



## Reading @ Airy Hill Primary School

Airy Hill Primary School is committed to:

- Teaching **EVERY** child to read
  - Closing the word gap
- Developing a love of reading

September 2019

### Developing Reading Through School

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Daily Letters and Sounds Phonics							
Daily Story Time	Small group daily reading sessions						
Individual reading sessions at least once each week							
			Whole Class Reading Sessions				
Reading for pleasure...							

### Whole Class Reading Years 2 - 6

Monday, Tuesday, Wednesday, Thursday 9am - 9:30 am

Choosing the text:

- Book should be topic related. This does not have to be the same book used as a class novel, but if a longer book is chosen then it can be.
  - The text should be harder than the children's current reading age
1. Start of term: Book Launch
  2. Planning
    - a. Select your text
    - b. Re-read the text identifying passages for deeper reading and more 'shallow reading'
    - c. Identify key teaching points which will develop key reading skills linking directly to 'VIPERS'

- d. Same text must be used for all children - identify ways to support the pupils with lower attainment
  - e. Plan key questions, activities and expected outcomes linking to 'VIPERS'
3. Format of the lesson
- a. Some lessons may start with a picture prompt (linked to text) - reveal the picture, ask the children what they can see, what else they expect to see, etc.
  - b. Begin each lesson with two-three basic questions - don't assume that children have understood/ remembered what has happened in the text so far.
  - c. Reading time - this could be:
    - i. Teacher models reading
    - ii. Choral reading with an adult
    - iii. Individual or small group reading
    - iv. Paired reading
    - v. Individual silent reading

\*Some lessons may use a combination of these approaches
  - d. Class discussion on the focus questions / activity of the day
  - e. Class teacher models ways to answer these using questions of the same style. Some lessons may have 1 question type focus and other lessons may have a combination of question styles as the focus. However, all strategies to support in answering these questions should be modelled to the children.
  - f. Two of the three lessons each week should result in a recorded response in the children's reading journals.
  - g. Recording - children are encouraged to rally talk through their answers and ensure it is the best they can give before writing anything down. Children discuss the answer first with peers and/or an adult and then write 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. Children self-mark their answers during these sessions.
  - h. Assessing - The class teacher focuses on a small number of specific children each session, listening to them re-read and developing and discussing responses. This enables assessments for each child to be made against the expectations of the NC and identify content domains which require further focus.



## Cracking Comprehension

Friday mornings: 10:45am - 11:40 am

Lesson Structure:

1. Before reading the text
  - a. Using the prompts from the booklet, engage the class in a discussion about the context of the story/text
  - b. Introduce any challenging vocabulary and ensure that children understanding these - write these up on the class whiteboard
2. First read
  - a. Ask the children to read the text in pairs (pair children low with middle and middle with high). Children should support each other as necessary.
3. Second read
  - a. Class teacher picks out sentences from the text and asks a range of questions to help support children's comprehension
4. Modelled answer
  - a. Class teacher models how to answer at least one high level question (questions varied week to week - similar to but not the same as a question on the sheet). Teachers should 'think out loud' to model the process of retrieval and drafting an exemplar answer.
5. Third read and response
  - a. Children are told to read the text independently and go on to answer the questions in their reading journals (not on worksheets).
6. Teachers and teaching assistants should then rove and intervene to support children's learning.
7. Plenary/ Extension: Discuss children's responses to some of questions. Select from extension exercises as appropriate. Work to be marked in line with the school policy.

