



Reading Policy

Deanshanger Primary School

This policy was developed in order to ensure whole school consistency and understanding.

It is a working document that will be reviewed collectively annually.

At Deanshanger Primary School, we believe that the ability to read is fundamental to pupils' development as independent learners, during their time at school and beyond. Reading is central to our ability to understand, interpret and communicate with each other and the world around us. Success in reading has a direct effect upon progress in all areas of the curriculum; therefore reading is given a high priority at Deanshanger Primary School, enabling the children to become enthusiastic, independent and reflective readers across a wide range and types of literature, including different text types and genres, books, posters, magazines, signs and newspapers.

Our school aims to:

- Provide all children with the skills and strategies to read with confidence, fluency and understanding.
- Provide all children with phonological understanding to read words accurately.
- Establish a love of books where children choose to read for pleasure.
- Inspire an interest in words and what they mean to enable children to develop an increasing oral and written vocabulary.
- Ensure all children read widely and experience a range of genres in fiction, non-fiction and poetry, and are able to discuss some of the ways in which narratives are constructed.
- Develop critical appreciation of what they read.
- Develop study skills so that the children can select appropriate fiction and non-fiction books from the library.

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- Develop research skills, using library and class texts, in conjunction with the computing system.
- Analyse individual reading styles and needs and support these with appropriate teaching and learning strategies e.g., a phonic approach doesn't work for all early readers and alternative reading methods are needed.
- Encourage care and ownership of books.
- Engage with parents/carers to support the above.

Our ultimate aim is for our children to become confident and independent readers with high levels of enjoyment, understanding and comprehension. To promote enjoyment of reading, we aim to provide the children with a variety of stimuli, including:

- An annual book week;
- Author visits and Skype conversations with authors. For example, with Tom Palmer and Liz Pichon;
- Theatre visits to promote pupil enjoyment of reading. For example, 'Tom Gates Live' and 'Zog';
- Creative approaches. For example, Salcey Forest Julia Donaldson walk;
- Reading in our extensive school grounds. For example, creating an outdoor reading trail /zone in our Forest School;
- The reading trophy awarded to the class and individual for their performance in Accelerated Reader/ other reading in school;
- Regular reading opportunities with parents. For example, reading mornings;
- Visits to the school library;
- Competitions in school and in conjunction with Deanshanger Village Library, such as the 'Summer Reading Challenge' and 'in school' reading challenges. For example, 'Sun Shine 2018 Reading Challenge' and 'Reading Challenge 2019';
- Resources on the school website to promote reading. For example, reading lists and booklets from the 'Book Trust'.

Specifically, we intend for our pupils to develop the two dimensions of reading:

- Word reading

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- Comprehension (both listening and reading)

Speedy word reading is underpinned by phonological knowledge and the understanding that letters on the page represent the sounds in spoken words. Good comprehension follows on from the development of word recognition and linguistic knowledge (particularly vocabulary and grammar).

English and guided reading sessions provide the structure, which enables reading to be explicitly taught. The role of the teacher is:

- To foster a love of reading as an enjoyable, stimulating and worthwhile activity;
- To follow the school's English policies with the aim of helping pupils to become independent readers;
- To ensure that children read books of an appropriate level of challenge;
- To provide regular opportunities for children to read for pleasure;
- To promote regular use of the school library;
- To model the value and enjoyment of reading through whole class reading of a shared text;
- To model the act of reading through shared reading;
- To provide focused support through guided reading;
- To assess the pupil's progress as a reader and provide explicit guidance for their development;
- To create a supportive environment for reading;
- To encourage children to read regularly at home and connect with parents/carers in multiple ways in order to support home learning.
- To display, promote and provide a range of varied reading material in classroom book corners. These are rotated on a regular basis from the school library.

Teaching and Learning Approaches:

**At certain times of the year there will be changes to the reading model to reflect changing priorities, for example, SATS preparation in Years 2 and 6.*

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Shared Reading

In shared reading the teacher models the reading process to the whole class as an expert reader, providing a high level of support. Teaching objectives are pre-planned and sessions are characterised by explicit teaching of specific reading strategies as outlined in the guided reading VIPERS (vocabulary, inference, prediction, prediction, explanation, retrieval, summarise in KS2; sequence in KS1) model, oral response and high levels of collaboration. The teacher's role is that of the expert reader who models how the text is read. Where appropriate, the pupils join in with the reading of the text through the VIPERS roles. The texts selected are rich, challenging and beyond the current reading ability of the majority of the class. The teacher models the questioning to be applied in guided reading sessions by the children in their VIPERS roles.

