

Reading at St Cuthbert Mayne



Inspiring Reading is our passion

At St Cuthbert Mayne, reading is prioritised to allow pupils to access the full curriculum offer. Through reading, children develop culturally, emotionally, intellectually, socially and spiritually. Literature especially plays a key role in such development. Reading also enables children both to acquire knowledge and to build on what they already know. We are committed to enabling our children to become confident, critical readers through our teaching and through their exposure to varied and challenging material.

Early Reading from EYFS to Year 2

Becoming an accomplished reader is underpinned by a strong start in early reading. Our goal is for every child at St Cuthbert Mayne to learn to read as quickly as possible.

Phonics is taught using *Read Write Inc.* and it is the beginning of our children's journey towards mastering reading. The *Read Write Inc.* sessions take place every day, as the pace and consistency of the programme is a key element to developing reading skills for all children. Please refer to Phonics: INTENT, IMPLEMENTATION AND IMPACT STATEMENT link, to find out more about how phonics is taught and assessed.

Continuing the reading journey

Once the children have completed the phonics programme and their phonic decoding skills have become automatic and fluent, reading is established. They will continue their reading journey using *Accelerated Reader*. This transition usually takes place in Year 2.

Reading from Year 2 – Year 6

Accelerated Reader

With a strong start in EYFS and Year 1, pupils' word reading and spelling reading become more accurate and automatic as fluency develops. Using *Accelerated Reader*, teachers manage and monitor children's independent reading practice. Each child picks a book at their own level that they are interested in, and reads it at home. When finished, they take a short quiz on the computer. Passing the quiz shows that they understood what they read. *Accelerated Reader* gives children and their teachers feedback, based on the quiz results, which the teacher then uses to support the child's ongoing reading journey. Please refer to *Accelerated Reader* link.

Reading comprehension

Reading comprehension strategies focus on the learners' understanding of written text. According to the EEF Teaching and Learning Toolkit, reading comprehension strategies are high impact on average +6 months. Alongside phonics, it is a crucial component of early reading instruction. A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently. This is why we use Reading *VIPERS*.

VIPERS

Reading Vipers

Vocabulary
Interpret
Predict
Explain
Retrieve
Sequence or Summarise



Reading *VIPERS* is our way of supporting children with their reading comprehension skills. All children will be working on *VIPERS* during reading practice, whether it is reading as a class, in a small group, or one-to-one with an adult.

VIPERS is an acronym to aid the recall of the six reading domains as part of the UK's reading curriculum. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts.

The six domains focus on the comprehension aspect of reading and not the mechanics: decoding, fluency, prosody etc. As such, *VIPERS* is not a reading scheme but rather a method of ensuring that teachers ask, and students are familiar with, a range of questions. They allow the teacher to track the type of questions asked and the children's responses to these, which allows for targeted questioning afterwards.

Question Openers

VIPERS can be used on any text that a child is reading, as well as on pictures, picture books and films! Adults hearing readers, can use the system to think of questions about the book that cover all of the *VIPERS*. See table below for ideas for question openers. Parents can also use the system when hearing children read at home.

| | EYFS - Y2 | Y3 - Y6 |
|-------------------------------------|--|--|
| Vocabulary | What does the word ... mean in this sentence? What does this word or phrase tell you about...? | What do the words ... and ... suggest about the character, setting and mood? Find one word in the text which means.... Which word tells you that...? |
| Infer | Why was... feeling...? What do you think the author intended when they said...? | How can you tell that...? What impression of ... do you get from these paragraphs? |
| Predict | What do you think will happen next? What makes you think this? What is happening? What do you think happened before? | Do you think ... will happen? Yes, no or maybe? Explain your answer using evidence from the text. What does this paragraph suggest will happen next? What makes you think this? |
| Explain | Who is your favourite character? Why? Is there anything you would change about this story? Do you like this text? What do you like about it? | The mood of the character changes throughout the text. Find and copy the phrases which show this. How does the author engage the reader here? Why is the text arranged in this way? |
| Retrieve | How many...? What happened to...? | How would you describe this story/text? What genre is it? How do you know? |
| Sequence Summarise | What happened after...? What was the first thing that happened in the story? | Can you summarise in a sentence the opening/middle/end of the story? In what order do these chapter headings come in the story? |

Promoting a love of reading

Story Time

We promote the reading of high quality texts across our curriculum so that children develop a love of reading. Teachers read to their classes, for 10 minutes, during or at the end of each day.

High quality Texts

For help choosing high quality texts to read to and with your child at home, please find the recommended book lists for each year group on our [English curriculum page](#).

These websites also have lots of suggestions to support reading at home which we highly recommend:

<https://www.readbrightly.com/>

<https://www.thereaderteacher.com/>

<https://clpe.org.uk/corebooks>

<https://www.booktrust.org.uk/books-and-reading/our-recommendations/>

The Oxford reading Owl website also has some good suggestions on how to support reading at home. <https://home.oxfordowl.co.uk/reading/common-reading-issues/struggling-readers/>

They also have a free eBook library to help children develop their reading skills at home. Registration is free! <https://home.oxfordowl.co.uk/reading/free-ebooks/>

If you are worried about your child's interest in reading, then always talk to their class teacher.

Early Reading Help

Helping your child to read – early reading with your child. A short video with great tips.

<https://www.youtube.com/watch?v=6QVfbYvPaAM>

Read Write Inc.

Supporting your child at home with phonics

<https://www.ruthmiskin.com/parents/>



Children enjoying World Book Day 2022