

Reading Bands

Children's reading skills are assessed, both decoding and comprehension. Children are assigned a book band level based on their test results as well as Teacher Assessment.

This ensures that they are reading the correct level of book to enable them to build and consolidate their reading skills. Children are assessed regularly and are moved up through the levels as required. Progress through the reading bands is a journey, not a race: it is important to see it as such. All children progress at different rates, with maximum learning and enjoyment being achieved when a child reads at their correct level.

Once a child has travelled through the book bands, they will become 'Reading Explorers'. These children aim to:

- Explore a range of different books (fiction and non-fiction).
- Read and discuss books with an adult at home.
- Challenge themselves to read books that stretch them.

Children sign, and then take home, a Reading Certificate when they agree to become a reading explorer.



Home Reading

Children are encouraged to read with a parent or carer every day and record this at least once a week in their Reading Record. During this reading time, children should be heard reading aloud followed by a discussion to ensure that the child has understood what they have read. Adults can use the VIPERS Question Stem Bookmark to build this discussion and ensure that they are focusing on different reading skills to help their child develop. This time is often very important to the child and lets adults and children celebrate reading together. Enjoy!



School Library

Whilst also having access to a range of age-appropriate books in their classroom book corners to choose from, children are encouraged to visit the library. It contains a range of book, both factual and fiction.

Our Year 6 librarians are always happy to help children find a good book for them.

Children are expected to bring their reading books to school every day as quiet, independent reading is part of the classroom routine.



Approach to Reading

A guide for parents and carers at Busbridge CE Junior School



Reading for Pirmary School Children

Research has shown that proficiency in reading plays a key role in children's academic progress. It provides enjoyment, knowledge and supports them in their vocabulary and writing.

Busbridge C of E Junior School aims to develop literate children who:

- Love reading and have an appreciation of the importance and value of reading for pleasure.
- Read with confidence, fluency and understanding, using a range of independent strategies to self-monitor and correct.
- Have a deep and true understanding of what they read.
- Understand phonics and use it to read accurately.
- Have an interest in a wide range of texts, reading for enjoyment and information.

Encouragement at home is a key part of our aim to create a love of reading. Working closely with parents and carers to do this is vital.

Reading Skills

The skills of reading can be broken down into seven different strands. The first is **fluency** which involves the ability to read with speed and accuracy using their phonics knowledge as well as reading with appropriate expression. The remaining six strands can be separated into VIPERS:

Vocabulary – word meaning and understanding language used in context.

Inference – making inferences from the text. Explaining and justifying using evidence from the text.

Predict – predicting what may happen from the details both stated and implied.

Explain – identify and explain how information or narrative content is related and contributes to the meaning of the text.

Retrieval – retrieve and record key information and details from the text.

Sequence and Summarise – putting events in order, knowing what happens before or after an event. Summarise the main ideas from the text.

Vocabulary
Infer
Predict
Explain
Retrieve
Summarise



VIPERS Reading Lessons

Once a week, each class has a VIPERS reading lesson that focuses on developing the children's reading skills. Children read a range of texts and acquire the skills through explicit teaching, questioning and reading activities. The children work as a whole class, in groups, with partners and individually to provide challenge and support at their level. Lessons may focus on one specific skill or cover a range depending on the needs of the children in the class. All skills will be regularly covered within the year.

Year 3 Guided Reading

During the Autumn Term in Year 3, the children work in small groups once a week with their class teacher around a variety of texts. The text, learning and targets are matched to their needs. This is valuable time for the teacher to work closely with the children through the different reading skills as they transition into Busbridge. The small focus group develops the child's familiarity with the VIPERS format and terminology before moving on to whole class VIPERS lessons in the Spring and Summer Term.

Phonics

When the children transition to Busbridge, their class teacher assesses their phonics knowledge to identify gaps in their knowledge. If appropriate, the child will begin a phonics catch up scheme, Little Wandle. The aim of this intervention is to build on and secure their ability to identify, read and use phonics so that they may read fluently and accurately.