Reading in the Emmaus Federation

The skill of reading is not simply to be able to decode and say the written words on the page. It covers a range of techniques required to enable children to understand and explain the texts they have read. Children are explicitly taught the skills of reading (outlined in the National Curriculum and the KS1 and KS2 test domains-see below) through the use of Whole Class Guided Reading sessions and VIPERS.

What are Reading Vipers?
These are the key reading skills for children to be able read and comprehend a wide range of literary texts.

	Vocabulary Looking at the choice of words that an author uses in a text.
	Infer What is suggested but not said in the text? Read between the lines and find the 'hidden' meaning.
	Predict What might happen next based on what has happened in the text?
	Explain Explain an aspect of the text. This may include why the author includes it.
	Retrieve Retrieve information from the text to answer questions.
	Sequence Place events in order (KS1)or **Summarise** Sum up key points in the text or sequence events as a summary.(KS2)

The Reading Vipers are used by both KS1 and KS2 with a little adaption (the S representing sequence or summarise as appropriate)

'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 Domain

The content domains are the key reading areas covered by the National Curriculum and assessed through both KS1 and KS2 reading tests.

KS1

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/Explain
1d make inferences from the text	Infer
1e predict what might happen on the basis of what has been read so far	Predict

KS2

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

VIPERS Lesson Structure

VIPERS whole class reading sessions take place 3 x a week for 30 minutes. These are separate to but often complement English sessions. The books are carefully chosen by teachers. On most occasions, the book is linked to the termly learning and is also the focus

for the text-based writing used in school. The question domains focused on in sessions will vary from session to session/class to class depending on the needs of the children. All the children engage with the text at the same time. The three reading sessions follow a specific format which is structured to ensure the children are taught the full range of content domains required to develop a critical reader.

Session 1

In this session, the class teacher will introduce the text to the children, discussing the author, genre and title. All children will have access to the text, either printed or through the whiteboard. Five minutes will then be spent discussing the key vocabulary in the chosen text, these will be carefully selected by the teacher. The meaning, etymology and word class of the vocabulary chosen will be discussed. These key vocabulary words will then enable the children to develop a wide repertoire of vocabulary they can use in their linked writing. The teacher will then model prosody-the fluent and expressive reading of the text. During the 15 minute reading session, the teacher will first model and then the children will re-read, developing the same fluency and expression. Finally, there will be oral discussion of three key questions, linked to a range of VIPERS content which will be discussed and model answers developed.

Session 2

This begins with a summary of the previous reading, a five-minute recap section focussing on the selected vocabulary and skimming/scanning to pick out the salient points. The children will then read the next extract from the text in pairs or small groups, rehearsing the fluency and expression taught previously During this section, the teacher will engage with individual or small groups of children to support the development of prosody. Finally, three further key questions will be discussed orally to support the full range of VIPERS skills.

Session 3

This session again begins with a five-minute recap which allows the children to summarise and sequence the whole text and use the new vocabulary in context. The children then complete written activities which support their understanding of the text covered. This might include activities such as retelling, predicting the next chapter, writing an alternative ending, character description or book review. The activities chosen will ensure a range of skills can be covered. During this session, children will access to peer support and/or adult support. Answers are either marked actively in that session or self-assessed by the pupil.

Recording and Assessment during VIPERS sessions

As mentioned earlier, some questions will require pupils to orally talk through their answers and ensure it is the best they can give before writing anything down. We also acknowledge it

is good for children to also be able to formally record an answer. Children can 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 reading sessions, teaching staff may decide to 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. Formal reading assessments are carried out in November, February and June of each school year, analysis of the results from these assessments will lead to the emphasis and focus of future reading sessions, both for the class as a whole and for individual children.

Reading for those Children in EYFS/Lower KS1

To develop our children into fluent readers and writers, we teach reading through *Little Wandle Letters and Sounds Revised*, which is a systematic and synthetic phonics programme. We start teaching phonics in Reception and follow the Little Wandle Letters and Sounds Revised progression, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

Daily phonics lessons in Reception and Year 1

Phonics is taught for 30 minutes every day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers. Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term.

Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.

Children in Year 1 review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

Reading Practice Sessions

In EYFS and lower KS1, we teach children to read through reading practice sessions three times a week. for 30 minutes These sessions are taught by a fully trained adult to small groups. During these sessions, the children use books matched to their secure phonic knowledge using the *Little Wandle Letters and Sounds Revised* assessments. Each group will read the same book 3 times, applying a different skill during each session, before taking it home after the third read at which point they should be reading the book with developing fluency.

Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:

- o decoding
- o prosody: teaching children to read with understanding and expression
- o comprehension: teaching children to understand the text.

Session 1

Every reading practice session begins with a 'revisit and review'. This is a short and pacey part of the session where the children will revise the graphemes they already know, practice fluently reading three or four words from the book, revise the tricky words that appear in the book and learn the meaning of unfamiliar vocabulary. The main focus for session 1 is decoding. Each child will read the book at the same time independently, applying their phonic skills and the teacher will 'drop in' to read with each child one-to-one and will support their decoding skills.

