



*At St Christopher's we aim to provide our students with the opportunity to access the awe and wonder of books by creating a well structured and exciting reading curriculum which enables them to acquire, apply and deepen their knowledge, understanding and vocabulary skills.*

## Reading at home with your child

Dear families,

We have developed some ideas to help improve communication between school and home reading. We want to ensure that our communication is helpful and constructive and that you, as parents, can give feedback on your child's reading confidently. Reading diaries are the main source of communication between home and school about how your child has read so we have developed a 'Purposeful Reading Diary Comments' table to aid with comments. This table will be used in school and Teachers and Teaching Assistants will use the statements to help inform you as to how your child has read during the reading session. Each comment has a code to make it quick and easy but please feel free to write in more detail. We will be sending a copy of the table home in your children's diaries. Please make sure that reading diaries are sent into school daily

### KS1 Purposeful Reading Diary Comments

<u>Word level reading</u>	<u>Comprehension skills</u>	<u>Reading behaviour</u>
W1: Read all the words accurately	C1: Understood the story well.	R1: Was excited and motivated to read.
W2: Read most words with increasing accuracy	C2: Good discussion about events in the story.	R2: Enjoyed the story because .....
W3: Read familiar / sight words independently	C3: Retold the story in detail.	R3: Fantastic expression.
W4: Found some words difficult.	C4: Able to predict what might happen next.	R4: Would benefit from reading the book again to improve fluency.
W5: Read common exception words correctly	C5: Could talk about the story confidently.	R5: Has learnt all about..... and could explain in own words.

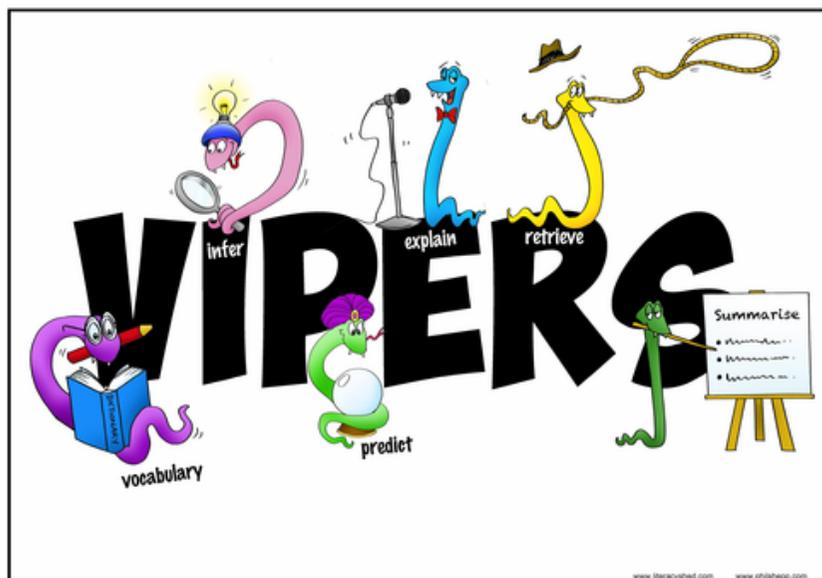
W6: Tried hard to work out new words by applying phonics .	C6: Could identify the characters in the book.	R6: Struggled to concentrate.
W7: Worked out new words by sounding them out and blending.	C7: Answered questions about the content of the book.	R7: Was reluctant to read
W8: Needs to practise text again to reinforce the words / sounds.	C8: Needs to read again to improve understanding.	R8: Found the book too hard to read.
W9: Was able to work out new words using the pictures to help.	C9: Used the pictures to help with their understanding.	R9: Was very distracted and found it difficult to focus due to...
W10: Used the picture cues and the first sound of a word to work out words	C10: Needed lots of help to understand the main events.	R10: Excellent application of...
W11: Self-corrected own errors independently.	C11: Did not understand what they read.	R11: Engaged with the text well
W12: Read the book fluently.	C12: Used some inferences to answer questions about characters	R12: Did not engage with the text because
W13: Reading is sounding robotic and stilted	C13: Could not infer anything about characters feelings	
W14: He/she made a number of errors because he/she was not looking carefully enough.	C14: Found evidence in the text to support statements	
W15: Able to read the book with lots of help	C15: Couldn't find evidence in the text to support statements	

