

Reasons for Reading:

Achievement: fluent readers tend to achieve better across the curriculum and throughout their time in education.

Brain Power: reading is a complex and interactive process which strengthens the connections in the brain.

Concentration: reading necessitates quiet focus and so the time spent reading should improve children's powers of concentration.

Imagination: reading opens up inspirational new worlds, ideas and questions. These all contribute to other areas of learning, especially writing.

Empathy: as children involve themselves in the lives of characters in their books, they develop an understanding of others and their behaviour.

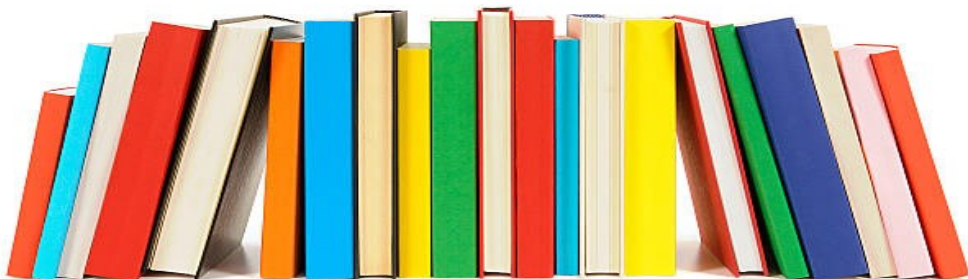
Learning: through books children learn a wide range of things about the world in which we live.

Vocabulary and Language Acquisition: reading exposes children to a huge range of vocabulary and as they explore and acquire this, it allows them to express themselves more fully and precisely in writing as well as verbally.

Togetherness: whether it is listening to children reading or reading a story to your children, it is a great opportunity for family sharing times when you can demonstrate your own appreciation of reading and share the pleasure of your children's growing enjoyment of it.

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

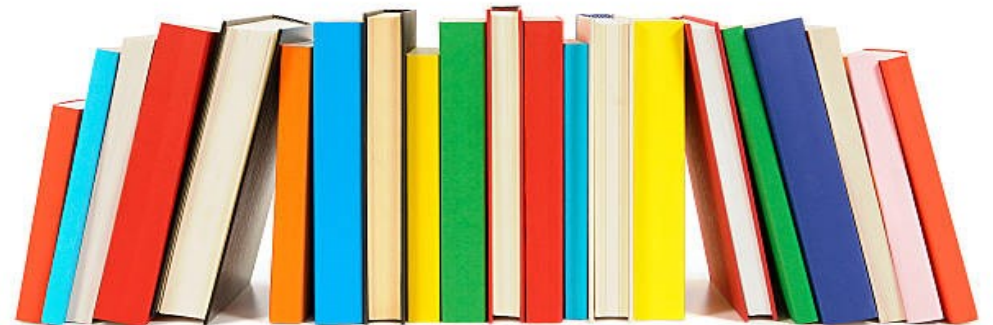
November 2022



Helping Your Child with Reading:



A Handbook for Parents



Here at Pembridge CE Primary School, we endeavour to encourage a love of reading. It is a crucial area of learning with research showing that the more a child reads for pleasure, the more successful they are likely to be as they become older.

As a result, we offer the children a vast range of reading material which includes fiction, poetry and non-fiction. These resources may be read in shared class sessions, in groups, one to one or independently.

Early Years Foundation Stage (Reception) and Key Stage 1 (KS1—Year 1 and 2)

Reading written words (decoding) is taught through the use of phonics which is how the sounds in a spoken word link to the letters in written words.

Phonemes are the smallest units of sound. Children are taught to sound out and blend the sounds to read new words:

'c' 'a' 't' = cat



'sh' 'i' 'p' = ship

Each day, the children in Reception and KS1 will be taught using the Monster Phonics scheme. Monster Phonics teaches children to read by enabling them to identify the individual graphemes (letter combinations: 'g', 'ea', 'igh') and blend the sounds (phonemes) together to read the word. It is a fun way to teach phonics, since it is



Remember that there's more to reading than decoding (working out) words.

