



Reading at Bishops Itchington Primary School and Nursery

The teaching of reading is prioritised at our school to enable pupils to access the whole curriculum.

Early Reading

From the very early stages of nursery, children develop their love of books through listening to stories and learning about characters and plot.

As part of Letters and Sounds Phase One, they learn to discriminate sound through environmental sounds, instrumental sounds and body percussion. They also experience rhythm and rhyme, alliteration, voice sounds, oral blending and segmenting. They learn to listen, enlarge their vocabulary, speak confidently, discriminate phonemes, order phonemes as they hear them and use sound talk to segment words into phonemes.

Phase Two typically begins in the Autumn Term of Reception Class with Monster Phonics delivery of synthetic phonics, in line with letters and sounds.

Through our phonics scheme 'Monster Phonics' we have reading books assimilated to the grapheme being taught. These books also employ the grapheme colour-coded system. This ensures that pupils have the opportunity to apply the phonics they have learned when they are accessing books independently or in group work.

Monster Phonics

Monster phonics programme is our chosen approach as it covers all of the statutory requirements of the Department for Education Letters and Sounds and the KS1 Curriculum.

Monster phonics is designed to work as a whole-class scheme for children in Reception and KS1 and as an intervention in KS1 and KS2.

It has a colour-coded grapheme system that is unique to Monster Phonics; each colour grapheme is paired with a monster character that makes the same sound to give audio-visual prompts that help children to 'see' each sound within a word and pronounce it correctly. The monsters are sound cues to help children remember how to read and pronounce graphemes. Evidence-based research has proven that this strategy is particularly effective at supporting pupils with SEN because pupils can use the colours to identify each sound.

For an overview of the phonics delivered in KS1 please see 'Monster Phonics Termly Overview'.

Guided Reading

Guided reading is a strategy that is used in Reception Class. Guided reading is also used as an intervention throughout the school. Books are closely matched to children's ability and give pupils

opportunity to consolidate graphemes previously taught, whilst developing segmenting and blending skills and sight vocabulary of high frequency words.

Whole Class Reading

In all reading lessons, teachers select high quality texts to ensure engagement and give opportunities to explore vocabulary.

Whole-class lessons are delivered daily in all KS1 and KS2 classes. Monday's focus lesson is longer at 45 minutes. All other daily lessons last 20 minutes. Within these sessions, children undertake reading tasks that are based on the reading domains. We ensure that coverage is delivered through employing the 'VIPERS' strategy. These are the key areas that we feel children need to know and understand in order to improve their comprehension of texts.

VIPERS stands for:

Vocabulary

Inference

Prediction

Explanation

Retrieval

Sequencing (KS1) Summarise (KS2)

Independent Reading

As part of the 'Vipers' approach, pupils have the opportunity, all through the week, to read independently.

Pupils also have the opportunity to develop their independent reading by accessing the library, which has a book-banded system to ensure that pupils are reading at the correct level.

Home Reading

From Reception Class, pupils access school scheme reading books to read at home to their adult. Books are organised into a banding system so that pupils from Reception to Y6 are accessing books at the correct reading level. In KS1 these are mainly structured reading schemes which include non-fiction and fiction texts (Songbirds, Oxford Reading Tree, etc).

Once pupils have reached Stage 11 of this system, the pupils then become 'Free Readers' and they then access books from the library book banded system. This system offers pupils free choice within a selected range of books, giving them the opportunity to read for pleasure at the correct level.

When pupils are selecting books from the library, they are then asked to keep an individual record of the books and authors they are selecting. They are also asked to write a book review in response to the book they have read.

Reading to children

Throughout the school, at the end of the school day, teachers read a book aloud to the children a book they have chosen to enrich them. Staff model expression, intonation and enjoyment of stories. This book can be linked to their English focus, their wider curriculum focus or it can be independent of these.

This session ensures that pupils are free to listen and become emersed in this experience, allowing their imagination to develop.

Reading Across the curriculum

The reading skills that are taught through the 'VIPERS' approach are being applied throughout the curriculum, for example, in geography, if a child is required to answer a question using a variety of sources, they would be applying their retrieval skills to do this. Subject specific vocabulary is taught to all pupils across the curriculum. This includes studying the etymology of root words and the meaning of words.

Reading Interventions

As soon as gaps are identified, they are addressed quickly and effectively by providing additional support. This could be through individual or group intervention. The aim of this intervention, which is time-limited, is to enable pupils to close gaps and become more fluent and confident.

As children go into KS2, we ensure phonics provision is offered to those pupils who still need it. If pupils do not meet the standard in the Year 1 phonics screening (in either Year 1 or Year 2) they are given phonics intervention. This intervention is adapted according to need. Most reading interventions provide pupils with additional Monster Phonics as this programme supports dyslexic readers.

SEN

If it emerges that pupils have a specific learning need in reading, this will be identified on their Individual Education Plan and appropriate targets/interventions will be set and reviewed.

Reading Assessment

Formative assessment is based on teacher's assessment of VIPERS skills and Monster phonics activities. During these sessions teachers focus on specific children. This may mean hearing them read individually whilst others are reading independently, in pairs or groups. Teachers assess these children based on National Curriculum expectations and how they are performing relating to the specific content domain.

Termly summative assessment in reading happens at the end of each term. In KS1 teachers use Rising Stars assessments and in KS2 teachers use Pixl assessments.

In all cases, results are used to inform Teacher Assessment results. Any identified gaps in learning also inform on-going learning and informs planning.

Joy Russell
English Subject Leader