



Curriculum:

Progression in Reading



INTENT – The Reading Curriculum

Reading is at the heart of all we do – a key curriculum driver within our school vision is for our children ‘To become lifelong readers’. Running alongside this, one of our key golden threads is for every child to meet an author by the end of Year 6.

IMPLEMENTATION – The Reading Curriculum

Reading is at the heart of everything we do at Hunton & Arrathorne – so much so it is a key driver within our school vision. We have a variety of strategies to enable children to become lifelong readers.

- Guided reading sessions which take place daily in EYFS / Year 1.
- Whole class reading sessions 4 times per week from Year 2 – Year 6.
- Timetabled daily story times in each class, so children can listen to their teacher and practise fluency and reading prosody.
- Book corners in each classroom which are full of age appropriate texts, recommended reads and books from high quality authors.
- A focus on texts which showcase variety and diversity, which is key in our small village school.
- Annual participation in ‘World Book Day’
- Given pupil’s ownership of the development of reading through ‘Reading Leaders’.
- A new non-fiction library which is taken ownership of by the children.
- Termly ‘Reading Newsletters’ which share recommendations, book reviews etc.
- Children take part in ‘Reading Buddies’ where they read with a peer from a different year group.
- Author visits and author web-chats.
- Children who are not yet fluent readers by KS2 are given a daily ‘Rapid Reader’ intervention
- ‘Reading Cafes’ where parents come into school to share texts with their children.
- A new, high quality range of individual reading books which are matched to each child’s ability.

IMPLEMENTATION – Reading VIPERS

Reading Vipers

Vocabulary

Infer

Predict

Explain

Retrieve

Sequence or Summarise



In Early Years and Year 1 we have decided that Guided Reading is the most effective tool for teaching reading. From Year 2 – Year 6 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 is used as our vehicle for teaching Reading from Y2 – Y6.

In Year 2 children are taught to sequence and summarise in Key Stage 2. ‘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.

IMPLEMENTATION – Content Domains

In Year 2 and Key Stage 2 children are taught through 4 discrete whole class reading sessions per week, using Reading VIPERS as a vehicle which enables them to access the necessary depth to become competent and effective readers.

<u>KS2 Content Domain Reference</u>	<u>VIPER</u>
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

<u>KS1 Content Domain Reference</u>	<u>VIPER</u>
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

KS1 English Reading Test Framework (2016)

Content domain reference	Number of marks	Percentage of total mark
1a draw on knowledge of vocabulary to understand texts	1–8	3–20%
1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information	16–32	40–80%
1c identify and explain the sequence of events in texts	0–3	0–8%
1d make inferences from the text	4–14	10–35%
1e predict what might happen on the basis of what has been read so far	0–2	0–5%

KS2 English Reading test Framework (2016)

National curriculum reference	Number of marks	Percentage of total mark
2a give / explain the meaning of words in context	5–10	10–20%
2b retrieve and record information / identify key details from fiction and non-fiction	8–25	16–50%
2c summarise main ideas from more than one paragraph	1–6	2–12%
2d make inferences from the text / explain and justify inferences with evidence from the text	8–25	16–50%
2e predict what might happen from details stated and implied	0–3	0–6%
2f identify / explain how information / narrative content is related and contributes to meaning as a whole	0–3	0–6%
2g identify / explain how meaning is enhanced through choice of words and phrases	0–3	0–6%
2h make comparisons within the text	0–3	0–6%

IMPLEMENTATION - 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.

Teachers carefully select up to 4 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. Where appropriate they are applied during literacy sessions.

During these sessions teachers cover fiction during week one, non-fiction in week two, poetry, songs, picture books, short films in week three and then this repeats 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.

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.

Teachers plan 3 key questions 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. We use a maximum of 3 questions each session to ensure children have time to provide quality answers. At times children are given sentence stems and vocabulary that is expected to be used within their answer.

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.

IMPACT - Reading

By the time children leave Hunton & Arrathorne they are competent readers who can recommend books to their peers, have a thirst for reading a range of genres including poetry, and participate in discussions about books, including evaluating an author's use of language and the impact this can have on the reader. They can also read books to enhance their knowledge and understanding of all subjects on the curriculum, and communicate their research to a wider audience.

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.