



Reading

Intent:

Reading underpins everything we do here at Kingsway Primary School. Not only do we use reading lessons to learn skills such as inference and deduction, but also as a golden thread throughout our curriculum. We have recently renovated and redesigned our whole school library to ignite our children's spark for reading. All children are able to take home a staged book each week, including RWI books for KS1. In addition to this, pupils are able to take a reading for pleasure book from the school or class library. They also get to hear a range of stories and texts during class daily reads, where they can let their imagination take them away. Our children are constantly exposed to high quality texts across the curriculum and reading skills are taught explicitly in all year groups.

Our pupils begin to develop their reading with daily phonics sessions following the Read Write Inc. framework. Each child takes home a new, specifically tailored reading book each week. Once our children can read fluently, we focus on comprehension skills through a range of whole class VIPERS extracts and whole texts. Reading for pleasure is a cornerstone of our approach. We have streamlined our class reading areas to include a set of carefully selected, high quality texts.

Implementation:

We currently use the Read Write Inc reading scheme and have a wide range of books in school to suit the needs of all children. In order to prevent children from falling behind, we have a range of interventions in place in both KS1 and KS2. Assessments are carried out by the RWI lead every half term and groups are reviewed and reassigned from there ready for the following term.

IDL is used as an intervention to support pupils of an afternoon for 10 minute bursts in the computer suite or classroom. IDL intervention groups are allocated by SENCO and class teacher. Data points need to be checked half termly so that impact can be measured and monitored.

All pupils from Year 2 - 6 access comprehension lessons of a morning. VIPERS resources are used to deliver the sessions. All pupils are to participate in comprehension lessons and discussions, listen to peers and respond to questions. Recording answers and support in class can be adapted to meet the pupil's needs. Afternoon interventions can be used as an opportunity to revisit texts or as a pre-read. VIPERS can be used to supplement other areas of the curriculum where appropriate.

All pupils are allocated home/school reading books and reading records. Based on RWI assessments pupils will have a reading book at their level to take home. All other children will have a staged book. These are given out each Friday across school. Class teachers are able to monitor reading records and who reads each week by accessing Google Sheets. Pupils progress through the staged books based on end of term assessments, comprehension skills demonstrated in class and teacher assessment.

In school there is a library which has a rota so that all classes are able to visit weekly. Pupils are able to take a book home so that they can read for pleasure, but they must return their previous book first.

All classes have a reading spine which they are able to use to select a class novel. This should be read daily for 5-10 minutes. This is an opportunity for pupils to hear storytelling, different intonation, fluency and expression. It dedicated time to just enjoy reading, without questioning from the teacher.

Within the weekly timetable pupils should be given the opportunity to read independently for pleasure. They can read their staged book or a book from the class library. This is to be done silently, 2-3 times weekly, to enable the pupils to immerse themselves in the text.

All pupils have access to an online library, which includes RWI books, available on Oxford Owl. This enables pupils to access books on any device, where pupils struggle to read they are able to listen to stories and follow the words in the text.

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

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.

Key Stage 1

In Key Stage One, children's reading skills are taught and practised using VIPERS during morning 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

In KS2 VIPERS sessions will take place three times per week from 9:00-9:40am and are taught by the class teacher. From Spring term, Year 2 will begin VIPERS during this session time.

During the lesson pupils will read independently whilst the teacher moves around the class listening to a selection of pupils. By the end of the week all pupils will have been heard read. Class teachers will record when a pupil has read using Google Sheets. Reading lessons are separate to literacy but may complement content in it or other areas of the curriculum.

The teaching of reading is taught to the whole class and questions differentiated to meet the needs of all pupils. Where there are additional adults in class, their role is to support targeted groups. All pupils within the class access the same text but outcomes are adapted where necessary to meet the needs of the pupils.

Key Stage 2

In Key Stage Two, reading skills are taught and practised using VIPERS during morning reading sessions.

KS2 Content Domain Reference	VIPERS
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

Impact:

To check that your child has met the learning outcomes for the sessions, we complete regular reading logs and fluency checks where appropriate. Lessons are carefully structured and adapted so that the needs of all pupils are met, providing necessary challenge and engagement throughout.

Over time, formative assessments are used alongside work in pupils books. Teachers talk about their reading regularly with adults in lessons, who can then address misconceptions and plan for any appropriate revisits of learning.

School works very closely with parents/carers to keep them informed with progress made in reading. These are scheduled throughout the year as part of our reporting process, as parents evenings or written reports. However, staff at Kingsway Primary School also communicate with parents where appropriate about reading via our open door policy or over dojo messages.

Readers at Kingsway Primary School will be able to recommend books to their peers, have a curiosity about the world that they can explore through books and be able to participate in discussions of texts from a range of genres. They will have a love of learning and appreciate how the written word can impact its audience.