Guided Reading

In guided reading, the responsibility for reading shifts to the learner. We follow a reciprocal model where children develop a language for talking about and investigating texts and sorting out difficulties. The children become the teacher in small group **reading** sessions. As stated above teachers' model, then help students learn to guide group discussions using the strategies outlined in the VIPERS roles.

Reciprocal Reading is an effective and proven approach to developing reading and comprehension. It is particularly effective with children who can decode but do not fully understand what they read. The reciprocal reading approach and strategies are helpful for guided reading.

Reciprocal Reading will help children who:

- Can read but struggle to understand
- Can't explain their understanding to others
- Read very slowly because they are focusing on accurate decoding so never get the flow of the text nor grasp its meaning
- Read too fast and don't pay attention to what they are reading
- Only read for plot events not the details within the writing
- Lack confidence when reading new or unfamiliar texts
- Have a limited reading repertoire - who read only very undemanding texts or only texts by the same author for example
- Have impaired understanding through limited understanding of vocabulary
- Read text avidly but never question the meaning of words or what they have just read
- Find it difficult to cope with specialist texts from different curriculum areas

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The teacher structures reading tasks with pupils, who are grouped by ability. The organisation of the session is flexible. For example, sessions can be organised as the whole class reading in guided reading groups or the teacher and LSA working with a group whilst the rest of the class is completing a written group activity linked, for example, with SPaG or formal reading comprehension. Texts of graded difficulty are chosen and matched to the reading ability of the group. The group should not continually use PM Reading Comprehension cards. We have a range of texts that can be used for guided reading. For example, real books, Bug Club guided reading sets and Oxford Reading Tree readers. The texts selected should enable pupils to read the text with sufficient ease but also provides challenge. Guided reading is carried out once a week and is led by the class teacher in small groups from Foundation Stage to Year 6. Therefore every child in the class is heard reading by the class teacher/LSA at least once a week.

When undertaking guided reading, choral reading or children reading internally is to be promoted. 'Connectors' will be used in this way. A 'Round Robin' approach is to be used sparingly as it can distract children from reading.

Within the guided reading group children will have the following VIPER roles:

1. **Vocabulary Viper**
Role to find and explain the meaning of words in context.
2. **Inference Viper**
Role to make and justify inferences from the text.
3. **Prediction Viper**
Role to predict what might happen from the details given and implied.
4. **Explanation Viper**
Role to explain how content is related and contributes to the meaning as a whole.
Explain how meaning is enhanced through choice of language.
Explain the themes and patterns that develop across the text.
Explain how information contributes to the overall experience.
5. **Retrieval Viper**
Retrieve and record information and identify key details from fiction and non-fiction.
6. **Sequence or Summary Viper**
Summarise the main ideas from more than one paragraph for KS2.
Sequence the main ideas from a text for KS1.

When the teacher is reading with a group, they will record evidence on a guided reading record against the key types of questions outlined in the Viper roles.

As part of these roles there will be one overarching 'Big Boss Viper'. This child will have the responsibility to organise the group. In Foundation Stage, the teacher/LSA is the 'Big Boss Viper'.

The question stems for each Viper role will help children to scaffold the questions asked in guided reading.

The timings for the guided reading sessions will be approximately as follows:

KS2	
3 minutes	To organise and sort out roles within the group.
12 minutes	Children to read within the group.
7 minutes	To record/prepare answers to questions from specific Viper role/ whole group Viper challenge. VFG will be recorded to rationalise marking.
8 minutes	To present feedback on whole group Viper challenge to the class.

For KS1/Foundation Stage guided reading will last for approximately 15 minutes. The focus will be on one part of the VIPER model. For example, vocabulary rather than all elements. These sessions will initially be adult modelled moving to a more independent model.

It is intended that guided reading should provide a forum for pupils to demonstrate what they have learned about reading. The focus for the reading is concerned with reinforcing and extending strategies taught during shared reading and provides focussed time for the children to work towards their group or individual reading targets. These targets are informed by the National Curriculum content domains.

Individual and Paired Reading

Reading is not restricted to English lessons. Many opportunities are provided for pupils to practise and extend their reading in other subjects. Reading for pleasure and enjoyment is given a high priority and time is set aside for children to enjoy a range of texts. We encourage cross-phase paired-reading, where the children in older classes share books with younger children and engage in 'buddy reads'. Children are also encouraged to borrow a library book to share at home as part of the Accelerated Reader scheme. The school library is open after school so that children and parents can change books. Classes attend library sessions. Some whole school assemblies are also dedicated to reading - 'Bring a Book Assembly'.

