		Year 1 Corridor / Upstairs	2w
	10 White	2		Year 1 Corridor / Upstairs	2w+
	11-12 Lime	2		Year 1 Corridor / Upstairs	2s / 2s+

Please record in your child's reading record when you have read with them at home. You may want to record what they have read, which pages, how they found the book or any new words they came across.

VIPERS

In school, we refer to the reading skills as VIPERS.

Vocabulary
Infer
Predict
Explain
Retrieve
Sequence



What can your child read?

- Fiction from different authors and genres
- Non-fiction
- Comics, magazines and newspapers
- E-books
- Websites, blogs and technology
- Poetry
- Re-read their favourite books
- Follow your child's interests



What else can we do that will support reading?

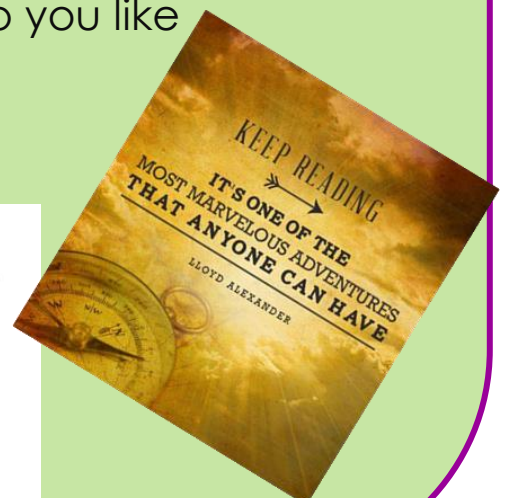
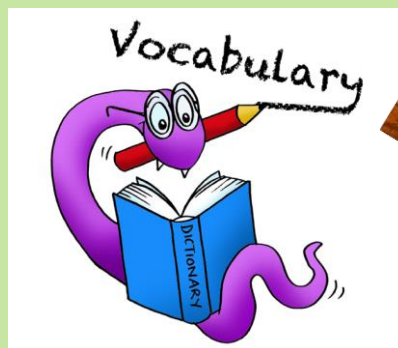
- Perform poetry
- Perform plays
- Use character voices
- Compare film and book versions of the same story
- Read books with diverse characters

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?
- Is this like any other word you know?
- Does it sound the same? Does it mean the same?
- Is this like any other word you know?
- Can you find any amazing adjectives?
- Can you find a powerful verb? Why has the author chosen this verb?
- Can you find a description of (a character/setting) that you particularly like? Why do you like it?
- Match the word and definition.

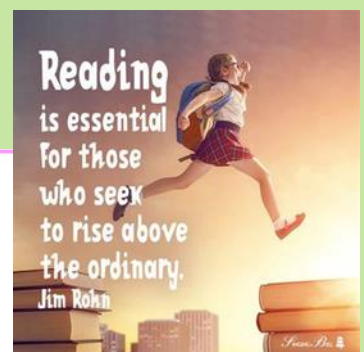


Infer

Make inferences from the text.

Example questions

- Why was feeling/ why did this happen?
- Why did Say?
- Can you explain why?
- What do you think the author intended when they said
- How does make you feel?
- What sort of characters can we find in this story?
- Why do authors include pictures? What do the pictures in this book help us to do?
- Why did (a character) behave in this way?
- Can you choose a character from the story that interests you and say why?
- How does the character feel at this point in the story? Can you find clues in the text and illustrations to show me why you think this?

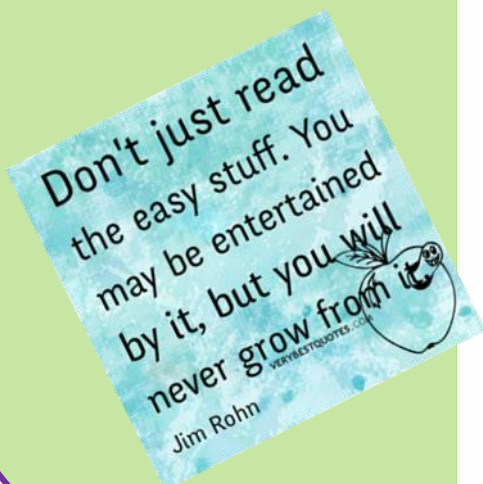


Predict

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 do you think happened before? What do you think will happen after?
- What do you think the last paragraph suggests will happen next?
- What do you think might happen next?
- If (*a character*) does... what do you think will happen?
- Using role play, can you act out what you think might happen?

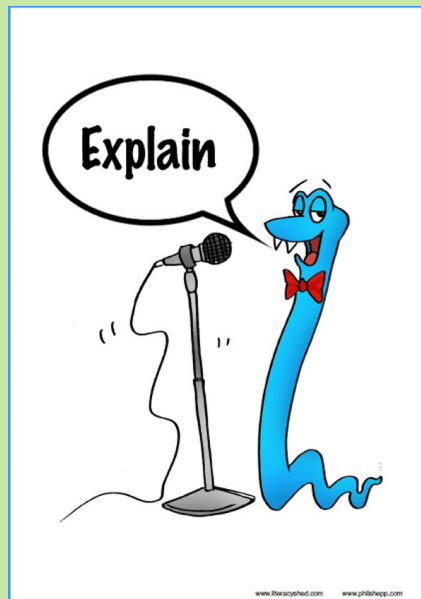


Explain

Explain your preferences, thoughts and opinions about the text.

Example questions

- Explain why/ why not
- Tell me more....
- I would like to/I would not like to...
- I think...
- I would change...
- Because...
- Who is your favourite character? Why?
- 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?



