



## 1:1 Reading with a child

When you read with a child, it is really important that it's a two-way process and both adult and child have a chance to speak.

Here are some examples of the types of comments you could make. It's not an exhaustive list, but it should give you some ideas!

It is also useful to use the **VIPERS** language that is used in whole-class reading sessions:

**Vocabulary      Infer      Predict      Explain      Retrieve      Summarise**

### **When a child has a new book:**

- What do you think (*move to the word 'predict' as soon as you can*) this might be about?
- What kinds of books do you like?
- What information can you see on the cover? (*try and use the word 'retrieve'*)
- What can you work out from the cover? (*introduce the word 'infer'*)

### **When a child is part-way into a book:**

- What can you tell me about this book?
- Can you tell me what has happened so far? (*can start to use the word 'summarise'*)
- Is this book fiction or non-fiction?
- Tell me about \_\_\_\_\_ (a character). Would you like to be friends with him/her? Why? (*try to use the word 'infer'*)
- Does the book remind you of anything else you've read?

### **As the child is reading:**

- If a child struggles with a word, let them attempt it. If they still struggle, refer them to the phoneme mat. Ask them if they can find any digraphs/trigraphs and read those first. Then ask for the initial sound of the word and start to blend. **You might need to model this process a few times.**
- Be careful not to jump in and correct a child too quickly; they may be able to self-correct which is an important skill.
- Discuss vocabulary, especially words that you think might be new to a child. Give them a brief explanation of the word. At the end of the session, revisit the word and ask if they can remember the meaning.
- With some children, refer to punctuation used – ask why the author has used that punctuation and how he helps you to read.
- Why do you think the author has used this word? How does it make you feel? (*use the word 'explain'*).
- What do you think this character will do next? (*'predict'*) What clues are there in the book to make you think this? (*'infer'*)
- **Use echo reading strategies with some extracts. Ensure the child is matching your intonation and pace, and tracking words as they are read (e.g. use finger/ruler/lollipop stick to track words).**

### **At the end of a session:**

- Praise the child on what they have done, but try to be specific so rather than "Good reading", comment on the **skills** they have used (e.g. **"You decoded words well today"** or **"You showed me you can predict using clues from the text"**).
- If you feel that the book is too hard or too easy for a child, be sure to change their level if necessary.
- It is also fine for a child to change a book because they are not finding it interesting.