
Raising READER



Reading is a critical skill for everyone.

From the moment your child is born, there are simple things you can do to help them become a confident reader and have an excellent understanding of words.



To be a secure reader, children must **read fluently** with **good comprehension** skills.

Year 3 – to be a secure reader children must:

- * Read aloud with expression and intonation, taking account of the punctuation . ? , ! ‘ for contractions “ ” for dialogue.
- * Read independently using a range of strategies to decode unfamiliar words and establish meaning (self-corrects, knowledge of vocabulary).

Year 4 – to be a secure reader children must:

- * Read aloud with intonation and expression, taking into account presentational devices (e.g. capital letters or italics for emphasis) and a more sophisticated range of punctuation, including ... () –
- * Read confidently and independently using a range of strategies appropriately to establish meaning e.g. self-correcting, widening knowledge of vocabulary.

Year 5 – to be a secure reader children must:

- * Read aloud with pace, fluency and expression, taking into account a wide range of presentational devices and punctuation.
- * Read confidently and independently using a range of strategies appropriately to establish meaning, e.g. self-correcting, widening knowledge of vocabulary.

Year 6 – to be a secure reader children must:

- * Read aloud with pace, fluency and expression, taking punctuation, presentation and author’s intent into account.
- * Read confidently and independently using a range of strategies appropriately to establish meaning, e.g. self-correcting, widening knowledge of vocabulary.

Strategies to support reading at home

Read, Read and READ some more!

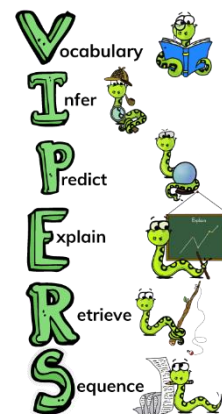
- Engage in your child's reading – *if you are interested so will they be!*
- Role model good reading practices.
- Encourage your child to take responsibility for their own reading.

To support fluency – Read daily for 10 minutes

- * Read independently
- * Read with an adult
- * Read with a sibling, pet or friend
- * Read out loud and record this on a voice recorder (found on most smart phones, Ipads etc.)
- * Listen back and read this again correcting any errors made or adding intonation
- * Read a newspaper. Read your school allocated book. Read a comic. Read a non-fiction book.

To support comprehension – Use the VIPERS approach

- * Answer different types of *VIPERS* questions (examples can be found on the back page of this booklet)
- * Use their reading book to find the answers to the *VIPERS* questions
- * Complete a *VIPERS* Book Review
- * Write a questions about something that puzzled them in their Reading Record
- * Ask and answer questions in full and accurate sentences always using the magic word... **BECAUSE** to show their understanding.





Websites to Support Reading

www.booksfortopics.com/branching-out

If you're not sure what to read next with your child, this website recommends books related to famous authors and series you might have enjoyed. E.g. David Walliams to Harry Potter

www.booksfortopics.com/branching-out

Free books to read online with contributions from over 100 authors and illustrators.

www.audible.co.uk

Listen to an audiobook with your child for pleasure. This may help them access more age-appropriate books that they are not yet reading at school.

www.storynory.com

A free access website that provides audio files to listen to stories as well as the text for children to read along with online.

www.getepic.com

A website offering over 35,000 e-books and quizzes. Parents can sign up for a 30-day free trial.



VIPERS KS2

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 and highlight the word that is closest in meaning to.....
 Find a word or phrase which shows/suggests that.....

Vocabulary

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 these paragraphs?
 What voice might these characters use?
 What was thinking when.....
 Who is telling the story?

Infer

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... will happen? Yes, no or maybe? Can you explain?

Predict



VIPERS KS2

Why is the text arranged in this way?
 What structures has the author used?
 What is the purpose of this text feature?
 What is the author's point of view?
 How does the author engage the reader here?
 Which section was the most interesting/exciting part?
 How does link to...?

Explain

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 from from this section?
 The story is told from whose perspective?

Retrieve

What happened after?
 What was the first thing that happened in the story?

Summarise

