



Year 2 Reading Books

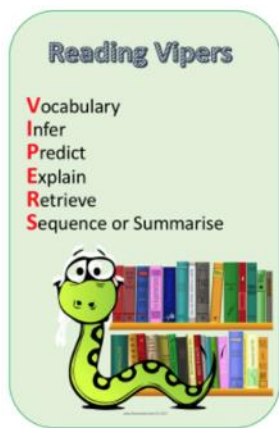
Dear Parents,

We have assessed that your child is now secure within Phase 5 Phonics. Therefore, a reading book from our reading scheme has now been issued for your child to take home. A book from our phonics scheme may also be issued to address any gaps in phonics knowledge. These books will be in addition to the library book that the children have already been taking home each week.

Teachers/ teaching assistants listen to the children read during their daily guided reading sessions as well as 1:1 with their reading book. We kindly ask that parents/ carers also listen to their child read as much as possible during the week (including the weekend) and sign off any comments in their reading diary. To build a realistic picture of your child's reading and to support your child's reading journey, we believe that it is essential for both parents and teachers to have an open and honest dialogue recorded with both positive and developmental comments. Therefore, you will find a bank of comments in the front of your child's reading diary to use when writing in the reading diary. We encourage children to change their reading books at least once per week.

It is important to note that whilst we strongly encourage children to change their reading books as much as possible, we feel it is important to comprehend what they are reading. 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.

As a school 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

When moving a child on in their book band at school, we carefully consider their word recognition and fluency skills alongside their understanding and ability to discuss the text (comprehension skills).

We ask if you could please try and support your child's reading skills by asking questions and talking to them about the books they have read with these skills in mind. At the end of the letter, you will find some suggestions for the types of questions you could ask your child to help with the development of each of the VIPERS skills. This is also in the back of your child's reading diary.

I would like to take this opportunity to thank you all for your support in the change of how phonics/reading books have been issued at Birches. I fully appreciate it has been a big change but I am sure you would all agree that the change has been to the benefit of the children. The children have fully embraced our new phonics scheme and we are very proud of them all.







Thank you for your continued support in aiding your child's reading journey at Birches First School.

Kind regards,

Mrs K. Kandola

English Leader

VIPER style questions for Key Stage 1

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?