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Accelerated Reader

From Foundation until Years 2 or 3, most children will follow the school's initial reading scheme. However, once it is felt by teachers and parents that the child is ready to leave the books of the reading scheme, children will follow Accelerated Reader. Initially, children will sit a STAR reading test. They will sit four STAR reading tests a year (September, December, March/April and June). The results from these will show the child's 'growth' in reading across the academic year. This is a computerised test that gives a reading age. A diagnostic report is also generated that shows the child's reading age and gives adults (teachers and parents) details about how the child's reading can be supported at home and in school. These diagnostic reports will be shared at Parents' Evenings so that parents are fully aware about how they can support their child with reading. Reports are also generated for the teacher and any child 'On Watch' will undertake a more in depth analysis of their reading through the 1:1 analysis of reading outlined in the Leicestershire programme 'Improving reading comprehension and enjoyment - a training resource for primary and secondary school'.

The individual child reports also contain a ZPD (Zone of Proximal Development). This helps us to place the child on a particular colour of reading book that can be chosen from the school library. Children have access to the library throughout the school day and can change books regularly. Books can also be changed with parents/carers before and after school.

After each book read, the child has to take a book quiz. Each quiz has a point score and children can collect these. Book quiz results should be recorded in the child's 'Home/School Diary' so that parents are completely aware of how the child has understood the book. Parents will also be notified by text message about their child's latest quiz score if they subscribe to 'Accelerated Reader Home Connect'. More details are available on our school website about 'Accelerated Reader Home Connect'. If a child has achieved good scores (85% or above on their test) they should be moved quickly to the next colour band or pushed to read more challenging books within the colour band. If you are unsure of the colour band for any book, there is a website: AR Book finder, which tells you the band of the book and point score. The aim of Accelerated Reader is to motivate children to read and assess their understanding of what they've read. It is important to us that children read with understanding.

At the end of each term, if not before if the child is showing confidence and success, the child sits another STAR reading test. This will measure their 'growth'. Again, details of this test will be shared with parents and carers so that the progress the child has made can be shared.

Formal Reading Comprehension

From Year 2 and above children will engage in more formal written comprehension activities. There are a number of resources to support this. These include:

- Reading Detectives
- Cracking Comprehension
- Past SATS papers for Y2 and Y6
- Topical Resources (Years 1- 6)
- Reading Comprehension VIPER resources found on the Literacy Shed website. These link to Shakespeare, film and text and explicitly to the VIPER model.

School Website

On the school website there are a number of reading resources including booklists, copies of reading/phonic presentations, Accelerated Reader parent guides and other resources. These are in the process of being reviewed and updated.

Computing

Computing is embedded within the curriculum and particularly in English. Pupils read and explore texts on screen in all key stages as part of their computing lessons and as a growing media culture through the use of computers and interactive whiteboards in classrooms. Pupils use the internet for research purposes and learn how to discern and evaluate the reliability of source material. 'Reading Eggs', 'Accelerated Reader', 'Literacy Shed', 'Junior Librarian' and 'Nessy Phonics' are used.

Progression in Reading

Foundation Stage and Key Stage 1

The RWI programme plays a crucial part in the teaching of reading at these stages through daily phonics teaching in which children learn to segment and blend and read high frequency words on sight. Regular shared and guided reading sessions enable children to apply their phonic decoding skills, as well as other reading cues, to read for meaning. Children consolidate their phonic knowledge and comprehension at home by taking home an individual reading scheme book and/or library book. In Year 1 children listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. They become very familiar with key stories, fairy stories and traditional tales, retelling them and

considering their particular characteristics. They learn to appreciate poems and learn some by heart. In Foundation Stage the staff aim to share two books a day.

In Year 2 children are introduced to books that are structured in different ways. They retell a wider range of stories, fairy stories and traditional tales and continue to build up a repertoire of poems learnt by heart. Word reading and decoding skills that promote fluency continue to be explicitly taught. Children take part in discussions about a range of texts and explain their understanding. Their comprehension skills are developed through careful questioning (both verbal and recorded) enabling them to show that they have fully understood the text by locating specific words or phrases, or by using what they have read to create viable answers.

Key Stage 2

At Key Stage 2 children build on the good reading habits and reading fluency established at Key Stage 1. Many children will begin the Accelerated Reader approach towards reading. The teaching of reading skills is still addressed through English lessons or guided and shared reading sessions. Proficient readers are encouraged to extend their experiences and are guided by their class teacher in their book choices. Children who require support to develop their reading skills participate in small group phonics work. The principles of the RWI programme is still endorsed throughout this Key Stage with intervention strategies put in place to support all children in becoming confident and competent readers.

