



Our approach to Reading at Endon Hall

The ability to read is fundamental to a child's developments as an independent learner, during their time at Endon Hall and beyond. Success in reading has a direct effect upon progress in all areas of the curriculum; therefore, reading is given a high priority at our school.

In order to allow every child to learn to read fluently and with comprehension, it is important that both we as a school and you as parents/carers adopt a variety of strategies to facilitate this. The information below outlines the approaches that are taken.



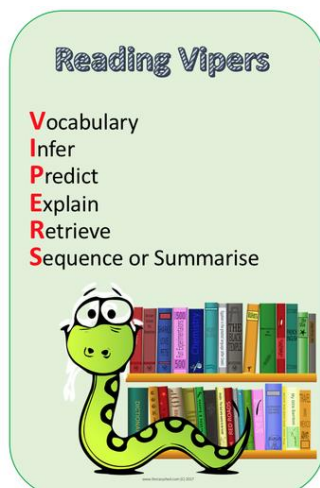
In school

There is a whole school approach to the teaching of Reading. Each year group has a selection of high quality texts that are used to deliver English and/or Whole Class Guided Reading lessons. In addition to this, each year group's History/Geography/Science topics have been linked to a selection of books that may be studied as a whole class during English and/or Whole Class Guided Reading. All of the selected texts are used as a stimulus for the 3 week (fiction) and fortnightly (non - fiction) unit of work, with all reading and writing learning opportunities being linked to the texts. This gives both a stimulus and a purpose to English.

What is Whole Class Guided Reading and how does it work?

From Year 1 onwards, every teacher delivers a daily 30-minute Whole Class Guided Reading session. Texts are carefully chosen to provide appropriate challenge and build on existing knowledge and understanding. At the beginning of every session there is a **vocabulary focus**, where unfamiliar vocabulary from previous texts is revisited and new vocabulary for the current text is introduced. These new words will be taught, over learnt and embedded throughout the rest of the week during Whole Class Guided Reading sessions and across the wider school day, to allow for children to use the words in different contexts. Sessions are highly interactive. All children, regardless of ability, are exposed to the same **high quality text**. Sharing the text as a class, either by the teacher reading out loud/modelling effective reading and/or through individual reading, paired reading, group reading, and/or echo reading. This is then followed with **discussion** and **follow up activities**, with support given to any child who requires it. Response activities focus on the following aspects of reading: Vocabulary, Inference, Prediction, Explanation, Retrieval Summary (VIPERS).

What are VIPERS?



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). 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

In addition to whole class reading and comprehension tasks that are linked to the class text, from Year 1 upwards, the children complete a 'Cold Comprehension' task once a week. During this session the children have a piece of unfamiliar text with test style questions to answer. The expectation is for the children to complete the task independently, however support will be given to those children who require it.

What are Content Domains?

'Any test, examination, research study or assessment has a *content domain*. This is the information or criteria that is being examined or tested.'

A content domain is the information or criteria that is being tested or studied. Reading Content Domain relates specifically to reading. Reading content domain is based on the National Curriculum (NC) and is used to make sure children understand the information they have been taught.

Key Stage 1

KS1 Content Domain Reference	VIPER
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

KS2 Content Domain Reference	VIPER
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

In KS1, 'Explain' is not one of the content domains, rather it asks children why they have come to a certain conclusion, to explain their preferences, thoughts and opinions about a text.

In KS2, the 'Explain' section covers the additional content domains of 2f, 2g and 2h, which are not present in KS1.

What are follow up activities?

Following the reading of a piece of text, children will complete a variety of activities to check and assess their comprehension of what they have read. Questions are presented to children in the same format as test questions, including:

- clarifying unknown words and phrases
- inferring and deducting to form an opinion
- predicting
- explaining authors' intent

- retrieving information and summarising.

In KS1, questions are mainly centered around the 'Retrieve' VIPER and other VIPERS are balanced appropriately. Children are encouraged from an early stage 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.