Enjoy the pictures and talking about them and the characters and story.

Do not worry if you think that a book is too easy.

Sometimes we all need an easy read but also, especially with younger children, it is much better to consolidate learning and build confidence, than to rush on to the next level. Too difficult a book is just not worth it as it could make a child a 'reluctant reader'.

Visit the library regularly to increase the range of reading material to which your child has access.

The best bit about visiting a library is that it's free, warm and comfortable, and there is plenty of advice too!

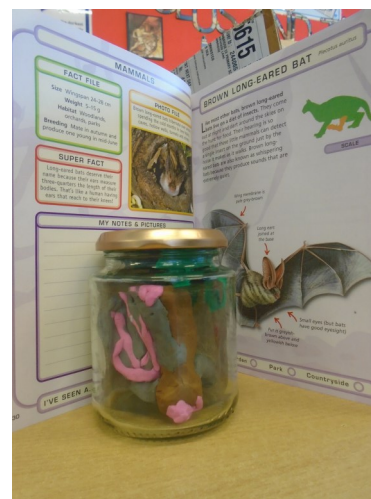
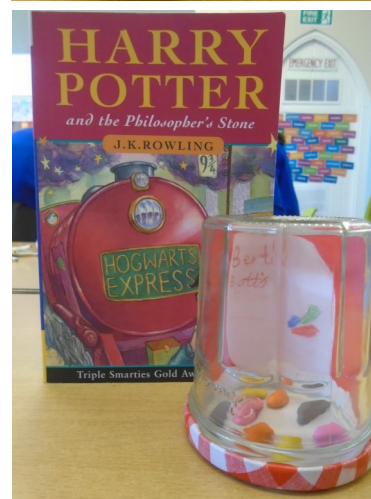
Make bedtime reading special.

Children enjoy having books read to them.

Please communicate about your child's reading at home through the Reading Diary.

We do encourage you to jot down any words your child finds challenging, comments about what has been read, or something which celebrates how well they are doing in response to a VIPERS question.

Please practise reading with your children on a daily basis.



Top Ten Tips for Reading with Your Child:

Choose a quiet time with no other distractions.

Depending on the child's age, 10–15 minutes is about the right length of time.

Enjoy reading together.

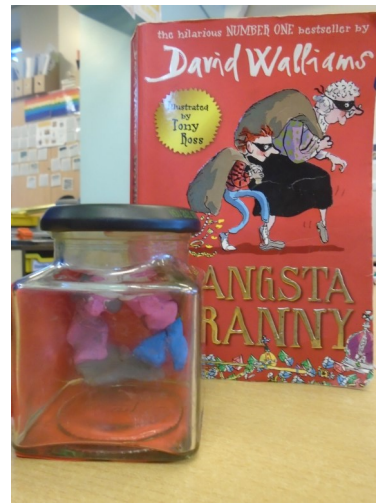
Try to support and encourage rather than put children under pressure. If your child isn't enjoying it, then it's probably best not to pursue it at that moment. You might get their interest by talking about a picture or asking a question but if not, then just come back to it later.

Be encouraging even when mistakes are made.

Try to avoid saying things like, "No" or "That's not right". Instead, you could offer to read it together or read it for them and get them to read it after you. Praise counts for a lot.

Try to keep the flow of the reading going.

If a child makes an error, then it's best not to interrupt the flow by trying to sound out the word. Sometimes children might correct it themselves but otherwise, you should just give them the word. Help your children by encouraging them to point at the words that they are reading.



multi-sensory. Sounds are categorised into ten colour groups and each colour has a corresponding monster character.

In class, children read aloud to their teachers and talk about the book they are reading, thinking about what is happening and the meaning of words.

In Reception, children will work closely with a teacher in a small group to enjoy 'Book Talk' and as the children move into KS1, they will take part in group sessions and activities where they will be practising reading words as well developing further skills of delving deeper into the meaning of the text, experiencing different types of texts and starting to respond to texts through writing as well as verbally.

