

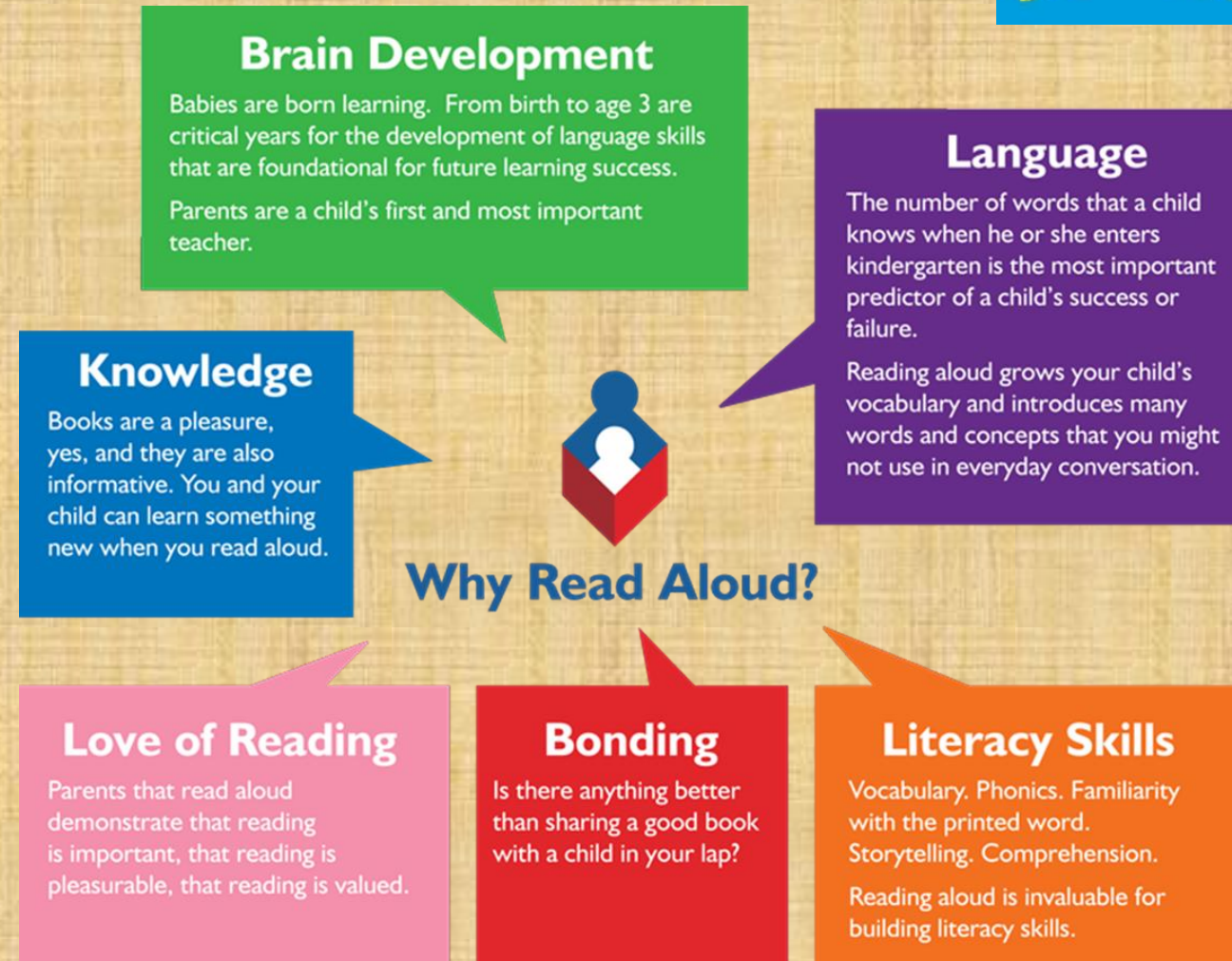


Welcome to our Book Week  
Reading Café “Read With Me”

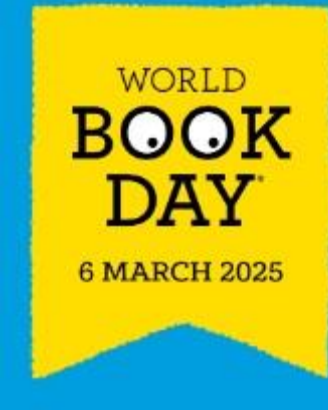
# Reading at an early age and securing phonics

WORLD  
**BOOK  
DAY**  
6 MARCH 2025

- Reading from an early age is important as research shows that if children are not secure and fluent readers by Year 2, it is very difficult to then develop a love of reading going forward.
- In order to get children fluent in reading, their phonic knowledge must be embedded within EYFS and KS1.
- Read to children from day zero!