By the end of Key Stage 2 we expect all children to use the library regularly to make their own independent book selections. In Years 3 and 4 children read books that are structured in a variety of ways and continue to listen to and discuss a wide range of fiction, poetry, plays and non-fiction. Children identify new vocabulary and check the meaning of words using dictionaries. They recognise different forms of poetry and prepare play scripts and poems to read aloud. Children demonstrate their understanding of what they have read independently in a variety of ways as recommended by the National Curriculum 2014 (p26). In Years 5 and 6 children continue to read an increasingly wide range of text types and recommend books that they have read to their peers, giving reasons for their choices. Children continue to prepare poems and play scripts to read aloud to an audience and learn a wider range of poetry by heart. Children demonstrate their understanding of texts in a variety of ways as recommended by the National Curriculum 2014 (p35).

Role of Parents and Carers

Parents and carers are strongly encouraged to be actively involved in their children's reading routines at all ages by listening to their children read, reading to their children, and by promoting a home environment where books are valued. Information sessions are also provided for parents of pupils in the Foundation Stage and Key Stage 1 and 2, where parents are advised on ways of supporting their child's reading to enhance the reading and comprehension process. All parents and carers are provided with examples of questions that can be asked to enable children to show their understanding of the books they read at home. Each child has a 'Home/School Diary' and we encourage parents and children to record their reading in these at least five times a week. The reading record gives guidance on strategies to look out for and encourage. It also allows parents to record positive comments to encourage their child, and to make a note of words children had difficulty reading or understanding. We also use 'Brag Tags' across the school in order to celebrate children's progress and share this with the home setting. We also have a number of reading volunteers who support children with reading. Parents, carers and members of the community (including older students at the local Secondary - Elizabeth Woodville School) are warmly invited to join us on a regular basis to listen to children read. All adults are subject to the regular school safeguarding checks and should not be recording reading in pupil Home/School Diaries but on a post it that can be transferred to the pupil's Home/School Diary.

Special Needs Provision

While the majority of pupils will be functioning well at their appropriate Key Stage, it is acknowledged that some pupils will require additional support. Provision for this will be arranged initially by the class teacher and additional support will be provided through appropriate interventions to address gaps in learning. Central to this is inference training from the Leicestershire intervention: 'Improving reading comprehension and enjoyment - a training resource for primary and secondary school'. In KS1, cued analysis is used to support children with speech and language difficulties.

English as an Additional Language

Children learning English as an additional language will be assessed by the class teacher as soon as possible once joining the school. Once assessments have been carried out, any further special provision will be made with the support of the SENCO (see EAL Policy).

Most Able

Many children at our school derive great pleasure from their personal reading activities and demonstrate reading skills and interest in advance of their years. The school library is stocked with a plentiful supply of new and attractive reading resources to satisfy their increasing appetite for stimulation and challenge. 'Junior Librarian' and 'Accelerated Reader' provide examples of further books suitable for most able children. More advanced questioning will deepen learning using the Bloom's question bubbles displayed in classrooms and VIPERS model.

The Learning Environment

Classrooms

All classrooms should have a reading display that motivates children to read. If Accelerated Reading is being used, data from this should be shared and used to motivate children to read. We encourage children to bring reading materials from home as part of their daily reading programme and share these books with the rest of the class. Class teachers take care to ensure that a wide range of text is available in terms of content, form and genre, e.g. texts that are accessible and challenging, show cultural diversity and avoid stereotyping of race, gender and class. In corridors and other shared areas there are book resources which are laid out to promote reading as an important part of the learning environment. The school library is an attractive and well-resourced space that is used by all children to select and read books. It is expected that teachers in all year groups will regularly read stories (and other texts) aloud to enrich children's enjoyment of reading. This helps to give children opportunities to engage with whole texts rather than just extracts.

Communal area reading displays

Communal area displays will promote reading for enjoyment. There is a shared display board that displays winners of the individual and group reading trophies and a display in the hall that celebrates children who have engaged with the reading challenge. Also, on these boards we also celebrate children who have engaged in a special reading experience. For example, met authors at book shops, engaged in the national summer reading challenge...

A Reading Culture

All adults should be good role models for children in modelling both reading aloud and silent reading. Teachers should promote a growth mind-set 'Yes I can!' approach towards reading. Teachers support a love of reading through story time and the sharing of class novels. Each class will promote reading, for example, through sharing favourite books and authors. Reading

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is celebrated on World Book Day with activities throughout the day and during the week for example visits to the library and dressing up

School Library

Every class has the opportunity to regularly visit the library for pleasure, to follow more structured research and to develop library skills. Pupils have ample opportunities to browse and make personal selections, in addition to learning how to locate specific texts and information about authors using Junior Librarian. Children have the opportunity to request new titles for the school library by posting their ideas in our letter box. This is found in the library.

