# How to Support Reading at Home



Putnoe Primary School Aiming High Learning for Life

## Reading in Key Stage 2

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.

### When reading

When your child is reading, encourage them to track the words with their finger, pointer or 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 challenging words.
Take it in turns to read parts of the story.
Encourage them to read expressively with meaning.
Give lots of praise for the effort they are putting in.

### 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?
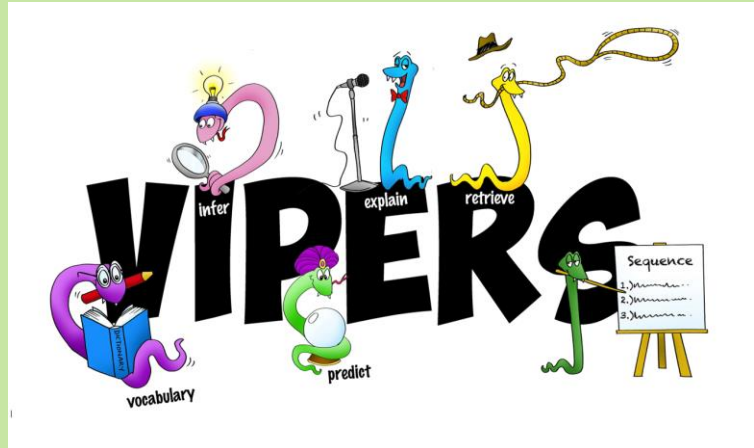You could ask your child some VIPERS questions and discuss their responses.

As your child progresses through Key Stage 2, it is still very important for you to listen to and discuss their reading. It is equally as important for them to have a regular chance to listen to you reading too.

# VIPERS

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

**V**ocabulary
**I**nfer
**P**redict
**E**xplain
**R**etrieve
**S**ummarise

## 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

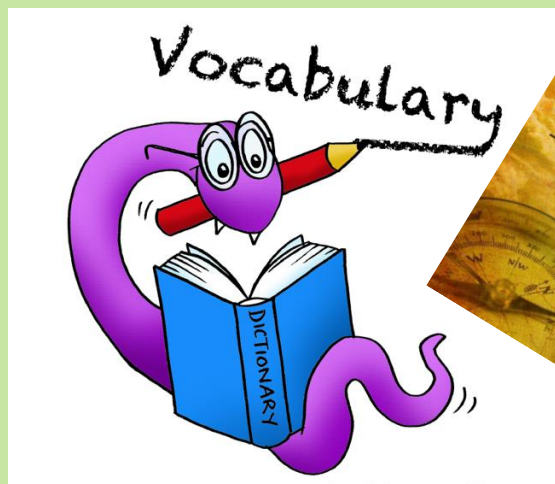## What else can we do that will support reading?
- Perform poetry
- Perform plays
- Use character voices
- Compare film and book versions of the same story
- Read books with diverse characters

# **V**ocabulary

Draw upon knowledge of vocabulary in order to understand the text.

### **Example questions**

- What do the words…and….tell us about the character/setting/mood/author?

- Which words tell you that…?

- Can you find a word that describes….?

- Find a word in the text that means…?

- Find a word that is a synonym of…?

- Find a word that suggests/shows…?

- What does the word …. mean?

- Why has the author chosen….?

- Match the word and definition.

- Tick the correct definition.
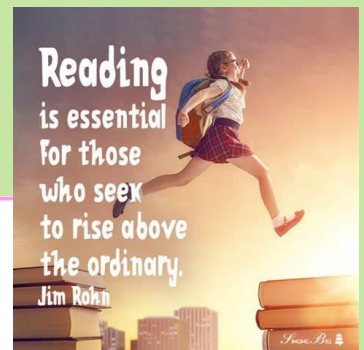
- True / False – is this the right definition?

# Infer

## Make inferences from the text.

### Example questions

- How do these words make you as the reader feel?

- How can you tell that…?

- What impression of… do you get from this paragraph/chapter/sentence/illustration/word?

- What expression might you add to this part?

- What was…. thinking when…?

- Do you agree with….?

- What would you have done when….?

- What makes you think …..? Give evidence.

- Why did the character behave like this?

- What does …. tell you about how the character is feeling?

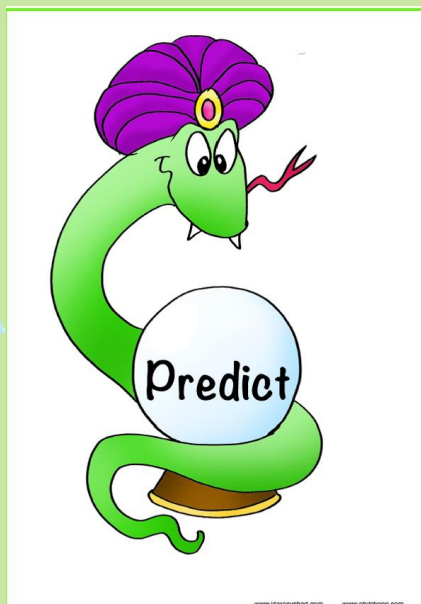- What does this word/action imply about the character?

Reading is essential for those who seek to rise above the ordinary. Jim Rohn

infer

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# **P**redict

Predict what you think will happen based on the information that you have been given.

### **Example questions**

- From the cover, what do you think is going to happen in our text?

- What information do you think we will find out?

- What do you think will happen in the next chapter based on what we've read?

- Do you think…. will happen? Explain your answer.

- Can you find evidence that shows... might happen?

- What has happened before this? Do you think that will affect the character's choices?

- What would you do if…?

- Based on what you know about (a character/event), how do you think the author will develop the story?

- Can you make a list of details to support your idea, using evidence from the text to say
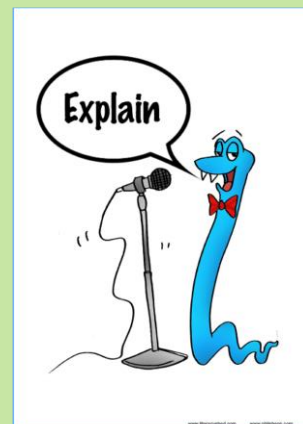
- whether they are stated or implied?

Don't just read the easy stuff. You may be entertained by it, but you will never grow from it.

Jim Rohn

Predict

# **E**xplain

Explain your preferences, thoughts and opinions about the text including language, structure and meaning.

### **Example questions**

- Why is the text organised like this?

- What features and structures has the author used? Why?

- Is the use of…effective? why?

- Find evidence to prove…

- Which words and phrases give us the impression of…?

- Find phrases which show a change in attitude from…?

- What affect does… have on the reader?

- What affect does… have on the character?

- Why has the author chosen…?

- Does the author have a point of view? Find phrases to prove your answer.
- Can you identify words in the text which help the author create mood/effect?

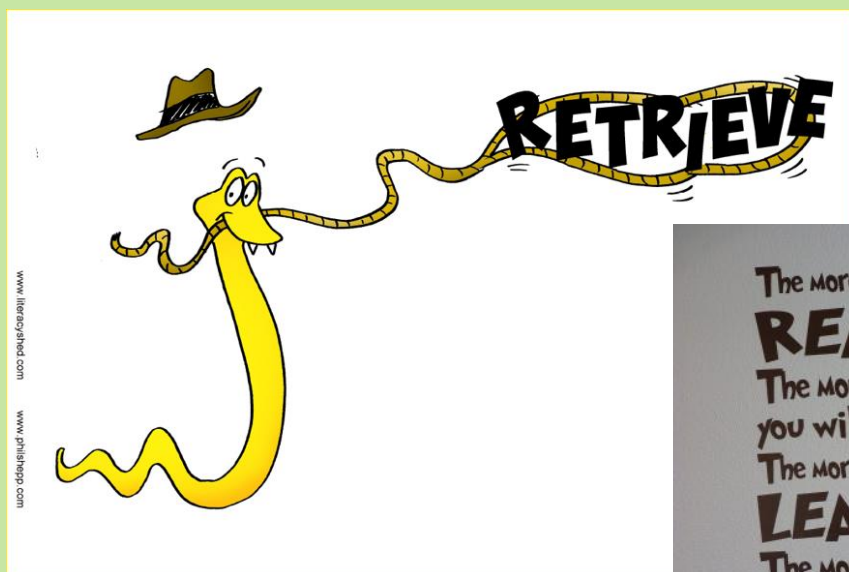- Can the context of (an unfamiliar word) help you to understand what it means?

