



Reading Home-School Agreement

Why do we feel it is so important?

To support the teaching of reading in school by practising taught skills.

To promote a lifelong love of reading.

To involve parents and carers in their child's reading journey.

How is reading taught in the school day?

Throughout their time at Al-Ashraf Primary, we want all pupils to develop a real interest in books. During the school day, pupils are exposed to a wide range of different types of age-appropriate books. Our pupils are encouraged to develop their reading skills in different ways, such as reading with an adult and group reading sessions. In lessons across the curriculum, pupils are encouraged to use their reading skills. All classrooms are equipped with their own bookshelves. Additionally, our pupils have access to our school library which they visit once a week to read in and take books from.

Based on the comprehension level of each pupil, the teaching staff will determine which stage/level book is most appropriate for them. As pupils develop further, their stages/levels will increase, term upon term, year upon year, inshaAllah.

Who is responsible for the home-school reading books?

Pupils and parents are responsible for any books sent home. It is expected that all borrowed reading books will be returned to school once complete. If any books are damaged or lost, you will be sent a letter. It is expected that a payment will be made to the school of £5 so that a replacement can be purchased.

Which reading system are we using at Al-Ashraf Primary?

We currently use the Literacy Shed – Reading VIPERS, a curriculum resource which enables us to guide our pupils' reading comprehension.

Our pupils are taught to understand the books they read using the acronym VIPERS, which outlines the knowledge and skills they should learn from every book. The following is a description of how VIPERS increases every pupil's comprehension, and how we can use it in school and at home to develop the child's understanding of what they're reading. It is worth also keeping in mind that VIPERS can also be used when watching a video or looking at pictures.

What am I expected to do at home to support my child?

In order to support the development of reading skills, parents and pupils should spend time a **minimum of 3-times per week**, discussing the allocated reading books. Children will be sent home with 2 reading books every week; 1 stage book and 1 reading for pleasure book. Rather than only hearing your child read, it would be very helpful if you could also ask questions about what has been read. Examples of these questions can be found in the tables above.

For KS1 pupils – Note: The questions are not too rigorous or in-depth, but at the same time challenge the pupils to think further.

VIPERS	KS1 Content Domain Reference	Meaning	Example Qs for KS1
Vocabulary	1a draw on knowledge of vocabulary to understand texts	Draw upon knowledge of vocabulary in order to understand the text.	<ul style="list-style-type: none"> • 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	1d make inferences from the text	Make inferences from the text.	<ul style="list-style-type: none"> • 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	1e predict what might happen on the basis of what has been read so far	Predict what you think will happen based on the information that you have been given.	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	1b identify/ explain key aspects of fiction and non-fiction, such as characters, events, titles and information.	Identify and explain the key features of fiction and nonfiction texts such as: characters, events, titles and information.	<ul style="list-style-type: none"> • What kind of text is this? • Who/ When/ Where did.....? • What happened when.....? • Why did happen? • How did? • How many.....? • What happened to.....?
Sequence (KS1)	1c identify and explain the sequences of events in texts	Sequence the key events in the story	<ul style="list-style-type: none"> • Can you number these events 1-5 in the order that they happened? • What happened after

			<ul style="list-style-type: none"> • 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?
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For KS2 pupils – Note: the Meanings of each letter in VIPERS in more detailed than in KS1 to build the child’s knowledge and skills.

VIPERS	KS2 Content Domain Reference	Meaning	Example Qs for KS2
Vocabulary	2a Give/explain the meaning of words in context	Give/explain the meaning of words in context	<ul style="list-style-type: none"> • 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..... • Can you find synonyms for the word ...
Infer	2d make inferences from the text/ explain and justify inferences with evidence from the text	Make inference from the text/ explain and justify using evidence from the text.	<ul style="list-style-type: none"> • 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	2e predict what might happen from details stated or implied	Predict what might happen from the details stated and implied.	<ul style="list-style-type: none"> • 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	2f identify/explain how information/ narrative content is related and contributes to meaning as a whole 2g identify/explain how meaning is enhanced through choice of words and phrases 2h make comparisons within a text	<ul style="list-style-type: none"> ➤ 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. 	<ul style="list-style-type: none"> • 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?

		➤ Explain how information contributes to the overall experience	<ul style="list-style-type: none"> • Which section was the most interesting/exciting part? • How are these sections linked?
Retrieve	2b retrieve and record information/ identify key details from fiction and non-fiction	Retrieve and record key information/key details from fiction and non-fiction	<ul style="list-style-type: none"> • 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..... • Whose perspective is the story told from?
Summarize (KS2)	2c summarise main ideas from more than one paragraph	Summarise main ideas from more than one paragraph	<ul style="list-style-type: none"> • 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?

How will we record our child's progress at home?

Reading records specific to home-school reading will need to be completed by parents, with the date, name of book, page number and strengths alongside areas to improve. It is only beneficial for the child if the school and the home share such a great responsibility and remain in communication (via reading records) about the child's progress.

How can we help our child's reading in school?

It would be a great help for the pupils if parents could make some time during their busy schedules to attend and listen to readers. It provides a boost to the pupils and allows the teachers to spread their focus to other children. As was our policy previously, Reception parents are especially encouraged to come into school on Fridays to read to their children and the wider class.

How much do the children have to read?

The expectation for children in KS1 is that they are able to read at least a book a week with full comprehension and understanding. Reading large amounts is not free from benefit, however we feel that reading less amounts, if understood fully, is more beneficial for the child in the long-term. Our children are welcome to read as much as they want for pleasure, however, for purposes of the home-school agreement, **one book per week is sufficient**. For KS2 pupils who read larger books, this will usually mean a chapter or so per day, without the need to complete the full book by the end of the week.

How often can my child change his/her book?

Once your child finishes the book, they can have it replaced by the class teacher or TA on a Monday. Oak class pupils will be expected to change their books themselves with the oversight of the teaching staff.

Rewarding children

Children who read 3 times a week as per our home-school agreement will be rewarded with a special treat (such as a popcorn and hot chocolate party) at the end of the term. Parental signatures will be required to validate children's engagement in reading and for the use of VIPERS questioning to support comprehension.

Supporting your child with reading

Research shows that reading regularly at home as well as at school is the key to academic success. In Reception, your child will bring home high frequency words and early reading scheme books when they are ready. Please help your child to practise reading and encourage them. As your child becomes more independent, we would advise you to encourage them to read a wide range of books and other reading material.

If you have any further questions, please speak to your child's class teacher if you have any issues, concerns or feedback you would like to share about your child's reading book. If you have any general questions or would like some tips for helping your child's reading skills to develop, please let us know.

We appreciate your help with supporting your child's reading.

Suggested Books to read:

[Suggested reading books for KS1 children](#)

[Suggested reading books for EYFS](#)

[Suggested reading books for KS2](#)