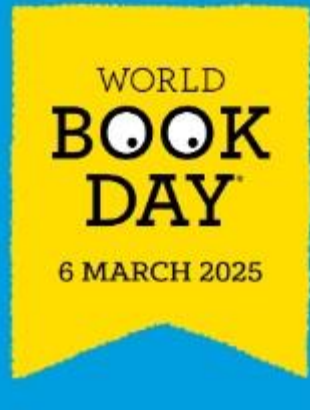
# Supporting your child with their reading KS2



Please write on a post-it note any specific difficulties you have when reading with your child.



# Reading at school



## Guided Reading

- Based on **VIPERS** skills: vocabulary, inference, prediction , explanation, retrieve and Summary
- Whole class reading with a focus on oracy

## Shared Reading

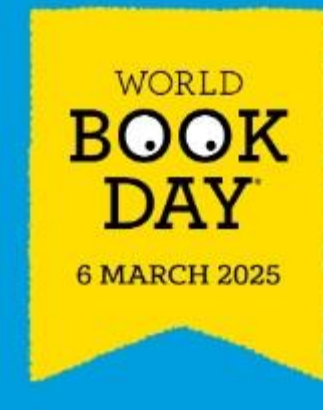
- During literacy lessons, whole class text
- During History or Geography lessons – whole class text

## Independent Reading

- Supported by teachers and TAs

## School Library

# What can and should your children read?



They all have access to high quality texts across the school

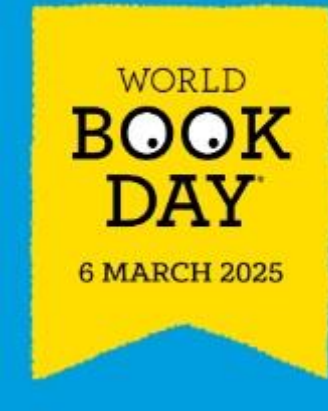
## Book corners

Children can borrow one or two books from our book corners. There is a variety of genres and they should attempt to read each and every one.

## Library visits

Mrs Kim and I will endeavour to take the children can visit the library this half term. They will be able take out yet more books and recommend authors and books to each other. We'll also organise some fun activities around reading, like finding out about an author or researching a topic.

# What can and should your children read?



- We want all children to **experience success**;
- We aim to introduce to a **variety** of text types and authors though both our reading and our literacy sessions;
- Please use your parental judgement to ensure the support/challenge at home is at the right level;
- Use all reading materials from newspapers , instruction leaflets , eBooks and magazines. Your **local libraries** can also provide a good source of reading materials.



