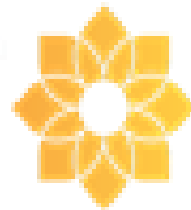


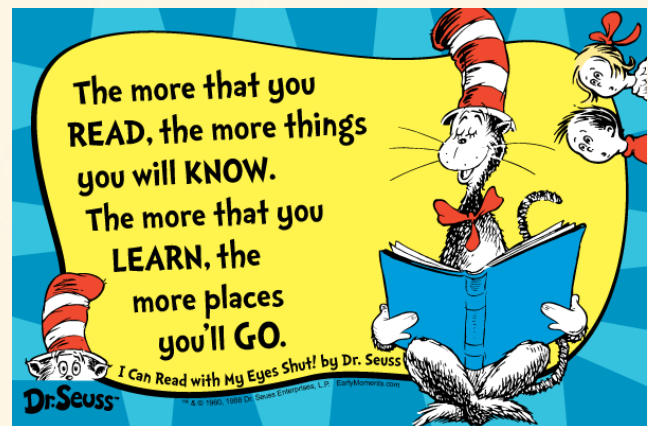
Reading Workshop for Parents and Carers



**SUMMERFIELDS
PRIMARY ACADEMY**

Summerfields reading intent

At Summerfields Primary Academy, we are passionate about and prioritise reading. The school is determined that every pupil will learn to read, regardless of their background, needs and abilities. The reading culture promoted at the school demonstrates a love of books and reading through the promotion of core texts, reading to support the writing process and independent reading.



How is reading taught?

Reading page on school website for curriculum

EYFS – wordless books, RWI scheme

KS1 – Daily Read Write Inc phonics sessions, 1:1 reading, guided reading, anchor novels

KS2 – phonics intervention as needed, guided reading, 1:1 reading, free reading for enjoyment, anchor novels

Use of VIPERS for questioning

Additional to our curriculum offer

Reading miles - To complete = 134 home reads. If your child read at home 4 times a week every term time week, they would complete the challenge before the end of the year.

Book clubs, events through the year

Learn to read and love to read books

Engaging your child

- Join the library
- Build a home library
- Let your child choose the book
- Use funny voices! Model expression and fluency
- Tap into their interests
- Take books with you on journeys or shopping trips
- Use technology to your advantage
- Get Dads reading!

How to Help

In everyday life, model explaining why you have made the decisions you have made, e.g. 'I'm going to leave that there so that I remember it later.'

Continue to regularly model clear reading with fluency and expression.

Share your opinions about a book and explain why you think that.

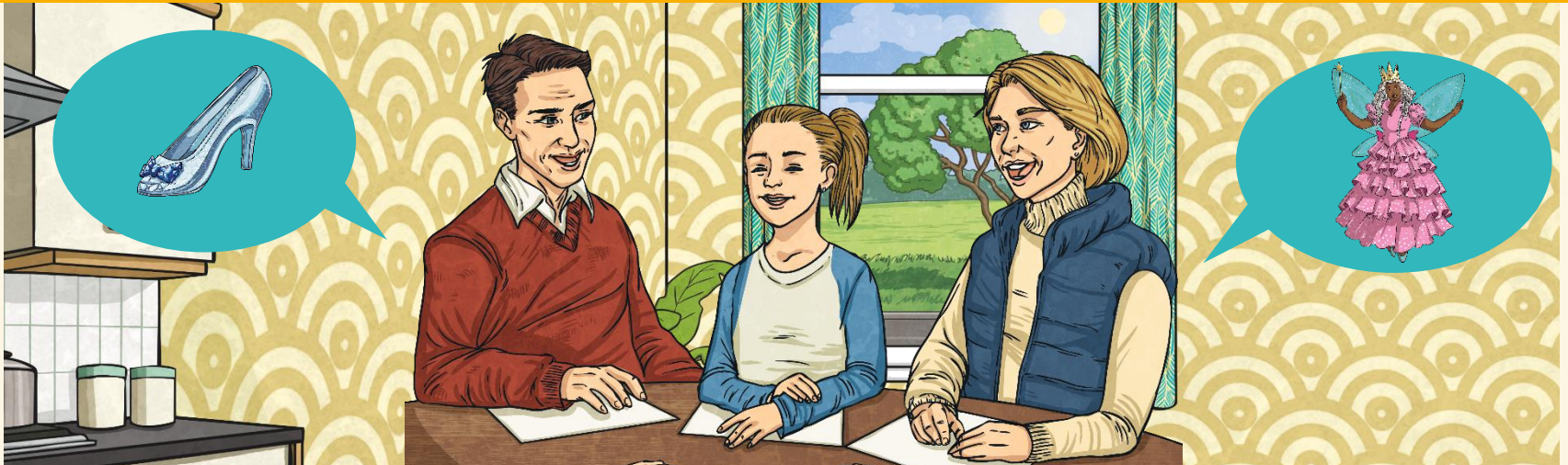
Discuss appropriate national events and explain why they are celebrated annually.

