

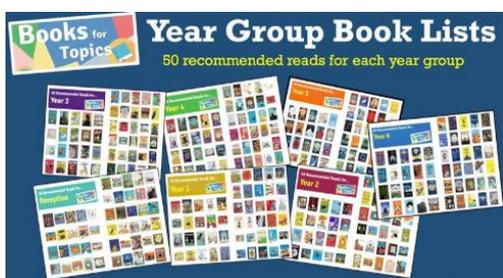
Supporting Your Child with Reading

During this period of time away from the school setting, trying to support your child with some form of reading practice is probably the most important thing you can do educationally.



This sheet is designed to help you support your child with their reading by providing ideas and advice as well as signposting you to resources. We hope that it is helpful.

All About Books



If you are lucky enough to be able to afford new books for your child, then that's wonderful. It's a shame that borrowing books is not so easy at the moment!

Which books to choose?

In terms of the books to choose, do remember that our website has a link to 'books for topics' where you can find a list of recommended reads for your child's age-group. Here is the link to the website itself: <https://www.booksfortopics.com/homebooks>

Lots of children 'get into' a series of books or a particular author and this is often a great way for them to stay keen on their reading.

What level of difficulty?

As you are probably aware, in school we use a platform called 'Accelerated Reader' to assess the progress of children. If you are unsure of the level of difficulty at which your child is able to read, then your child's class teacher can give you the accelerated reader book level that they are on in school. These levels range from zero up to 6+.

Accelerated Reader Book Level Guide

- 0.0 - 1.9
- 2.0 - 2.9
- 3.0 - 3.9
- 4.0 - 4.9
- 5.0 - 5.9
- 6.0 +

You can then check the book level of books by searching AR bookfind. This way, you can match books to your child's level.

<https://www.arbookfind.co.uk/UserType.aspx?RedirectURL=%2fdefault.aspx>

Do be flexible with the book levels though as they are not always completely accurate and you can just read alongside your child if they would like to read something a bit harder than their level suggests.

Accelerated Reader



When your child has finished reading their book, they can 'quiz' on their book using accelerated reader too. Here is the address to use: <https://ukhosted55.renlearn.co.uk/2234887/>

Children enjoy seeing their word-count grow and keeping a note of how many quizzes they have taken. In school, we give prizes to award commitment and progress. Whilst at home, you

could try an award system of your own. You could even keep a star chart and treat your child to a Mrs Anderson-style tea party!



Other Ways to Access Reading

There are many other ways to access reading without having to buy books. Here are just a few ideas and I expect you can think of more:

- instructions for games
- recipes
- packaging
- subtitles on the TV
- newspapers, comics and magazines
- music lyrics
- our home-learning topic grids
- reading messages from friends and family

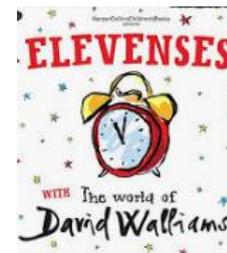


Online Resources

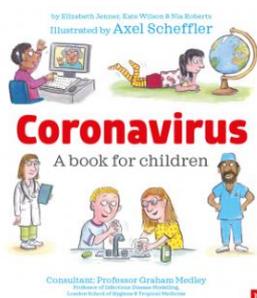


As you may already know, we have signed for a trial of the website, 'Epic Books'. At the moment, this is free. It has a wide range of digital books to choose from and they are levelled using the accelerated reader method. We have had very good feedback from children about it. On Class Dojo School Story, there is a form to fill out to access this site.

Also, although not written-down, 'Audible' provides stories to listen to. Some authors are reading books to children, such as David Walliams'



even



Elevenses at:

<https://www.worldofdavidwalliams.com/elevenses/>.

Julia Donaldson (author of The Gruffalo) has written a digital information book about Coronavirus!

<https://nosycrow.com/blog/released-today-free-information-book-explaining-coronavirus-children-illustrated-gruffalo-illustrator-axel-scheffler/>

Films based on books can also provide opportunities for children to become more interested in reading as well as providing them with a knowledge of good stories and use of language. Newsround and documentaries can also be effective for encouraging children to read around a subject.

Making Time for Reading

There are so many ways of reading with your child: They read to you, you read to them or a bit of both. Equally, your child may prefer to read alone and that's fine too. Please find below some ideas to help you with discussing reading with your child:

Ideas for when your child is stuck on a word:

- “Sound it out.”
- “Is there a part of the word you know?”
- “Break it up.”
- “Look at the picture.”
- “Reread the sentence.”
- “Does that make sense?”
- “Great try.”
- “I like the way you sounded it out.”
- “You are nearly there!”

Ideas for questions to ask your child about their reading:

- Look at the front cover. What do you think the book will be about?
- Who is the author? Who is the illustrator?
- What do you think that word means? How can we find out?
- Who are the main characters?
- Which character is your favourite and why?
- How do you think that character feels?
- How would you feel at this point?
- What do you predict will happen next? Why do you think so?
- How do you predict this book will end? Why?

After reading:

- Who would you recommend this book to and why?
- What did you think of how the story ended? How else could the story have ended?
- Was there a hidden message in the book? What was it?

