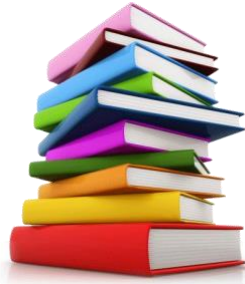


## Reading at Windmill Hill Academy



Reading opportunities are all around us, everywhere. Children should be encouraged to engage in these as fully as possible in everyday life. These include choosing from a menu, choosing and checking times from a TV or cinema guide, reading advertisements, looking at sign posts and directions, reading emails and letters, sport reports, reading instructions from a recipe, making a model or rules for a game ... the list is endless!

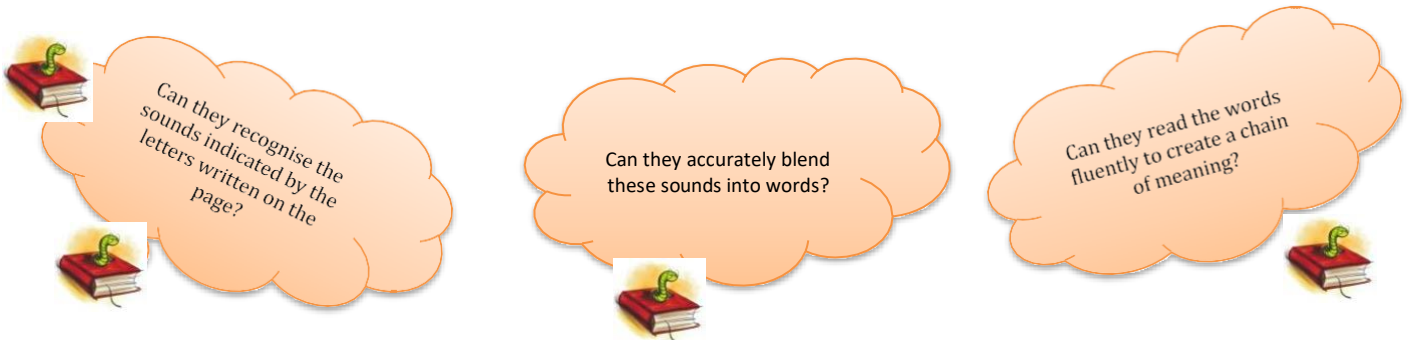


Above all, reading should be an enjoyable experience. Adults can become a lot more involved with their child's reading by being interested in not only the child's performance, but also in the material that they are reading. Adults who laugh at humorous stories, or make guesses about what will happen next, are modelling behaviour that carries important messages about reading to children. As well as helping to develop an interest and enjoyment of reading, discussing a book with your child will also help comprehension. This interaction will also increase your child's involvement with the text.


As children become older reading habits tend to change and the emphasis may move away from 'reading aloud' to parents. It is still important, however, that children are encouraged to regularly read at home and that this parent-child interaction continues throughout their primary years and beyond. This booklet aims to help you discuss your child's reading with them at any age or level to support the skills taught at school.

Much of the reading success at Windmill Hill Academy can be attributed to the support and encouragement that children are given from reading with parents at home. Strong homeschool partnerships are highly beneficial to reading development throughout a child's time at school. This document aims to explain how we help children's reading experience deepen and offers ideas and suggestions to help you support this and your child gain the most from your joint reading experiences.

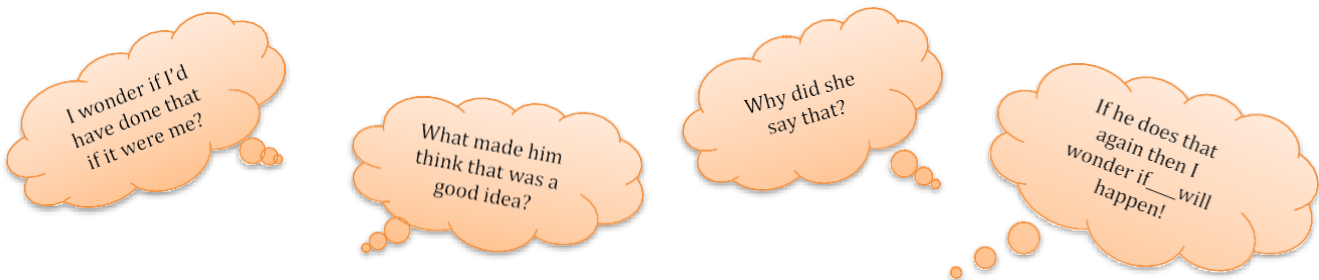
When children start out learning to read, we focus on their decoding skills:



We then ask readers to identify the meaning of words and to construct sense from groups of words as phrases and sentences. This is where the reading fun really begins and the deeper reading skills are able to develop.



