

Why is it important for my child to read?

The ability to read is vital. It builds self-confidence and opens up future learning at school and in life. It is an essential life skill and empowers children to achieve their full potential.

Building reading stamina and enjoyment can really make a huge difference to your child's reading!

How will my child learn to read?

Learning to read does not happen all at once. It involves a series of stages that lead, overtime, to independent reading and to fluency. The children at Balliol begin to learn to read using a phonics approach then as the children develop fluency, the focus moves to comprehension and reading for pleasure.

How can I help my child?

As a parent, you are your child's first and most important teacher. Reading aloud to children, *even as they become older*, is the best way to keep them interested in reading as well as developing a range of life long skills.

It is **still** very important to listen to and discuss their reading. We ask that you read with your child at least **3 times** a week for ideally **20 minutes** each time.

It is ideal to read at a time when you can both take time to relax, enjoy and discuss the story.



Games, videos and finding things to read at home

- ♦ Join a library or online library
- ♦ Ask friends for suggestions or even set up a book swap with friends
- ♦ Listen to audio books
- ♦ Many websites give recommendations for amazing, age-appropriate books e.g.

<https://www.booktrust.org.uk/books-and-reading/>

<https://www.oxfordowl.co.uk/pages/encouraging-reading>

<https://www.lovereadings4kids.co.uk/browse-by-age>

- ♦ Online reading books

<https://home.oxfordowl.co.uk/reading/free-ebooks/>

- ♦ BBC Bitesize Reading videos

KS1 <https://www.bbc.co.uk/bitesize/subjects/zgkw2hv>

KS2 <https://www.bbc.co.uk/bitesize/topics/zprrd2p>

- ♦ Home access to Espresso learning

<https://app.discoveryeducation.co.uk/learn/signin>

A wide range of video lessons and games. Log in and click on the 9 squares at the top, then Espresso, then choose the age range for your child (Year 1 and 2 = Key Stage 1, Years 3 to 6 = Key Stage 2), then choose one of the Channels to explore e.g. Authors, Books, Game Zone.



Username: student4307

Password: espresso

Reading With Your Child



How to support your child at home



Independent reading

Children will bring home a reading book of their choice within their 'points' range which is matched to their reading stage.

Tips for reading with your child at home

- Listen to them reading their school reading book as often as possible (ideally at least 3 times a week for 20 minutes each time)
- Share the title, chapter title, and blurb and discuss what the book (or chapter) might be about
- Encourage them to ask about and discuss unfamiliar vocabulary
- Help them decode (read) words if needed
- Comment in their reading record / planner to tell us 'how' your child has read and/or about your discussion of the text (example discussion questions can be found on the 'VIPERS' handout)

Extra things children can, and should read at home

- A wide variety of fiction texts of different genres from a range of authors
- Non-fiction texts
- Magazines
- Newspapers
- e-books
- Poetry



Some of their reading is likely to involve websites, blogs and other technology. Some of your child's reading may involve re-reading favourite texts.

Reading together

Reading to your child can give them opportunities to hear stories and language at a higher level than they may be able to read for themselves. Research shows that hearing texts read aloud develops language acquisition. It gives children an opportunity to hear what fluent, expressive reading sounds like and in turn develops their own fluency, expression and understanding.

Following along with your reading allows children the opportunity to hear and discuss whole texts, which helps them to develop reading preferences and opinions, as well as improving understanding of how texts fit together as a whole.

Reading together shows children the value of reading. It can also be relaxing and fun for adults and children alike.

Tips for sharing any book with your child

- Read to your child or read together for enjoyment
- Share a range of other texts including books
- **Set aside some time**

Find somewhere quiet without any distractions - turn off the TV/radio/computer.

- **Make explicit any thinking you are doing**

For example - Perhaps they are angry/sad because... This odd word starts with a capital so is a name... I wonder why this character said...

- **Talk about the book**

Talking about the characters and their dilemmas helps children understand relationships. Check the story is making sense to them.