Explain why people react the way they do within certain social situations.



What Can You Do to Help?

As a parent or carer, there are many things that you can do to support your child when they are reading.



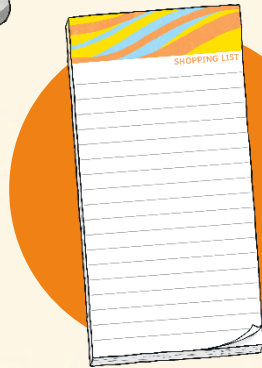
Make Reading Fun

Reading should never seem like a punishment or a chore. Try playing games related to the book or try reading something that you both enjoy. Remember, you do not just have to read 'books': you could enjoy an online article, a reference book or even a comic together.



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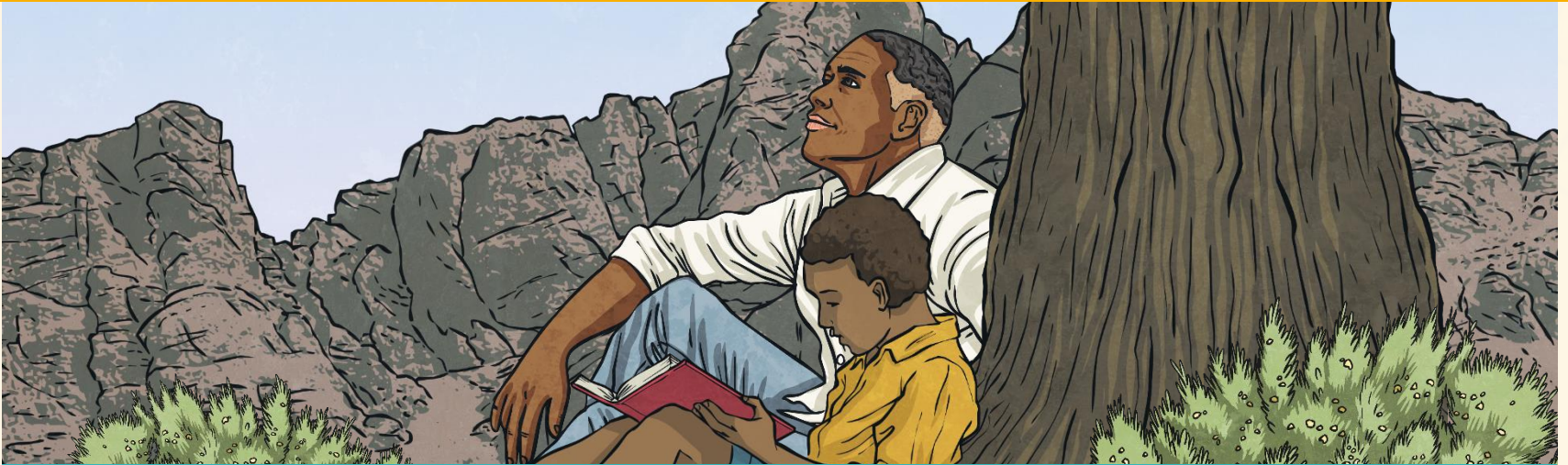
Provide a Choice of Reading Materials

Reading isn't just about school books. Try joining the library together, following instructions from a recipe book or even letting your child be in charge of the shopping list when you are at a supermarket.



