



“You can find magic wherever you look. Sit back and relax all you need is a book!” –

Dr. Seuss

Key Stage 2

Here at SS Peter and Paul school, we understand the importance and value of reading. Reading is the key to a child’s learning and development and we work hard to ensure that every child can not only read what they have read but more importantly that they can engage and interact with a book. The ability to read fluently with comprehension is the most fundamental skill. Children need to ‘learn to read’ to be able to ‘read to learn.’ We want to instil in your child a genuine love of reading which they will take with them through to adulthood.

For this to be achieved, we know that you as a role model in your child’s life, play a vital part in developing your child’s attitude to reading. To improve your child’s chances of becoming a keen and confident reader, you must demonstrate an enthusiasm towards reading. Visit the local library, they offer a wonderful variety of books.

Once children can read independently, there is often an assumption that they no longer need an adult to listen to them. This is not the case. You can help them identify any errors but more importantly can question them about what they have read. In Y6 SATS both the fluency and comprehension are measured and it is vital that the children are reading at a good pace, are accurate and understand what they have read.

There is a difference between helping your child learn to read/comprehend and reading for pleasure but it is important that both of these happen daily in your home.

Reading in School

Children in Key Stage 2 will be participating in daily group 'Guided Reading' sessions. The children will be heard read and will work on developing fluency, good pace and taught how to use a 'storyteller' voice. The children will also be set independent tasks which will allow them to dive deeper into the vocabulary and comprehension of events. I have attached a copy of the 'VIPERS' questions at the bottom of this handout which demonstrate the types of questions your child will be asked when they are reading.

Guided reading books will not be sent home as these are for use in school only.

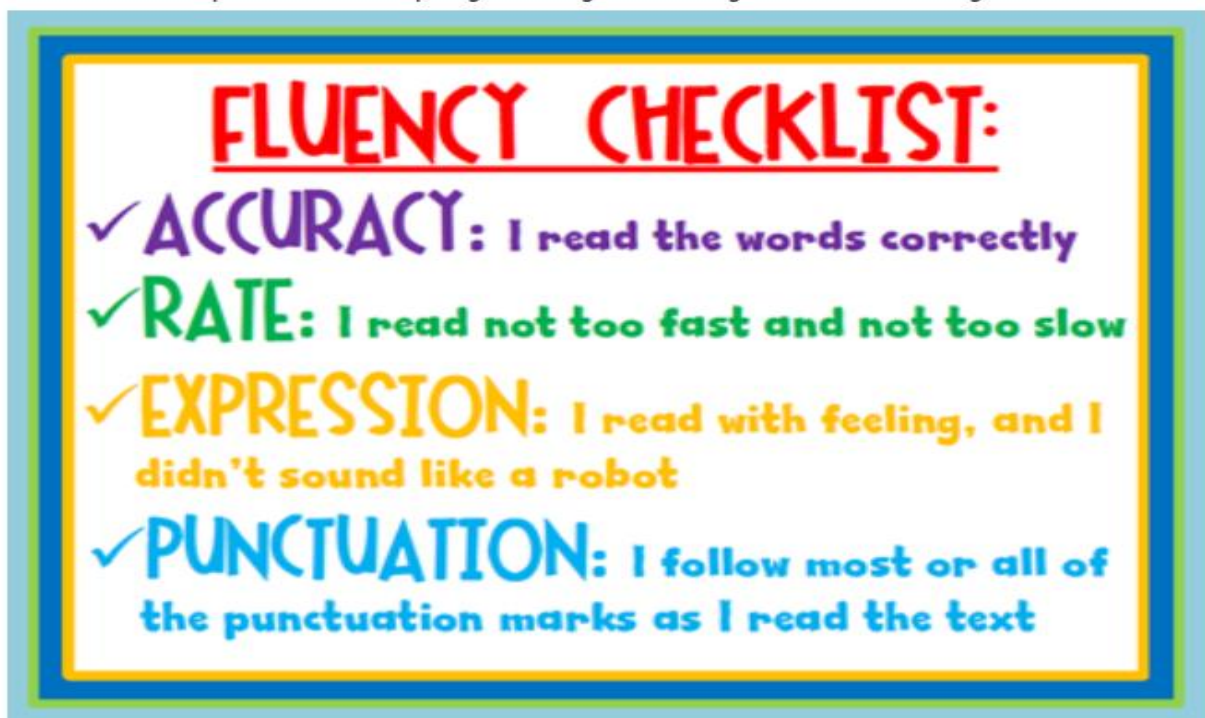
Any child who we perceive as struggling with reading will have been identified and receive 1to1 reading sessions with an adult.

