

How will school help?

Reading Records

You will have seen that your child has brought home a reading record. This should help you to support your child.

The key parts of the book which should help are:

- Top tips for readers
- Question ideas in VIPERS areas
- Reading genres tracker (Y5 & 6)
- Building blocks of sentences
- Figurative language
- Punctuation guidance
- Homophones and commonly confused words
- National Curriculum word lists
- Reading targets

Reading in school

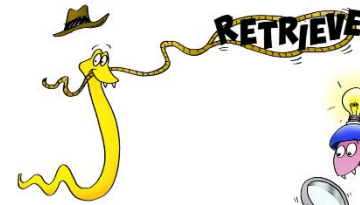
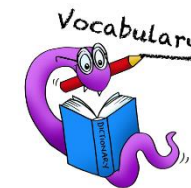
Pupils in Key Stage 2 read every day in many different contexts, however, we also aim to hear them read their individual books as frequently as possible. In Key Stage 2 this may not be every week. It may be that we read as a guided group, in order to question pupils at an appropriate level. The class teacher or teaching assistant will keep a record of who they have heard read and will hear each child at least every 2 weeks, if not more. In between these times a helping parent or volunteer may also listen to your child read.

Thank you for supporting us with this.

Happy reading!



The importance of reading at home with your Key Stage Two child



Free Reading

Children all learn to read in their own time, at their own pace. All pupils will work their way through our reading scheme according to their ability and understanding. After Stage 12 the next step is free reading.

What is Free Reading?

If your child has been moved onto 'free reading' it means that we have assessed them to be reading Stage 12 books confidently and also understanding them well.

Initially free reading is really a 13th reading stage, as the pupils are still limited to choosing books from a small selection. We call this 'silver' free reading. These books are slightly longer and more difficult than Stage 12 books. They are all fiction. We want all pupils to enjoy reading and free reading gives them a greater opportunity to do this.

What happens next?

When we feel that your child is coping well with these books, in terms of understanding and comprehension, then we will move them on again. By now your child can really read anything that they are given; their decoding skills are very good. They no longer need to sound many words out. It is their understanding of the texts that we are now aiming to develop further. There is a phrase which is very relevant to pupils at this stage, the emphasis in their reading really shifts from 'learning to read' to 'reading to learn'.

The next move is from the limited selection of fiction texts to the wide variety of both fiction and non-fiction from our well stocked class bookshelves and our super school library. Pupils are encouraged to make appropriate choices based on their interests, age and reading confidence.

What is your role as a parent?

Please listen to your child read three times a week. Now that your child is a fluent and confident reader, reading to an adult is just as important at this stage as it has always been; perhaps even more so. It is just the emphasis that has changed. Your role is to ensure that they understand what they are reading and to extend their reasoning and deduction. Initially this may be straight forward questions, such as:

- Where is he going?
- What do you think he will do next and why?

However, as your child gains in confidence this questioning can become more challenging. In your child's reading record are some VIPERS question ideas to help you with this. VIPERS is an acronym for the six key areas which we feel children need to know and understand in order to improve their comprehension of texts.

Questions examples:

- What do you think about.....?
- Why might the author choose ...?
- What are the main themes?
- How would you prove/disprove?
- What is your opinion of.....?
- What do the characters actions tell us...?

This questioning is really crucial to your child's reading and understanding. It will enable your child to comprehend the text in depth and read beyond the literal.

The other important role that we hope parents will take on is overseeing your child's choice of text. Please encourage them to choose a variety of books: fiction, non-fiction and also poetry. If your child is not enjoying a book it is fine for them to change it; they do not need to read 200 pages of a book they wish they had not chosen!

We hope you enjoy reading at home and look forward to sharing your child's books in school with them.

Vocabulary
Inference
Prediction
Explanation
Retrieval
Summarise