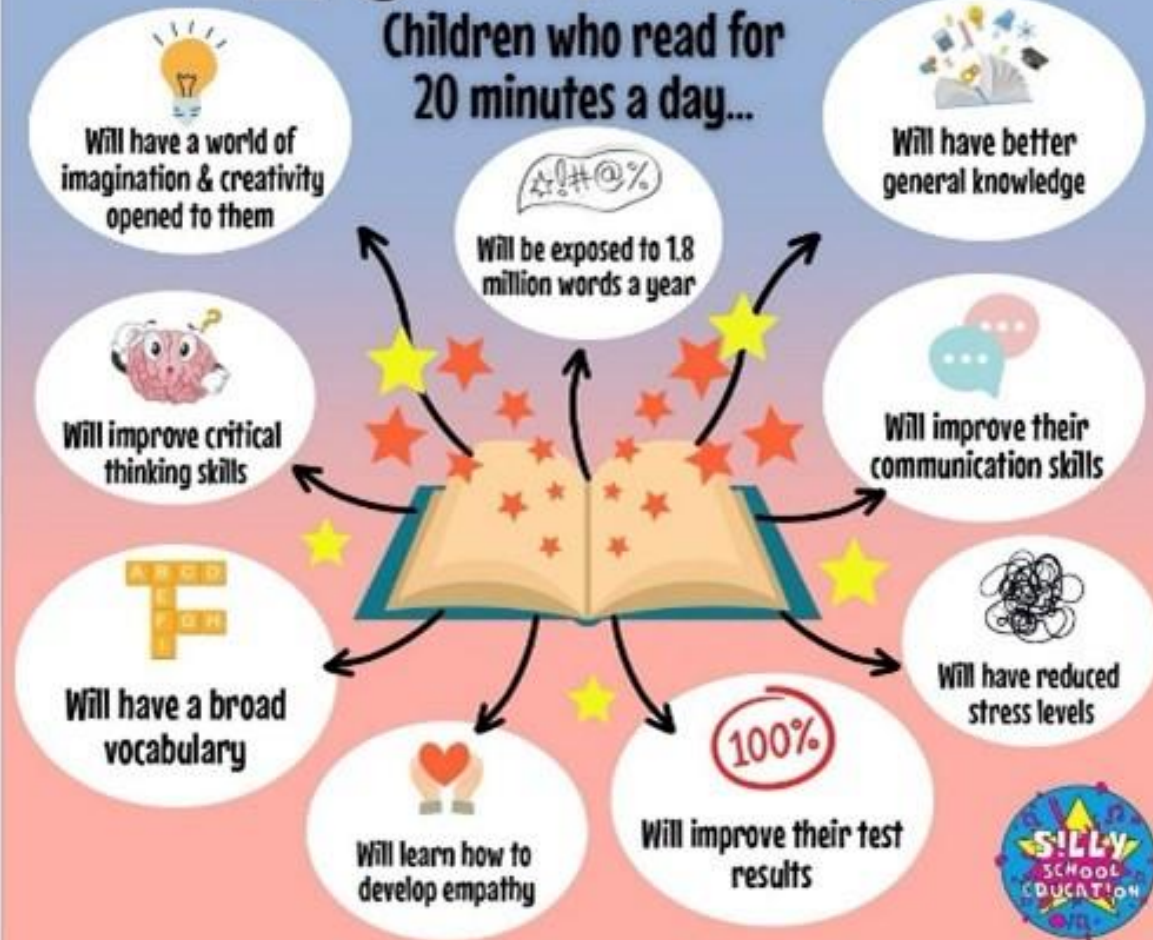
# Reading at home with your child

WORLD  
**BOOK  
DAY**  
6 MARCH 2025

- Expectations : ideally **20 minutes per day**
- Try to build this into your daily routine
- Have a quiet and comfortable space your child (and you) can read in
- Read with your child and reading in front of your child
- Remember, both reading and hearing texts read aloud are important.

# 20 is plenty!

Children who read for  
20 minutes a day...



WORLD  
**BOOK  
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Why 20 minutes?



# Why 20 minutes?

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Amount of reading	20 mins	5 mins	1 min
Number of minutes per year	3600	900	180
Number of words per year	1.8 Million	282,000	8000
Hours read by the end of primary school	851	212	42
Performance on tests	90%	50%	10%

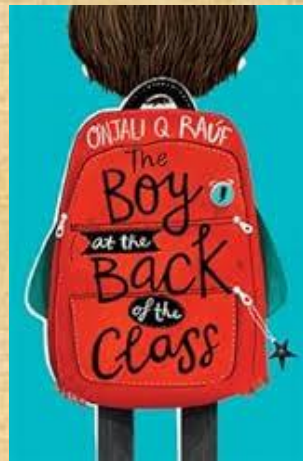
# Before Reading

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If this is the first time your child opens their book, look at the cover and title with them and predict what they think the book might be about.

**Make links** to other books read with similar themes, the same characters and/or similar authors/illustrators.

Give them time to **flick through** the book and **read the blurb**.



# During Reading

- Encourage children to **track the words with their fingers**.
- Help children to decode (read) the words and ask them about the **meaning** of more challenging words.
- Ask children about what they've read – **who, what, when, where, why and how**, or what they think about a particular character, e.g. what do you think about Goldilocks when she decided to go into the Bears' house? Why?  
(Avoid questions with Yes/No answers, they are wayyy too easy to answer!)
- **Predict** what might happen next :  
Do you think Elena is likely to go swimming today?  
Will Elena listen to her grandmother in the future?  
**Why? How do you know**

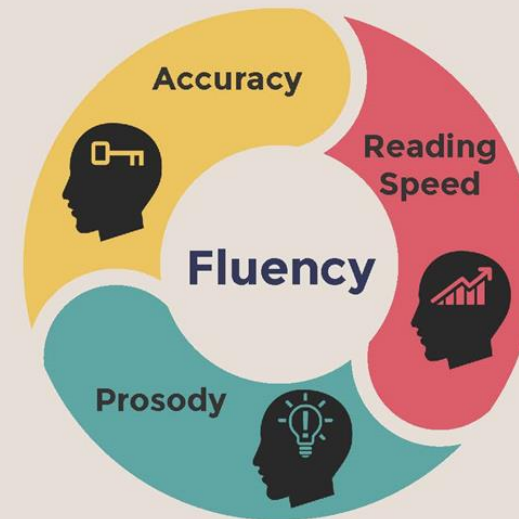


# Fluency during Reading

- Fluency in reading supports reading comprehension. When pupils read fluently, their cognitive resources can be redirected from focusing on decoding and onto comprehending the text. For this reason, fluency is sometimes described as a bridge from word recognition to comprehension.
- Basically, if the brain's processing power isn't being used up by working out how to read a word, it can concentrate on understanding and enjoying the text.

## What is Fluency?

Oral reading fluency includes 3 parts.



### Accuracy

Reading with few errors.

### Reading Speed

The rate at which a student reads.