Once the reader can find meaning in the text they are exploring, we can teach the children a range of reading skills that help them think about it more deeply. In order to gain wider understanding we encourage the children to develop empathy and reasoning skills as they consider the reasons for choices made by characters or causes and effects of events in the book.



These skills all help the reader to consider more deeply how they use words and writing techniques to impact their readers when they are in author mode.



In school we are helping our children to explore literature in this active manner through questioning and activities based around 6 key skills. These skills have been given the acronym 'VIPERS' to help children realise which skill they might be practising at anytime and help them tune into the sort of thinking that is needed.

The letters stand for the following key reading techniques:

**V**ocabulary  
**I**nter  
**P**redict  
**E**xplain  
**R**etrieve  
**S**equence or Summarise



- V** = Give/explain the meaning of words in context  
**I** = Make inference from the text/ explain and justify using evidence from the text.  
**P** = Predict what might happen from the details stated and implied.  
**E** = explain how information/narrative content is related and contributes to the meaning as a whole. OR explain how meaning is enhanced through choice of words and phrases. Make comparisons within the text  
**R** = Retrieve and record key information/key details from fiction and non-fiction  
**S** = Summarise main ideas from more than one paragraph

We help children to develop these reading skills through questioning and activities in guided reading of ANY text type.

Here's an example that could be asked when 'reading a picture' in a picture book:

- V** – Can you find synonyms for the word ship.  
**I** – Are the men peaceful?  
**P** – Where do you think the men are going?  
Why do you think they are going there?  
**E** – Why do you think the sky is dark and stormy?  
Can you say how the two boats are similar?  
Why is this?  
**R** – Approximately how many men are on each ship? What power does the ship use?  
**S** – Summarise what you can see on the ships.



We would ask the children to explain HOW they know the answer they have responded with.

The questions can be adapted to a picture book with a seemingly simple story line too:

**I** Is a ships horn loud or quiet?

**E** Explain what you would do if you found a penguin on your doorstep

**S** In what order did they ask these people for directions?

He ran down to the harbour and asked a big ship to take them to the South Pole. But his voice was much too small to be heard over the ship's horn.

Which word is a place where ships 'park'?

**V**

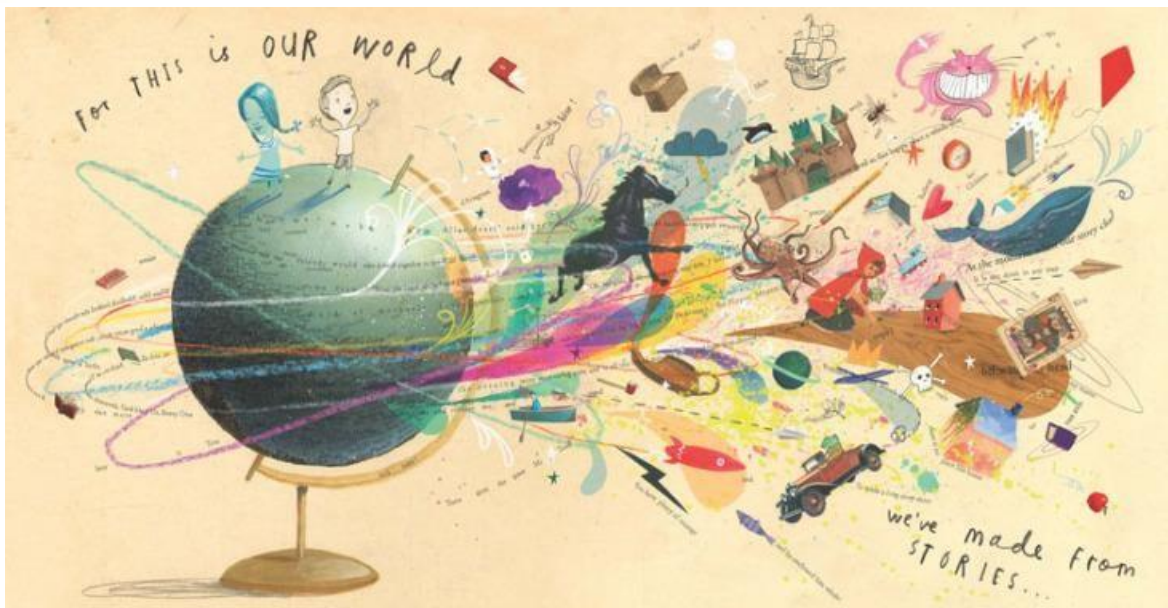
How did they get down to the harbour?