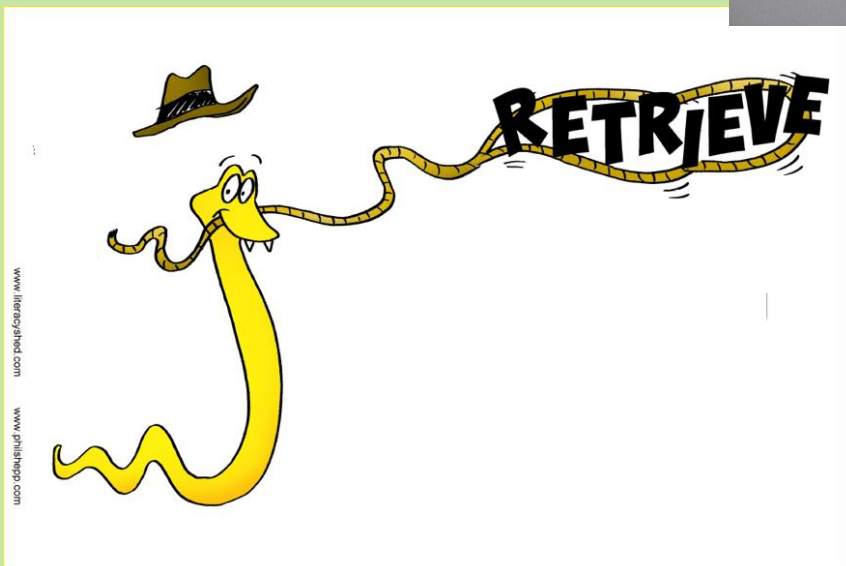
Retrieve

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.....?
- Find/Copy

The more that you
READ,
The more things
you will know.
The more that you
LEARN,
The more places
You'll GO.
-Dr. Seuss

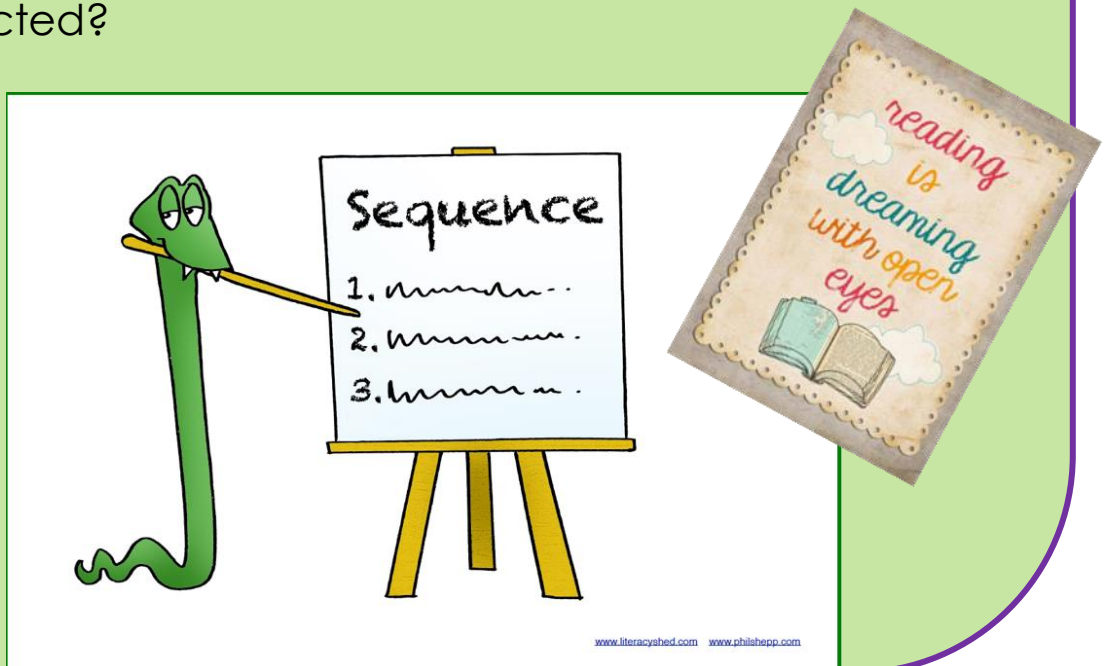


Sequence

Sequence key events in order.

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?
- What is the main event in this story?
- What was happening at the beginning of the story?
- Can you find words which tell you the order things happened in?
- Can you think of another way to begin this story?
- Were you surprised by the ending? Is it what you expected?



Advice if reading becomes a challenge at home

- Offer a different reading material (e.g. magazine, a book from home).
- Encourage reading at different times of the day/week.
- The more stories and books your child hears, the more they will want to read.
- Be a good model for your children – let them see you reading – anything and everything!
- Try to read everyday and build it into your routine.
- Buy/borrow books on tape to listen to.
- Share books with children and read aloud to them. Take it turns to read a word or a sentence each.
- Share the problem with your child's teacher!

The Benefits Of Reading

Reading for pleasure has positive social and emotional consequences

There are positive links between reading enjoyment, reading frequency & levels of attainment

The more often, and the more widely, you read, the better you become at it!

Reading helps to develop empathy, language, vocabulary and imagination!

Independent reading is the best predictor of children's reading achievement overall.

Reading for pleasure vastly improves spelling, grammar, writing ability and general knowledge.

It improves concentration and builds new connections in the brain.

Reading is a great way to relax and/or spend time together.

Reading
IS THE
GATEWAY
FOR *Children*
THAT MAKES ALL OTHER
Learning **POSSIBLE.**