Children will bring home a book to practise reading with a parent or carer. This will contain the sounds that they have been learning in class. However, the children will also bring home other books to enjoy sharing with an adult and through which, the pleasure of reading can be both experienced and nurtured.

Try and encourage a regular time to read with your child each evening so that it becomes routine. Make it a comfortable and quiet space away from distractions.

You don't have to dive straight into a book. Take time to explore the covers with your child, spotting the title and the names of the author and illustrator, reading the back cover blurb and talking about what the book might be about.

Once you're into the book, you can vary how it is read. You can take it in turns to each read a page, you can ask your child to read it aloud to you (or someone else in the family), or, you can read it aloud to them.

When you are reading aloud, show how to read with expression and interest. This means taking notice of the punctuation, thinking about the meaning and with a story putting on voices when characters

Speak (remember: you're not auditioning for drama school – just change your voice a little!)

When your child is reading, give them time to work out unfamiliar words rather than jumping in and telling them what it is. You can help by prompting them e.g. What sound does it start with? What sound comes next? Read the sentence again and think about what would make sense.

Key Stage 2 (KS2—Years 3-6)

The work of KS1 continues in KS2, where the children may work in small groups, or as a year group, on a single text. Here, there will be a lot of emphasis on the discussion of a text and making inferences based on what has been read as well as looking at language choices and the meaning of new vocabulary. This understanding of text is also supported by the range of writing opportunities planned for our children which are sometimes based on different areas of the curriculum but, most frequently, on a well-chosen text.

We understand that parents and carers play a vital role in their children becoming fluent readers who love books and have a thirst for reading.

In KS2, as your child has become a more fluent reader, it might seem trickier to see how they can be helped and supported at home. One of the most important things is to show them the importance that you place on reading by sharing and enjoying



P = Predict

Prediction is just what it says! It's about helping your child to think about what might happen (but it needs to be based on what the children have read in the text).

E = Explain

This could be linked to inference i.e. you might ask the children to explain their understanding of a part of the text or it could be, for example, explaining why you think an author included something in the text. With older children, this can lead to a discussion about a [writer's purpose or viewpoint](#).

R = Retrieve

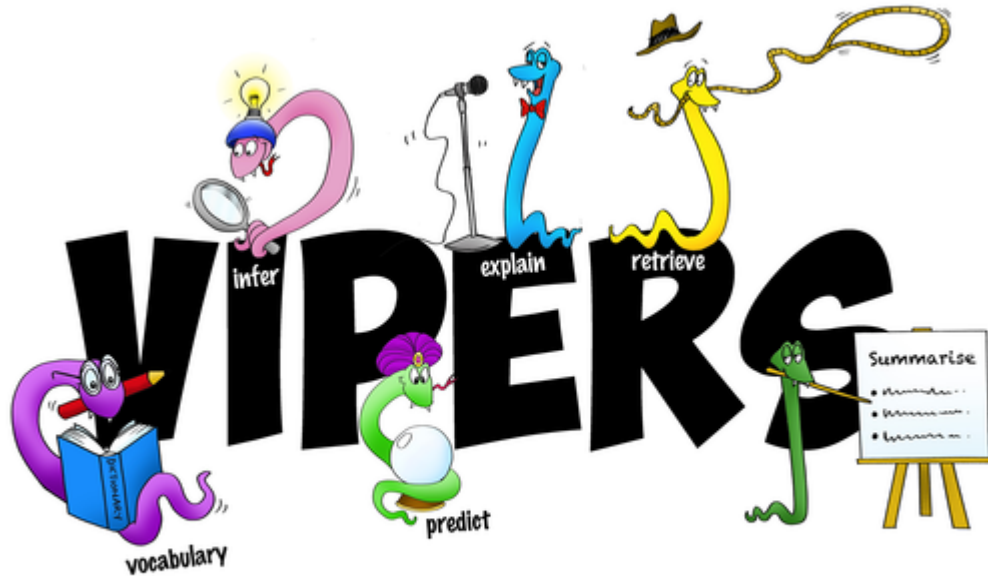
This is one of the most straightforward aspects. It is about locating information in a text.