**R**

Who do you think they ask next?

**P**

The questions don't always have to be asked in the VIPERS order, but evidence as to why the answer was chosen is asked for.





Possible questions to ask after reading with a child:

# V

ocabulary



- What do the words \_\_\_\_\_ and \_\_\_\_\_ suggest about the character/setting/mood?
- Which word tells you that..... is about to happen/is a horrid person/is a cat?
- 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..... (it is terrible weather/...is terrified/...a kind person/....in a new setting)

# I

nfer



- Find a group of words which show that \_\_\_\_\_ is angry/the story is set in a different country to this/the plan will go wrong/the animal is a carnivore
- How do the descriptions of \_\_\_\_\_ show that they are \_\_\_\_\_?
- How can you tell that.....?
- What impression of \_\_\_\_ do you get from these paragraphs?/What sort of person do you think \_\_\_\_\_ is / Why?
- What voice might these characters use?
- What was.....thinking when they.....
- Who do you think is telling the story?

# Predict



- What does the front cover suggest the book might be about?
- What is happening now? What will happen?
- Which paragraph suggest will happen to .....next?
- Do you think the choice of setting will change the way the story goes?
- Yes/No/maybe? Do you think ..... will happen? What tells you that?

# Explain



- Explain how the first and the last chapters link
- Explain how the authors choice of words makes their meaning really clear
- Why is the text arranged in this way?
- What is the purpose of this feature? (Photo/bullet point/text box/italics etc)
- What is the author's point of view?
- Which words and phrases make you feel\_\_\_\_\_effectively, why?
- Explain which part was the most exciting and why.

# R

etrieve



- What genre is this text? How do you know?
- How did....? (the dog escape?)
- How often does the word\_\_\_\_\_appear? (why?)
- What date did\_\_\_\_\_happen?
- What happened to .....?
- What colour is the .....?
- Give one example of a word used that means ....
- Which words tell you who is telling this story?
- How many green bottles were there?

# S

ummarise



- What happened after/before....?
- Which order did the events happen in?
- What was the first thing that happened in the story?/Text?
- In what order do the chapter headings come in the story?
- What did the main character say about.....?



# WHY?



Why do we encourage your child to read for 20 minutes every day at home?



Child A



Child B

# JUST ONE MINUTE

Child C

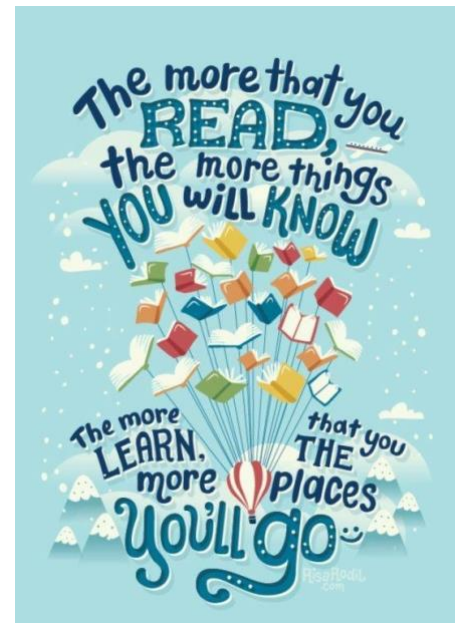
20 minutes a day	5 minutes a day	1 minute a day
3,600 minutes a school year	900 minutes per school day	180 minutes per school year
1,800,000 words a year	282,000 words per year	8000 words a year

If they start reading for 20 minutes per night in Nursery, by the end of Year 6, child A will have read for the equivalent of 60 days, child B will have read for 12 school days and child C will have read for 3.

That's why.



*There is a very wide body of research about how important reading well is to the rest of our achievement in life. If your child can discuss what they have read, their critical thinking and opportunities open up even further!*



*Thank you for your support in helping your child develop their reading skills – happy reading!*