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Mission
Together we love, learn, follow Jesus
Vision
At St Joseph's Catholic Primary School, through an open and generous heart, we learn together as a family in faith, following the gospel values of love.
Values
Hope Thankfulness Collaboration Compassion Friendship Resilience Empathy Creativity Justice Respect

Dear Parents/Carers,

At St Joseph's Catholic Primary School, we aim to develop a love of reading and therefore encourage our pupils to take books home and share them with you. Children need to be able to read with understanding, for pleasure and for information. We have found that just ten minutes' one-to-one reading at home with an adult can make a huge positive difference to the children, and therefore we have included this as part of homework each evening.

Your child will have received their new home reading book and reading record for this academic year. Parents are asked to complete the reading record each time they listen to their child read. Your comments help us greatly as they allow us to support your child on their reading journey and therefore we really do appreciate you taking the time to add comments.

In addition to keeping our records, teachers will also look at parent comments in reading records weekly and we will acknowledge your comments with a signature (or comment if needed). We ask that you try to aim to read with your child for at least 10 minutes each day and please remember to write a comment in the reading record to tell us what you have been reading at home.

We ask that your child brings in their reading book and reading record every day so that they can read with an adult at school and so that we are able to change your child's book on the following days: **Monday, Wednesday and Friday** (if the book is completed).

Listed below are some comments which may help you when writing in your child's reading record to describe how your child has read to you at home. The statements below are just a guide; please feel free to alter the wording and write what best suits your experiences.

#### How can I support my child with their reading?

In order for a child to be classed as a fluent and comprehensive reader they need to be able to read 90% of the text correctly (9 out of 10 words) and also show a good understanding of what they have read by being able to answer a range of questions.

In school we follow the **VIPERS** (vocabulary, infer, predict, explain, retrieve and summarise) when teaching the reading skills.

We ask that when you are reading at home, as well as supporting your child with their fluency, you are also questioning their understanding of the text and therefore a question bank can also be found below.

If you have any questions regarding the reading scheme, or reading records, please do not hesitate to contact us.

Thank you for your continued support, Miss M Bottomley



## Vocabulary

Find and explain the meaning of words in context

### Example questions

- What do the words ..... and ..... suggest about the character, setting and mood?
- Which word tells you that....?
- Which keyword tells you about the character/setting/mood?
- Find one word in the text which means.....
- Find and highlight the word that is closest in meaning to.....
- Find a word or phrase which shows/suggests that.....

## Infer

Make and justify inferences using evidence from the text.

### Example questions

- Find and copy a group of words which show that...
- How do these words make the reader feel? How does this paragraph suggest this?
- How do the descriptions of ..... show that they are .....
- How can you tell that.....
- What impression of ..... do you get from these paragraphs?
- What voice might these characters use?
- What was .... thinking when.....
- Who is telling the story?

## Predict

Predict what might happen from the details given and implied.

### Example questions

- From the cover what do you think this text is going to be about?
- What is happening now? What happened before this? What will happen after?
- What does this paragraph suggest will happen next? What makes you think this?
- Do you think the choice of setting will influence how the plot develops?
- Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.

## Explain

- Explain how content is related and contributes to the meaning as a whole.
- Explain how meaning is enhanced through choice of language.
- Explain the themes and patterns that develop across the text.
- Explain how information contributes to the overall experience.

### Example questions

- Why is the text arranged in this way?
- What structures has the author used?
- What is the purpose of this text feature?
- Is the use of ..... effective?
- The mood of the character changes throughout the text. Find and copy the phrases which show this.
- What is the author's point of view?
- What affect does ..... have on the audience?
- How does the author engage the reader here?
- Which words and phrases did ..... effectively?
- Which section was the most interesting/exciting part?
- How are these sections linked?



## Retrieve

Retrieve and record information and identify key details from fiction and non-fiction.

### Example questions

- How would you describe this story/text? What genre is it? How do you know?
- How did...?
- How often...?
- Who had...? Who is...? Who did....?
- What happened to...?
- What does.... do?
- How ..... is .....?
- What can you learn from ..... from this section?
- Give one example of.....
- The story is told from whose perspective?

## Summarise

Summarise the main ideas from more than one paragraph

### Example questions

- 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?

Word skills	Comprehension skills	Attitude and interest
<ul style="list-style-type: none"> <li>• Read all the words correctly.</li> <li>• Read familiar words independently</li> <li>• Found some words difficult.</li> <li>• Tried hard to work out new words.</li> <li>• Worked out new words by sounding them out and blending.</li> <li>• Needs to practice again to reinforce the words.</li> <li>• Was able to work out new words using the pictures to help.</li> <li>• Used the picture cues and the first sound of a word to work out words</li> <li>• Self-corrected own errors independently.</li> <li>• Read the book fluently.</li> <li>• Reading is sounding robotic and stilted.</li> <li>• He/she made a number of errors because he/she was not looking carefully enough.</li> <li>• Able to read the book with lots of help.</li> </ul>	<ul style="list-style-type: none"> <li>• Understood the story well.</li> <li>• Good discussion about events in the story.</li> <li>• Retold the story in detail.</li> <li>• Able to predict what might happen next.</li> <li>• Could talk about the story confidently.</li> <li>• Could identify the characters in the book.</li> <li>• Answered questions about the content of the book.</li> <li>• Needs to read again to improve understanding.</li> <li>• Used the pictures to help with their understanding.</li> <li>• Needed lots of help to understand the main events.</li> <li>• Did not understand what they read.</li> </ul>	<ul style="list-style-type: none"> <li>• Was excited and motivated to read.</li> <li>• Enjoyed the story because .....</li> <li>• Fantastic expression.</li> <li>• Would benefit from reading the book again to improve fluency.</li> <li>• Has learnt all about..... and could explain in own words.</li> <li>• Struggled to concentrate.</li> <li>• Was reluctant to read tonight.</li> <li>• Found the book too hard to read.</li> </ul>