



WEST BUCKLAND
PRIMARY SCHOOL
AND NURSERY

West Buckland Primary School and Nursery

Reading Guide for Parents

At West Buckland Primary School and Nursery we believe Children need to develop pleasure in reading, motivation to read, an increased vocabulary and an improved level of understanding. They will achieve this by listening to, reading and discussing a wide range of stories, poems and non-fiction texts. Children will be exposed to texts beyond that of which they can read independently to enable modelling and scaffolding. By reading together, children can be shown the process of finding information. In each of our classrooms you will see evidence of a love of reading through promoted books, authors and reviews. We enjoy nothing more than interacting with authors and making links to other books available.

In EYFS and Key Stage One, this love of reading begins with Phonics to build a solid foundation. Daily Phonics lessons will be supported by group guided reading sessions and a class story. Book talk will allow children to discuss plot, character and setting. Children will be heard read at least once a week by an adult in their class.

In Key Stage Two whole class guided reading sessions will continue to develop skills of retrieval, summary, inference, prediction and comparison. A growing focus will also be on vocabulary choices and word meaning. Children in Key Stage Two will continue to have a class read and author focus. Independent reading will increase.

In school we don't just use books to support the development of reading – video clips can be just as valuable to help answer comprehension questions and spark discussions.

We use Reading VIPERS to cover the key question areas and really develop children's comprehension. These 6 key areas cover the requirements of the National Curriculum and are used by all classes from Key Stage One onwards. These help children formulate their answer and support with more formal test type responses.

Reading Vipers

Vocabulary
Infer
Predict
Explain
Retrieve
Sequence or Summarise



As per our Homework Policy, children are expected to read regularly at home. You can support this by giving them the time and space to do so, but also by asking the type of questions we do in school.

Recall Questions

- Where does the story take place?
- Who are the characters in the book?
- Where in the book would you find?

Simple comprehension questions

- What do you think is happening here?
- What happened in the story?
- What might this mean?
- Through whose eyes is the story told?
- Which part of the story best describes the setting?
- What words and / or phrases do this?
- What part of the story do you like best?

Evidence questions

- What makes you think that?
- How do you feel about.....?
- Which words give that impression?
- Can you explain why.....?
- What do these words mean and why do you think the author chose them?
- Can you find some adjectives the author has used?

Opinion questions

- What is your opinion of this book and what evidence do you have to support your view?
- Given what you know about (the little boy)... what do you think (he would have done)?
- Have you changed your mind about since reading the book?

Reading records are vital for keeping track of what and how often children are reading both in school and at home. These are a great way of sharing comments or concerns about progress as well as giving children ownership.

Every child develops at a different rate and so some children may need more support than others. Where a challenge arises, children may be given additional support in a small group or individually. We may, with your permission, screen your child for dyslexia where a concern arises and put additional aids in place.