Session 2

The session begins with the same 'revisit and review' structure. The teacher will repeat the GPCs and tricky words from the previous session and the same vocabulary will be discussed. The main focus for session 2 is prosody. During this session, the children are given an opportunity again to read the book independently to practice their fluency. This is then followed by the teacher working with the reading group on how to develop prosody and practice this skill. The teacher will model prosody for each page and the children will then attempt this independently so that they can develop reading with appropriate meaning, stress and intonation. It provides an opportunity to explore characters' feelings, what words mean and how punctuation adds to the meaning.

Session 3

Once again, this session begins with the same 'revisit and review' structure. By the third session, the children should be automatically applying their decoding skills to read with greater accuracy and fluency, enabling their working memory to be freed up to focus on comprehension – the main focus for this session. The children will have the opportunity to read again independently to develop their prosody and fluency. After reading the book again, the teacher will ask the children questions about what they have read and children will be encouraged to develop accuracy and depth in their answers by finding answers in the text. We aim to develop the children's comprehension skills by using the reading content domains taken from the KS1 framework. One specific reading domain will be focused on to avoid overloading the children's working memory.

For any children across the school who still need to practise reading with decodable books, including those who did not pass the phonics screening check and those who need to develop fluency, we continue to teach reading in this way using the Rapid Catch Up programme. This programme mirrors the main phonics programme but has a faster pace and helps children catch up quickly.

Accelerated Reader Scheme

Accelerated Reader (AR) is a computer program that helps teachers manage and monitor children's independent reading practice. At the Emmaus Federation, children in Year 3 upwards use AR, with children in Year 2 moving on to using the system once they have completed the Little Wandle phonics programme.

To determine the initial reading level given, we use a STAR Reading test. STAR Reading is a computerised reading assessment that uses computer-adaptive technology. Questions continually adjust to your child's responses. If the child's response to a question is correct, the difficulty level of the next question is increased. If the child misses a question, the difficulty level of the next question is reduced. The test uses multiple-choice questions and takes approximately 10 minutes. These are completed at the beginning of each short term. Children are then allocated a Zone of Proximal development (ZPD) range.

ZPD is the range of books that will challenge a child without causing frustration or loss of motivation. Your child will receive a ZPD range after taking a STAR Reading test . It is important for children to read with a high degree of comprehension and therefore within their ZPDs.

The Accelerated Reader scheme means that your child picks a book at his/her own level within the ZPD range and reads it at his/her own pace, both at home and in school. Once a book is completed, the children take a Reading practice Quiz. The purpose of these quizzes is to determine whether the child has read a book, to measure the child's literal comprehension of the book and to provide immediate feedback. Each Reading Practice Quiz consists of 3, 5, 10 or 20 multiple-choice questions depending on book level and length. The tests cover many of the reading skills highlighted above. Passing the quiz is an indication that your child understood what was read. AR gives both children and teachers feedback based on the quiz results, which the teacher then uses to help your child set targets and direct ongoing reading practice.

Children using AR choose their own books, rather than having one assigned to them. This makes reading a much more enjoyable experience as they can choose books that are interesting to them. Children can also take quizzes on books that have been read to them, e.g. by parents and teachers. Research shows that children who read at least 20 minutes a day in school and 20 minutes a day at home with a 90% comprehension rate (average percentage correct) on AR quizzes see the greatest gains. The children are therefore encouraged to read daily if possible. Children can read books other than their Accelerated Reader chosen books but tests (and therefore progress) can only be completed on books from the scheme. However, there are over 26,000 books with associated AR quizzes available, with more being written every month. The school library holds a wide range of books at all levels to interest all readers.

As with anything, performance improves with practice. We therefore encourage every child to read at home. When reading with your child, stop and ask questions to be sure your child is comprehending what is read. Reading with your child, no matter what the child's age, is an important part of developing a good reader and building a lifelong love of reading. Below are

some VIPERS question stems that you may find useful when talking to your child about their books.

KS1

Vocabulary	Infer	Predict	Explain	Retrieve	Sequence
Draw upon knowledge of vocabulary in order to understand the text.	Make inferences from the text.	Predict what you think will happen based on the information that you have been given.	Explain your preferences, thoughts and opinions about the text.	Identify and explain the key features of fiction and non-fiction texts such as: characters, events, titles and information.	Sequence the key events in the story.
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?	**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?	**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?	**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?	**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......?	**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?

KS2

Vocabulary	Infer	Predict	Explain	Retrieve	Summarise
Find and explain the meaning of words in context.	Make and justify inferences using evidence from the text.	Predict what will happen based from the details given or implied.	Explain how content is related and contributed 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.	Retrieve and record information and identify key details from fiction and non-fiction.	Summarise the main ideas from more than one paragraph.
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......	**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?	**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.	**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?	**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?	**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?