

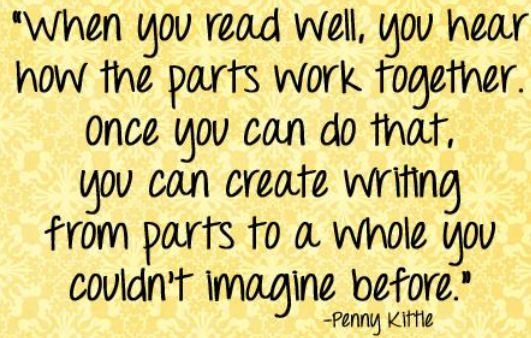
# Himbleton CE Primary School and Nursery



***Nurture, Nature, Knowledge:***

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

## **The Himbleton Approach to the Teaching of Reading**



"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 and access to the wider curriculum. Our aim is for our children to master the skill of reading throughout their time with us, developing into competent readers.

## **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.

Children select a book from our library to take home and share with their families each week, in addition to a reading scheme or free reader that is individually matched developmentally.

Key Stage specific book clubs have 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. Links with the local library are strong.

### ***A Structured Approach to the Teaching of Reading***

A progressive approach to the teaching of reading is adopted at Himbleton to ensure competency is developed. This begins in the Early Years and in to Key Stage One with the use of the DfE validated Rocket Phonics programme for phonics teaching, alongside carefully selected banded phonetically plausible reading materials from the linked Reading Planet scheme, for all children to practise and apply their skills. Books are matched to individuals based upon their individual phonics assessment outcomes to ensure that they are well pitched.

Children are read with regularly in school using a variety of methods to ensure that fluency is secured and key skills are developed. Reading volunteers support with this work in school and they are trained in our approach.

As part of the phonics programme, target practice reading books are used to focus on the specific content of the programme each week in class, whilst developing key skills and component knowledge.

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 (including digital).

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

- Exposure to and exploration of 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 underpin the structure of our whole class reading sessions to ensure that children access domain coverage and are secure in both key skills and component knowledge for each year group as they move through the school. Reading VIPERS focus on developing the following skills:

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

VIPERS reading sessions take place 3 times a week for 30 minutes in Key Stages 1 and 2. In addition, English sequences are based on carefully selected high quality texts and reading objectives and VIPERS are also 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 re-read 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 primarily as the basis for stimulus selections.

Teachers plan 3 key questions each session based on the content domain/s 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. 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 recognise that children need to work towards being able to formally record their thinking and that this provides quality assessment information. Children may develop their understanding of how to 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 individually matched 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:

<b>EYFS</b>	<ul style="list-style-type: none"><li>-Nursery: daily whole cohort story time, on-going Phase 1 phonics learning opportunities within provision</li><li>-Reception: daily phonics sessions to practise and apply basic fundamental age-related skills. Once children are on reading books they are read with 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.</li><li>-English sequences of learning based on carefully selected high quality texts through which age-related reading (and writing) objectives are taught as a part of the EYFS curriculum.</li></ul>
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<b>KS1</b>	<ul style="list-style-type: none"> <li>-All children are heard to read individually at least twice a week, with the lowest 20% being targeted for higher frequency, to develop fluency and work on reading VIPERS at an appropriate level for the individual child</li> <li>-Whole class reading sessions at least 3 times a week to develop reading VIPERS using a sequential and logical approach (Target Practice books are used as part of this)</li> <li>-Daily phonics/spelling sessions to practise and apply basic fundamental age-related knowledge and skills</li> <li>-English sequences based on carefully selected high quality texts through which age-related reading(and writing) objectives are taught as a part</li> </ul>
<b>KS2</b>	<ul style="list-style-type: none"> <li>-All children are heard to read individually at least once a week, with the lowest 20% being targeted for higher frequency</li> <li>-Whole class reading sessions at least 3 times a week to develop reading VIPERS using a sequential and logical approach</li> <li>-Regular spelling sessions to secure basic fundamental age-related knowledge and skills</li> <li>-English sequences based on carefully selected high quality texts through which age-related reading (and writing) objectives are taught as a part.</li> </ul>

### **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 teaching takes place on a daily basis in EYFS and KS1 (and in KS2 when appropriate). Session structure provides opportunity for reading and writing;
- Spelling is taught regularly in KS2 using the No Nonsense Spelling programme to provide progression and structure.
- 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?**

Rocket Phonics half-termly assessments are used to measure impact of the programme on each child's progress.

The school's adopted reading progression document, in conjunction with VIPERS year group progression provides a consistent point of reference for teacher assessment.

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 and used to inform next step planning for individuals.

**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.

Our lowest 20% of readers are targeted for focus daily input, with frequent small step monitoring.