What Can You Do to Help?

As a parent or carer, there are many things that you can do to support your child when they are reading.



Show That You Read Too

Hearing an adult read from a text that is a higher level than they would be able to access on their own is really important for developing new vocabulary. Why not share an interesting article you've found online with your child so that you can learn together?



What Can You Do to Help?

As a parent or carer, there are many things that you can do to support your child when they are reading.



Ask Lots of Questions

Whatever your child is reading, make sure that you ask them lots of questions about it. Are they enjoying the text? Do they have any new facts to share?



Reading Activities

There's so much more to reading than just the reading itself. Children are learning new facts, new vocabulary and forming opinions while they're reading.

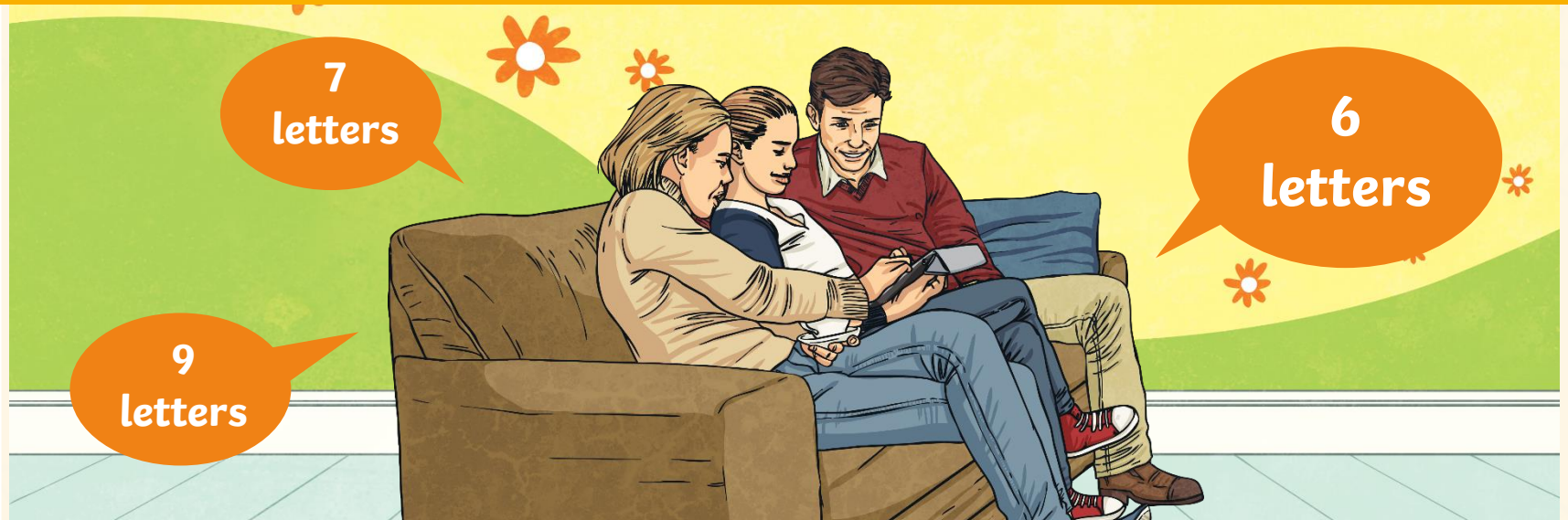


Go to the Theatre or Cinema to See a Live Version of a Book They've Read
Compare the two afterwards. What was different/similar? What would they have chosen to do differently if they were the director?



