

## **Whole Class Reading at St. Elizabeth's**

Reading is taught through small group RWI sessions in KS1 and Whole Class Reading sessions in KS2. Children in Y2 progress to Whole Class Reading when they have completed the phonics programme successfully. This may vary from year to year depending on the cohort.

Whole class reading is centred around all children accessing the same text (or extracts of text) using VIPERS – these are reading question prompts based on the 2016 reading content domains found in the National Curriculum Test Framework documents.

Vipers heading	Content Domain reference	Content Domain Description
Vocabulary	2a	Give/explain the meaning of words in context
Infer	2d	Make inference from the text/ explain and justify using evidence from the text.
Predict	2e	Predict what might happen from the details stated and implied.
Explain	2f, 2g, 2h,	Identify/explain how information/narrative content is related and contributes to the meaning as a whole. Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within the text
Retrieve	2b	Retrieve and record key information/key details from fiction and non-fiction
Summarise	2c	Summarise main ideas from more than one paragraph

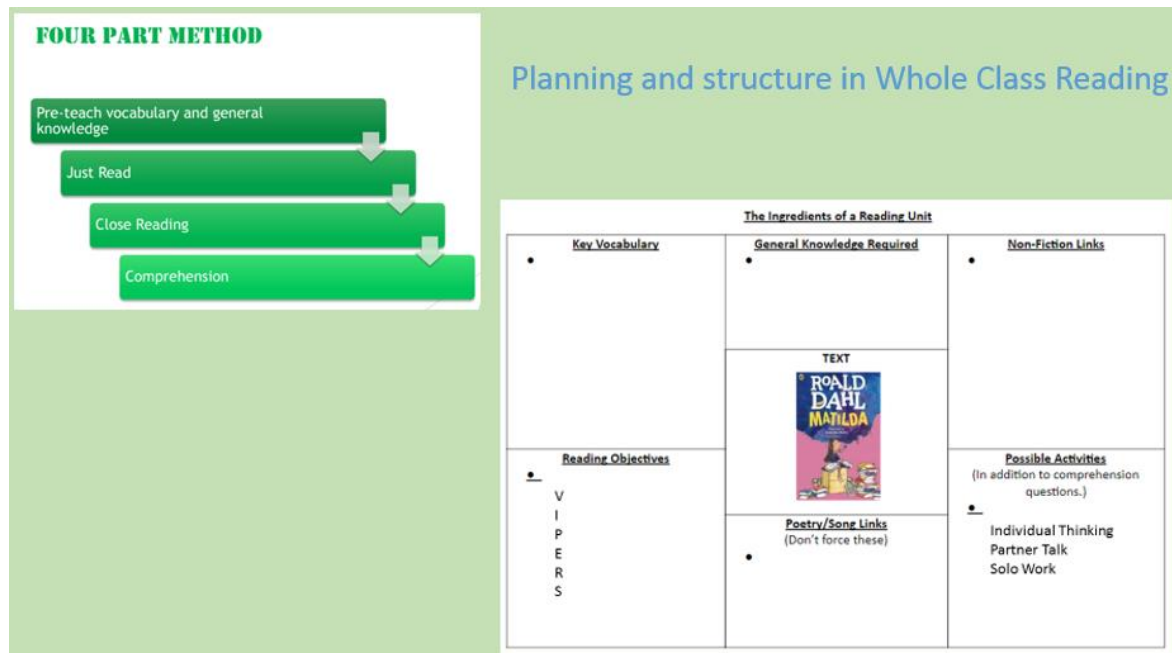


In all year groups (1-6) the VIPERS are also used within English lessons to facilitate familiarisation of our English texts and to make links between reading and writing outcomes.

Whole Class Reading sessions can be used to support the class text for the half term (set out in the English LTP) or to explore and extend other learning; such as history, geography or science.

Different styles of reading are used within the sessions such as: echo reading, paired reading, chorus reading and modelled reading. Teachers assess and record each child for Speed, Accuracy, Expression and Punctuation in reading aloud.

Over the course of each half term, teachers should plan to include a good mixture of fiction, non-fiction and poetry texts. Often non-fiction texts and videos can be used to provide the background knowledge needed to help children understand aspects of the fiction text they are reading together.



Many different sources can be used to resource the reading sessions, including pictures and photos.

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| <ul style="list-style-type: none"> <li>○ movie clip</li> <li>○ trailer</li> <li>○ poem</li> <li>○ song</li> <li>○ paragraph from book</li> <li>○ blurb</li> <li>○ photograph</li> <li>○ cartoon</li> <li>○ (photo of) unusual object</li> </ul> | <ul style="list-style-type: none"> <li>○ front cover of a book/dvd/cd</li> <li>○ TV clip</li> <li>○ jingle</li> <li>○ advertisement - poster and TV</li> <li>○ newspaper/magazine article</li> <li>○ image from book/newspaper/magazine</li> <li>○ short interview script</li> </ul> |
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### Reading at home

All children are expected to read at home to an adult every evening and to have their reading diary signed. Diaries are checked regularly in class. Children who are not reading regularly at home should be identified for 1:1 reading daily with a Teaching Assistant. During the reading session TAs are also expected to support individuals/groups to assist with understanding and fluency.

KS1 children take home a RWI book. KS2 children take home a Big Cat reading scheme book which is changed weekly. These are allocated in ability groups and based upon attainment in comprehension and reading fluency. Teachers and TAs regularly listen to children read (either within the whole class reading/RWI session or 1:1) and agree on when children are ready to move up in the reading scheme.

### Reading for pleasure

As a school, promoting reading for pleasure is a priority. One of the ways we can do this is to make sure each child takes another book home, other than their reading scheme book. Each child has access to the school library and we try to take each class to visit Foleshill library regularly. In addition, every classroom has its own collection of books which the children may borrow.

This year we are taking part in the Coventry Inspiration Book Awards, which selects eight newly published titles for each age group. We have purchased the sets of books and the children have been challenged to try and read as many as possible of the books for their age group.

Six children in Year 6 have been selected to take part in the Schools' Library Service Gifted & Talented Reading Quiz. This involves reading 3 titles and answering comprehension style questions as a team.