



Edward Peake C of E (VC) Middle School Reading Strategy

At Edward Peake we are passionate about reading.

Being able to read well is crucial. A person's success can often be attributed to the amount of time they have spent reading, both in and out of the classroom. The power of reading is huge, and we want children to be able to take full advantage of the benefits, pleasure and enjoyment that it has to offer.

We strive to develop pupil's positive attitudes towards reading so everyone thinks of themselves as a reader. This can be reading in its many forms. We wish to create a community of readers that share, enjoy and promote reading as a skill and desirable past time.

There are a number of ways that reading is taught at Edward Peake which include: carousel teaching, whole class reading, close text analysis, reading fluency projects, discrete phonics teaching for those pupils who require it as well as shared, peer and 1:1 reading. Additionally, all classes have texts read to them throughout the year during community circle time. This helps foster an atmosphere of a love of reading which can be shared amongst peers.

The Power of Reading

Within Key Stage 2 (Years 5 & 6) we follow the CLPE scheme called Power of Reading. This scheme has been designed to support and foster a love of reading and writing amongst pupils. A reason for working closely with this scheme is that it also develops pupils' cultural capital by exposing them to a range of quality texts from different cultures, authors and styles of writing. Each term one book is chosen as the focus text, which provides opportunities for writing, discussion and reading around the topic contained within the book. Due to the success this model has had in KS2 we have applied it to our KS3 schemes as well, ensuring that rich, varied texts form the basis of their learning throughout Edward Peake.

Reading to and with the Children

At Edward Peake we strive to motivate children to want to read so they will practice reading independently and, thus, become fluent readers. That happens when children enjoy reading. To help with this, we spread the positive power of reading by having teacher-led reading groups, adults reading with pupils during community circle times and the start of Edward Peake bedtime stories. Sometimes devoting time to reading for 10 minutes at home with children can be challenging. To help combat this and ensure pupils can still have 10 minutes of reading, each week a new reading from a member of staff from part of a book is uploaded to the website for pupils to enjoy. In time this will build to a library of shared reading that will inspire pupils to pick up a book and find out where it may take them.



Reading Vipers

Edward Peake uses a reading technique known as Reading VIPERS. Reading VIPERS are used to support children with their reading comprehension skills. VIPERS are a range of reading prompts based on the 2016 reading Content Domain Areas (CDAs) found in the National Curriculum Test Framework. Each classroom has the Reading VIPERS displayed in the reading area of their classroom or on a suitable display elsewhere with the class teacher making explicit links to the skill the children will be learning about. This ensures that pupils are understanding that reading skills are prevalent and expected in all subjects, not just within their English lessons. This common language ensures pupils are identifying when they are using the vital reading skills.

Reading Vipers

Vocabulary

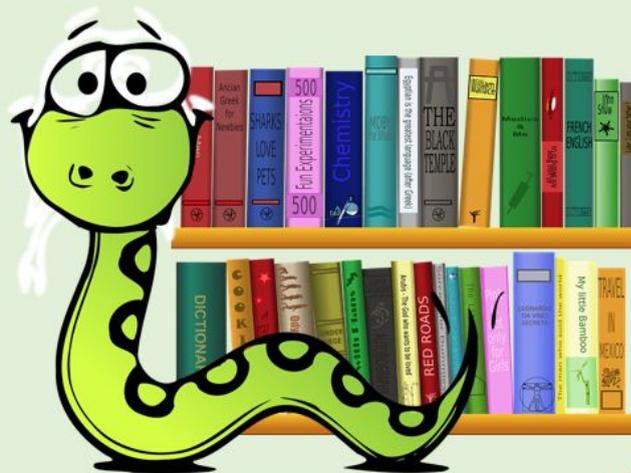
Infer

Predict

Explain

Retrieve

Sequence or Summarise





How can you help?

An often-asked question to teachers by parents is how can they best support their pupil with their school progress and journey. One way that you can support your child is to refer to the VIPERS question stems when you listen to your child read at home (See appendix 1).

The impact of our continued passion for reading is evident across the school with children talking about their love of reading, the quality of texts the children are encountering, the quality of teaching across the school combined with our extensive reading facilities available with our library and reading corners in classrooms. KS2 reading results are rising over time.

<https://clpe.org.uk/>

<https://www.literacysshedblog.com/vipers.html>

<https://www.spellingshed.com/en-gb>



Appendix 1 - VIPER Question Stems

<p>Vocabulary</p> <p>Find and explain the meaning of words in context.</p> 	<p>Infer</p> <p>Make and justify inferences using evidence from the text.</p> 	<p>Predict</p> <p>Predict what will happen based from the details given or implied.</p> 	<p>Explain</p> <p>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.</p> 	<p>Retrieve</p> <p>Retrieve and record information and identify key details from fiction and non-fiction.</p> 	<p>Summarise</p> <p>Summarise the main ideas from more than one paragraph.</p> 
<p>Example questions</p> <ul style="list-style-type: none"> • 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..... 	<p>Example questions</p> <ul style="list-style-type: none"> • 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? 	<p>Example questions</p> <ul style="list-style-type: none"> • 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. 	<p>Example questions</p> <ul style="list-style-type: none"> • 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? 	<p>Example questions</p> <ul style="list-style-type: none"> • 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? 	<p>Example questions</p> <ul style="list-style-type: none"> • 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?