

At St Dennis Primary Academy, we believe that the greatest gift is the passion for reading and to instil a love for reading with our pupils. We value the importance of reading and firmly believe that if we support pupils in establishing a love for reading, exposing them to high quality texts, then their education is enhanced.

With this in mind, St Dennis Primary Academy, has an allocated daily reading slot for all classes. The other days are allocated for reading across the wider curriculum and to develop library skills and reading for pleasure.

Teachers choose the book/novel ahead of time allowing children to have some input into the books they wish to read and enjoy. Books/novels are selected to either enhance and complement our curriculum topic focus or chosen from our year group recommended reads.

Teachers ensure they have read the books or novels through, prior to the Book/Novel Study session, so that they are completely aware of the content and can plan lessons accordingly. They plan out the sequence of chapters/text they will read to the class, signposting vocabulary or questions on post its (in the adult's copy), as well as noting what **VIPERS** reading skill activities pupils will be focusing on during the reading.

Book/Novel Study is so much more than just 'reading'. It refers to the process of reading (studying) a text (book or novel) together. Teachers have their own copy of the chosen book/novel to read aloud to the class and pupils have their own copy of the same book/novel to follow from.

Book/Novel Study starts with a reminder of the rules for reading shared on the interactive white board:

- Following the words on the page carefully
- No turning the pages ahead of time
- Not talking or interrupting the reader
- Showing 'noddies' to encourage the reader

The **VIPERS** are shared at the beginning of every session. They are displayed on the interactive white board, with pre-set questions. There may be a specific focus, but all **VIPERS** must be covered within each whole text. Vocabulary is taught, overlearned and embedded throughout the Book/Novel Study and forms part of every session and is cascaded down into wider curriculum to allow these words to be used in different contexts. The **VIPERS** are progressive (please see progression in reading skills document).

Adults read the class book/novel aloud using expression and intonation to capture the attention of their readers. They pause and allow time for thinking and discussion.

Children read during these sessions in a variety of ways. They may hear the teacher model fluent reading and then have time to reread the same extract themselves. They may read individually and feed-back. They may work in groups, take turns in pairs or read aloud to their peers. There will be a range of these strategies throughout the week.

Teachers can focus on individual children during this session, either hearing them read individually whilst others are reading independently in pairs or groups, or by targeting direct questions.

Children are encouraged to orally speak their answers, acknowledging their first response may not be their best. They should be supported to give evidence for their answer, based on the text or a picture they have seen in the book.

Over the week, there is an expectation that a written comprehension activity, incorporating the **VIPERS** will take place (reading response) and any answers will be recorded and kept, to provide evidence towards reading assessments and moderation. At the end of the Book/Novel Study, children will take an independent Accelerated Reader quiz, to gauge comprehension.

Other reading assessments will be undertaken inline with the whole school's assessment cycle and include:

- Accelerated Reader Star Reading Test data (baseline/half-termly)
- reading of National Curriculum Year group words (termly)
- spelling of National Curriculum Year group words (termly)
- phonic screening tests - Year 1 only - (half-termly)
- Rising Stars PIRA Reading Comprehension Tests (termly)
- RWI assessments - if relevant - (baseline/half-termly)
- Key Stage 2 Reading SATS scores – Year 6 only - (half-termly)

Reading across the wider curriculum is delivered by HLTAs. Quick read texts are chosen to enhance reading across the wider curriculum. Each text has approximately 10 – 15 questions. Most have a focus section which allows pupils to practise an individual **VIPERS** skill and a mixed section which allows practise across the range of **VIPERS**. Texts are accompanied by the answers.

Each stage relates to year group expectations. Stage 1 = Year 1, Stage 2 = Year 2 etc. They are called stages in case there are children working at a level which differs from their own year group. For example, a Y4 child working below expectations could complete Stage 2 work, although at St Dennis Primary Academy we use the materials in mixed ability pairs.

In Key Stage 1, the adult leading the session will read through the text. The children will then re-read the text in their mixed-ability pairs. The adult will then go through the questions orally referring to the **VIPERS** and allow the pairs time to think and to find the answers. The adult will model the correct responses back to the children. One text may be used over 2 sessions.

In Key Stage 2, the adult leading the session will either read through the text during the first lesson or ask the children to read the text in pairs. Whilst reading, the children can underline and identify any new or unknown words and underline any important facts. Time is spent discussing the text to ensure understanding before answering the **VIPERS** questions together from the 'Teaching Slides' PowerPoint. One text may be used over 2 sessions.

We use the Tower Hamlets Progression in Language Structures document to support planning for talk in a range of subjects and lessons across the curriculum. These sentence stems support children, at an age-appropriate level, to articulate and justify their answers, arguments and opinions and give well-structured descriptions and explanations. They also support children to express their feelings, consider and evaluate viewpoints and build upon the contributions of others.

All classes have a class reading display board linked to the novel, displaying the key vocabulary from the text (which builds daily) and a copy of the age-appropriate **VIPERS**. The current Novel Study text is displayed on the classroom door.