Book Promotion

Book promotion is very important and we strive to create a culture where books are celebrated and our children are enthusiastic readers. We organise an annual Book Week. This typically involves a launch event with related activities throughout the week, including rich and purposeful opportunities for speaking, listening, reading, writing and drama tasks. We invite book fairs into school to share their texts. Book titles are also promoted on the school website.

Pupils as Leaders

We have a group of 'Reading Ambassadors' in school. To be a reading ambassador you have to be passionate about reading and write a letter explaining why you'd make a model reading ambassador. The ambassadors meet termly and are responsible for promoting reading in school. For example, updating displays and running the KS1 reading shed at break and lunchtimes.

Partnership Working

For the past two years we have engaged in the Northamptonshire Reading Project (Appendix 5). This has involved partnership working with a lead school and working with a lead teacher. There have been regular meetings to reflect on our school practice and move learning forward. We have also visited other schools to gain expertise and ideas to improve our practice. This partnership working will continue as we move into a MAT model with local schools.

Reading Incentives

The frequency of every child's reading is monitored weekly and the total number of reads for each class is calculated. This reading is monitored through our Accelerated Reader data in Years 2,3,4,5 and 6 and weekly monitoring of 'Home/School Diaries' from Foundation Stage to Year 6. The class/individual who reads the most in a week is rewarded with a trophy/certificate in our weekly whole school celebration assembly according to different criteria that reflect

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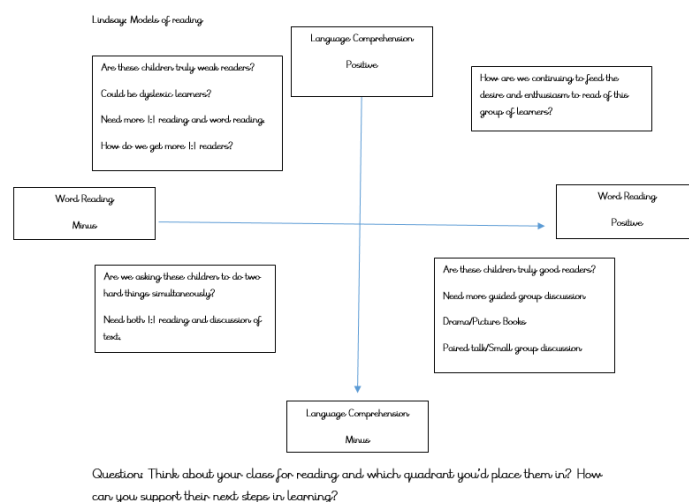
commitment to reading from different phases of the school. Class dojos and powerpoints are used to praise reading commitment and interest.

Assessment

Assessment is used to inform planning and teaching. Guided reading recording forms are used to monitor children's reading progress during weekly guided reading sessions. Teachers use assessment against year group statements to update our school tracking system 'Arbor' and Tapestry in Foundation Stage/ Year 1. These statements are found in our 'Reading Pathways'. These are in the process of being reviewed as a whole school. This assessment will inform future planning for reading sessions. Targets are set for each cohort using FFT 20 and 50 targets.

Summative assessment take place twice yearly using NFER tests for Y3, 4 and 5. NC test materials are used for Y2 and Y6. In Early Years, children's reading skills are monitored and assessed through 1:1 reading sessions, phonics tracking and the ability to read high frequency and tricky words on sight. Phonics tracking document are also used in Years 1 and 2 to monitor progress. Following the NFER tests, Y1 phonics test and Y2/Y6 statutory assessment tasks/tests, question level analyses will take place annually to identify areas for development in the reading content domains. These content domains will inform future whole staff training needs and be a major focus for the teaching and learning in reading across the school for the next academic year.

All teachers will evaluate their class against the reading quadrant diagram termly, investigating each child's attitude towards reading and where necessary building an intervention that facilitates their learning in reading. The Leicestershire resource 'Improving reading comprehension and enjoyment - a training resource for primary and secondary school' will be used to provide a more in depth analysis of individual strengths and areas for development in reading.



(See Appendix 4)

The class teacher assesses the level of the children's individual reading books weekly using data from Accelerated Reader. Where children require an intervention, this will have a start and end point assessment (e.g. YARC test) to measure progress.

