

## Reading at St. Paul's

Here at St. Paul's Catholic Primary, reading is a high priority. Our aim is to instil a love of reading in all our children. We all work closely together to ensure our children have a rich environment of high-quality text and varied reading experiences. Reading is the key to all learning, and we believe that children who read confidently will go on to become lifelong learners.

### Intent:

- ✚ Read fluently and with good understanding.
- ✚ Read with expression and confidence.
- ✚ Read and respond to a wide range of different types of texts.
- ✚ Develop a love of literature, by reading widely and often, both for pleasure and information.
- ✚ Read with confidence, and fluency, in any subject in their forthcoming secondary school.

### Key Principles:

1. High quality phonic teaching so our youngest children make a strong start with reading.
2. The use of high-quality text (both fiction and non-fiction) to instil a love of reading.
3. Regular whole class guided reading sessions to develop comprehension skills using VIPERS. This is progressive.





### Implementation in Reception:

- ✚ We begin the teaching of phonics and decoding.
- ✚ We start the development of a love for reading by modelling, sharing stories and encouraging children to explore stories.
- ✚ We teach children phonics using the systematic and consistent approach of Sound Discovery and do this daily.
- ✚ All children to participate in guided reading sessions as well as one to one and small group work with an adult.
- ✚ Talking about books is carried out daily in order to develop early comprehension skills.
- ✚ When ready, we provided children with books that match their phonics development.
- ✚ All children have a shared book to take home and changed twice weekly.
- ✚ We have a regular story time every day.
- ✚ We have a reading area.

### Implementation in Key Stage One:

- ✚ We teach children phonics using the systematic and consistent approach of Sound Discovery and do this daily.
- ✚ We teach letter formation and spelling run alongside phonics.
- ✚ We carry out regular guided and shared reading sessions where children learn how to analyse and understand the text. The small focussed and targeted groups can change pace according to the needs of the children.
- ✚ We continue to provide children with books that match their phonics development.



- ✚ We encourage parents to share and talk about books with their child, and hear them regularly each week at home.
- ✚ Whole class novels are used in Year 2, which could be linked to the topic or used as a whole class quality text in its own right. The text chosen are to develop and secure fluency, as well as to improve understanding and vocabulary.
- ✚ We encourage reading across the curriculum by linking book areas to topics.
- ✚ We have a regular story time.
- ✚ We have a reading area.

### Key Stage 2

- ✚ We have whole class guided reading sessions regularly each week. The text is chosen due to its high-quality language and/or it could be linked to the topic.
- ✚ We use targeted small group intervention when needed so children can work at their pace.
- ✚ We use whole class books that have a rich vocabulary.
- ✚ We use VIPERS to develop comprehension skills.
- ✚ We have explicit teaching of reading.
- ✚ We encourage dictionary and thesaurus work.
- ✚ We magpie from quality text.
- ✚ We use reading levels so children take home books matched to their fluency and understanding.
- ✚ We support our learners
- ✚ We will use PIRA tests to determine whether a child is working towards, working at or working at greater depth to help develop a judgement.



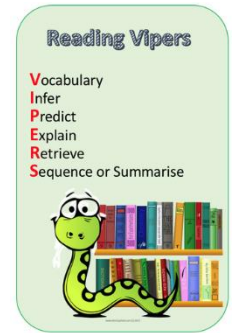
### Impact:

- ✦ All pupils to read with accuracy, fluency and confidence.
- ✦ All pupils will be able to access the secondary curriculum.
- ✦ All pupils to make good progress from their starting points.
- ✦ All children to develop an enjoyment of reading.
- ✦ The % of children working at age related expectations and above will be in line with national averages.
- ✦ All targets will be individual and challenging.
- ✦ There will be no significant gap between different groups of pupils.
- ✦ They will have experienced a range of genres.



## VIPERS/ Whole Class Reading Lesson Structure:

- ✚ Children are explicitly taught the skills of reading 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).
- ✚ 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.



## Whole Class Reading Lesson Structure

During a typical session, the teacher will share what the content domain/s the children will be focusing on for that session. Children read during these sessions in a variety of different ways. They may hear the teacher model fluent reading and then have time to reread the same extract themselves, they may read individually and feedback, work in groups, take turns in pairs or read aloud to their peers. You may see a number of these different strategies during one session.

## Recording and 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 write an answer. Children are encouraged to provide evidence for their answer based on a text extract or a picture they have seen in the book. In KS2, this evidence could be from a range of different places within the text. We support written comprehension in a variety of different ways in guided reading 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 working individually before answers are discussed as a class.



Key Stage 1: Reading skills are taught and practised using the VIPERS during whole class reading sessions.

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: Reading skills are taught and practised using VIPERS during whole class reading sessions.