Recording and Assessment of 'VIPERS' skills

We encourage children to orally talk through their answer, to ensure it is the best they can give, before writing anything down. We also acknowledge that it is good for children to 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 down their best answer
- working individually and then editing their answer accordingly, after discussion
- orally discussing 1 or 2 of the questions and writing down the others individually

During the Whole Class Guided Reading session, teachers focus on specific children. 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 children based on NC expectations and how they are performing relating to the specific content domain.



Individual Home Reading

Reading is one of life's most essential skills. At Endon Hall we hope that all children will develop a love and enthusiasm of books and reading and that, by promoting reading and developing their reading skills, they grow to be confident, competent readers. As a parent/carer, you play a vital role in supporting your child's reading development. Our partnership between home and school is essential for success with this life skill.

The Home Reading Scheme extends throughout the whole of Foundation Stage, Key Stage 1 and Key Stage 2. A selection of 'real' books, along with books from a variety of published reading schemes, have been combined and categorised into coloured bands. Phonetically decodable books linked to the coloured bands are also available for the children in the Foundation Stage and Key Stage 1. The notion of becoming a 'free reader' is therefore, re-evaluated, as it implies that children can then read 'anything' and that they should read 'to themselves'. In fact, the reading 'diet' needs to be carefully monitored right through Key Stage 2, to ensure breadth and the gradual building of reading stamina. Reading out loud with an adult is vital, throughout the primary school years. Of course, children can also read alone, in their own time, for pleasure.

The coloured bands start with Lilac in Reception and continue through to Black in Year 6 (see below a table of book band colours and corresponding year groups). **All** children will be assessed upon their return to school and will be allocated a book from a book band that will match their reading ability. They will then continue to read books from this coloured band until future assessment information indicates to the class teacher that a child is ready to progress to the next band.

Book Bands

Lilac (Level 0)	
Pink (Level 1)	
Red (Level 2)	Expected Reception
Yellow (Level 3)	
Blue (Level 4)	
Green (Level 5)	
Orange (Level 6)	Lower Expected Year 1
Turquoise (Level 7)	Confident Expected Year 1

Purple (Level 8)	
Gold (Level 9)	Lower Expected Year 2
White (Level 10)	Confident Expected Year 2
Lime (Level 11)	
Brown (Level 12)	Expected Year 3
Grey (Level 13)	Expected Year 4
Dark Blue (Level 14)	Expected Year 5
Dark Red (Level 15)	Expected Year 6
Black (Level 16)	



Reading for Pleasure

In addition to the 'Home Reading' detailed above, children will also have a selection of reading books that choose as a 'Reading for Pleasure' book. In Foundation Stage and Key Stage 1, this will be a choice of book that the children will be able to share with an adult. This will be a book that a child will be able to read independently or with the support of an adult. In all classes staff monitor the children's choice of books (ensuring breadth, variety, challenge, frequency of reading etc). A weekly whole school SQUIRT (Silent, Quiet, Uninterrupted, Independent, Reading Time) session has been timetabled for after lunch on a Wednesday. This is a time for ALL children and staff to read for pleasure. In addition to this, each class has a class text which is read to the children by an adult.

How can parents and carers support children

Parents/carers can support this 'reading journey' through regular reading at home. Reading to and with your child every evening for at least ten minutes can make a dramatic difference to a child's achievement within school.

Here are some tips for reading with your child at home, including:

1. Make time to read - even just ten minutes a day - practising little and often, including (in the earlier years) reading the same book more than once is the best way to increase the fluency (flow) of reading
2. Choose different types of books - breadth is important
3. Take turns to read
4. Talk about the book - asking your child questions (link the questions to the 'vipers' where you can)
5. Ask your child to mention to you which words (vocabulary) they don't know the meaning of, then explain/find out together the meaning - reading out loud is important as it helps you spot any words they don't know; the more words they don't know, the less sense the book will make overall
6. Visit the local library together and/or enjoy a book in a unique place
7. Talk about your favourite texts
8. Read comics, websites, environmental signs, instructions - in fact, anything at all!

It is essential that children are encouraged to read frequently and widely.

We look forward to working together with you on your child's 'reading journey'.