Encouraging reluctant readers

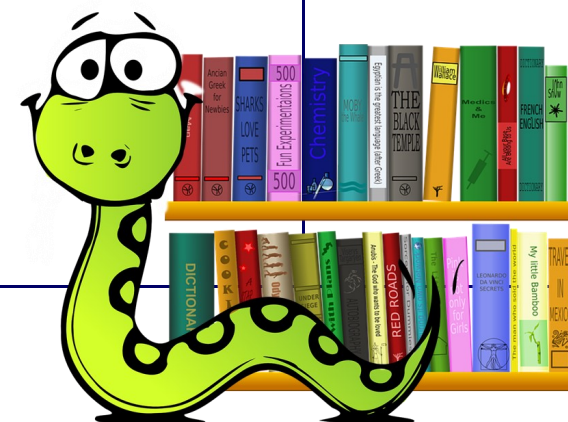
- Let children choose the book they want to read, without us adults placing pressure on them to read something else more appropriate
- Find texts that might 'hook' them into reading – for example, books linked to a hobby of theirs, sports books, humorous or scary books, graphic novels or non-fiction
- Perhaps they are still finding reading tricky Why? What can be done to help?
- Sometimes it can be a simple matter of font or the look of a page that puts children off reading – many publishers have created texts specifically with this in mind (e.g. Barrington Stoke's 'superreadable' books)
- Children naturally copy modelled behaviours – show them how enjoyable reading can be – if you don't already, let them see you enjoying books
- Keep reading to your child – this can encourage a love of stories which can lead to reading more later



Reading Skills KS2 (Years 3-6)

Reading skills are broken down into 'Content Domains'. In school, we refer to these different skills as VIPERS.

Vocabulary Find and explain the meaning of words in context.	Infer Make and justify inferences using evidence from the text.	Predict Predict what might happen from the details given and implied.	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.	Retrieve Retrieve and record information and identify key details from fiction and non-fiction.	Summarise Summarise the main ideas from more than one paragraph.
<ul style="list-style-type: none"> • What do the words ... and ... suggest about the character, setting and mood? • What does mean? • Which word tells you that...? • Find the word that is closest in meaning to... • Find a word or phrase that shows/suggests that... 	<ul style="list-style-type: none"> • How do these words make the reader feel? • How can you tell that...? • What impression of ... do you get from these paragraphs? • What voice might the character use? • What was ... thinking when...? • Why did ... happen/ react like that? 	<ul style="list-style-type: none"> • From the cover, what do you think this text is going to be about? • What does this paragraph suggest will happen next? What makes you think that? • Do you think the choice of setting will influence how the plot develops? • Do you think ... will happen? Yes/no/ maybe? Explain your answer using evidence from the text. 	<ul style="list-style-type: none"> • Why is the text arranged this way? • What is the purpose of this text feature? • Is the use of ... effective? • What is the author's point of view? • What affect does ... have on the audience? • How does the author engage the reader here? • How are these sections linked? 	<ul style="list-style-type: none"> • How did...? • How often...? • Who had...? • Who is...? • Who did...? • What happened to...? • Give one example of...? 	<ul style="list-style-type: none"> • What was the first thing that happened in the story? • What happened after...? • Can you summarise this paragraph/page/ chapter in one sentence?



Reading Skills KS1 (Years 1-2)

Reading skills are broken down into 'Content Domains'. In school, we refer to these different skills as VIPERS.

Vocabulary Draw upon knowledge of vocabulary in order to understand the text.	Infer Make inferences from the text.	Predict Predict what might happen based on the information that you have been given.	Explain Explain your preferences, thoughts and opinions about the text.	Retrieve Identify and explain the key features of fiction and non-fiction texts such as: characters, events, titles and information.	Sequence Sequence the key events in the story.
<ul style="list-style-type: none"> • What does Mean in this sentence? • Find a word which means... • Which word/phrase best describes the character? • Can you think of any other words the author could have used to describe the character/setting/mood? 	<ul style="list-style-type: none"> • Why was ... feeling...? • Why did ... happen? • Why did ... say...? • Can you explain why...? • How does ... make you feel? 	<ul style="list-style-type: none"> • Look at the front cover, what do you think this text is going to be about? • What will happen next? What makes you think this? • How might the setting affect what will happen next? 	<ul style="list-style-type: none"> • Who is your favourite character? Why? • Would you like to live in this setting? Why/why not? • Do you like this text? What do you like about it? 	<ul style="list-style-type: none"> • How did...? • How often...? • Who had...? • Who is...? • Who did...? • What happened to...? • What happened when...? • Why did ... happen? 	<ul style="list-style-type: none"> • What was the first thing that happened in the story? • What happened after...? • Can you order these events from the story?