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

	Vocabulary	Inference	Prediction	Evaluation	Retrieval	Summary
EYFS	Can understand and recognise simple words and phrases.	Can talk about what is happening in stories by using pictures.	Can join in with repetitive language in text.	Can say if they like or dislike a story.	Can answer a simple question about a story.	Can talk about what happened in a story.
Year 1	Can explain what a familiar word means.	Can describe how a character could be feeling. (This could be linked to an event in the text.)	Can say what they think might happen next.	Can say what they like or dislike about fiction and non-fiction text.	Can find an answer to a simple question.	Can recognise and talk about the main parts of a story. (Beginning, middle and end.)
Year 2	Can read and find a word based on its meaning in the text.	Can explain how a character is feeling by looking at their actions and what they say.	Can make a simple prediction on what they have read about characters or events.	Can give a reason why they like or dislike the story or text. Can explain the structure of a non-fiction text.	Can find and copy the answer in the text related to a character or a scene. Can locate an answer in non-fiction.	Can order different sections of a story.  Write a simple book review.
Year 3	Can attempt to explain what a less-familiar/unknown word might mean from reading the	Can give reasons for characters reactions or explain why incidents occur.	Can make a prediction about the characters or events in the text and give a reason why using their	Can evaluate the ending of a story or scene in a text.	Can retrieve answers from increasingly longer passages.	Can identify the most important parts of a piece of text before summarising.

	<p>main section/part of the text. Can think of alternative words that have a similar meaning in the text.</p>		<p>knowledge of what they have read so far.</p>	<p>Can identify how descriptive language helps the reader.</p>		
Year 4	<p>Can infer the meaning of an unknown word from its context. Can explain why some words are effective.</p>	<p>Can infer meaning beyond the literal (usual/basic sense) and use a range of evidence from the text to explain them.</p>	<p>Can predict their views about characters, their actions or events by using clear evidence from the text.</p>	<p>Can explain the intended audience and viewpoint of the narrative.</p>	<p>Can retrieve answers from increasingly longer passages.</p>	<p>Can precis a chapter in a given number of words with events ordered chronologically.</p>
Year 5	<p>Can describe the effect of using particular words or phrases in a sentence.</p>	<p>Can justify their views on characters, their actions or events by using evidence from the text.</p>	<p>Can make predictions from different aspects of the text, such as: description or speech. Can link also to personal experiences or knowledge.</p>	<p>Can evaluate how the author has created a setting or scene e.g., the complication of a story. Can identify features of a genre, and evaluate how the author has created this effect.</p>	<p>Can retrieve answers from longer passages and chapters with challenging plots and vocabulary. Use of skimming and scanning techniques to locate answers swiftly.</p>	<p>Can summarise not just event. but the change in characters, their actions and events that have developed.</p>
Year 6	<p>Can give reasons for an author's choice of</p>	<p>Can justify their views on</p>	<p>Can give varying predictions from</p>	<p>Can name features of effective writing</p>	<p>Can retrieve answers from</p>	<p>Can summarise a chapter or</p>



	language, and explain the impact on the text.	characters, their actions or events by using a wide range evidence from the text.	different perspectives of the characters depending on the plot.	and use this to evaluate text from different authors.	longer passages and chapters with challenging plots and vocabulary. Use of skimming and scanning techniques to locate answers swiftly.	paragraph to show an author's purpose and intent.
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These are some of the books covered in our school

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Stickman The Little Old Woman who wasn't afraid of Anything The Little Red Hen We're Going on a Bear Hunt We're Going on a Lion Hunt Button Box The Great Big Book of Families This is a House Avocado Baby Baby Brains Owl Babies The Owl who was Afraid of the Dark Jasper's Beanstalk	<ul style="list-style-type: none"> <li>• Gruffalo</li> <li>• Stuck</li> <li>• Tiger came to tea</li> <li>• Birds flew south</li> </ul>	<ul style="list-style-type: none"> <li>• Lost and found</li> <li>• The last polar bear.</li> <li>• Vlad and the great FIRE OF London.</li> <li>• Guy Fawkes</li> <li>• The Great Explorer</li> <li>• The Lonely Beast</li> </ul>	<ul style="list-style-type: none"> <li>• George's marvellous medicine.</li> <li>• Iron Man</li> <li>• Charlotte's web</li> </ul>	<ul style="list-style-type: none"> <li>• Kensuke's Kingdom</li> <li>• Why the Whales came.</li> <li>• Krindlekrax</li> <li>• Firework makers daughter.</li> </ul>	<ul style="list-style-type: none"> <li>• Skelleg</li> <li>• Ice Trap! Shackleton's incredible expedition</li> <li>• Varjak Paw</li> <li>• Street Child</li> </ul>	<ul style="list-style-type: none"> <li>• The Hobbit</li> <li>• Wonder</li> <li>• Sliding</li> <li>• The Wolf Wilder</li> <li>• The Giant's necklace</li> <li>• The Phone Booth in Mr. Hirota's garden.</li> </ul>

Tiger Cub						
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