



Birches First School

Believe, Grow, Succeed



15th January 2021

Dear Parents,

One of the areas we have found particularly challenging during school closure periods is providing children with access to suitable reading books that will support their developing reading skills.

I am delighted to inform you that we now have access to the full **Oxford Owl** library of ebooks. As you will know, many of our school reading books come from the Oxford Reading Tree schemes so this online option will align well with the books your child is familiar with. The scheme offers a range of titles in each book band and a variety fiction and non-fiction texts. In the next few days you will receive a class login which will allow you access to the library. Rather than having specific books allocated to your child, your child's class teacher will advise you which book band your child should be accessing. We do ask that parents try to remain within this book band to support us in managing your child's progression in the long term. If you feel your child may be ready to move onto the next band, **please do discuss this with their teacher first**. When moving a child on in school, we carefully consider their word recognition and fluency skills alongside their understanding and ability to discuss the text (comprehension skills). If you have not received your child's book band information and class login **by Monday** please let us know.

In class, we would normally expect to change a child's book 1-2 times per week. As books get longer and become more complex, a child might take a little longer to work through a book. We ask that parents are mindful of keeping a suitable pace with their child's reading (1-2 books each week). We do ask for little and often - daily reading is very beneficial but we would not expect a child to completing a book every day at any level. Please record your child's reading in their Reading Diary as usual - this will provide us with a useful record when we return to school.

We encourage a love of reading at Birches so do please continue to enjoy a range of stories beyond the reading scheme with your child / encourage them to read a range of books themselves. At the end of this letter you will find some information to support you in reading with your child at home. These questions can be used to discuss reading scheme books and other books that your child enjoys.

Thank you for your continued support with your child's reading. We hope you enjoy sharing this resource with your child,

Best wishes,

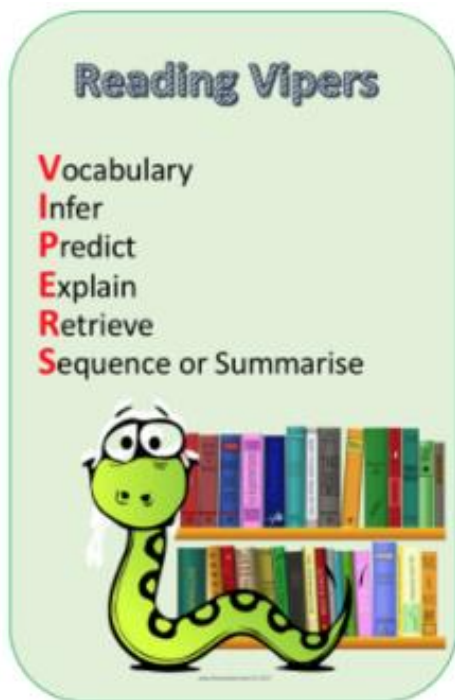
Mrs J. Ferretti.

Assistant Headteacher / English Leader

Supporting your child's comprehension skills.

In class we use Reading **VIPERS** to support children's developing comprehension skills;

Vocabulary – understanding and exploring the meaning of words used and the impact they have on the reader / story.



Infer – the ability to answer questions about the text that are not explicitly written – the reader must use clues in the text.

Predict – the reader uses their understanding of what they have read so far to make predictions – what might happen next. Why do we think this?

Explain – being able to justify our answers and explain our thoughts about a text.

Retrieve – answering a question with information written within the text.







Sequence (KS1) – being able to place events in the correct order /

Summarise (KS2) – being able to summarise key events and information







Please try and support your child's reading skills by asking them questions and talking to them about the books they read with these skills in mind. You will find at the end of this letter some suggestions for the types of questions you could ask your child to help the development of each of the VIPERS skills.

Even if your child has become independent and fluent in their reading please do continue to listen to them read and ask them questions to develop their comprehension skills.

VIPERS style questions for Key Stage One (Year 1 and 2)

Vocabulary Draw upon knowledge of vocabulary in order to understand the text. 	Infer Make inferences from the text. 	Predict Predict what you think will happen based on the information that you have been given. 	Explain Explain your preferences, thoughts and opinions about the text. 	Retrieve Identify and explain the key features of fiction and non-fiction texts such as: characters, events, titles and information. 	Sequence Sequence the key events in the story. 
Example questions <ul style="list-style-type: none"> • What does the word mean in this sentence? • Find and copy a word, which means • What does this word or phrase tell you about.....? • Which word in this section do you think is the most important? Why? • Which of the words best describes the character/setting/ mood etc? • Can you think of any other words the author could have used to describe this? • Why do you think is repeated in this section? 	Example questions <ul style="list-style-type: none"> • Why was..... feeling.....? • Why did happen? • Why did say • Can you explain why.....? • What do you think the author intended when they said.....? • How does make you feel? 	Example questions <ul style="list-style-type: none"> • Look at the book cover/blurb - what do you think this book will be about? • What do you think will happen next? What makes you think this? • How does the choice of character or setting affect what will happen next? • What is happening? What do you think happened before? What do you think will happen after? • What do you think the last paragraph suggests will happen next? 	Example questions <ul style="list-style-type: none"> • Who is your favourite character? Why? • Why do you think all the main characters are girls in this book? • Would you like to live in this setting? Why/why not? • Is there anything you would change about this story? • Do you like this text? What do you like about it? 	Example questions <ul style="list-style-type: none"> • What kind of text is this? • Who did.....? • Where did.....? • When did.....? • What happened when.....? • Why did happen? • How did.....? • How many.....? • What happened to.....? 	Example questions <ul style="list-style-type: none"> • 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?

VIPERS style questions for Key Stage Two (Year 3 and 4)

Vocabulary Find and explain the meaning of words in context. 	Infer Make and justify inferences using evidence from the text. 	Predict Predict what will happen based on the details given or implied. 	Explain Explain how content is related and contributed 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. 	Retrieve Retrieve and record information and identify key details from fiction and non-fiction. 	Summarise Summarise the main ideas from more than one paragraph. 
Example questions <ul style="list-style-type: none"> • 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..... 	Example questions <ul style="list-style-type: none"> • 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? 	Example questions <ul style="list-style-type: none"> • 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. 	Example questions <ul style="list-style-type: none"> • 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? 	Example questions <ul style="list-style-type: none"> • 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? 	Example questions <ul style="list-style-type: none"> • 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?