Monitoring

The English subject leader(s) will monitor the quality of teaching and learning termly through guided reading observations, reading displays, phonics observations, scrutiny of formal reading comprehension work, 'Home /School Diary' scrutiny of reading and pupil interviews. By assessing whole school reading progress, the English subject leader(s) will set targets appropriate to individual classes to address learning gaps where appropriate.

There will be termly meetings with the English lead governors to share the reading milepost document produced by the English subject leaders. There will also be termly meetings with our partnership reading school to review and reflect on progress and identify next steps in learning. This document will contain evaluations against the mileposts for that data capture. This information supports the whole school improvement plan.

Review:

The policy will be reviewed annually by the English subject leader(s), leadership team and governors. Also, shared with all stakeholders.

Policy last reviewed: March 2019

Policy to be reviewed: September 2019

This policy operates in conjunction with the English Policy.

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Appendix I: Reading Resources

Resource	Purpose	Where found	Appropriate for which year group?
Bug Club Books	To support guided reading	In area outside Y5 classroom	All year groups
Oxford Reading Tree Guided Reading Books	To support guided reading	In area outside Y5 classroom	Upper KS2
Oxford Reading Tree	To support guided reading	In cupboard next to Y2 classrooms	Foundation Stage to Year 2
Group/Shared Real Books	To support shared reading/guided reading	In area outside Y5 classroom	All year groups
Accelerated Reader including STAR reading test	To support and monitor individual reading	On network. Have to go through school network: https://ukhosted73.renlearn.co.uk/1922487	From Y2 upwards
Reading Eggs	To support learning of phonics	On network. Children should have their own logins	Foundation Stage Year 1 Focus children in Y2 - Y6
Topical Comprehension Reading Resources Pre-curriculum 2014	To support formal reading comprehension	On network in English folder	Years 1 to Year 6
Reading Detectives	To support formal reading comprehension	Book in each year group Electronic version of book on network	Years 3, 4, 5, 6
Cracking Comprehension	To support formal reading comprehension	Electronic version on network under title 'Cracking Comprehension'	Years 4, 5 and 6
PM Reading Comprehension Cards	To support formal reading comprehension	In area outside Y5 classroom	Years 1 - 6
Connectors	To support guided reading	In area outside Y5 classroom	Years 3 - 6
Literacy Shed Plus	To support VIPERS reading model, specifically questioning.	Online. Ask English Co-ordinators for login details.	FS - Y6
Read Write Inc Resources	To support teaching of phonics	In cupboards outside Y5 classroom KS1 classrooms Y2 Cupboard	FS -Y2
Book Band Book	To support individualised reading	Outside all FS/KS1 classrooms	FS - Y2
Library	To support Accelerated Reading/Individualised Reading/ Non-fiction books	Library	Whole School
Kindles	To support reading for pleasure	Library	Whole School

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Leicestershire resource 'Improving reading comprehension and enjoyment - a training resource for primary and secondary school'	To provide in depth analysis of the reading profile of individual children.	Staffroom	Whole School
Cued Analysis	To provide support with phonics for children with speech and language difficulties.	FS/KSI Team	FS/KSI

Appendix 2: Viper Challenge KS2

Challenge	Completed
The author draws attention to ...	
It is particularly emotional when ...	
We are connected to the character when ...	
A notable emotion in the text is ...	
The main character's emotions change when...	
The book has a helpful message when ...	
The most memorable parts of the book are ...	
The moral message of this story is ...	
The message of this story is relevant because ...	
In summary, the chronological order of events is ...	
The key ideas in this story are ...	
The main aspects explored in this non-fiction text are...	
The sequence of the plot reveals ...	
This non-fiction text can/cannot be read out of sequence because...	

Viper Challenge KSI

Challenge	Completed
The main action of the story is ...	
Familiar actions of this story are ...	
This little action shows us ...	
An action-packed part of the story is ...	
The text is fiction because ...	
This is a non-fiction text because ...	
The sentences I expected were ...	

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The layout tells us ...	
The setting of the story is ...	
The author tells us about the setting when ...	
The setting changes as the story unfolds because ...	
A descriptive sentence for the setting was ...	
The different settings explained in this non-fiction text are...	

Reading Vipers

Vocabulary

Infer

Predict

Explain

Retrieve

Sequence or Summarise



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KS1 Reading Vipers

Vocabulary

Draw upon knowledge of vocabulary in order to understand the text.

Example questions

- What does the word mean in this sentence?
- Find and copy a word which means
- What does this word or phrase tell you about
- Which word in this section do you think is the most important? Why?
- Which of the words best describes the character/setting/mood etc?
- Can you think of any other words the author could have used to describe this?
- Why do you think is repeated in this section?