## KS2 Purposeful Reading Diary Comments

<u>Word level reading</u>	<u>Comprehension skills</u>	<u>Reading behaviour</u>
W1: Read all the words accurately	C1: Understood the story well.	R1: Was excited and motivated to read.
W2: Read most words with increasing accuracy	C2: Good discussion about events in the story.	R2: Enjoyed the story because .....
W3: Read familiar words independently	C3: Retold the story in detail.	R3: Fantastic expression and intonation.
W4: Found some words difficult.	C4: Able to predict what might happen next using details stated and implied.	R4: Would benefit from reading the book again to improve fluency.
W5: Read common exception words correctly	C5: Could talk about the story confidently and answered questions about the content of the book retrieving information/ evidence.	R5: Has learnt all about..... and could explain in own words.
W6: Tried hard to work out new words by applying phonics or spelling patterns.	C6: Could identify the characters in the book and describe them using some inference.	R6: Struggled to concentrate.
W7: Worked out new words by sounding them out and blending.	C7: Discussed how the author used language, including figurative language, considering the impact on the reader	R7: Was reluctant to read
W8: Needs to practise text again to reinforce the words / sounds.	C8: Needs to read again to improve understanding.	R8: Found the book too hard to read.
W9: Was able to work out new words by reading around the word and using context.	C9: Could summarise the main events of the page/ chapter.	R9: Was very distracted and found it difficult to focus due to...
W10: Read word with prefixes and suffixes	C10: Needed lots of help to understand the main events.	R10: Excellent application of...
W11: Self-corrected own errors independently.	C11: Did not understand what they read.	R11: Engaged with the text well

W12: Read the book fluently.	C12: used a dictionary to find out the meaning of words/ phrases.	R12: Did not engage with the text because
W13: Reading is sounding robotic and stilted	C13: Could not infer anything about characters feelings	R13: Enjoyed discussing the book and its themes.
W14: He/she made a number of errors because he/she was not looking carefully enough.	C14: Found evidence in the text to support their feelings/opio	
W15: Able to read the book with lots of help	C15: Couldn't find evidence in the text to support statements	

At St Christopher's we use the reading VIPERS to help our learners to acquire, apply and deepen their knowledge, understanding and vocabulary skills.



**V**ocabulary

**I**nference

**P**rediction

**E**xplain

**R**etrieve

**S**ummarise or **S**equence

Click on the links for VIPERS example questions that you could use with your child when reading:

[KS1 VIPERS Questions](#)

[KS2 VIPERS Question](#)

**Advice for those tricky times!**

It's not always easy to get children reading, especially after a busy day at school and work. However, reading must be enjoyed to gain maximum benefit. It is important that early readers read every day, but if they are reluctant to do so:

- Avoid confrontation.
- Offer alternative reading material e.g. internet access, magazines that the children have an interest in (non-fiction sometimes appeals more than fiction), an old and familiar book, magazines.
- Encourage reading at different times of the day or week or set up a routine- what works best for your child?
- Borrow audiobooks from the library or listen online to encourage a love of language e.g. listen to audiobooks on journeys, at bedtime etc.
- Let them see you reading, our children want to be just like us!
- Share reading activities and interact with the text together e.g. work together on the internet to explore a football team website etc
- Put the subtitles on when your child is watching TV, they will automatically look at the subtitles and be exposed to an influx of words!
- Share the reading- you do a page, they do a page.
- Read to a pet or teddy.

- Get their favourite story time book and read to them, children learn intonation from listening to modelled reading.
- Echo read. You read a sentence whilst they follow the words with their fingers, then they repeat.
- Make it fun- get a warm drink, biscuit and blankets or read in a quick makeshift den with a torch!
- Talk about books, tell them all about your favourite books.

If we can help you with reading at home we will! Drop me an email at [sconnolly@stchristophersprimary.org](mailto:sconnolly@stchristophersprimary.org) or speak to your child's class teacher.

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