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.
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.literacyshedblog.com/vipers.html
https://www.spellingshed.com/en-gb
Appendix 1 - VIPER Question Stems

**Vocabulary**
- What do the words... about the character/setting/mood?
- Which word tells you what word that is closest in meaning to...
- Find and highlight the word that is closest in meaning to...
- Find one word in the text which shows the reader's feelings/mood.

**Infer**
- Find and copy a group of words which show that...
- How do these words make you feel about...
- Who is telling the story?
- From the cover, what do you think the text is going to be about?
- Who happened to...

**Predict**
- Explain the text arranged in the order the events are likely to happen in.
- How many of the events in the story are likely to happen?
- The story is told from whose perspective?
- What can you learn from this story?

**Explain**
- How would you describe the theme of this story? What is the main idea of the story?
- What is the purpose of this text feature?
- Find and copy the phrases which show...
- How does the author engage the reader?

**Retrieve**
- Summarise the main events in the text.
- Can you number these events in order?
- What does this make you think happened in the opening of the story? What sentence of the story?
- How many events do the chapter headings come in?