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KS1 Reading Vipers

Infer

Make inferences from the text.

Example questions

- Why was..... feeling.....?
- Why did happen?
- Why did say
- Can you explain why.....?
- What do you think the author intended when they said.....?
- How does make you feel?



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KS1 Reading Vipers

Predict

Predict what you think will happen based on the information that you have been given.

Example questions

- Look at the book cover/blurb – what do you think this book will be about?
- What do you think will happen next? What makes you think this?
- How does the choice of character or setting affect what will happen next?
- What is happening? What do you think happened before? What do you think will happen after?
- What do you think the last paragraph suggests will happen next?



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KS1 Reading Vipers

Explain

Explain your preferences, thoughts and opinions about the text.

Example questions

- Who is your favourite character? Why?
- Why do you think all the main characters are girls in this book?
- Would you like to live in this setting? Why/why not?
- Is there anything you would change about this story?
- Do you like this text? What do you like about it?



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KS1 Reading Vipers

Retrieve

Identify and explain the key features of fiction and non-fiction texts such as: characters, events, titles and information.

Example questions

- What kind of text is this?
- Who did.....?
- Where did.....?
- When did.....?
- What happened when.....?
- Why did happen?
- How did?
- How many.....?
- What happened to.....?



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KS1 Reading Vipers

Sequence

Sequence the key events in the story.

Example questions

- Can you number these events 1-5 in the order that they happened?
- 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?



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KS2 Reading Vipers

Vocabulary

Find and explain the meaning of words in context

Example questions

- What do the words and suggest about the character, setting and mood?
- Which word tells you that....?
- Which keyword tells you about the character/setting/mood?
- Find one word in the text which means.....
- Find and highlight the word that is closest in meaning to.....
- Find a word or phrase which shows/suggests that.....



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KS2 Reading Vipers

Infer

Make and justify inferences using evidence from the text.

Example questions

- Find and copy a group of words which show that...
- How do these words make the reader feel? How does this paragraph suggest this?
- How do the descriptions of show that they are
- How can you tell that.....
- What impression of do you get from these paragraphs?
- What voice might these characters use?
- What was thinking when.....
- Who is telling the story?



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KS2 Reading Vipers

Predict

Predict what might happen from the details given and implied.

Example questions

- From the cover what do you think this text is going to be about?
- What is happening now? What happened before this? What will happen after?
- What does this paragraph suggest will happen next? What makes you think this?
- Do you think the choice of setting will influence how the plot develops?
- Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.



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KS2 Reading Vipers

Explain

- Explain how content is related and contributes to the meaning as a whole.
- Explain how meaning is enhanced through choice of language.
- Explain the themes and patterns that develop across the text.
- Explain how information contributes to the overall experience.

Example questions

- Why is the text arranged in this way?
- What structures has the author used?
- What is the purpose of this text feature?
- Is the use of effective?
- The mood of the character changes throughout the text. Find and copy the phrases which show this.
- What is the author's point of view?
- What affect does have on the audience?
- How does the author engage the reader here?
- Which words and phrases did effectively?
- Which section was the most interesting/exciting part?
- How are these sections linked?



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KS2 Reading Vipers

Retrieve

Retrieve and record information and identify key details from fiction and non-fiction.

Example questions

- How would you describe this story/text? What genre is it? How do you know?
- How did...?
- How often...?
- Who had...? Who is...? Who did...?
- What happened to...?
- What does... do?
- How is?
- What can you learn from from this section?
- Give one example of.....
- The story is told from whose perspective?



