

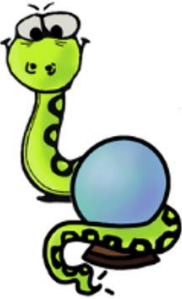
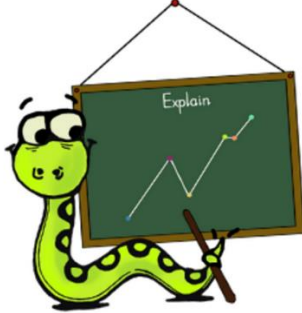




Hearing your child read



Pick a skill focus according to your child's stage of reading, use the attached documents to support you.

Skill focus		Suggested strategies
Decoding	Children who are still learning to 'sound out words' using phonics segmenting and blending techniques.	<ol style="list-style-type: none"> 1. Introduce the book to child – tell them how much of the book they will read during this session e.g. we will read 2 pages today. 2. Look inside front cover (if using a phonic book) and point out the sounds (GPCs) evident in this book / high frequency words. Children to say the sounds/ high frequency words to recap. If they do not know 90% of the GPCs, they are going to struggle to decode the words in this book, therefore you should change the book to one set down until they are able to recognise the GPCs confidently. 3. Child to begin reading – use a mixture of adult reading and child reading (adult to model sounding out word then whole sentence reading). Discuss the pictures linked to the page, how can these help them? How do they link? 4. Finish with a discussion about what you have read together and explain what went well and what they need to work on next time.
Fluency (speed/ expression/ intonation)	Children who can read words but the fluency (tone and speed) is lacking to create flow.	<ol style="list-style-type: none"> 1. Introduce book to child – tell them how much of the book they will read during this session e.g. we will read 2 pages today. 2. Look back at the child's last comment and share with them the focus e.g. to increase speed/different voices for the different characters/noticing punctuation etc. 3. Demonstrate the focus and explain what this means and model for example how they will show expression/intonation. 4. Child to begin reading – use a mixture of adult reading and child reading. Discuss the pictures linked to the page, how do they link? Discuss the punctuation and italics or layout of the page, how can this help us? 5. Finish with a discussion about what you have read together and explain what went well and what they need to work on next time.
Comprehension	Children who can read words fluently and their automaticity (the flow of reading) is good should pick from the VIPERS reading comprehension skills.	<ol style="list-style-type: none"> 1. Introduce book to child – tell them how much of the book they will read during this session e.g. we will read 2 pages today. 2. Pick a comprehension skill focus and share with them the focus skill chosen. 3. Demonstrate the focus and explain what this means using the VIPERS guide attached. 4. Child to begin reading – use a mixture of adult reading and child reading (adult to read to the child to aid the comprehension if needed). 5. Stop the child at different points and use questioning to check understanding. Have conversations related to the skill focus –using the VIPERS guide attached. 6. Finish with a discussion about what you have read together and explain what went well and what they need to work on next time.
Vocabulary		
Inference		
Prediction		
Explain		
Retrieval		
Sequence/ Summarise		

VOCABULARY	INFER	PREDICT	EXPLAIN	RETRIEVE	SUMMARISE
					
<p>Use your knowledge of words to help you to understand the text.</p>	<p>Use clues from the text to help you understand.</p>	<p>Make a sensible guess about what you think will happen using the information that you have read.</p>	<p>Tell us your ideas, thoughts, and opinions about the text.</p>	<p>Find information straight from text.</p>	<p>Gather the the main ideas from more than one paragraph in the text.</p>
<ul style="list-style-type: none"> • 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..... 	<ul style="list-style-type: none"> • Find and copy a group of words which show that... How do these words make the reader feel? How do the descriptions of show... • 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? 	<ul style="list-style-type: none"> • 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? • Explain your answer using evidence from the text. 	<ul style="list-style-type: none"> • Why is the text arranged in this way? • 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 section was the most interesting/exciting part? How are these sections linked? 	<ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • Below are some summaries of different paragraphs from the text, number them to show the order in which they appear in the text. • What is the main message of the text? • Using information from the whole text, identify which statements are true. • Which of the following would be the most suitable summary of the whole text? • Which statement is the best summary for the whole of page... • Look at the first two paragraphs. Which sentence below best describes the...



Sit side by side in a comfortable and quiet space.



Model valuing, appreciating and enjoying books.



Look pleased to see them and act excited about helping them to improve as a reader.



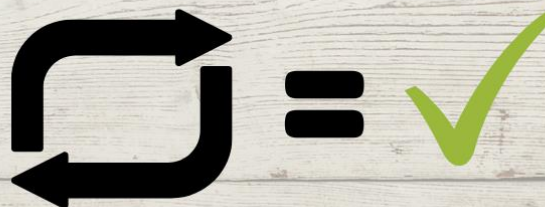
Share your knowledge about how important reading practice is.

1:1 Reading Top Tips!



In word reading, discourage guessing. Children should use phonic knowledge/ syllables/ prefixes/ suffixes to support them to tackle unfamiliar or tricky words.

Have in mind the phrase 'independence not dependence'.



Encourage children to re-read sections and parts of the story to aid fluency and comprehension.