

# Reading at Home

*How to make your child fall in love with reading*

## Why is reading important?

Sharing a book with a child is fun and is essential for their development and to them succeed in life. Decades of research has proved that children whose parents are involved in their child's school learning will promote their child's success.

It only takes 10 minutes of daily reading to help develop their social and emotional skills, and help them become confident and happy learners that can access the whole curriculum.

## Top tips for reading at home

**Read to them.** Get them to choose a book that is harder for them to read and read it to them. Use this as a time to develop your child's comprehension skills rather than their fluency skills. Getting your child to listen to you read is just as valuable as them reading alone and it allows you to model how wonderful books can be.

**Read every day.** Children love a routine and they will look forward to spending that time with you. Read just together or make it a family occasion. Research shows that switching off devices and reading before bed can help avoid disrupted sleep.

**Reading everywhere!** Show children how often you read in life. Whether it is reading a book, a recipe, checking emails or finding information. Showing that reading is a vital part of everyday life will encourage them to read.

**Talk about books.** Discuss the books they have been reading at school and at home and discuss what books you read as a child. This will encourage them to try different stories and genres.

**Make it fun.** Use drama or make puppets to re-enact the story. Read the books before watching the movies and compare them together. Take them to the library and explore different genres by setting a challenge.

**Show that you value your child's efforts.** Reading is a complex skill and it can take a long time for a child to develop their fluency and comprehension skills. Be patient and flexible, and don't forget to praise.

## But my child can read fluently?

### How can I support them?

A child needs to be able to understand what they have read (comprehension). But there is more to this than just re-telling what has happened.

**VIPERS** is an acronym we use in school to help remember the key reading skills needed to become proficient readers. On the back, there is questions to help you do this when reading with your child.

## Reading logs

The reading logs allow us to have a record between home and school reading. Please record or get your child to record every time they read. We expect a minimum of three reads per week, but the more they read the more confident they will become.

### What should I put in the comment box?

Write a comment linked to the viper's skills on the back. For example:

*"X said that Harry was his favourite character because he made them laugh when he fell of his chair (explain VIPERS)."*

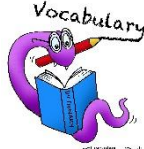
*"X thinks that the character in the story was nervous because she had butterflies in her stomach and couldn't sit still (inference VIPERS)."*



### Vocabulary

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

- 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 word best describes the mood/character/setting?
- Can you think of any other words that author has used to describe \_\_\_\_\_?
- Why do you think \_\_\_\_\_ is repeated?



### Infer

Make inferences from the text.

- Why was \_\_\_\_\_ feeling \_\_\_\_\_?
- How do you know \_\_\_\_\_ is feeling \_\_\_\_\_?
- What do you think the author intended when they said \_\_\_\_\_?
- How does \_\_\_\_\_ make you feel?
- How do these words make the reader feel?
- How does this description show the character is \_\_\_\_\_?
- What voice might these characters use?
- Who is telling the story?
- What was \_\_\_\_\_ thinking when \_\_\_\_\_ happened?
- How can you tell that \_\_\_\_\_?



### Predict

Predict what you think will happen based on the information given.

- 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?
- Do you think the choice of setting will influence how the plot develops?
- Do you think... will happen?
- Yes, no or maybe?



### Explain

Explain your thoughts, preferences and opinions from the text. Make links between what they are reading and what they have read.

- Who is your favourite character? Why?
- What is the purpose of \_\_\_\_\_?
- Who does this character remind you of?
- What is the author trying to tell us?
- Would you like to live here? Why?
- Is there anything you would change in the story?



### Retrieve

Identify and explain the key features of fiction and non-fiction texts, such as:  
Characters, events, titles and information.

- What kind of text is this?
- Who did \_\_\_\_\_? Where did \_\_\_\_\_?
- When did \_\_\_\_\_? What happened \_\_\_\_\_?
- Why did \_\_\_\_\_ happen?
- How did \_\_\_\_\_?
- How many \_\_\_\_\_? What happened to \_\_\_\_\_?



### Sequence

Sequence the key events in the story.

- Can you order the events in the story as 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?