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KS2 Reading Vipers

Summarise

Summarise the main ideas from more than one paragraph

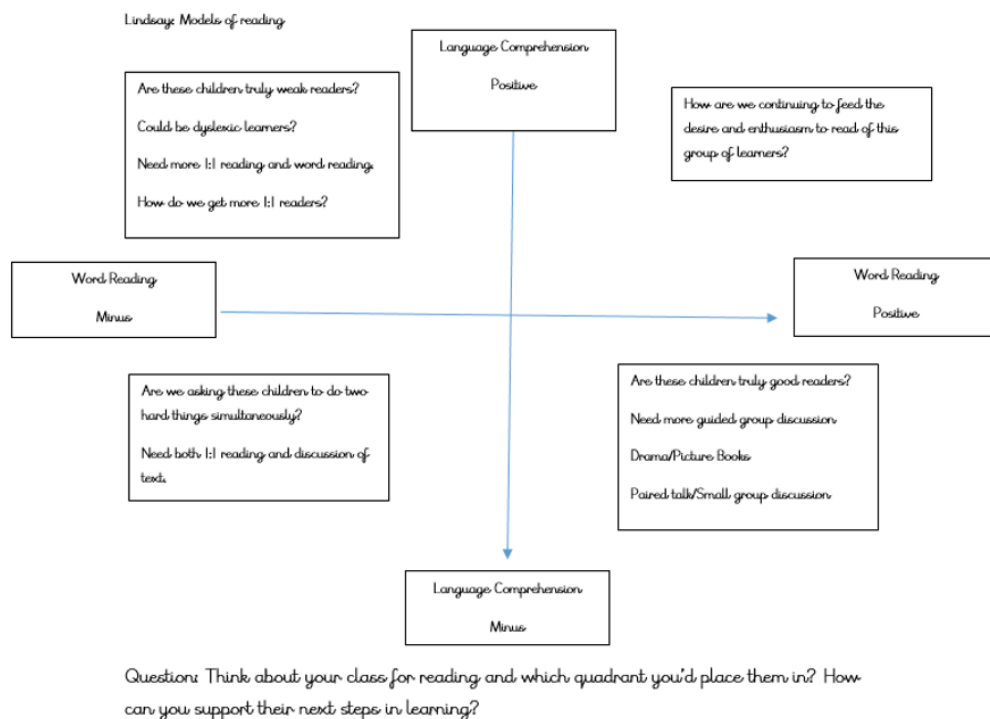
Example questions

- Can you number these events 1-5 in the order that they happened?
- 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?



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Appendix 4: Reading quadrant to analyse different reading learning styles of a class



Reviewed March 2019 and presented to governors for information. As with all policies it will be reviewed annually or before if required.

*Appendix 5: Summary of Reading Project – Dates, training and activity –Deanshanger
Primary School*

<i>Date</i>	<i>Training</i>	<i>Duration</i>
22.01.18	Attend launch with HT	1 Day x2 -Rachel Rice and Sarah Webb
22.01.18	Y6 Teacher Attended Launch	Half Day -Catherine Jenkins-Wiley
February 2018	Audit of reading completed	Half Day - Sarah Webb
February 2018	Staff Training Day to go through materials shared at the launch and undertake analysis of reading	Day -All staff
March 2018	SL visit to Nicholas Hawksmoor to view reading in action	Day x1 -Sarah Webb
08.03.18	Y6 Teacher attended training - half day	Half Day - Catherine Jenkins-Wiley
09.03.18	SL attended training day 1 -Jo Puttick	Day x1 -Sarah Webb
April 2018	Pupil profiles completed/Establishment of guided reading model and policy	Day x1 -Sarah Webb
24.04.18	SL attended Jo Puttick	Half Day -Sarah Webb
May 2018	Observe and teach guided reading session - video	Half Day -Sarah Webb
6.06.18	SL and LSA attend Inference Training	2 Days - Gwion Russell/Michele Tyrie
17.7.18	SL and HT attend final review session	Did not attend due to governor book triangulation following Y6 SAT results
September 2018	Trial Inference Training with a small group	40 minutes a week over 7 weeks with Y6 children. -Sarah Webb
9/10/18	Developing the teaching of reading in KS2 - raising the profile of reading, practical ideas for inspiring and motivating teachers and pupils and raising standards in KS2	Half a day Northampton Saints -Emma Neville
10/10/18	Developing the teaching of reading in KS2 - developing reading, comprehension, vocabulary, inference and deeper questioning	Half a day Northampton Saints -Emma Neville
16/10/18	Subject leader planning session - review of data/audit and plan of S2S support for year	Half a day x2 for Sarah Webb and Gwion Russell
8/11/18	Learning walk with Joseph Fulford to look at guided reading at Deanshanger Primary School	Half a day, x 2 for Sarah Webb and Gwion Russell
20/11/18	Developing the teaching of reading through quality first teaching - focus on guided	Missed training

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	reading with videos from Jo Puttick/lead schools	
February 2019	Visit to Abbey School, Northampton to investigate the reading environment from FS - Y6	Half day x Sarah Webb and Rachel Rice
February 2019	Visit to Hartwell Primary School to investigate the reading environment from FS-Y6	Half day x Sarah Webb and Rachel Rice
8/03/19	Data analysis with Joseph Fulford - Nicholas Hawksmoor	Half a day x 2 for Sarah Webb and Gwion Russell

Reviewed March 2019 and presented to governors for information. As with all policies it will be reviewed annually or before if required.