



Holly Park's Guide to...  
**Reading with your Child at Home**



## KS2: Top Tips

**'By starting the journey of building a lifelong love of reading for pleasure, parents are giving their child the opportunity to be the best they can be: children who read for pleasure do better in a wide range of subjects at school and it also positively impacts children's wellbeing.'**  
**(National Literacy Trust, 2020)**

If there is one thing that we would want you to do to support your child's learning at home then it is, undoubtedly, reading. The benefits are endless, not only supporting a child's education and academic growth but their personal and cognitive development too. It should be fun - a time to laugh, talk and learn together as you enjoy the language, pictures, information, characters and stories contained within a book.

At school, we support your child to progress their reading skills and we would ask that at home the emphasis be on reading for pleasure; reading for the joy of it. This, in itself, will have a significant impact on their reading ability. Here are a few tips:

- Be a reader yourself. Children need to witness adults reading, in order for it to have value. Books, newspapers, magazines, online articles – it doesn't matter.
- Don't worry if you don't have too much time. We understand that you are busy – even just a few minutes a day will make a big difference.
- Let the child choose the book. Don't judge their choice! It will be far more enjoyable for them if it is something they are interested in. Don't worry if they want to keep reading the same book, over and over. Graphic novels have worth too – if that's what they like then let them read them.
- Turn off distractions (tv, computers, tablets, phones, etc) including your own! Make sure you are comfortable.
- Allow them to read aloud but you should too. It is important that they have reading modelled to them.
- If they get stuck on a word, encourage them to use their phonics to sound it out. Praise them if they're successful.
- Ask questions as you go – why has the character made the choice that they have? Why is it significant? Do they agree with them? What do they think will happen next? Try and encourage them to explain some of their answers. If its non-fiction, encourage them to make predictions on what information they think an upcoming page or chapter will contain, based on the heading. What are their favourite facts, so far? What has surprised them and why? However, don't grill them; give them time and space to talk. Keep it light and the process of reading the book, enjoyable.
- If they have enjoyed a particular book, encourage them to take it in to school to show and share with their class. Crucially, they can encourage others to read too.

As mentioned, the focus should very much be on enjoyment. However, if you would like further support then some suggested questions and the skills we use in class (VIPERS) are attached. Additionally, speak to the class teacher or contact Ms Sampson via the office ([office@hollypark.barnetmail.net](mailto:office@hollypark.barnetmail.net)) and she will get back to you.



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**Example Questions for Book Talk**

- Can you tell me what has happened in the story so far?
- What do you like/dislike about this? Why?
- What has been your favourite part so far and why?
- How do the pictures/illustrations support the story?
- What do the words tell us about the character/setting/story?
- Which word tells us how the character is feeling?
- What interests you about this?
- Why do you think this is happening?
- How does this make you feel?
- What is the author trying to do? How do they create atmosphere/mood?
- What do you think is going to happen next and why? How do you know?
- Were you expecting this?
- Do you know any other books where similar events have happened? How does this compare?
- Which character interests you the most and why?
- Why is the text layout like this? What impact does it have?
- Why is that part written in bold/italics? What does this tell us?

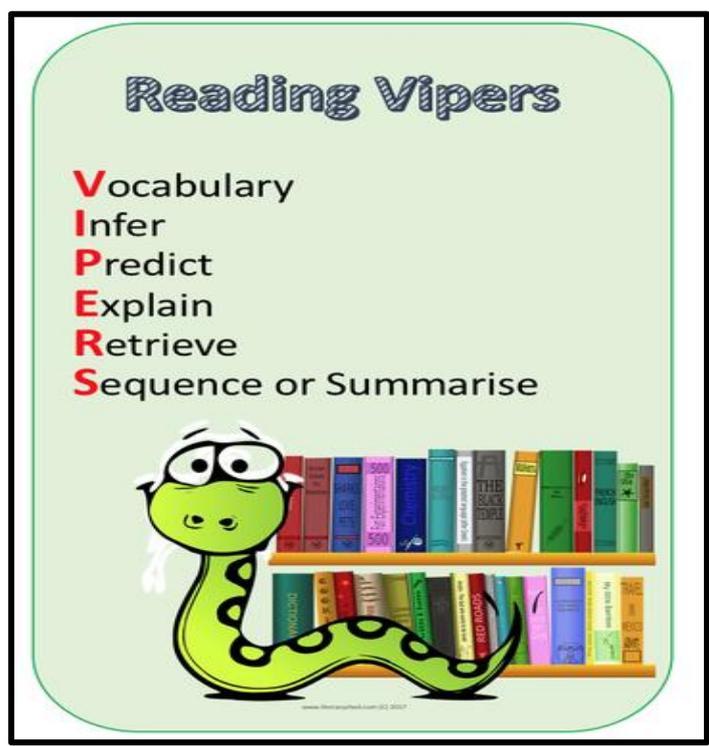


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**What is VIPERS?**

VIPERS is an anagram used as prompt for reading comprehension, based on the 2016 National Curriculum Test Framework documents. It contains the key comprehension skills we want readers to be able to do. The final letter, 'S', is used as 'Summarise' in KS2. You may find these useful as a basis for questioning, when reading with a child.



This relates to the curriculum content domain (below). You will see that VIPERS is a summary of the key comprehension skills that pupils are tested on in KS2 National Tests.

Vipers heading	Content Domain reference	Content Domain Description
Vocabulary	2a	Give/explain the meaning of words in context
Infer	2d	Make inference from the text/ explain and justify using evidence from the text.
Predict	2e	Predict what might happen from the details stated and implied.
Explain	2f, 2g, 2h,	Identify/explain how information/narrative content is related and contributes to the meaning as a whole. Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within the text
Retrieve	2b	Retrieve and record key information/key details from fiction and non-fiction
Summarise	2c	Summarise main ideas from more than one paragraph