Reading Activities

There's so much more to reading than just the reading itself. Children are learning new facts, new vocabulary and forming opinions while they're reading.



Make Learning New Words into a Competition

Challenge your child to find a longer word than you can in their reading book. Set up a 'Word of the Week' station at home where you can choose a new word to define and use each week.



Reading Activities

There's so much more to reading than just the reading itself. Children are learning new facts, new vocabulary and forming opinions while they're reading.



Encourage Them to Write Their Own Texts

Encourage your child to write and perform their own plays, poetry or stories. Thinking about their audience and reading aloud are really important skills to develop.



Reading Activities

There's so much more to reading than just the reading itself. Children are learning new facts, new vocabulary and forming opinions while they're reading.



Read with Younger Siblings

If your child has younger siblings, try allowing them to lead story time one evening. Encourage them to think about questions they can ask about the text.

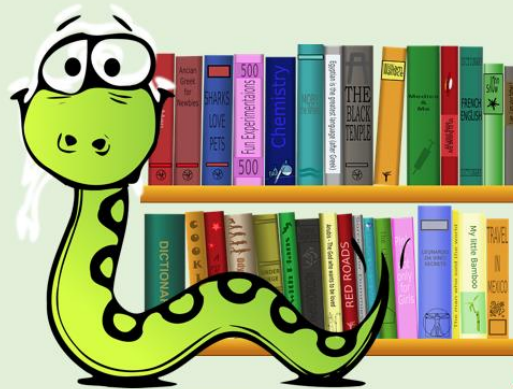


KS2 Reading Content Domains

In the National Curriculum, there are eight content domains that children need to answer questions from. We have streamlined these into a child friendly strategy using the acronym VIPERS

Reading Vipers

Vocabulary
Infer
Predict
Explain
Retrieve
Sequence or Summarise



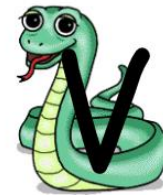
←
Key stage 1

→
Key stage 2

Vocabulary

2a: Give/explain the meaning of words in context. 2g: Identify/explain how meaning is enhanced through choice of words and phrases.

Vocabulary questions need you work out the meaning of unknown words and phrases using context clues. They also ask you to spot examples of ambitious vocabulary and figurative language, and explain how the words/phrases that have been used add to the meaning of the text.



Vocabulary questions

What does this word tell us about the character or setting?

What does that suggest about...?


What does this word/phrase mean?

The author has used the word _____ to describe the main character. Can you think of another word they could have used?


Can you find a word in this paragraph which means the same as _____?

What Types of Questions Could You Ask?


Content domain 2g is all about recognising why certain words or phrases have been used. To help your child practise this content domain, try asking these questions when they're next reading.




How has the author made us feel worried/happy for the character?



How does the author show that the character is happy/angry?



How does the author show that the setting is safe/dangerous?



Find your favourite word on this page. Why do you think the author chose that word?

Inference

2d: Make inferences from the text/explain and justify inferences with evidence from the text.

You need to hunt for clues in a text about how someone might be feeling or why something is happening.



What Types of Questions Could You Ask?



Content domain 2d is all about making inferences and justifying them using evidence from the text. To help your child practise this content domain, try asking these questions when they're next reading.

Why did the character act like that?

What do the characters think about each other?

What does _____ think? How do you know?

Can you find evidence that shows this character is going to _____ in the future?

What do you think will happen to the main character now? Can you explain why you think that?

Prediction

2e: Predict what might happen from details stated and implied.

Try and see the future to work out what might happen next from clues in the text.



What Types of Questions Could You Ask?



Content domain 2e is all about making predictions. To help your child practise this content domain, try asking these questions when they're next reading.

Do you think the author has another plan for this character?

What do you think is likely to happen when _____?

What do you think will happen the next time we read?

Based on what you know about the character, what do you think will happen to them in the future?

