



Birches First School

Believe, Grow, Succeed ...
...to be the best 'me' I can be.



September 2024

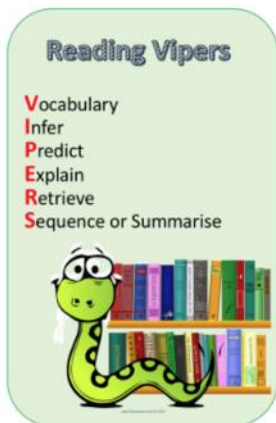
Dear Parents,

We are delighted to inform you that your child has now be issued with a **school 'book band' reading** book to take home as they are able to read confidently with speed and accuracy (fluency).

Your child will continue to be regularly listened to by their class teacher/teaching assistant and will continue to bring a library book home as normal.

We encourage children to change their **school 'book band' reading** books more than once a week if needed. We kindly ask that parents/carers aim to listen to their child as much as possible during the week (including the weekend) and sign off any comments on Boom Reader. We understand that sometimes it can prove difficult thinking of what to write down, therefore we have placed a bank of comments for parents and carers to use when writing on Boom Reader at the bottom of this letter.

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. As a school we use reading VIPERS to support children's developing comprehension skills. Please do read the issued book **more** than once with your child concentrating on a different VIPERS each time.



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

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. You will find at the end of this letter some suggestions for the types of questions you could ask your child to help with the development of each of the VIPERS skills.

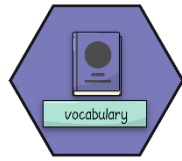
Thank you for your continued support in aiding your child's reading journey at Birches First School. If you need any further clarification, please contact me via the school office.

Kind regards, S Varricchione, Headteacher.

VIPER style questions for Key Stage 1

Reading VIPERS

Vocabulary **I**nfer **P**redict **E**xplain **R**etrieve **S**equence



Vocabulary

Draw upon knowledge of vocabulary to understand the text

What does the word ... mean in this sentence?

Find and copy a word which means ...

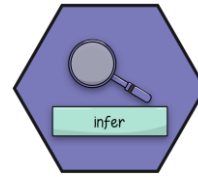
What does this word or phrase tell you about ...?

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?



Infer

Make inferences from the text

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?



Predict

Predict what you think will happen based on the information you have been given

Look at the book cover/blurb – what do you think this book will be about?

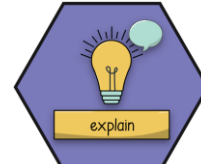
What do you think will happen next?

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?



Explain

Explain your preferences, thoughts and opinions about the text

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?



Retrieve

Identify and explain the key features of fiction and non-fiction texts such as: characters, events, titles and information

What kind of text is this?

Who did.....?

Where did.....?

When did.....?

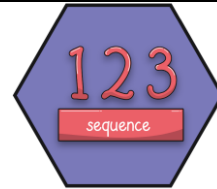
What happened when.....?

Why did happen?

How did?

How many.....?

What happened to.....?



Sequence

Sequence the key events in the story

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?

Parent Comment Ideas for your Reading Communication Record

Please find listed below a list of comments which may help you when writing in your child's reading communication record to describe how your child has read to you at home. 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.

The statements below are just a guide; please feel free to alter the wording and write what best suits your experiences.

- Read familiar words independently.
- Able to predict what happens next in the text.
- Showed good understanding of the text
- Read with good expression.
- Worked out new words independently.
- Worked out new words by sounding them out.
- Discussed the story and characters well.
- Used good spoken expression
- Enjoyed reading this book a lot
- Self-corrected own errors independently
- Used the picture cues and the first sound of a word to work out words
- Read with fluency and expression
- Struggled to concentrate.
- He/she made a number of errors because they were not looking carefully enough
- Would not read tonight
- Self-corrected his/her own errors
- Found this book too hard to read
- Able to read this book with lots of help
- Struggled to work out a lot of the vocabulary
- Reading sounded robotic and stilted
- Created tension as he did not want to read
- Did not understand what she/ he has read

Teachers will acknowledge comments with their initials unless a comment is necessary. Reading books will be changed once diaries have been signed.

For more information, or if you have any questions, please do not hesitate to ask.

Thank you for your continued support.