

Reading



Growing a reader
at home!

Reading with your child...

The importance of *‘Sharing a book with a child’*

It's a time to give your child a flying start in life and help them confidently access the world around them.

Creating a love of reading in children is potentially one of the most powerful ways of improving their life choices.

Reading requires the 3 main skills:

❖ Decoding

Reading of letters and words to understand what each word says - *in a Junior school there are only a very small number of children who are unable to complete this task fluently (with ease and confidence).*

❖ Comprehension

❖ Understanding the meaning of the words and ideas in a text.

❖ Inference

❖ Understanding the ideas and information in a text.

If a child understands what they hear, they will understand the same information when they read it - so listening is key to their understanding!

❖ Decoding

Some people think that reading is about following the text letter by letter and paying no attention to the bigger picture.

I wonder which children would find these words difficult to decode?

❖ Comprehension

Understanding (Comprehension)

- Being able to read does not mean you understand what you read.
- Your child might sound like a good reader but may not necessarily understand what the text means.
- The best way to develop understanding is to talk about texts.

❖ Inference

Once children's comprehension skills are well developed they need to develop their **inference skills**.

This vital skill uses clues from the text to make predictions; 'read between the line' or find the bigger point to a text.

For example:

She wagged her tail and began to pant with excitement.

I would infer this statement is about a dog. (Why?)

I would infer this dog is happy or excited. (How?)

I know dogs both wag their tails and pant when they are happy and excited.

❖ Inference

Inference is the hardest of the reading skills and all children need this reinforced on a daily basis.

This can only be achieved by listening to your child read to ensure that you are able to question them!

A few quick and easy **inference questions** you can use to support your child at home:

- **Why** does the character do this?
- **What** does this action or description tell us about the character's feelings?
- Based on what you've been told, **where** must that object be?
- **Why** is the character described in this way?
- **How** do you know that this is true?
- **What** evidence is there to support this idea?
- **Show** three different ways that you can tell something is true.
- **Decide** whether this statement is a fact or an opinion.
- **Explain** two features of this person's character, using evidence from the text to support your answer.

Now let's have a go!

Reading Comprehension Inference Task Cards

Using Pictures

Who is in the picture?

Where are they?

Is it hot or cold where they are?

Why is the guitar out of place for this area?



Reading Comprehension Inference Task Cards

Using Pictures

What is happening in this picture?

How do you think the baby feels about it?

What is the weather like?



Reading Comprehension Inference Task Cards

Using Text

Can you read the sentence below and find the correct inference?

Boom! Fizz! Another one exploded over the children's heads, and they grinned and yelled in excitement.

Can you infer that:

- The children were bored?
- It was winter time?
- The children loved fireworks?
- It was the first time the children had seen fireworks?

Reading Comprehension Inference Task Cards

Using Text

Can you read the sentence below and find the correct inference?

I heard the motor of the van as it pulled up, followed quickly by a sharp knock on the door. I ran quickly to open it. With shaking hands, I took the packages and signed them off. Two parcels and a box. I stared at the box - I hoped it was what I thought it was. I returned inside to open it and find out.

Can you infer that:

- How did the writer feel when the parcels arrived?
- Was the writer expecting any parcels?
- How do you know the box was important?

How do we teach reading at IHJS?

The Teaching of Reading at IHJS includes:

- Phonics
- Shared reading
- Guided Reading - using the VIPERS approach
 - Paired reading
 - Independent reading
 - Focused Reading activities
- Reading across the curriculum
 - Class novels and stories

School Readers

Home Readers

The hearing of reading is NOT the teaching of reading!

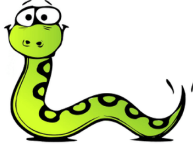
Reading - VIPERS

Reading VIPERS is our way of supporting children with their reading comprehension skills.

VIPERS focuses on the 6 key areas of reading, which children need to know and understand in order to improve their comprehension of texts.

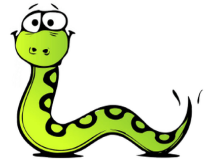


Vocabulary



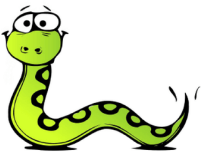
Draw upon knowledge of vocabulary in order to understand the text.

