

 **Aim High….Fly High!**

At Duxford Primary school, we know how important it is for teachers and parents to work together to give your child the best start.

Reading together at home is one of the easiest but most important ways in which you can help your child. As you share books you are helping improve your child’s reading skills and also showing them how important and enjoyable reading is.

In terms of reading, we want children to be able to

* Enjoy reading and see it as a pleasurable leisure activity, as well as a means of following instructions and finding things out.
* Have the reading skills necessary to read a range of text types for pleasure and for information.
* To be confident and competent readers, children need to have access to a range of reading experiences

Did you know that…?

*There is a difference in reading performance equivalent* **to just over a year's** *schooling between young people who never read for enjoyment and those who read for up to 30 minutes per day!*

**My child is a good reader. Can I still help?**

YES! Although children will often want to read in their heads when they become fluent readers and you should not insist on too much reading aloud, it is still essential for them to have the opportunity to discuss and explore what they are reading with others,

In Early Years and Key Stage 1 we use the Rhino Readers scheme which runs along side our Phonics and Spelling Programmes. Below are the levels the children will be reading in each year.

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| **Early Years** | **Year 1** | **Year 2** |
| 2A - 4B | 4C - 5B | 5C - 6C / Free reader |

Your child will have their reading book for a week so that they can practice reading until they are fluent. It also allows time for them to be secure in their understanding of the text as well.

We suggest the following:

Day 1: Say the sounds

Day 2: Read the focus words

Day 3-6: Read the story until your child is reading fluently by sight (no sounding out). You could also talk about the pictures or look at the reading booklet attached for ideas of questions you could ask to aid your child’s understanding.

Day 7: Complete the questions and/or a challenge from the last page.

**Top Tips for Reading at Home:**

* Keep sessions relaxed – find a comfortable place where you and your child can settle down
* Give lots of praise, progress may not always be fast – children do not always find the skill of reading and understanding easy to grasp
* Talk about the book before you begin to read – look at the front cover, and the pictures (if any) and ask your child to think about or even guess what the book may be about.
* Ask questions to check your child’s understanding e.g. What might happen next? Why did something happen?
* Talk about the book afterwards – did your child enjoy it? Why? What was the best bit?
* If your child struggles over a particular word, try to find ways to help them remember it e.g. by looking at the ‘shape’ of the word, identify phonemes or by guessing the word from the meaning of the sentence.
* Taking it in turns to read parts of the story.
* Don’t give up on the bedtime story, even if your child is a good reader. The more stories and books your child hears, the more they will want to read.

Children’s understanding of what they have read is the key to success and enjoyment of reading. It allows children to challenge ideas, collect a wider range of vocabulary and become creative writers as they use the language they have acquired to improve their writing. In Guided Reading sessions in KS1, we follow a format called VIPERS.

Below are grouped questions under the different themes that you may ask your child after they have read. They are some basic question starters that will give you a starting point for the type of questions to ask your child about the book they are reading.

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| **V: Vocabulary - Draw upon knowledge of vocabulary in order to understand the text** |
| 1. What does the word .......... mean in this sentence?2. Find and copy a word which means .......... 3. What does this word or phrase tell you about .........? 4. Which word in this section do you think is the most important? Why? 5. Which of the words best describes the character/setting/mood etc? 6. Can you think of any other words the author could have used to describe this?  7. Why do you think .......... is repeated in this section?  |

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| **I: Infer – Make and justify inferences using evidence fro the text** |
| 1. Why was....... feeling........?
2. Why did ............ happen?
3. Why did .......... say ..........?
4. Can you explain why..........?
5. What do you think the author intended when they said..........?
6. How does .......... make you feel?
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| **P: Predict - Predict what you think will happen based on the information that you have been given.** |
| 1. Look at the book cover/blurb – what do you think this book will be about?
2. What do you think will happen next? What makes you think this?
3. How does the choice of character or setting affect what will happen next?
4. What is happening? What do you think happened before? What do you think will happen after?
5. What do you think the last paragraph suggests will happen next?
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|  **E: Explain - Explain your preferences, thoughts and opinions about the text.** |
| 1. Who is your favourite character? Why?
2. Why do you think all the main characters are girls in this book?
3. Would you like to live in this setting? Why/why not?
4. Is there anything you would change about this story?
5. Do you like this text? What do you like about it?
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| **R: Retrieve – Identify and explain the key features of fiction and non-fiction texts such as: characters, events, titles and information** |
| 1. What kind of text is this?
2. Who did.....?
3. Where did.....?
4. When did.....?
5. What happened when.....?
6. Why did ........ happen?
7. How did .......?
8. How many.....?
9. What happened to......?
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| **S: Summarise – Summarise the main ideas from more than one paragraph** |
| 1. Can you number these events 1-5 in the order that they happened?
2. What happened after .......?
3. What was the first thing that happened in the story?
4. Can you summarise in a sentence the opening/middle/end of the story?
5. In what order do these chapter headings come in the story?
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Here are some websites with suggestions of fun and creative activities to do with books.

<https://www.literacyideas.com/reading-activities-for-any-book/>

<https://www.verywellfamily.com/strategies-to-improve-reading-skills-at-home-or-school-2162262>

<https://www.readingrockets.org/article/25-activities-reading-and-writing-fun>