

## Reading

Reading is a key tool for life. Teaching children to become confident and fluent readers, by developing a love and passion for reading is a large and exciting part of what we do at Bayards Hill Primary School.

Our aims are to enable children to:

- Become confident in reading accurately, fluently and with enjoyment
- Appreciate a wide variety of fiction, poetry, plays and non-fiction
- Be able to use reading skills to find information and to help with their learning
- Love reading for pleasure, and be passionate about books

## Whole Class Guided Reading

Children are explicitly taught the skills of reading (outlined in the National Curriculum and the KS1 and KS2 test domains) through the use of VIPERS which were created by Rob Smith (The Literacy Shed).

The Reading Vipers can be used by both KS1 and KS2 with a little adaption. The main difference being in the S.

- Sequence – KS1
- Summarise – KS2

### Key Stage 1

In Key Stage One children reading skills are taught and practised using the VIPERS during whole class reading sessions.

<b><i>KS1 Content Domain Reference</i></b>	<b><i>VIPER</i></b>
1a draw on knowledge of vocabulary to understand texts	Vocabulary
1b identify/ explain key aspects of fiction and non-fiction, such as characters, events, titles and information.	Retrieve
1c identify and explain the sequences of events in texts	Sequence
1d make inferences from the text	Infer
1e predict what might happen on the basis of what has been read so far	Predict

### Key Stage 2

In Key Stage Two children reading skills are taught and practised using VIPERS during whole class reading sessions.

<b><i>KS2 Content Domain Reference</i></b>	<b><i>VIPER</i></b>
2a Give/explain the meaning of words in context	Vocabulary
2b retrieve and record information/ identify key details from fiction and non-fiction	Retrieve
2c summarise main ideas from more than one paragraph	Summarise
2d make inferences from the text/ explain and justify inferences with evidence from the text	Infer
2e predict what might happen from details stated or implied	Predict

2f identify/explain how information/ narrative content is related and contributes to meaning as a whole	Explain
2g identify/explain how meaning is enhanced through choice of words and phrases	Explain
2h make comparisons within a text	Explain

### **Whole Class Reading Lesson Structure**

VIPERS whole class reading sessions take place daily; these are separate to but may complement literacy sessions. During a typical session the teacher will share what the content domain/s the children will be focusing on for that session.

During these sessions teachers cover a range of fiction, non-fiction, poetry, songs and picture books to ensure children get access to a wide range of texts. Types of text given are appropriate to the age and key stage of the children.

Teachers carefully select key vocabulary words they want the children to learn that week. These will be taught, over learnt and embedded throughout the rest of the week during VIPER sessions and across the wider school day to allow for children to use these words in different contexts.

Children read during these sessions in a variety of different ways. They may hear the teacher model fluent reading and then have time to re-read the same extract themselves, they may read individually and feedback, work in groups, take turns in pairs or read aloud to their peers.

Teachers plan key questions for each session based on the content domain being focused on. Children are encouraged to orally speak the answer before writing anything down acknowledging their first answer may not always be their best. Children are encouraged to provide evidence for their answer based on a text extract or a picture they have seen in the book. Where appropriate children are encouraged to use evidence from a range of different places within the text.

### **Assessment during VIPERS sessions**

We encourage children to orally talk through their answers and ensure it is the best they can give before writing anything down. We also acknowledge it is good for children to also be able to formally record an answer. Children can do this in a variety of different ways such as discussing the answer first with peers and/or an adult and then writing their best answer, working individually and then editing their answer accordingly after discussion or orally discussing 1 or 2 of the questions and writing down the others working individually.

During this reading session teachers focus on specific children during the session, this may mean hearing them read individually whilst others are reading independently, in pairs or groups, discussing answers with those children and working one to one or within a group with them during a session whilst the others form an answer independently. Teachers can then assess these children based on NC expectations and how they are performing relating to the specific content domain.

## **Home Reading**

### **Our Reading Scheme:**

To develop children's reading skills in the Early Years and Key Stage 1 we use popular and well established reading scheme books, which provide the children with reading material that is pitched at exactly the right level.

