

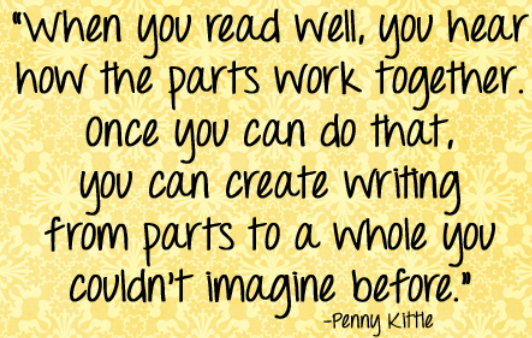
Himbleton CE First School and Nursery



Nurture, Nature, Knowledge:

*Enabling inquisitive thinkers and inspired
learners with kind hearts.*

**The Himbleton Approach to
the Teaching of Reading
*Spring 2020***



"When you read well, you hear
how the parts work together.
Once you can do that,
you can create writing
from parts to a whole you
couldn't imagine before."
-Penny Kittle

Overview

We aim to develop a love of books and reading from the beginning of child's learning journey with us and value the role of parents as partners in this vital task. Our pupils are encouraged to read for pleasure and read widely. We hear our children read regularly, both individually and in groups. We value reading as a crucial life skill and recognise its impact on vocabulary development and comprehension skills. Reading provides the foundation for writing development. Our aim is for our children to master the skill of reading throughout their time with us.

How do we ensure this happens?

Fostering a Culture of Reading

As a school we foster a culture and love of reading from the time a child begins their journey with us. We enable our children to see that reading is a skill that enables us to access the world in many ways. All classrooms have reading areas that must:

- Be warm and inviting, promoting a love of reading;
- Provide learning prompts;
- Provide high quality, age appropriate texts of different genres, some of which will be linked to current learning.

Our library has been designed to be an engaging and inspiring space which promotes the world of story, specifically character and setting. Focus high quality texts are shared with children in this space to raise awareness of genre and author.

A Key Stage Two book club has been set up to encourage reading of and discussion about carefully identified high quality texts.

Out of school reading challenges are promoted and celebrated regularly to keep the profile of reading high at Himbleton.

A Structured Approach to the Teaching of Reading

A progressive approach to the teaching of reading is adopted at Himbleton. This begins in the Early Years and in to Year One with the use of 'Letters and Sounds' as the basis for our Phonics teaching, alongside carefully selected banded phonetically plausible reading materials for all children to practise and apply. Children are read with regularly on an individual basis to ensure that fluency is secured.

Once children are ready, whole class reading sessions are carefully planned and implemented, during which targeted questioning is used to assess and extend the learning of each individual. Such sessions expose children to a wide range of texts including fiction, non-fiction, classic and contemporary literature.

As a school, we believe that a whole class approach to the teaching of reading enables the following:

- Exposure to a wider range of vocabulary;
- Exposure to a wider range of modelled answers;
- Shared experience to promote scaffolding and challenge to meet the needs of all learners.

As a school we use reading VIPERS to structure our whole class reading sessions to ensure that children are secure in key reading skills as follows and domain coverage is secure. Reading VIPERS focus on developing the following skills:

- Vocabulary
- Inference
- Predict
- Explain
- Retrieve
- Sequence (KS1); Summarise (KS2).

VIPERS whole class reading sessions take place 3 times a week for 30 minutes in Key Stages 1 and 2. In addition, English sequences are based on high quality texts and reading objectives and VIPERS are developed through such curriculum sessions.

Session structure may vary depending on the needs of the cohort. Children develop their reading skills during these sessions in a variety of ways. For example, they may hear the teacher model fluent reading and then have time to reread the same extract themselves, they may read individually and feedback to the class, work in groups following whole class input, take turns in pairs or read aloud to their peers. Whole texts, text extracts or film extracts may be used as the stimulus. A number of different strategies may be used during one session. The Literacy Shed is used as the basis for stimulus selections.

Teachers plan 3 key questions each session based on the content domain being focused upon. Children are encouraged to orally speak the answer before recording, acknowledging their first answer may not always be their best. A maximum of 3 questions per session are used to ensure children have time to provide quality answers. At times children may be provided with sentence stems and vocabulary that is expected to be used within their answer.

Children are encouraged to provide evidence for their answer from the text extract or a picture they may have seen in the book. Where appropriate, children are encouraged to use evidence from a range of different places within the text.

We acknowledge that children need to be able to formally record their thinking and that this provides quality assessment information. Children may 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 a VIPERS reading session teachers may 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.

As well as whole class reading sessions, children have home-school reading books to further develop their skills. These are used to read individually in school with children and in partnership as a home reading resource.

As children progress through their educational journey, their learning needs evolve. We use the following chart as a basis for our reading provision diet at Himbleton:

EYFS	<ul style="list-style-type: none"> -Nursery: daily whole cohort story time, on-going Phase 1 phonics learning opportunities within provision -Reception: daily phonics sessions to practise and apply basic fundamental age-related skills, once children are on reading books they are read with individually at least 3 times a week to develop decoding and fluency and begin to work on reading VIPERS at an appropriate level for the individual; English sequences of learning based on high quality texts through which age-related reading objectives are taught as a part
KS1	<ul style="list-style-type: none"> -All children are heard to read individually at least twice a week to develop fluency and work on Reading Vipers at an appropriate level for the individual child -Whole class reading sessions at least 3 times a week to develop reading VIPERS using a sequential and logical approach -Daily phonics/spelling sessions to practise and apply basic fundamental age-related knowledge and skills -English sequences based on high quality texts through which age-related reading objectives are taught as a part
KS2	<ul style="list-style-type: none"> -All children are heard to read individually at least once a week -Whole class reading sessions at least 3 times a week to develop reading VIPERS using a sequential and logical approach -Daily spelling sessions to secure basic fundamental age-related knowledge and skills

	-English sequences based on high quality texts through which age-related reading objectives are taught as a part.
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How do we ensure reading skills support writing development?

- High quality texts are used to structure sequences of learning in English and are a key feature of curriculum design in all areas;
- Phonics and spelling teaching takes place on a daily basis in all classes. Session structure provides opportunity for reading and writing;
- Words based upon phonics/spelling teaching and age-related expectations are sent home for each child to learn each week. These are assessed on a weekly basis.

Home Reading Expectations at Home

We expect that all children will read in some form at home on a daily basis. This could be the home-school reading book, a high quality text from home or even a magazine or comic. Reading can be supported, shared or independent, depending upon current ability. Home-school reading books are provided by class teachers at an appropriate level. Home learning support forms part of our Home-School Agreement. Reading diaries are used to keep a record of reading activity (at home and in school).

Question stems linked to our reading VIPERS are provided for parents to use to support skill development.

How do we make a judgement about whether a child is working at the age-related expectation?

As a school we have worked to devise pen portraits to describe age-related expectations for each year group. These are a point of reference for teacher assessment. We are collecting evidence through our whole school reading VIPERS approach to demonstrate these portraits first hand on an on-going basis.

We use PIRA assessments on a termly basis from Year 1 upwards to assess our pupils against age-related expectations. Test results and teacher assessment judgements are recorded on our tracking system (FFT Aspire) and used to inform next step planning for individuals.

Phonics trackers are used in EYFS and KS1 (and KS2 when required) to track progress of each individual child against each phase of 'Letters and Sounds'.

What action is taken if a child is not making expected progress in any of the key reading skills?

Targeted intervention is put in place swiftly for children who are not making the expected progress. This may be individual or group depending upon need. Clear outcomes will be identified and such interventions will be SMART.