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HEADTEACHER: Mrs Gemma Martin

Monday 13th January 2020

Dear Parents/Carers,

As you will see from the newsletter, the staff spent some time on last Monday's training day devising a new whole school approach to the teaching of reading here at Himbleton.

We will now be teaching reading using VIPERS to structure our whole class reading teaching. VIPERS outline the key skills that we aim to develop in our sessions:

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

We enclose in mail bags a VIPERS poster that you might find useful for reference at home with your child.

This approach will be in addition to individual reading, phonics and the teaching of reading through English sequences of learning (which are always based around high quality texts).

The expectation for each class in regards to reading in school is now as follows:

EYFS	<p>-Nursery: daily whole cohort story time, on-going Phase 1 phonics learning opportunities within provision</p> <p>-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.</p>
KS1	<p>-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</p> <p>-Whole class reading sessions at least 3 times a week to develop Reading VIPERS using a sequential and logical approach</p> <p>-Daily phonics/spelling sessions to practise and apply basic fundamental age-related knowledge and skills</p> <p>-English sequences based on high quality texts through which age-related reading objectives are taught as a part.</p>
KS2	<p>-All children are heard to read individually at least once a week</p> <p>-Whole class reading sessions at least 3 times a week to develop Reading VIPERS using a sequential and logical approach</p> <p>-Daily spelling sessions to secure basic fundamental age-related knowledge and skills</p> <p>-English sequences based on high quality texts through which age-related reading objectives are taught as a part.</p>

We have also carried out an audit of all of our individual early reading material. We have organised this in to 'Letters and Sounds' (the programme upon which our phonics teaching is based) phases. Please also find an overview of the sounds covered in each phase in mail bags. This audit has shown that it would be beneficial to add to our resource bank and this is currently in progress.

As well as the above, we are moving away from children being responsible for selecting their own reading books in EYFS and KS1. Books will now be changed by an adult and recorded to ensure that there are no repetitions and the match is correct.

Please do bear with us as we work hard to get this new approach fully embedded.

We of course know that partnership between home and school is crucial and we would really appreciate your support with further developing a culture and love of reading here at Himbleton. We understand that life is very busy, however some type of reading everyday has a big impact. When your child reads at home, whether it be from their school reading book, a home book, a comic or magazine, please record it in their diary so that we can see what they have been up to. Please also see a separate letter from Mrs Beattie regarding an upcoming phonics workshop that she will be running exploring how phonics learning can be supported at home.

We are very fortunate and already have a number of regular volunteers who come in to read with our children; we really appreciate them spending their time with us each week. However, we are always keen to add to our reading team! If you would be interested in doing this, please email me on head@himbleton.worcs.sch.uk – we would love to welcome you.

Kind regards,

Mrs Martin