



### Intent:

The 2014 Curriculum states that pupils should be taught to read fluently, understand extended prose and be encouraged to read for pleasure. It divides reading skills into two dimensions: Word reading/ decoding and comprehension.

At Coomb Briggs Primary Academy, we recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We also understand that reading is a developmental process and part of life-long learning and we encourage and praise pupils at every stage of it.

### Implementation:

At Coomb Briggs Primary Academy, pupils are encouraged to read widely, through the use of differing class texts, inspiring reading areas and high quality attractive books in classrooms. Pupils are encouraged to read for pleasure using quiet reading time and listening to an adult read.

Children are explicitly taught the skills of reading through the use of VIPERS which were created by The Literacy Shed. During some VIPERS reading sessions, 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 these children based on NC expectations and how they are performing relating to the specific content domain.

The Reading Vipers are used by both KS1 and KS2 with a little adaptation. 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 which are not present in KS1.

At Coomb Briggs Primary Academy, VIPERS whole class reading sessions take place daily for 25- 30 minutes. 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.

Teachers plan 3 key questions each session based on the content domain being focused on. This is 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. Where relevant, 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.

In Early Years, the teacher introduces the concept of print and reading skills are taught in a multitude of ways:

- Regular sharing big books and sound bags,
- Individual reading with an adult,
- Rhymes and jingles
- Listening to story tapes with headphones
- Shared reading during phonic sessions
- Visiting the library
- Retelling familiar stories and poems
- Home-school reading scheme, key words and sight vocabulary cards.

Key Stage 1 pupils are taught to read through the use of an adapted phonics program and individual reading opportunities throughout the week. Reading skills are taught through regular shared reading and interactive books, story sessions - reading books together, group Guided Reading, individual reading with an adult, fiction and non-fiction topic baskets - personal choice and home-school reading of reading scheme and sharing of chosen library books.

In Key Stage 2, the progress made in Key Stage 1 is built upon. The focus is on developing higher order reading skills such as inference and deduction and the ability to read texts critically. Where necessary, specific phonic support is used to develop pupil's reading skills through the use of interventions. Reading skills are taught through daily Guided Reading, school library sessions timetabled weekly, home-school reading of reading scheme and chosen library books. Pupils are encouraged to choose books which they are interested in and this helps promote reading for pleasure.

## Impact:

There is a clear and consistent and collective approach to the teaching of reading across the school, including training for staff. The culture for reading has been heavily promoted via home reading and reading records. Leaders use a range of sophisticated and robust techniques that incorporate 'soft, relatable data', speed reads for retrieval and understanding and on entry diagnostics. The children's love of reading is the lever for further and deeper parental engagement. This creates a powerful, transformative legacy in the community.

Implementing a whole school approach to teaching reading will ensure a clear and consistent and collective approach to the teaching of reading across the school, including training for staff as well as creating a positive culture for reading via home reading, an inspirational library and reading records. The reading prize is particularly valued.