Infer




Make inferences from the text.

Predict



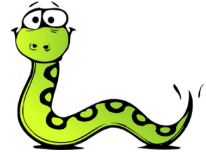
Predict what you think will happen based on what you already know.

Explain




- Explain how content is related and contributes to the meaning as a whole.
- Explain how meaning is enhanced through choice of language.
- Explain the themes and patterns that develop across the text.
- Explain how information contributes to the overall experience.

Retrieve




Find information in the text.

Summarise

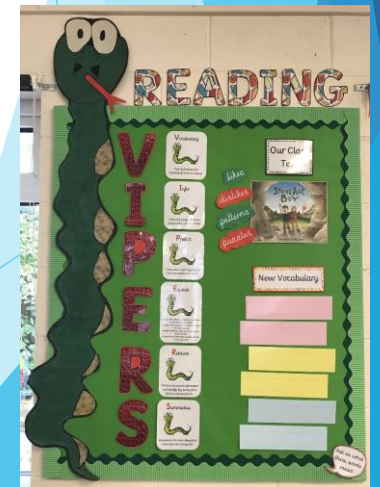


Summarise the main ideas from more than one paragraph.

Sequence



Sequence the key events in the text.



Reading - VIPERS

VIPERS are used in each classroom around the school and all classes follow the same structure throughout the week.

Day One - Children are exposed to a new text.

- ✓ Children read and discuss as a class.
- ✓ Whilst reading, children are encouraged to pick out unfamiliar words to find their meaning to.
- ✓ These words are then displayed throughout the week for children to use.

The rest of the week's sessions are to about comprehension and the children are work through different types of VIPERS questions and tasks



Reading at Home – Enjoy!

- Understand it is not a test and it is not a race.
- Create a quiet and comfortable reading environment.
- Make reading visible; have books available in your home for different purposes.

(Cook books, newspapers, internet pages, novels and instruction manuals, calendars and diaries)

- Boys need to see that reading is something men do.
- Share books every day. Plan reading into your daily routine.
- Talk about books don't just read them.
- Sit and listen - don't do chores around the reader!

❖ Comprehension

Talking about books

It is not a test!

Do you like this book; why?

Who is your favourite character?

Tell me about a character in the book.

Which words tell you what the character is like?

How would you feel?

What do you think will happen next?

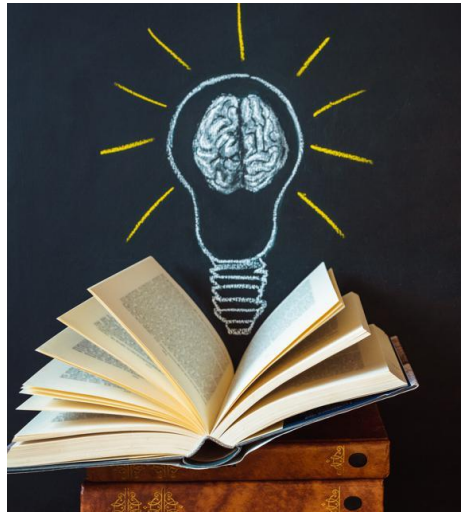
What would you do?

What have you learned about in your book?

What can you tell me about...?

Hearing your child read

- Choose a quiet time and give your child your full attention;
- Give support if required using the strategies explained earlier;
- Explain the meaning of new words;
- Talk about the text using open questions.



Reading to your children

- Introduce your children to different types of books; classic fiction, chapter books, short stories, joke books, poetry, non-fiction.
- Read them the book that was your favourite when you were a child.
- Read slowly, with expression. Try to use different and funny voices for characters.
- Follow the words and read the story using the pictures.
- Talk about what is happening and what might happen next. Leave the story on a cliffhanger!

All children start at different levels and will learn at different rates but your interest in their progress is pivotal to their motivation.



If you're not feeling confident about reading aloud or sharing books, don't worry – there's no right or wrong way to enjoy a story together.

Thank You, For Your Continued Support

- We hope that this workshop has helped and has given you some supportive and useful information.