

Top Tips for Successful Reading at Home

Make it **FUN**

Sharing books should be enjoyable. Talk about the pictures and the cover and have a guess at what could happen next!



HERE'S THE IMPACT OF **READING 20** MINUTES PER DAY!

A student who reads A student who reads A student who reads

20:00

minutes per day

5:00

minutes per day

1:00

minute per day

will be exposed to
1.8 MILLION
words per year
and scores in
90th PERCENTILE
on standardized tests

will be exposed to
282,000
words per year
and scores in
50th PERCENTILE
on standardized tests

will be exposed to
8,000
words per year
and scores in
10th PERCENTILE
on standardized tests

If your child is reluctant to read, don't get angry but **don't give up**. Aim to do little and often but not when they are tired; Read a section aloud before children read to set the 'mood'. Share the reading – a sentence, a paragraph or a page each; Try to read at the same time so reading becomes routine. 20 minutes a day can make a HUGE difference!

Thank you for your support!

Stuck on a Word?

- Stuck on a word? Split (segment) the word into sounds, e.g. c-r-a-sh and blend them together.
- Read around the words that can't be blended - look at the sentence/ paragraph.
- Look for words within a word or the 'root' word e.g. foot/ball, magician. Break down words into sections e.g. prefixes (disappear) and suffixes (comfortable).
- Remember to draw attention to punctuation to help children read with feeling and expression.



St. John's
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VIPERS

At St John's we use the Reading VIPERS. Each letter represents a skill the children must develop on their reading journey. To build your child's confidence with understanding language, use a variety of the VIPERS questions when reading together. Draw attention to punctuation to help children read with feeling and expression.

Vocabulary - Find and explain meaning of words in context.

- What do the words and suggest about the character, setting and mood?
- Find one word in the text which means.....

Infer - Make and justify inferences using evidence from the text.

- Find and copy a group of words which show that...
- How do these words make the reader feel?

Predict - Predict what might happen from the details given and implied.

- From the cover what do you think this text is going to be about?
- What does this paragraph suggest will happen next?

Explain - Explain the themes and patterns that develop across the text.

- What is the purpose of this text feature?
- How does the author engage the reader here?

Retrieve - Retrieve and record information and identify key details.

- Who had...? Who is...? Who did....?
- What happened to...?

Sequence/Summarise - Sequence the key events in the text/
Summarise the main ideas from more than one paragraph

- What was the first thing that happened in the story?
- What is the main message of the text?