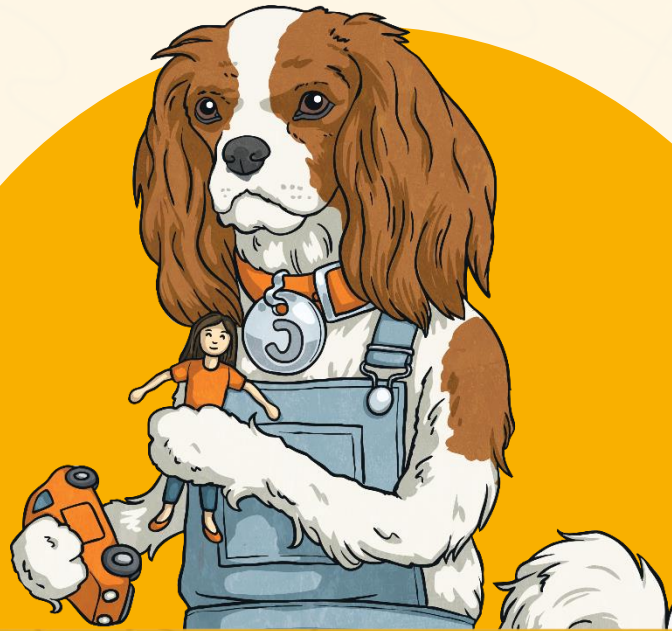
Do you think the character will change their behaviour in the future?
Can you explain what makes you think that?

Explain

2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole.

2h: Make comparisons within the text.

Discuss the content of a paragraph/text and compare events and characters.



What Types of Questions Could You Ask?



Content domains 2f and 2h are all about making comparisons within the text and commenting on how the content of a text contributes to the meaning. To help your child practise this content domain, try asking these questions when they're next reading.

Compare one character to another. How are they different or the same?

How has the character changed since the start of the text?

What was your favourite part of the story? Why was it your favourite part?

This text has been split into different sections. How does that help you to understand it?

Look at the section titled _____. Why is this an important part of the text?

Retrieval

2b: Retrieve and record information/identify key details from fiction and non-fiction.

You need to go into a text and just simply retrieve the facts and key details.



What Types of Questions Could You Ask?



Content domain 2b is all about retrieving key details from a text. To help your child practise this content domain, try asking these questions when they're next reading.

Where is the story set?

Where did _____ go?

What did _____ decide to do when _____?

Which paragraph tells you that _____?

Who are the most important characters in the book?

Sequencing

Sequence events in a text and to discuss the order in which things happen.

Sequencing

Content Domain 1c:

Identify and explain the sequence of events in texts.



How/where does the story/poem/non-fiction text start?

Which character do we meet first?

What is the first/second/last step in these instructions?

Put these sentences into the order they happened in.

Summarising

2c: Summarise main ideas from more than one paragraph.

Summarise the main point(s) or main event(s) of a paragraph or text.



What Types of Questions Could You Ask?



Content domain 2c is all about summarising the main ideas or events in a text. To help your child practise this content domain, try asking these questions when they're next reading.

What is the main point in this paragraph?

Can you describe what happened in this paragraph/chapter?

Using less than 20 words, can you write an advert for this book?

Can you remind me about what happened the last time we read?

What do you remember most about _____?

Reading Every Day

Children should be given the opportunity to read every day. Where possible, they should be able to read with somebody else who can help them with tricky words and make sure that they understand the text.



When listening to your child read, it's important to ask questions along the way as well as at the end. These are vital skills that will help to develop their reading comprehension.

If your child isn't enjoying the book they're reading, ask them questions about why they're not enjoying it and work together to find something more suited to their reading taste.

Why not set up a special reading area in your house? Try to make somewhere quiet and comfortable where reading is fun.







particular year group, they are just steps of progression.







I can read with fluency. I put my words together so my reading sounds right and makes sense. This means that I am paying attention to my phrasing.