**This is a comprehension exercise, NOT A TEST.**

## EYFS and KS1 guided reading carousel

- Children are grouped based on current reading and phonic ability
- Each group is allocated a challenging book band (at least 1 band above the book they take home)
- Each group has a planned, adult led, reading session each weekly

- Book should have been read in advance by the class teacher
- Teacher reads the text to the children / with the children
- Questions planned for retrieval and comprehension linking to VIPERS
- Assessment notes made by the class teacher taken from discussion on pre-planned questions linking to the text
- Other groups will be completing phonic activities that support phonic progression and reading fluency or in the reading environment reading a text in a pair and discussing; developing their love of reading (sharing is caring)

### Year 2 reading approach

- During the Autumn term, children will have guided reading carousel Mon- Thu and take part in the Schofield and Sims comprehension activity as a whole class on a Friday

### Environments

- Class text display linking to class topic - should be visual and seen immediately when entering the classroom
- Vocabulary section on your reading display or next to your reading display
- Key questions linking to the class text displayed on the display
- A cosy, inviting and well-organised reading area for children to enjoy with age appropriate texts available for the children to take home and read
- Recommended reads (taken from 100 books list) displayed in the reading area

### Assessment

- All children are assessed termly using an academy wide test which is collated, and gap analysis completed to inform planning
- Teachers work with specific children each day to make on-going assessments against the NC to inform future planning

## Reading Vipers

**V**ocabulary

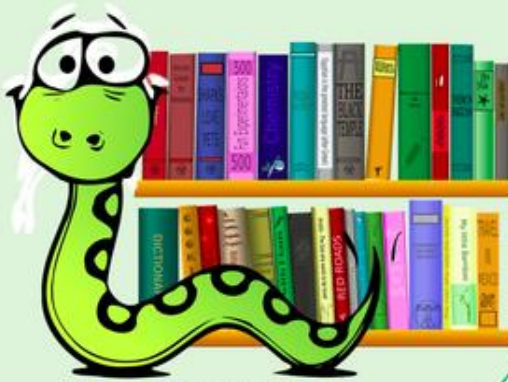
**I**nfer

**P**redict

**E**xplain

**R**etrieve

**S**equence or Summarise



- Children are explicitly taught the skills of reading (outlined in the National Curriculum and the KS1 and KS2 test domains) through the use of VIPERS which were created by Rob Smith (The Literacy Shed).
- The Reading Vipers can be used by both KS1 and KS2 with a little adaption. The main difference being in the S.
- Sequence- KS1
- Summarise-KS2
- In KS1, 'Explain'; is not one of the content domains, rather it asks children why they have come to a certain conclusion, to explain their preferences, thoughts and opinions about a text.
- In KS2, the Explain section covers the additional content domains of 2F, 2G and 2H which are not present in KS1.

## Content Domains

KS1 Content Domain Reference	VIPER
1a draw on knowledge of vocabulary to understand texts	Vocabulary
1b identify/ explain key aspects of fiction and non-fiction, such as characters, events, titles and information.	Retrieve
1c identify and explain the sequences of events in texts	Sequence
1d make inferences from the text	Infer
1e predict what might happen on the basis of what has been read so far	Predict

KS2 Content Domain Reference	VIPER
2a Give/explain the meaning of words in context	Vocabulary
2b retrieve and record information/ identify key details from fiction and non/fiction	Retrieve
2c summarise main ideas from more than one paragraph	Summarise
2d make inferences from the text/ explain and justify inferences with evidence from the text	Infer
2e predict what might happen from details stated or implied	Predict
2f identify/explain how information/ narrative content is related and contributes to meaning as a whole	Explain
2g identify/explain how meaning is enhanced through choice of words and phrases	Explain
2h make comparisons within a text	Explain

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[KS2 reading test question stems linked to the content domains](#)

<p><b>Question stems and examples from the 2016 &amp; 2017 KS2 reading tests</b></p>	
<p><b>2a</b></p>	<p><i>Give/explain the meaning of words in context</i></p>
<p><b>Find and copy...</b></p>	<p>2016 Q1 Find and copy one word meaning [group of words]  2016 Q4 Find and copy one word that suggests/ shows that...  2016 Q25 Find and copy one word from page X that tells you X  2017 Q15 Find and copy two different words from the sentence above that show...  2017 Q17 Find and copy one word from this paragraph that is closest in meaning to X  2017 Q25 Look at the section headed: X? Find and copy one word which shows that [group of words].  2016 Q30 Look at the paragraph beginning: X. Find and copy one word or group of words that shows that ...</p>
<p><b>What does X mean / suggest?</b></p>	<p>2017 Q1 Which word is closest in meaning to X?  2017 Q6 What does [group of words] mean?  2017 Q8 What does the word X [adjective] tell you about X [noun]?  2016 Q23, Q27 Look at the paragraph beginning: X... What does the word X suggest about X?  2016 Q29 Give the meaning of the word X in this sentence.</p>
<p><b>Circle / tick / underline the correct option...</b></p>	<p>2016 Q2 Which word most closely matches the meaning of the word X? Tick one.  2016 Q12a Circle the correct option to complete each sentence below [choice of adverbial phrases]  2017 Q11 What does [group of words] mean in this sentence? Tick one/  2017 Q31 Choose the best words to match the description above. Circle both</p>



	of your choices. 2016 Q31 What does [group of words] mean? Tick one.
<b>2b</b>	Retrieve and record information / identify key details from fiction and non-fiction
<b>Find and copy</b>	Find and copy one word that suggests / shows that
<b>Write down / give two / three</b>	2016 Q7 Write down three things you are told about X 2016 Q26a Give two reasons why X 2016 Q26b Look at the paragraph beginning: X... Give two reasons why X 2017 Q12 Look at page X. Give one piece of advice that Gaby's mother gives her for dealing with cats.
<b>Complete this sentence</b>	2016 12d Complete the sentence using a summary of what had happened
<b>When How long</b>	2017 Q24 In what year did X...? 2017 Q22 How long did X take?
<b>What... was / did</b>	2016 Q10 What was revealed at X place in the story? 2016 Q9b Look at X paragraph. What did he have to do to ... 2016 Q18 What helped X do X? 2017 Q16 What event made X do X?
<b>Why</b>	2016 Q28 <i>Why were artists' drawings from the time of the dodo not always accurate?</i> 2017 Q5 <i>Why had X [done something earlier in the text]?</i>
<b>Visualise</b>	2016 Q8 Which of these drawings best represents [text]
<b>Circle / tick / underline the correct option...</b>	2016 Q14 What were ...? Tick two.
<b>True/False grid</b>	2016 Q11    2017 Q18    2017 Q39
<b>Give and explain</b>	2017 Q19 Name two of the hardships that Matthew Webb faced in swimming the English Channel and explain how he dealt with them.
<b>2c</b>	Summarise main ideas from more than one paragraph

<b>Choose summary from options</b>	2017 Q27 Which of the following would be the most suitable summary of the whole text?
<b>Order summaries</b>	2017 Q14 Number the following events 1-5 to show the order in which they happened. The first one has been done for you. 2016 Q33 Below are some summaries of different paragraphs from this text. Number them 1-6 to show the order in which they appear in the text. The first has been done for you.

<b>2d</b>	<b>Make inferences from the text / explain and justify inferences with evidence from the text</b>
<b>How can you tell / do you know that...</b>	2016 Q3 How can you tell that...? 2016 Q13 Look at the first paragraph. How do you know that X...
<b>What are / does...</b>	2017 Q4 What does [character] think when... 2017 Q10 What are 3 ways that X shows...?
<b>What evidence is there</b>	2016 Q15b What evidence is there of / that... 2016 Q17 What evidence is there of / that X. Give two points.
<b>Why does / did / were</b>	2016 Q9a Why did X happen? 2017 Q2 Why does X do this? 2016 Q19 X does something in the text. Why do they do that? 2016 Q9a Look at this paragraph. <i>Why did Oliver find it difficult to read the inscription on the monument?</i>
<b>How</b>	2017 Q3 In what way does X think...? 2016 Q33 How is X made to seem X? 2016 Q32 According to the text, how did X happen? 2016 Q34a According to the text, how might...
<b>Why might?</b>	2017. Q34a & 34b Statement from text. 1. Why might he have expected X? b) Why might he not have

	expected X?
How do you know / can you tell?	2017 Q37 Summary of extract of text. How can you tell this from X? Give two ways
What impressions	2016 Q6 What impressions of X do you get from these two paragraphs?
Fact / opinion	2017 Q23 Look at this section. Put a tick in the correct box to show whether each of the following statements is a fact or an opinion
Give evidence to support assertion.	Statement about the text. Give one piece of evidence from the text which shows this.
This tells us that [options]	2017 Q38 Quotation from text. This tells us that... Tick one

<b>2e</b>	<b>Predict what might happen from details stated and implied</b>
Explain giving evidence from the text	2016 Q20 Do you think X will happen. Yes. No. Maybe. Explain your choice fully, using evidence from the text. (No 2e question in 2017 or 2018)
<b>2f</b>	<b>Identify/ explain how information / narrative content is related and contributes to meaning as a whole</b>
Draw lines to match	2016 Q22 Draw lines to match each part of the story with the correct quotation from the text ( <i>Setting, past events, action, lesson</i> ). 2017 Q28 Draw lines to match each section to its main content. One has been done for you.
<b>2g</b>	<b>Identify / explain how meaning is enhanced through choice of words and phrases</b>
Quotation - what impression / what does this suggest?	2016 Q5 Quotation from the text. Give two impressions this gives you of... 2017 Q29 Quotation from the text. What does this description suggest about...?
<b>2h</b>	<b>Make connections within the text</b>
Evidence from the text	2018 Q6 According to the text, give one

	<p>way that Xs are...</p> <ol style="list-style-type: none"> <li>1. similar to other Ys.</li> <li>2. different from other Ys</li> </ol> <p>(NB. No 2h questions in 2016 or 2017)</p>
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Reading progression document - <https://yeat.sharepoint.com/airy-hill/Staff/Forms/AllItems.aspx?id=%2Fairy%2Dhill%2FStaff%2F%40Airy%20Hill%20Docs%2FEnglish%2FReading%2FReading%20Progression%20at%20Airy%20Hill%20Primary%20School%20to%20support%20the%20teaching%20of%20comprehension%2Epdf&parent=%2Fairy%2Dhill%2FStaff%2F%40Airy%20Hill%20Docs%2FEnglish%2FReading>

### Our Reading Offer

#### **Reception Reading Offer**

Parent's meeting

Each day - parent's join the class for decoding time and phonics games (this is modelled and explained)

Daily letters and sounds phonics with sentence reading

Daily individual readers

Weekly comprehension development with enriching text

1:1 and small group boosters for the lowest 20% of pupils

#### **Year 1 reading offer**

Twice daily letters and sounds phonics

Daily reading for fluency and decoding

2 x a week whole class reading for comprehension building

1:1 and small group boosters for the lowest 20% of pupils

#### **Year 2 reading offer**

Daily whole class reading

Daily reading for fluency and decoding

Weekly whole class reading diet

Weekly individual readers

1:1 and small group boosters for the lowest 20% of pupils

### **Year 3 reading offer**

Whole class reading daily

Daily decoding and fluency time

Weekly individual readers

Weekly reading diet lesson

1:1 and small group boosters for the lowest 20% of pupils

### **Year 4/5 reading offer**

Whole class reading daily

Weekly individual readers

Weekly reading diet lesson

1:1 and small group boosters for the lowest 20% of pupils

### **Year 6 reading offer**

Whole class reading daily

Weekly individual readers

Weekly reading diet lesson

1:1 and small group boosters for the lowest 20% of pupils

Daily reading booster 8:30 - 9

### **For all**

High quality texts in class with daily story time

High quality texts to loan from the school libraries - age and content appropriate not banded

Phonically decodable texts

See reading for pleasure offer in brochure