S = Summarise

It's a good idea to ask your child to sum up what they have just read in a paragraph or chapter. Just getting them to give you one word to sum it up, can lead to some really interesting discussions. Summarising can also be linked to sequencing the order of events in a section or chapter of a book. What happened after...? What did X do next?



Reading Vipers



V = Vocabulary

Reading is a great way to meet new words and to encourage the acquisition of vocabulary. When you meet an unfamiliar word, you could talk about its possible meaning in the text and try to think of similar words and alternative choices. It is a good opportunity to use a dictionary. Also, as you focus on vocabulary, it is a good idea to talk about why an author has chosen particular words and to think about the effect that they have.

I = Infer

This is all about what an author is really trying to say. It means that a reader has to read between the lines and use clues in the text to enhance their understanding. Why do you think...? How can you tell...?



books with them. Of course, it doesn't have to always be a fictional book, many children are really engaged by non-fiction and there are some fantastic magazines, to enjoy as well. Listening to your child read and discussing their reading material is hugely important but the bedtime (or other time!) story remains a great way to engage your child in a book. One of the benefits of reading to your child is that is that you are able to give him/her access to a book that is truly enjoyable but above

their actual reading level. What a great opportunity to introduce them to something different!

Reading words, or what is called decoding, will still be important. Even fluent readers can still get stuck on a word. The children will continue to develop strategies for dealing with this such as sounding out the word or linking it to similar words.

Remember that children can be accurate readers who sound every word out with confidence but do not understand what certain words mean or the gist of a sentence. Comprehension skills are just as important and will continue to develop during and beyond KS2.

You may find it useful to use the Reading Vipers bookmark as a memory-jogger (it gives ideas to start discussions about a book) to support you in the process of helping your child understand more about what they are reading and their book.

In Year 2 and lower KS2, the bookmark looks like this:

What are Reading Vipers?
These are the key reading skills for children to be able to read and comprehend a wide range of literary texts.

VOCABULARY
Looking at the choice of words that an author uses in a text.

INFERENCE
Information that is suggested but not said in the text. The 'hidden' meaning.

PREDICT
Explaining what might happen next based on what has happened in the text.

EXPLAIN
Explain an aspect of the text. This may include why the author includes it or how the meaning is enhanced through choice of language.

RETRIEVE
Locate and retrieve information from the text to answer questions.

SUMMARISE
Sum up key points in the text or sequence events as a summary. Make sure you keep it brief.

How can I support my child with their reading comprehension at home?
You could try one or more of these questions at home with your child when you hear them read at home.

VOCABULARY

- Which word tells you that...?
- Which keyword tells you about the character/setting/mood?
- Find one word in the text which means.....

INFERENCE

- How do these words make the reader feel?
- How can you tell that...?
- What was ... thinking when...?
- Find and copy a group of words which show that...

PREDICT

- From the cover what do you think this text is about?
- What is happening now? What happened before?
- What does this paragraph suggest will happen next? What makes you think this?

EXPLAIN

- What effect does ... have on the audience?
- How does the author engage the reader here?
- Which section was the most interesting/exciting part?
- How are these sections linked?

RETRIEVE

- How would you describe this story/text?
- How did...?
- How often...?
- Who had...?

SUMMARISE

- Can you number these events 1-5 in the order that they happened?
- What happened after ...?
- Can you summarise in a sentence the opening/middle/end of the story?

In Upper KS2, the bookmark looks like this:

READING VIPERS


VOCABULARY

What do the words and suggest about the character, setting and 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

Find a group of words which show that...
How do these words make the reader feel?
How does this paragraph suggest this?
What impressions 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?
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.

READING VIPERS


EXPLAIN

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 of ... effective?
The mood of the character changes throughout the text. Find the phrases that 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?
Which section was the most interesting/exciting part?
How are these sections linked?


RETRIEVE

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


SUMMARISE

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?

Both bookmarks provide ideas for questions to help to initiate discussion with your child.