



# Reading at St Charles' School

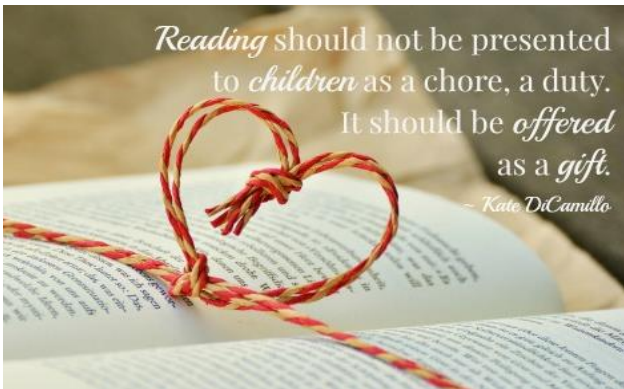
## Intent

At St Charles' we see reading as the key skill to academic success and provide a literacy rich environment to inspire children.

We want all children to leave our school as fluent and confident readers with a lifelong love of reading.



## Implementation



### Phonics and Early Reading

EYFS and KS1 have daily phonics sessions, which follows the systemic scheme of Letters and Sounds, supplemented by Jolly Phonics. The reinforcement and revision of phonics skills continues through all year groups.

Children have access to a wealth of online literature through our key schemes, Oxford Reading Owl, Active Learn and the MyOn library through Accelerated Reader. Children are able to access these resources both at home and at school.

### VIPERS- the building blocks of reading

Teachers follow a clear and structured progression map in all VIPERS strands. This underpins our teaching and learning, and sets out the expectations for each phase in the school ensuring that each year group builds on children's prior learning and understanding.

Every child is provided with a range books that match and develop their phonic and reading ability to share with adults at home.

Children's reading skills are continually developed through the wider curriculum.

In weekly guided reading sessions, children focus on VIPERS strands in questions and discussion.

**Vocabulary:** the key to reading comprehension. Children learn strategies to work out the meaning of words.

**Inference:** the skill of reading between the lines. Children learn to explore texts and read beyond the literal.

**Prediction:** the strategy of thinking ahead. Children learn to make connections based on their experience and knowledge.

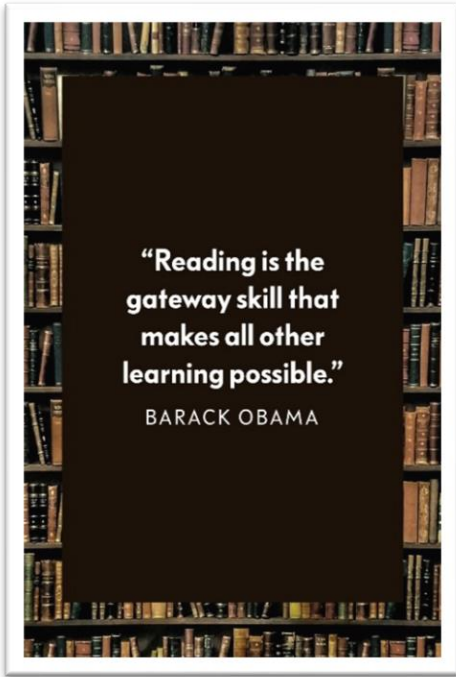
**Explanation:** the process of making something clearer and easier to understand.

**Retrieval:** responding to questions and identifying and recording important information from a text.

**Summarise:** the skill of selecting only the key information from what has been read and placing it in a logical, structured order.

**V**ocabulary  
**I**nfer  
**P**redict  
**E**xplain  
**R**etrieve  
**S**ummarise





### Assessment

Teachers monitor and assess children's reading progress through a range of summative and formative strategies to ensure we meet every our children's needs:

- weekly guided reading sessions with an adult
- individual reading with children
- the online platform Accelerated Reader
- termly NFER comprehension assessments

### Impact

Through our rigorous and progressive reading curriculum children will have developed the phonic knowledge and skills to decode new and unfamiliar words.

They will be confident and competent in comprehension skills and are able to discuss, give their opinion and answer a range of questions about a text.

And most importantly, that our children have a lifelong love of reading.

**Books shouldn't be daunting, they should be funny, exciting and wonderful; and learning to be a reader gives a terrific advantage."**

- Roald Dahl