Books Sent Home

Your child will continue to work through the 'Reading Planet' scheme. This should be a book that they should be able to read fairly fluently, however they may at times need assistance with new vocabulary. Once completed, each class has a selection of novels for your child to explore.

First time of Reading

1. Discuss the cover (book talk). What do you think the story may be about? Who is the author? Is it fiction or non-fiction? How do you know? After a couple of pages, ask your child to explain what is happening and who the main characters are. (Look at prediction questions on chart below)
2. If your child comes to an unknown word, ask them to break down the word into syllables and blend the sounds together. If they are finding this tricky, tell them the word, don't let them struggle, but give them a chance to have a go.
3. Once completed, ask your child if there were any words in the text that they did not understand and explain the meaning of them. Don't assume they know the meaning of every single word as often they don't.



Subsequent Reads of the same book.

It is important that a book is not just read once. Re-reading is so important. It develops a child's confidence as they can read it more easily and it allows them to delve deeper into the characters and events. It is also where you as an adult model and encourage a 'storyteller' voice. The more familiar children are with the fluency the more expressive they will become as readers. Discuss the book with

your child. What did they like about it? Did it remind you of any other stories that you have read? Were there any parts that were confusing?

After reading with your child, ask them some **VIPERS** questions. You will see the different reading strands we teach and you can use these to help formulate your own questions.

Any '**Learning to Read**' that takes place at home should be recorded in your child's reading diary at least 3 times per week. It is really important that you fill in your child's diary so that we are able to monitor home reading. Aim for 10+ minutes daily where your child reads aloud to you.

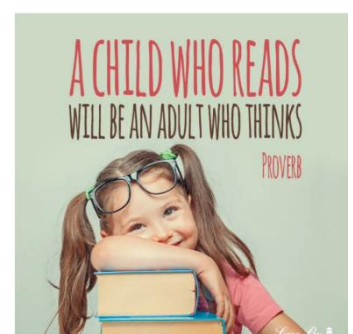
Reading Together







The second book your child will have in their bag is a 'read together' book. This is a book that your child will have chosen from their class library themselves which is a book for you to share together. Alternatively, read one of your own books that you may have at home. It might be above their reading level but listening to you read is invaluable!

Reading should be enjoyed. Find a comfortable place and read together for pleasure. Model how to read aloud with expression. Share and enjoy the book and chat about it. Do not record anything in the reading diary or ask formal VIPERS questions, just enjoy it! Don't be surprised if your child brings the same book home more than once, this shows how much they have enjoyed it! Encourage your child to explore a range of genres rather than always choosing fiction Try a variety of non-fiction books or poetry books too!

Remember, praise is a great motivator! Always tell your child how well they are doing.

If you require any help or have any questions, please do not hesitate to speak to your child's teacher.



<p>Vocabulary</p> <p>Draw upon knowledge of vocabulary in order to understand the text.</p> 	<p>Infer</p> <p>Make inferences from the text.</p> 	<p>Predict</p> <p>Predict what you think will happen based on the information that you have been given.</p> 	<p>Explain</p> <p>Explain your preferences, thoughts and opinions about the text.</p> 	<p>Retrieve</p> <p>Identify and explain the key features of fiction and non-fiction texts such as: characters, events, titles and information.</p> 	<p>Sequence</p> <p>Sequence the key events in the story.</p> 
<p>Example questions</p> <ul style="list-style-type: none"> • What does the word mean in this sentence? • Find and copy a word, which means • What does this word or phrase tell you about.....? • Which word in this section do you think is the most important? Why? • Which of the words best describes the character/setting/mood etc? • Can you think of any other words the author could have used to describe this? • Why do you think is repeated in this 	<p>Example questions</p> <ul style="list-style-type: none"> • Why was..... feeling.....? • Why did happen? • Why did say • Can you explain why.....? • What do you think the author intended when they said.....? • How does make you feel? 	<p>Example questions</p> <ul style="list-style-type: none"> • Look at the book cover/blurb - what do you think this book will be about? • What do you think will happen next? What makes you think this? • How does the choice of character or setting affect what will happen next? • What is happening? What do you think happened before? What do you think will happen after? • What do you think the last paragraph suggests will happen next? 	<p>Example questions</p> <ul style="list-style-type: none"> • Who is your favourite character? Why? • Why do you think all the main characters are girls in this book? • Would you like to live in this setting? Why/why not? • Is there anything you would change about this story? • Do you like this text? What do you like about it? 	<p>Example questions</p> <ul style="list-style-type: none"> • What kind of text is this? • Who did.....? • Where did.....? • When did.....? • What happened when.....? • Why did happen? • How did? • How many.....? • What happened to.....? 	<p>Example questions</p> <ul style="list-style-type: none"> • 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?