PHRASING

1	2	3	4
<p>I read word-by-word, or one word at a time</p>	<p>I am trying to read the way the author wrote the words. Sometimes I read 2 or 3 words at a time. Sometimes I read word by word</p>	<p>I am really close to reading the words the way the author wrote them. I usually read in 3 or 4 word groups.</p>	<p>I put the words together the way the author wrote them. I put the words together so that it makes sense.</p>
 <p>I - like - to - read. - It - is - fun.</p>	 <p>I like - to - read. It - is fun.</p>	 <p>I like to - read. It - is fun.</p>	 <p>I like to read. It is fun!</p>





READING RATE

1	2	3	4
<p>I am slow when I read aloud and have to figure out each word on the page. This can mean that my reading doesn't make sense to me or others.</p>	<p>I can be slow because I have to read word-by-word when I don't know the words. I take breaks, pause a lot and repeat words when I read.</p>	<p>I try to read like I talk. Sometimes I go too fast, or too slow. I might slow down when I am trying to figure out a tricky word. Sometimes I pause or stop when it doesn't make sense.</p>	<p>I read like I talk. I only slow down, stop, or repeat words when it make sense and sounds right.</p>
			

PUNCTUATION

1	2	3	4
<p>I don't use full stops, commas, exclamation points, question marks, and speech marks when I read. This might mean that my reading doesn't sound right or always make sense.</p> 	<p>Sometimes I use the punctuation, but I might use it in the wrong way.</p> 	<p>I usually pay attention to the punctuation. I may make a mistake every once in a while.</p> 	<p>I always pay attention to the punctuation. My reading sounds right and makes sense.</p> 

EXPRESSION

1	2	3	4
<p>My reading doesn't really make sense because I don't read with expression.</p> 	<p>I am trying to read with expression, but I may read it the wrong way sometimes.</p> 	<p>I read with expression most of the time. My reading sounds interesting most of the time.</p> 	<p>I always read with expression so it always sounds interesting and exciting where appropriate and I think about my audience.</p> 

Week Beginning:



Monday	School Comments:	Parents Comments:
Tuesday	School Comments: Small group reading . KR. 'inventions' pages 6-10. T—use context to work out unknown vocabulary	Parents Comments:
Wednesday	School Comments:	Parents Comments: Spelling shed app used to-night! Dad :)
Thursday	School Comments: 1:1 SF Dr Who Pages 11-12 * Amazing, you decoded the word machine! Fantastic use of expression too!	Parents Comments:
Friday	School Comments:	Parents Comments:

What will my child's reading record look like and what do all the colours mean?

Teachers will always write in blue. Support staff will always write in green. If parents/carers could write in any other colour that would really help us identify who they are reading with quickly and effectively.

The left hand side of the planner will be used for school recordings and any notes – for example, recording spellings, homework, targets, notes to and from staff and parents if Dojo is not used. Initials/staff names included so you can see who is reading with your child.

T stands for target – so this will be something the child may be working on in class, as a group as individually.

Stars relate to something that has been done really well.

Comments may link to fluency or VIPERS – which is an acronym that links to the different kinds of questions children may be asked for assessment purposes.

The right hand side of the planner will be used for home recordings. This will make it easy to see how often the children are reading to support the reading miles challenge.

Parents, family and guardians may fill this in when reading with children at home. Children in KS2 may record their own reading, but they must add at least a sentence about what they have read as evidence that they have in fact read it in order to earn the reading miles.

Homework and Reading Record



My Reading Record



Which book(s) am I reading this week?

Dr Who and the Daleks—Burgundy

Signature

Monday	Pages I have read and comments: 1-4 new book. Discussed predictions about what might happen. Looks exciting!!	Mum
Tuesday	Pages I have read and comments:	
Wednesday	Pages I have read and comments: I read pages 5 and 6. The Daleks attacked London! I didn't expect that!	Child
Thursday	Pages I have read and comments:	
Friday	Pages I have read and comments: Read pages 14-15. Struggled with the word 'invasion'	Nan
Sat/Sun	Pages I have read and comments:	

Signatures

Parent/Carer:

Teacher: