



IMAGINE, BELIEVE, ACHIEVE

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Reading at Springdale

Our Intent

At Springdale, reading is at the heart of our curriculum. We believe the greatest gift we can give our learners is the love of reading. We therefore strive to ensure that every child leaves us not only with the ability to read easily, fluently and with good understanding, but with a real passion for books. We want them to read for pleasure, having had access to a wide range of text types, genres, and authors with the ability to make informed opinions about their favourite texts. We want our children to read with confidence and accuracy for a variety of purposes and audiences whilst developing their own individual flair. We expose our children to a wide range of vocabulary so they can decipher new words and use them when speaking both informally and formally. We aim for our children to apply their reading skills across all areas of the curriculum. We believe that learning to read is one of the most important skills that any child will learn whilst at school. Everything else depends on it, so we put all our effort into making sure that every single child learns to read and then applies this to writing through meaningful everyday activities.

Our aims are to enable children to:

1. Develop positive attitudes to reading that ensure reading is an enjoyable and meaningful experience.
2. Use reading as a fundamental part of all curriculum planning and development as a tool to acquire information.
3. Develop a range of reading strategies that allow children to tackle reading problems and the wider curriculum with confidence.
4. Read and respond to a variety of texts, whilst developing an increased level of fluency and independence.
5. Broaden their vocabulary, acquire an understanding of grammar and knowledge of language.

Our Approach

We start teaching children to read as soon as they start school in Reception. One of the ways in which we do this is through our phonics programme as well as through word recognition, rhyme and context. Once children are secure in the first set of Phase 2 sounds (satpin), they will begin to take a colour banded book home, with words in. These have been matched closely to the child's phonic knowledge and we aim to make sure that this book is fully decodable for them. These books will gradually get harder as they increase their phonic knowledge and progress through the school. However, learning to read is about more than just learning to blend sounds together. It's about understanding what is happening in the text, developing a reader's voice, using inference to work out what a character means and making links across texts. Whilst building fluency is crucial to reading success, developing the children's comprehension skills is equally important. We believe that high quality literature is key to motivating children to read and instilling in children a love of language. In school, we aim to develop a child's comprehension skills and love of reading through our VIPERS approach (see Comprehension section)

Reading Fluently

Phonics is a key tool for developing fluency. When children have a secure understanding of letters and sounds, they are able to decode any regular word quickly and confidently. At Springdale, we adopt the synthetic phonics approach through the Letters and Sounds programme – letter sounds are taught individually and then applied in words. This is a systematic programme that builds on reading and spelling skills. Phonics teaching focuses on two areas – phonic knowledge and phonic skills. Phonic knowledge is about children knowing which letters and combination of letters (graphemes) make which sounds (phonemes). Phonics skills are about teaching the children how to use their knowledge for reading (blending) and for writing (segmenting). The programme teaches the sounds in an order which allows learners to quickly begin to put sounds together to read words. For example, many words can be created



IMAGINE, BELIEVE, ACHIEVE

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from the first set of taught letters, SATPIN, whereas very few could be built using the initial letters of the alphabet ABCDE. In EYFS we use a programme called Jolly Phonics, which introduces a multi-sensory approach to learning, using fun actions, stories and songs to support the children's memory.

See our 'Phonics Journey' for more information on how we implement phonics across the school.

Reading Milestones

By the end of the academic year, we aim for our readers to have reached these milestones:

EYFS – To achieve the Early Learning Goal in Word Reading:

Children will say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

To achieve the Early Learning Goal in Comprehension:

Children will demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

They will read yellow banded books fluently.

Year 1 – Pupils will be secure with the statutory requirements for Year 1 in word reading and comprehension. *They will read orange banded books fluently.*

Year 2 - Pupils will be secure with the statutory requirements for Year 2 in word reading and comprehension. *They will read white banded books fluently.*

Year 3 and 4 - Pupils will be secure with the statutory requirements in word reading and comprehension for Lower Key Stage 2. *The expected book band for the end of year 3 is brown. The expected level for the*

	National Curriculum Level	Working towards Level 1 (RA below 5 yrs)	Working towards Level 1 (RA below 5 yrs)	Working within Level 1 (RA approx just 5 yrs)	Working within Level 1 (RA approx 5 yrs +)	Working within Level 1 (RA approx 5.5 yrs)	Working towards Level 2 (RA approx 6 yrs)	Working towards Level 2 (RA approx 6.5 yrs)	Working within Level 2 (RA approx 7 yrs)	Working within Level 2 (RA approx 7.5 yrs)	Working towards Level 3 (RA approx 8 yrs)	Working towards and just within Level 3 (RA approx 8.5 yrs)	Working within Level 3 (RA approx 9-9.5 yrs)	Working towards Level 4 (RA approx 10 yrs +)	Working towards and within Level 4 (RA approx 10-11 yrs)	Working within Level 4 (RA approx 11 yrs +)
BOOK BAND		Band 1 Pink	Band 2 Red	Band 3 Yellow	Band 4 Blue	Band 5 Green	Band 6 Orange	Band 7 Turquoise	Band 8 Purple	Band 9 Gold	Band 10 White	Band 11 Lime	Band 12 Brown	Band 13 Grey	Band 14 Dark Blue	Band 15 Dark Pink
Oxford Reading Tree Book band		(ORT 1+)	(ORT 2)	(ORT 3)	(ORT 4)	(ORT 5)	(ORT 6)	(ORT 7)	(ORT 8)	(ORT 9)	(ORT 10)	(ORT 11)	(ORT 10 & 11)	(ORT 12 & 13)	(ORT 13 & 14)	(ORT 15 & 16)
Reception	EXPECTED RANGE			MORE ABLE												
Year 1		NEEDING SUPPORT		EXPECTED RANGE			MORE ABLE									
Year 2					NEEDING SUPPORT		EXPECTED RANGE				MORE ABLE					
Year 3							NEEDING SUPPORT		EXPECTED RANGE		MORE ABLE					
Year 4									NEEDING SUPPORT			Expected	MORE ABLE			
Year 5												NEEDING SUPPORT	EXPECTED RANGE		MORE ABLE	
Year 6												NEEDING SUPPORT		EXPECTED RANGE		



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end of year 4 is grey. Children who are reading at a greater depth level will be accessing dark blue and ruby books.

Comprehension - VIPERS

Whilst it is important that children develop the mechanics for reading through their acquisition of phonics, it is also crucial that they have good understanding of what they are reading.

We plan our reading comprehension questions for guided groups and shared reading using VIPERS. Each letter stands for an area of focus which directly links to the National Curriculum.

V – Vocabulary

I – Infer

P – Predict

E – Explain

R – Retrieve

S – Sequence (KS1) Summarise (KS2)

VIPERS looks different across the school and is not restricted to reading sessions. VIPERS skills are applicable to all areas of the curriculum and teachers are quick to make explicit links to them, where appropriate.

In EYFS, VIPERS is a daily whole class read. A high-quality text is chosen to link in with the current topic and is then read in instalments across the week. The teachers focus on one VIPERS skill for the week and plan their questions and discussion points around this. The sessions consist of rich discussion and plenty of speaking and listening opportunities. Staff make assessment notes throughout. The sessions allow all learners to develop their comprehensions skills without being inhibited by their decoding skills.

In Year 1, a similar approach is taken. A whole class read allows for lots of discussion and delving deeper into the high-quality text. Children then have opportunities to work independently to apply the VIPERS skills. The high-quality text is linked to the current topic, for example in the topic 'Superheros', the children enjoyed sharing Supertato, Juniper Jupiter and Traction Man.

In Year 2, a high-quality text is explored across the week. The teacher starts each session by looking at key vocabulary the students will come across in the section of text and discussions are had about what each word means. After sharing sections of the book learners then focus on using their retrieval and inference skills to delve deeper into the subtext of the book. Subsequent sessions focus on prediction and sequencing using evidence from the text. The learners have opportunities to explore the text independently and record their answers to the questions. A combination of independent, paired and adult led reading is used.

In Year 3, the texts being shared are considerably longer and are explored in depth. To support transition, the structure of the sessions adapt over the year. In the Autumn Term, the class look at a text a week. In the Spring Term, one VIPERS skill is explored in depth over a few weeks to help inform the writing process. The progression of sessions, in Autumn, start with an introduction to new vocabulary in the focus extract. The extract is then read by the teacher and then accessed independently by the children, who use this to answer comprehension questions. The children have opportunities to re-read the extracts to develop their fluency skills over the week. Each skill is taught discretely, following a learning sequence that enables children to become proficient with the skill via use of video and image in the early stages of the sequence,

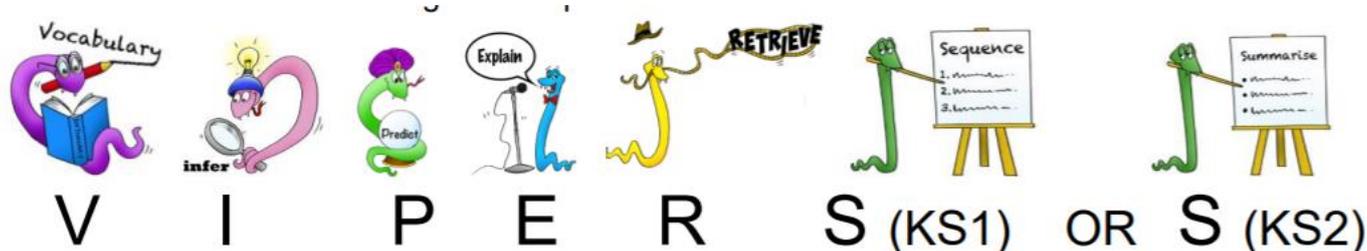


IMAGINE, BELIEVE, ACHIEVE

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to written text in the middle and end stages of the sequence. Vocabulary is continually taught and referred to as it underpins all other skills.

In Year 4, the class share high-quality class texts. Extracts are shared with the learners so that they can read aloud to the class, to a partner or follow as the teacher reads aloud. As the texts are often considerably longer than KS1, the class will focus on an extract each session. During the session, teachers will have planned questions and learning opportunities for the children to develop their VIPERS skills. Whole class reading takes place three times a week with VIPERS skill embedded within class texts.



Learn to Read, Love to Read

To support our children in developing the skills to read whilst promoting a love of literature we introduced our 'Learn to Read, Love to Read' scheme. Our "Learn to Read" books match our children's phonic attainment and our "Love to Read" books foster a love of reading.

Learn to Read - Our 'Learn to Read' books are a collection of fiction and non-fiction books that closely match the phonic attainment of our learners. They are sorted into coloured bands which follow the phonic phases outlined in Letters and Sounds. Staff choose a book for individual learners based on their phonic attainment. The book is then read in school with an adult and then taken home to be read again for consolidation and to develop fluency. Learners are therefore only taking home books that they are confident reading. In EYFS and KS1, these books are largely made up of 'Big Cat Phonics' books whereas further up the school a selection of 'Oxford Reading Tree Project X' books are used.

Love to Read - Our 'Love to Read' books are stored in our book corners and are freely accessible to all children throughout the day. They are sorted into categories chosen by the class eg. fiction, non-fiction, magazines, traditional tales, poems etc. The learners access the books like a library system and can change them as frequently as they wish. They choose ones that appeal to them and take them home to either share with their family or read independently, depending on the age and stage of the child.



How we teach reading

Reading is taught in a variety of ways across the school. Here are a few approaches we use:

Phonics



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Phonics teaches children the mechanics of reading and therefore is vitally important in the younger years, as children begin their reading journeys. Across EYFS and KS1, daily, discrete lessons are taught to support children in their acquisition of letters and sounds. During these sessions, there is a clear focus on blending which gives children the opportunity to apply their taught sounds in isolation and within sentences. In Year 3, Phonics is included as part of a 20-minute daily streamed spelling session as a revisit when new graphemes are taught. For children who are not at the expected standard, Phonics replaces the Year 3 spelling programme. This group is taught according to gaps in their learning and is carefully planned according to formative assessment.

VIPERS

VIPERS is a model for developing comprehension skills. It is used in each year group at a level that is appropriate to their curriculum objectives. (see VIPERS section for more information)

Whole class reading

Every year group is read to by their teacher as a way of modelling good reading and sharing a passion for literature. Each time we open a book with children it is an opportunity to walk into a new world together, to explore the inner workings of great literary minds and, as their guide, to point out to the children the sights and sounds that could so easily be missed by the untrained eye. Whole class reading sessions also mean that children of all attainment bands are immersed in the same high-quality literature and the discussions that these texts promote. Through these whole class sessions teachers plan and explore the VIPERS skills. As the children become fluent readers their involvement in reading the whole class text becomes greater. Teachers often start by reading to the class and then the children become responsible for reading instalments independently and responding to VIPERS questions.

Guided Reading

Guided reading looks different from year group to year group, as a child's reading ability and level of independence is crucial to its success. In EYFS, the children do not take part in a carousel of activities. Comprehension skills are developed through whole class VIPERS sessions and decoding, and fluency skills are developed through small group reads. Every child reads a 'Learn to Read' book with an adult once a week, in a group of no more than 4. Children are read with outside the classroom, so that it is an undisturbed session.

In Year 1 and Year 2, children share an instalment of a high-quality text to start and discuss key themes and language from the book. Learners then have the opportunity to go and work independently on a variety of VIPERS style questions, whilst a group reads their 'Learn to Read' book with the teacher.

Topic based high quality texts

As a school, we adopt a topic-based approach to teaching. Termly topics give opportunities to strengthen and broaden English and Mathematics skills (which are also taught in discrete sessions) and to develop and generalise knowledge and skills in all subject areas. The topic-based curriculum aims to enthuse and engage pupils in learning activities, and it provides opportunities for collective curriculum enhancements.

Texts are specifically chosen to support the topic and help children make links across the subject areas, enabling them to apply their knowledge and understanding. Prior to selecting a text, teachers study it to ensure it will both captivate the learners and encompass all the required reading skills they wish to develop. Books are chosen to familiarise the children with different genres and immerse them in rich vocabulary and story structure. These books then form the basis for English lessons, and where appropriate, cross curricular learning opportunities. For example, the traditional tale 'The Gingerbread Man' inspired our EYFS children to design and create boats to save him, follow instructions to bake a



IMAGINE, BELIEVE, ACHIEVE

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gingerbread man and write wanted posters for the cunning fox. One text can inspire a whole learning journey, developing a multitude of skills.

1:1 reads

As children begin their reading journey, we aim to listen to them read individually or in very small groups. This gives them an adult's undivided attention and helps build their confidence, encouraging them to discuss the book. Reading 1:1 is beneficial for all children, but particularly for our less confident children who can find group reading a daunting task. Further up the school, teachers use assessments to identify learners who would benefit from a 1:1 read and make time for them to read more regularly, with the teacher or teaching assistant. These children also receive additional opportunity to read with volunteers in school.

Paired and independent reading

In KS2, our children are becoming confident, fluent readers and begin the transition from learning to read, to reading to learn. With increased independence and flourishing reading skills, learners can access texts independently to find out information and to relax as reading becomes a source of enjoyment.

Reading Corners

Every class has an enticing space where children can access their 'Love to Read' books. These books are sorted into categories which have been chosen by the children. The children can clearly see what type of genre text they are selecting and can easily make choices based on their preferences. This helps the learners to develop their voice as a reader and begin to build schemas of what books they enjoy.

The children use the reading corner like a library, they take books home from it to share with their families or enjoy independently, and then return them once read. The children are responsible for changing their 'Love to Read' books and do this as frequently as they like.

There is also time to access the reading corner during the school day. In EYFS, the reading corner is an integral part of the learner's continuous provision and children can choose to go in there throughout their Let's Explore time. In other year groups, teachers plan opportunities for children to use the reading corners throughout the week.

Reading corners are a great resource for children exploring new topics. Each class reading corner has a category of 'Topic books', both past and present. This allows the learners to retrieve new information as well as having the opportunity to consolidate and revisit past learning experiences.

Reading corners are also home to some phonic based books, so our younger children can practise their decoding skills. For our younger readers, we also add phonic based games so they can enjoy blending activities in an engaging, accessible way. For our older children, teachers will display prompt questions too for the children to think about as they are reading.

Story time

We love sharing stories at Springdale and pounce on any spare moment to grab a book. Some classes will have a chapter book that they share over a period of time. These books are chosen to help expose children to different genres and texts that they may not be able to read themselves. They immerse the learners in sophisticated vocabulary and themes, as well as captivating their hearts and minds. Other classes read shorter books, encouraging the children to make the choice from the reading corner. They are then



IMAGINE, BELIEVE, ACHIEVE

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encouraged to explain why it is they selected that particular book. In EYFS, the classes have a voting system in place. Two books are introduced at the beginning of the week for the children to vote for. The winning story is then read at the end of the week.

Home Reading

Children are provided with a 'Learn To Read' book to take home each week. The children will have already shared the text with an adult at school. The learners are expected to read the same book again at home, to build up speed and fluency. The 'Learn to Read' books are changed at least once per week, with some children changing it twice in order to accelerate their reading. Parents are expected to comment in the child's reading record to acknowledge they have read together and to also share how the child accessed the book. Question prompts are shared with parents to support them in asking their child appropriate questions. Children also have free choice when choosing a 'Love to Read' book which they are able to change whenever they have finished reading. The 'Love to Read' books are not 'levelled' and children are able to take the lead with what they are reading.

Parent Partnership

We engage with parents through parent meetings that reiterate how we teach early reading and how they can hear their child read to foster their enjoyment. Parents are informed how we teach phonics through year group meetings and 'Fun with Phonics' sessions. During these times, they are given ideas of how they can support children's phonics at home. Supporting materials e.g. sound mats are given to parents. Every child has a home/school reading log for communication with parents on their child's reading.

Comprehension questions are shared with parents, in the reading log, for them to ask whilst they are reading together. Parents are then encouraged to write the child's response to the questions. We update our families on their child's reading progress through parent meetings, mini reports and annual reports.

Book Bingo

To help foster a love of literature and encourage exposure to a variety of genres, we have introduced our new whole school reading initiative, **Book Bingo**. Like the game of Bingo, the aim is to complete the board, only this board is made up of different text types and reading criteria as opposed to numbers. Once the children have read a set number of books, they will receive a raffle ticket. Their name will then go into a prize draw, which will be chosen by Miss Budden at the end of each half term. The more the children read, the more raffle tickets they will earn, the more chance they will have of winning a prize.

Every time the children complete a new line on their board, they will receive 1 raffle ticket in the draw. When the board is complete, they will receive 5 raffle tickets. Once completed, the board begins again, and the children will be expected to read different books for each genre.

For our early readers, we appreciate that they are still developing their reading skills and will not be able to access all these texts independently. We would still love for the children to experience the different genres but appreciate these will be part of a shared story time rather than an independent read. Where possible we would love for the children to read for themselves, so choosing books (within the specified genres) at an appropriate level would be beneficial.



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KS1



A fiction book <input type="text"/>	A magazine <input type="text"/>	A book that has one word for the title <input type="text"/>	A non-fiction book <input type="text"/>
A rhyming book <input type="text"/>	A book that my grown-ups enjoy <input type="text"/>	A book that taught me a lesson <input type="text"/>	A book a friend has recommended <input type="text"/>
A book about an animal <input type="text"/>	A traditional tale <input type="text"/>	A book set in a different country <input type="text"/>	A poetry book <input type="text"/>
A library book <input type="text"/>	A book that makes me laugh <input type="text"/>	A series of books <input type="text"/>	A book with a hero and villain <input type="text"/>

KS2



A fiction book <input type="text"/>	A book set in a different country <input type="text"/>	A chapter book <input type="text"/>	A non-fiction book <input type="text"/>
A rhyming book <input type="text"/>	A book from the library <input type="text"/>	A book that taught me a lesson <input type="text"/>	A book with a female lead <input type="text"/>
A diary <input type="text"/>	A traditional tale <input type="text"/>	A myth or legend <input type="text"/>	A poetry book <input type="text"/>
A review <input type="text"/>	A book set in a different time <input type="text"/>	A series of books <input type="text"/>	A play <input type="text"/>

Tips for reading at home

- Read, read and read some more!
- Parents can help by listening to their child read at least three times a week. As well as supporting them with the decoding and fluency, parents can ask the shared VIPERS questions and develop their comprehension skills.
- Hearing an adult read at home is a brilliant way to inspire our learners – no matter how old the child is! Our parents are our greatest role models and hearing them read will only help our children foster a love of literature.
- Share books that the child is interested in and read together or independently.
- Ask friends for recommendations and swap books.
- Explore the world of online books.
- Visit a library to expose children to the books there and show the importance of reading.