

At Claregate we use the VIPERS reading domains.

V	(V) Draw on knowledge of vocabulary to understand texts	Look in the paragraph; find and copy one/two word/phrase meaning/that shows that/that tells you that/that suggests that.....? Give the meaning of the wordin the sentence? What does a particular word/phrase suggest about a person/setting? What word (from choice) most closely matches/is closest meaning to the word...? What does <i>word/phrase</i> mean? Give two impressions that a particular phrase gives? What does a phrase suggest about something
I	(I) Make inferences from texts	From the paragraph starting/page... .. how do you know/what evidence is there/how can you tell that/why did a character feel /is a particular adjective? (Give 1 or 2 reasons) What impressions do you get of a setting/a person from a paragraph? What does a particular paragraph/description suggest/infer about a person/setting? Look at the line...../paragraph...Why did someone do /feel something? Why is somewhere an adjective/noun phrase? What evidence in the text is there that a character felt /is....adjective? What can you infer about a setting/character from one paragraph? In what ways might a character/a setting appeal to readers? According to the text, how did...../why? How is Smith made to seem? (Explain ... ways, giving evidence) Decide if the following statements are fact or opinion
P	(P) Predict what might happen	Do you think that someone will do/act differently in the future?
E	(E) Explain preferences, thoughts and opinions about the text.	Draw lines to match each part of the story with the correct quotation from the text e.g. Lesson, Action, Setting, etc Give one piece of evidence from the text which suggests that In what ways are 2 characters/settings the same/different?
R	(R) Identify and explain key aspects of fiction and non-fiction, such as characters, events, titles and information	What 1/2/3 things are you told about a setting/character from one paragraph? What did someone do in order to/as a result of? Using information from the text, decide if the following statements are true or false? Why did someone do something/ Give 2 reasons why.....? What was revealed at the end of the story? Using information from the text, decide if the following statements are true or false?/Name two challenges someone faced explain how they dealt with it?
S	(S) Summarise main ideas from more than one paragraph	Below are some summaries of different paragraphs from this text. Number them 1 – to show the order in which they appear in the text. Which of the following would be the most suitable summary of the whole text/paragraph?

You can use these questions stems when sharing books with your children at home.

Reading with Your Year 6 Child Parent Advice Booklet

(Adapted from Twinkl)



National Curriculum Expectations

Year 6

By year 6, pupils should be able to accurately read aloud a wide range of poetry and books written at an age-appropriate interest level at a reasonable speaking pace. They should be able to read most words effortlessly and work out the pronunciation of unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, pupils in year 6 should independently ask for help in determining both the meaning of the word and how to pronounce it correctly.

Year 6 pupils should be able to read texts aloud with appropriate intonation to show their understanding. They should be able to summarise and present a familiar story in their own words. They should be reading widely and frequently for pleasure and to retrieve information, outside of school as well as in school. They should be able to read silently with good understanding. They should be able to infer the meanings of unfamiliar words and then discuss what they have read.

During year 6, pupils should continue to expand their vocabulary through exposure to stories, plays, poetry, non-fiction and textbooks, both read by them and to them by others. They should be given the opportunity to listen to books and other writing that they have not come across before – hearing and learning new vocabulary and grammatical structures, and having a chance to talk about this. Their confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate.

By the end of year 6, your child's reading should be sufficiently fluent and effortless enough for them to manage the general demands of the curriculum in year 7, across all subjects, in order to enable them to learn the necessary subject-specific vocabulary.

What This Means for Parents

- Give your child access to plenty of texts on many different topics and by a wide range of authors who write in different styles, e.g. Roald Dahl, Michael Morpurgo to Anthony Horowitz.
- Encourage discussion with your child when pronouncing new words if their reasonable attempt does not sound correct.
- Broaden the vocabulary you use when speaking to your child and be prepared to clarify the meaning of a wider range of words, modelling them within sentences.
- Encourage your child to read silently to themselves but check their understanding of what they have read after doing so.
- Read difficult texts to your child and allow them the chance to listen and ask questions.

The National Curriculum recommends:

- Teaching your child the technical terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect.
- Reading whole books to your child so that they can meet texts and authors they might not choose to read themselves.
- Exposing your child to more than one account of the same event so that they can examine similarities and differences.
- Showing your child different types of writing, such as diaries and autobiographies which are written in the first person, and discussing the relevant features.
- Teaching your child how to use contents and index pages within reference books so that they can retrieve information, and frequently asking them to do so.
- Allowing your child to read texts they are genuinely interested in, e.g. reading information leaflets before visiting a gallery or museum, or reading a theatre programme or review.
- Providing your child with ample opportunities to access increasing challenging texts which explore a variety of themes.