### Prosody

The skill of reading aloud with proper intonation, phrasing, and expression.

## Why should we focus on Fluency?

Fluency is not an end in itself but a critical gateway to comprehension. Fluent reading frees cognitive resources to process the meaning of what is being read.

# Fluency during Reading

1. **Read and follow** – the adult reads the text and the child follows along with their finger. This helps the child with word recognition and models to them how they should read with fluency.
2. **My turn, your turn** – take turns reading a page or a paragraph. Here you are modelling how to read with fluency, flow and expression.
3. **Echo Reading** – as you read, the child copies after you. It is important here to pace yourself and read at a rate that your child can keep up with.
4. **Unison reading** – you both read at the same time. Again, use a pace that your child can follow.



# Reading skills linked to VIPERS

- Vocabulary -

Interpreting words in context and deciphering the meaning of words unknown based on the context they are written.

Mr. Ali **loathes** wearing a tie as he finds it uncomfortable.

- We may not know the meaning of the word 'loathe' here but based on the context and other evidence within the sentence, we can guess it means 'doesn't like'. How have I arrived at this conclusion?

Beowulf was **incensed** by Grendel's attack and vowed revenge.

- We may not know the meaning of the word 'incensed' here but we can guess it means 'angered'. How have I arrived at this conclusion?



# Reading skills linked to VIPERS

**Inference:** is an interpretation that goes beyond the literal information given and relies on the evidence within the text as well as background knowledge.

The police found a threatening letter addressed to the victim.

- We could **infer** that someone didn't like that person.

The bike lay on the floor next to her as she held her leg and cried.

- We could **infer** that the girl fell off her bike.

My stomach rumbled as the smell of dinner wafted from the kitchen.

- We could **infer** that this person is hungry.

# Reading skills linked to VIPERS

**Predict** – what has or what will happen based on information stated or inferred (linked closely to inference). Again, background knowledge here is important.

Beowulf snatched his sword from the armoury and ran towards the mountains.

- What do predict Beowulf is going to do? What evidence have you used to make your prediction?

Mr Ali woke up with a terrible headache and severe cough. He picked up his mobile and began to dial.

- Who do you think Mr Ali is going to call? Why?

Predictions, like inferences are neither right or wrong, they may be strong (with secure evidence to back them up) or weak (with little or poor evidence to back them up).

# Reading skills linked to VIPERS

- Explain –
- Identify/explain how information/narrative content is related and contributes to the meaning as a whole.
- Identify/explain how meaning is enhanced through choice of words and phrases.
- Make comparisons within the text.



# Reading skills linked to VIPERS

## Retrieve

- Retrieval of information is often the starting point for discussing a text. This means picking the exact (spelling and punctuation too) information out of the text that they have just read. E.g.
- What was the character's name?
- What did they eat for dinner?
- What colour was the car?
- What time did...

## Summary -

- Summarise main ideas from more than one paragraph
  - What is the main point of the first paragraph?
  - What heading would be appropriate for this paragraph?

# Questions you could ask at home

## Vocabulary

Find and explain the meaning of words in context

### Example questions

- 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.....

## Infer

Make and justify inferences using evidence from the text.

### Example questions

- Find and copy a group of words which show that...
- How do these words make the reader feel? How does this paragraph suggest this?
- How do the descriptions of ..... show that they are .....
- 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?

## Predict

Predict what might happen from the details given and implied.

### Example questions

- 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? Yes, no or maybe? Explain your answer using evidence from the text.

## 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.

### Example questions

- Why is the text arranged in this way?
- What structures has the author used?
- 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 words and phrases did ..... effectively?
- Which section was the most interesting/exciting part?
- How are these sections linked?

## Retrieve

Retrieve and record information and identify key details from fiction and non-fiction.

### Example questions

- 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?

## Summarise

Summarise the main ideas from more than one paragraph

### Example questions

- Can you number these events 1-5 in the order that they happened?
- What happened after .....?
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapter headings come in the story?



# Good websites

Kate Greenaway Medal and Carnegie Medal

[https://www.goodreads.com/list/show/101454.Kate\\_Greenaway\\_Award\\_Winners](https://www.goodreads.com/list/show/101454.Kate_Greenaway_Award_Winners)

**Book Trust** – amazing website, book lists under categories, e.g. authors from different cultures, graphic novels, books about themes, books featuring characters with disabilities, books for children with autism.

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

**Best Book guide**

<https://www.booktrust.org.uk/books-and-reading/our-recommendations/100-best-books/>



# Remember

- Encourage **a love of reading** – use libraries, audio books , Newsround website , National Geographic Kids , First News
- Encourage children to read...**anything**(!) and ideally a range of genres and authors.
- Read higher level texts aloud to children
- Talk about particular authors, like your favourite author when you were little, even if they only write in your home language.
- Use audio books in the car or at bedtime.