**Read Write Inc.** is used as the core resource to ensure books your children are taking home are phonetically decodable. Children will continue to receive a decodable phonic book until they have worked their way through all of the phonics units. After this, they will be able to choose from a selection of colour banded reader books alongside the year group library.

**Collins Big Cats** offers books from the end of year 1 to the end of Key Stage 2. Big Cats scheme has high-quality books that are carefully selected to match your children's reading ability. Each

colour-coded book is matched to a band to demonstrate where your child should be with their reading. This allows your child to work through the colour bands as their reading improves.

A wide range of stories and genres is read frequently in class to inspire a life-long enthusiasm for books and all that they offer children and adults alike. From Reception onwards, children enjoy regular guided reading sessions through 'storytime' using high quality texts that engage the listener, develop a breadth of vocabulary and support ideas for writing. We ensure that children are continually being encouraged to read for pleasure through events such as visiting the local library, author visits and celebrating World Book Day.

**Miss Hebbachi**  
**Reading Lead**

# 1. Create a new tab under parents called 'How to help your child read at home'

## What can you do at home?

At Bayards Hill Primary School, we value parents as partners in the process of teaching reading. Sharing books with your child helps open their eyes, minds and hearts to different people and situations, and stretches their horizons. Research proves that children who enjoy reading do better at school in all subjects and life-long readers have richer, more empathetic lives. Reading together increases literacy skills and does so much more - it helps to build a strong and special relationship with your child.

We encourage parents to use **Paired reading** to help their child to read at home. It's one of the best ways to improve reading skills. Research has shown that children that do paired reading improve three times faster than children who do not do paired reading.

Here is a video clip of how to do Paired reading with your child at home.

[https://www.youtube.com/watch?feature=player\\_embedded&v=rR8LWdDEZkY](https://www.youtube.com/watch?feature=player_embedded&v=rR8LWdDEZkY)

## Helpful Tips for Sharing Reading Books

- Make a regular time each day when you turn off the TV and sit down with your child. It doesn't have to be very long – 5 minutes of your full attention is better than a 15-minute session with lots of interruptions.
- Make it a relaxed and enjoyable time. Find a place where you both feel comfortable and make sure that you give your child lots of praise.
- Start by looking at the cover together. Ask your child to predict what the book might be about. For children reading longer books, ask them to summarise the story so far.
- Talk about the book they are reading:
  - What is your favourite part or character?
  - How do the pictures help you to read the story?
  - What makes the book different (or similar) to other stories you have read?
  - What do you think will happen next in the story?
- If your child gets stuck, give him/her some thinking time. Then you could suggest that she/he sounds out the word or looks at the picture or reads on to the end of the sentence. Give praise when she/he works it out.
- If your child is still stuck, say the word and encourage him/her to repeat it. S/he may want to re-read from the beginning of the sentence so that he/she don't lose track of the meaning.
- If your child is getting frustrated because the book is too difficult, offer to share the reading. Let your child's teacher know.

## Beyond the School Reading Book

The school reading book is only one part of reading at home. There is so much more that you can do to help your child enjoy reading and grow in confidence.

Top three tips - Things to remember whatever the age of your children:

- 1. Read every day:** read aloud to your children and encourage them to read to you.
- 2. Have all sorts of books at home:** borrow books from the library, give them as gifts and help your child to build up a collection of their own favourites.
- 3. Read yourself:** make sure your child sees you reading for pleasure and for different purposes.

## Fun Ideas to Try

- Make your own book - use photos and mementoes of a holiday or special occasion. Work with your child to decide what the text should say and help her/him to read it back to you.

- Everyone in the family selects their three all-time favourite books. Encourage your children to rediscover favourites from when they were younger. Then take it in turns to read them to one another.
- Point out words around them in the wider world, for example road signs, shop or building names, notices.
- After you have watched a TV programme or film, challenge your child to tell you the story.
- Read a comic together using different voices for the characters.
- Read a book and then watch the film – decide which version your family likes best and why.

Please help us to monitor your Reception and Key Stage 1 child's reading by writing what they have read each day at home in their Reading Record or by encouraging your Key Stage 2 child to do this for him/herself.

**Miss Hebbachi**  
**Reading Lead**