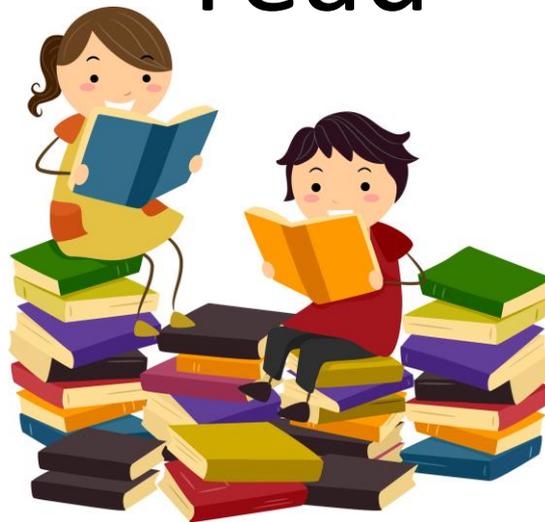**Chillerton and Rookley Primary School**

Hearing your child read

A guide for parents and carers

<u>Hearing your child read – introduction</u>

Listening to your child regularly at home has a huge impact on their academic achievement. A recent study by the National Literacy Trust entitled 'Children and Young People's Reading Today' has called for families to take 10 minutes per day to read with their children. The report stated that it was 'essential' for children to make time to read outside lessons because it is closely linked to academic achievements. It added that children who read outside the classroom on a daily basis were 13 times more likely to read at the expected level for their age.

At Chillerton and Rookley Primary School, we aim for all children to have a love for reading and therefore read for enjoyment as they progress through school.

The Assessment Areas for Reading

The government has prescribed several assessment areas for reading. These areas describe the key elements of performance in reading. Therefore, when listening to children read, we should work on all of the areas to ensure that we are developing children's reading skills fully. It is essential we develop both reading comprehension skills as well as mechanical reading skills. The end of Key Stage 2 SATs tests purely assess a child's ability to understand information and make inferential judgements about what they have read. There is NO mechanical reading test but a set of questions which the children have to answer about what they have read. This makes it very important that children read a wide range of different fiction and non fiction texts and are encouraged to continue to develop a wide vocabulary.

How to use this booklet

The following pages look at the assessment areas in turn and explain how they are used. There is also an explanation about the areas of assessment and lists of questions which can be asked. At Chillerton and Rookley, we call these areas **VIPERS:**

- **V** = Vocabulary: knowledge about word meanings

- **I** = Infer: Read between the lines to look for clues

- **P** = Predict: Use information from the text to predict what might happen

- **E** = Explain: Explain why children might reach a conclusion, preference or opinion about a text

- **R** = Retrieve: Find information in a text

- **S** = Summarise: Summarising events in a story within a given context, or making summary statements about a group of paragraphs or texts.

Please do not try to work on every area every time you read with your child. Instead choose one or two focus areas to work on.

Helpful Hints

- Although it can be difficult, try to find a time when neither you nor your child are in a rush.
- Try to find a quiet place without any distractions.
- Make a reading time a maximum of 10 minutes, this time needs to include questioning about what you and your child have read.
- Try to make the reading session fun! If your child thinks every reading session is going to involve hard questioning, they may resist reading.
- Sometimes read to your child or share the reading with your child.

Assessment area 1 – Vocabulary (V)

Use a range of strategies, including accurate decoding of text, to read for meaning. Develop a wide range of known vocabulary to aid contextual understanding.

Can the child use a range of strategies to actually read the text? For example: can the child use the visual clues (phonics), the meaning of the sentence and the correct grammar to make their reading look and sound right? Does the child have a wide and varied range of vocabulary?

Prompts to help

If your child cannot read the word:

- Get your mouth ready.
- What could that say?
- Read the sentence from the start.
- Use the picture to help you.
- Does that make sense? You said (-----) and the word is (-----). What is the difference in meaning? (*Use a dictionary to explore new words.*)

Questions to help develop understanding:

- Can you think of one word that will best describe how the girl's father is feeling?

- How can we describe the weather using similes?

- What is another word meaning beautiful?

Assessment Area 2 – Infer (I)

Deduce, infer or interpret information, events or ideas from texts.

Can the child 'read between the lines' to work out information that might not be fully stated, but is hinted or suggested? For example, if the child reads that a character slumped their shoulders and dragged their feet along the ground; can the child deduce that the character feels sad?

Questions to ask:

- What words tell you that?
- How do you feel about that? Why?
- What sort of person do you think ... is? What words tell you that?
- What does this tell you about how ... is feeling? If it were you, what would you be thinking? Why?
- How is the girl feeling at this point? Use evidence from previous pages to explain why you think this.
- What do you think about ... ? What in the text makes you think that?
- How does the character show that they are feeling angry?

Assessment Area 3 – Predict (P)

Predict what might happen next from the details stated and implied in the text.

Can the child use the information in the text to make judgements about what might happen next? For example, in a suspense story, the tension builds as the character walks towards an abandoned house. The character pauses, listens to scratching noises coming from inside; can the child make a prediction about whether the character will enter and give reasons for their prediction?

Questions to ask:
- What do you think will happen when…….?
- What might happen if…..?
- What could the character be thinking? Draw a thought bubble to show what they are thinking as they approach the shed.

Thought Bubbles

Graphic used to show internal thoughts of a character.

Usually cloud shaped and connected to owner by a series of smaller bubbles.

Assessment Area 4 – Explain (E)

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.

Can the child explain why the author has chosen particular words? For example, if the author has described the sea as a 'furious monster' can the child say that the author has done so to make the sea sound alive and threatening?

Questions to ask:

- I wonder why the author used those words to describe the sea? Why do you think?
- What do these words mean? Why did the author choose to use them?
- How has the author used adjectives to make this character sound funny?
- What does this description of this character tell us about how they are feeling?
- What do these words tell you about?
- Why do you think the author has mentioned … a lot in the story?
- Why do you think the author has chosen those words to describe … ?
- Why do you think the author has written this sentence in this way?
- What do you think of the ending?

Assessment Area 5 – Retrieve (R)

Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text. Retrieve and record key information/key details from fiction and non-fiction.

Can the child find information which is clearly stated in the text?

Questions to ask:

- Where did the story take place?
- Where are the characters when….?
- When did the story take place?
- What did he/she look like?
- Who are the key characters in the story?
- What happened first/next/at the end of the story?
- What kinds of people are in the story?
- Read the part that tells me......?
- Can you find the part when ....?

Assessment Area 6 – Summarise (S)

Identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader. Summarise main ideas from more than one paragraph.

Can the child identify the overall effect that the author has created, the message that the author wanted to convey?

Questions to ask:

- I wonder why the author has decided to ...? What do you think?
- What was on the authors mind when?
- Why did the author choose this setting?
- What makes this a good story?
- How does this story make you feel?
- Why do you think the writer write that description in this way?
- What is the author trying to tell you about... ?
- Imagine you are the girl/boy in the story, summarise the main events so far to tell to her/his family.
- What would be a good title for this report/story/poem?

Further help and information

Always speak to your child's class teacher if you are unsure about what books to choose or any difficulties your child might experience with reading. At school we encourage children to read every day and have a rewards scheme linked to our CARE school values. Children receive certificates linked to the amount of reading they do and this is ultimately rewarded with a book of their choosing at the end of each round of CARE certificates.

School also has question mats appropriate to your child's key stage which you can have in front of you to prompt questioning, as your child reads. Find these at the end of the booklet.

Another useful source of support is:

www.literacyshedblog.com/applying-vipers-to-well-known-texts

Thank you for your support with this vital part of your child's learning and development.