# Retrieve

Identify and explain the key features of fiction and non-fiction texts such as: characters, events, titles and information.

## Example questions

- What is the text about?
- What type of text is it?
- When did (an event) first take place? Who were the key people involved?
- How did…?
- Who is…?
- What does…. do when…?
- What can you learn from….?
- What is….?
- Give an example of…?
- Which genre of text is the text? How do you know?
- Where is the story set?
- How does the character behave?
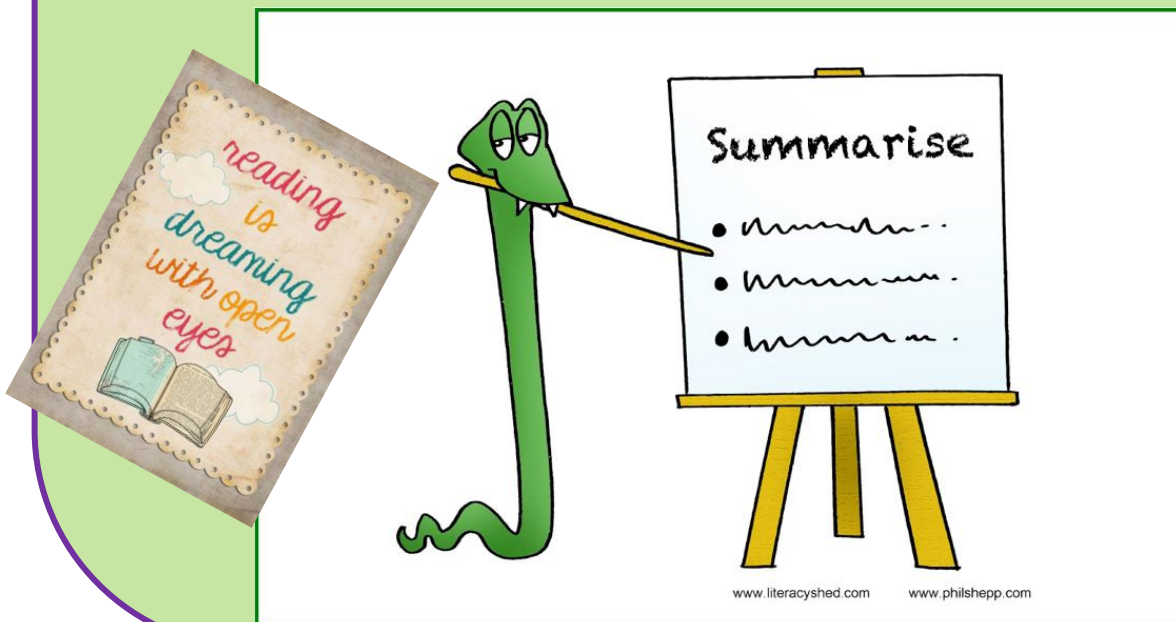- Which paragraph tells us……?
- Where would you find a section about… ?

RETRIEVE

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www.philshapp.com

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

-Dr. Seuss

# Summarise

Summarise the main ideas from more than one paragraph.

## **Example questions**

- Can you put these events in order?
- What happened before this chapter?
- Tell me what has happened so far, in your own words.
- What was….?
- Which order to the chapter headings come in the story?
- Can you summarise the paragraph we have just read?
- What happened in the beginning/middle/end?
- Summarise the character's actions in this chapter.
- What is the main theme/message in this paragraph?
- Can you describe what happened in 3 sentences?
- Can you write your own blurb for this story?
- What can you say about the viewpoint of the authors?

reading is dreaming with open eyes

Summarise

- Keep a bedtime story, even if your child is a good reader.
- 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.

## 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.