

## Reading Guidance for parents to help support your child's reading

During Key Stage Two, we aim to build on the Reading experiences the children have had in Key Stage One, developing children's fluency, expression and comprehension. Once children can decode words accurately, the focus moves to teaching comprehension skills, where children can gain an in depth understanding of what they are reading, and discuss this with adults and those around them.

### How to support your child with their reading

#### **Reading regularly at home together**

We encourage all children to read aloud to an adult at home, a minimum of three times a week.

Children in KS2 are encouraged to record a summary of what they have read, in their reading records (or planners in Year 6). It is essential that children continue to read aloud to adults at home. During these times, the adults should be assisting their child with their fluency and comprehension skills, using the current focus noted by the Class Teacher as guidance if needed.

If your child is developing their decoding skills, focus on asking them to use the strategies they know to help decipher a word. For example:

Can you break that word down? What sounds are in this word? Take your time and keep trying.

Try to give your child time to break the word down and to sound it out. Make a note of words that they haven't been able to read and revisit them later together.

#### **Helping develop comprehension skills**

In KS2, the focus moves towards children gaining a greater understanding of what they are reading. They may be able to confidently decode most words, but still lack comprehension skills.

At school, we have several areas which we focus on, taken from the national curriculum expectations. These can be broken down into six areas:

**V OCABULARY** – Giving and explaining the meaning of words in context.

**I NFERENCE** – 'Reading between the lines' of the action in the text. Coming to a conclusion about meaning based on clues from the text.

**P REDICTION** – Predicting what may happen in the text from details stated or implied.

**E XPLAIN** – Identifying how the choice of language and structure gives meaning to the text, making comparisons. Using evidence from the text to explain your thinking and support the explanation.

**R ETRIEVE** – Skimming and scanning text to accurately find key information.

**S UMMARISE** – Outline the main ideas and themes from more than one paragraph.

#### **How can you help develop these skills?**

When reading together, pause to ask questions and discuss the text together. Examples of VIPERS questions can be found at the end of this document.

Please communicate any focus or comments you have in your child's reading record. The class teacher will also have noted areas that they have been focusing on in guided reading. Please support your child by practising the skill indicated at home.

## **Helping your child to engage with, and enjoy, reading.**

### **Top tips!**

There are always children who will be more willing to read than others. Below are some ideas about how to make the reading process fun and enjoyable. Please do ask your child's teacher if you are concerned about their reading or need some recommendations.

- Find a good book! There are recommendations for every year group on the school website.
- Support their interests: magazines about computer games, recipe books, instructions on how to build a model, children's newspapers such as first news for current affairs, non-fiction books about an area of interest.
- Ensure you have a calm and comfortable environment for reading, make it a special shared experience.
- Reading yourself! Your child is more likely to read if they see reading around them.
- Visit the local library together. It's always fun choosing new books to read, and keep an eye out for special author events at the library or local bookshops
- Give books as presents. And encourage your children and their friends to swap books with each other – it'll give them a chance to read new stories, and get them all talking about what they're reading.
- Keep reading together. Just because your children are older, it doesn't mean you have to stop sharing stories.

# Vocabulary

Find and explain the meaning of words in context

Example questions

- 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.....

# Infer

Make and justify inferences using evidence from the text.

Example questions

- Find and copy a group of words which show that...
- 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?

# Predict

Predict what might happen from the details given and implied.

Example questions

- 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 the choice of setting will influence how the plot develops?
- Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.

# 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.

Example questions

- Why is the text arranged in this way?
- What structures has the author used?
- What is the purpose of this text feature?
- Is the use of ..... effective?
- The mood of the character changes throughout the text.

Find and copy the phrases which show this.

- What is the author's point of view?
- What affect does ..... have on the audience?
- How does the author engage the reader here?
- Which words and phrases did ..... effectively?
- Which section was the most interesting/exciting part?
- How are these sections linked?

# Retrieve

Retrieve and record information and identify key details from fiction and non-fiction.

Example questions

- 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?
- Give one example of.....
- The story is told from whose perspective?

# Summarise

Summarise the main ideas from more than one paragraph

Example questions

- 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?