Struggling and Reluctant Readers

In an ideal world, every child would find reading easy or just love curling up with a book. In reality, this is not always the case. However, do not give up...Take a look at the Oxford Owl website. It has some very helpful advice and videos modelling how to support struggling and reluctant readers.

<https://home.oxfordowl.co.uk/reading/common-reading-issues/>



'The Schoolrun' website for parents also has good ideas for supporting struggling readers at home. <https://www.theschoolrun.com/help-for-struggling-ks2-readers>

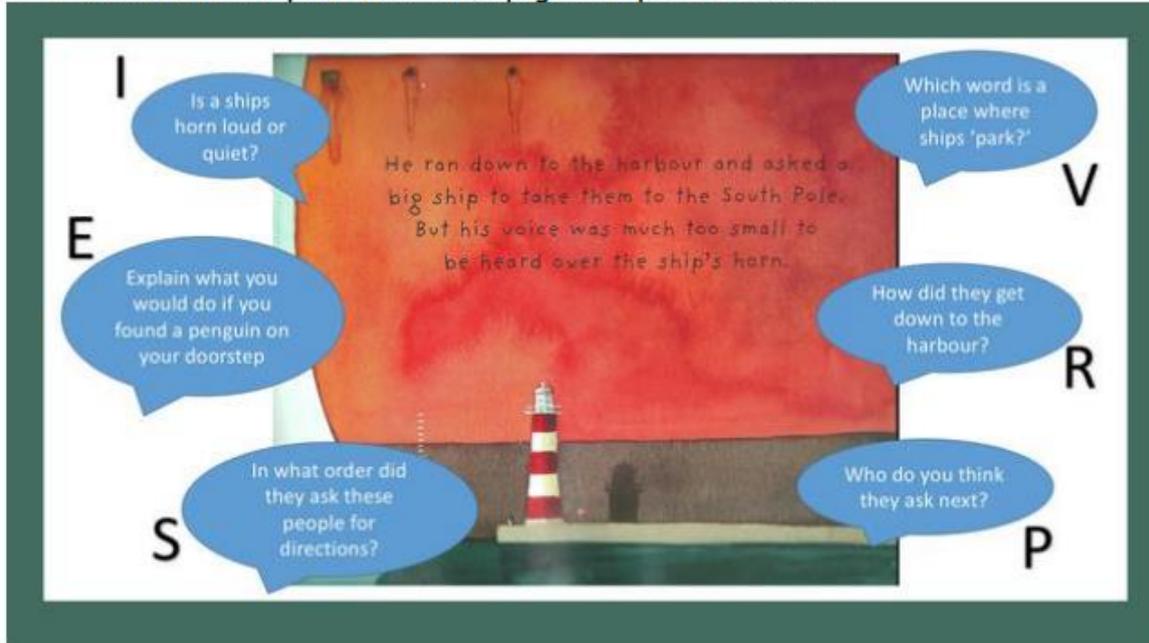
Developing Reading Comprehension: Reading Vipers

VIPERS is an acronym to aid the recall of the 6 **reading** domains which form a major part of the UK's **reading** curriculum. At school, we use **READING VIPERS** to develop children's reading comprehension skills. Some teachers make reference to these in our weekly topic grids, so here are some examples of the **VIPERS** being used to frame questions about pictures and text. These types of question are really effective in improving comprehension in general.

Reading Vipers

- V**ocabulary
- I**nfer
- P**redict
- E**xplain
- R**etrieve
- S**ummarise

How to use VIPERS questions with a page of a picture book ...



and here is an example of how the VIPERS prompts could be used to create questions for a longer text ...



It was the closest kingdom to the queen's, as the crow flies, but not even the crows flew it. The high mountain range that served as the border between the two kingdoms discouraged crows as much as it discouraged people, and it was considered impassable.

More than one enterprising merchant, on each side of the mountains had commissioned folk to hunt for the the mountain pass that would, if it were there, have made a rich man or woman of anyone who controlled it. The silks of Dorimar could have been in Kanselaire in weeks, in months not years. But there was no such pass to be found, and so, although the two kingdoms shared a common border, nobody crossed from one kingdom to the next.

Even the dwarfs, who were tough, and hardy, and composed of magic as much as of flesh and blood, could not go over the mountain range.

This was not a problem for the dwarfs. They did not go over the mountain range. They went under it.

Three dwarfs, travelling as swiftly as one through through the dark paths beneath the mountains:

"Hurry! Hurry!" said the dwarf at the rear. "We have to buy her the finest silken cloth in Dorimar. If we do not hurry, perhaps it will be sold, and we will be forced to buy her the second finest cloth."

"We know! We know!" said the dwarf at the front. "And we shall buy her a case to carry it back in, so it will remain perfectly clean and untouched by dust."

The dwarf in the middle said nothing. He was holding his stone tightly, not dropping it or losing it, and was concentrating on nothing else but this.

The questions for this section could be:

V: Which word shows that it was impossible to cross the mountain range?

P: What do you think the next paragraph will be talking about?

R: Where would someone in this story get silk from?

S: What purpose does this paragraph serve? How does it do it?

E: Explain why the author chooses not to name the person that they are buying the silks for.

I: Tell me something about the stone that the dwarf is carrying. Use evidence from the text.

Thank you for reading!

Your feedback is very welcome.

We are here to support you.

