Reading Policy

Version Control

Version	Date	Author	Changes made:
1		Louise G	
2	9.3.22	SMT & Reading Teachers	• Phonics teaching (second paragraph)
3	17.03.22	SMT & Reading Teachers	• Added VIPERS explanation and grids

St Bede C of E Primary Academy

Approach to Reading Policy

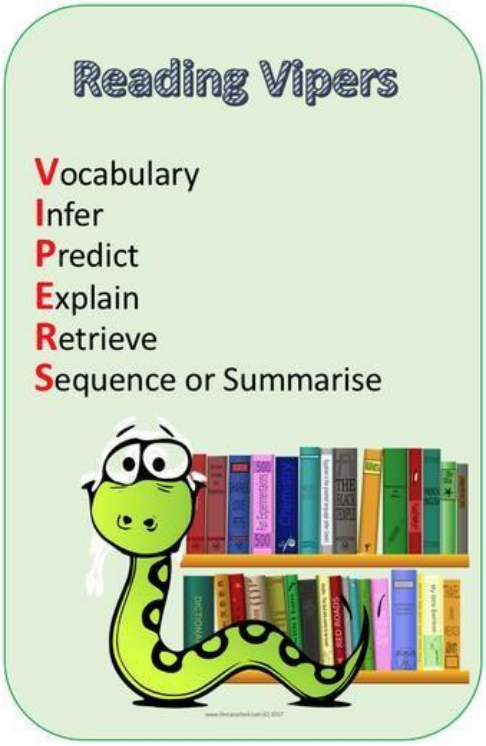
At St. Bede we aim to promote a love of reading as well as ensuring that our children become skilled and fluent readers.

We use Bug Club to teach daily phonics and introduce children to the letter sounds that form the basic reading skills. Phonics sessions are delivered every day.
During these phonics sessions children will:

- learn that sounds are represented by written letters;

- learn each sound and the corresponding letter/letter groups;
- learn how to blend and segment sounds.

At St. Bede we teach 'VIPERS' Reading across all Key Stages from Early Years to Key Stage 2. In Early Years pupils are introduced to 'VIPERS' within focused activities and within the continuous provision. For Years 1-6 pupils will be taught VIPERS skills in a 30 minute daily reading session known as 'VIPERS Reading'. Across all Key Stages children are exposed to a selection of age appropriate and progressive VIPERS texts. See below for an outline of the VIPERS skills.



The 6 domains focus on comprehension. VIPERS is a method of ensuring that teachers ask, and students are familiar with, a range of questions. They allow the teacher to track the type of questions asked and the children's responses to these which allows for targeted questioning afterward.

EYFS/KS1

Content Domain	**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 sequence 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

'Explain' is not a content domain at EYFS/KS1, instead, this VIPER will focus on asking children why they have come to a certain conclusion, asking children to explain their preferences, thoughts and opinions about a text.

KS2

Content Domain	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

Children will practise their reading with an adult and learn to use a variety of reading strategies. The children read a selection of texts featuring words they have learned to sound out and focus on reading these words within sentences. As children progress through the Key Stages, they are encouraged to read a range of texts fluently and independently. We ensure the children have access to a wide range of fiction and non-fiction and we aim to challenge our children by providing more complex and difficult texts.

We also feel that sharing books is important and we provide opportunities for older and younger children to have time to read together. Every class at St. Bede is paired and children are given 'reading buddies' so that they can share books and reading experiences together. This makes a big difference to the reading confidence of all children involved, as well as being an enjoyable experience.

Each child is given a home/school Reading Record to encourage children to read at both home and school. We ask that the Reading Record is completed every time they read at home and we encourage children to read with an adult at least 5 times a week. Reading Records are checked on a weekly basis and children are rewarded for their home reading.

We encourage parents, grandparents and carers to read to children and talk about books as often as possible. Not only is this a lovely time to spend together, it's also invaluable in developing and extending the vocabulary which children can bring to their speaking and listening, reading and writing. Read books to your child, and enjoy ~ when your child sees you enjoying reading they will feel positive and motivated to do the same. Every time you read with your child you are investing in their future!