



# Reading at Highlees - Parent Meeting

This outlines the reading strategies at Highlees. We have two strands - Reading for Pleasure and the Teaching of comprehending text. Both these strands compliment each other to ensure each student is a confident, motivated reader.

"In the case of good books, the point is not to see how  
many of them you can get through,  
but how many can get through to you."

Mortimer Adler.



today a  
**READER,**  
tomorrow a  
**LEADER**  
- MARGARET FULLER

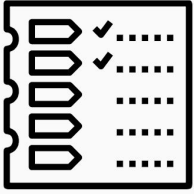
kiwiNberries.com

I do believe  
something magical  
can happen when  
you read a book.

J.K Rowling

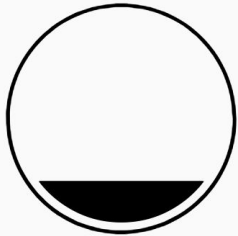
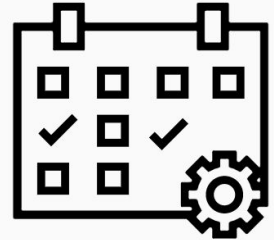


## At Highlees, we know that hearing children read builds fluency, therefore...



**EYFS and Year 1:** targeted children heard by an adult daily. Everyone heard reading by an adult, at least once a week.

**Y2, 3, 4:** targeted children heard by an adult daily. Everyone else heard read by an adult at least once a fortnight (within guided reading the opposite week).



**Y5 and 6:** targeted children heard by an adult daily. Everyone else as and when e.g. in whole class reading, inviting children to read.



## In class reading books



**EYFS and KS1:** In class, children read a decodable book linked to their phonics lesson (selected by the teacher); an e version of this book is shared to read at home or a version of the book is put on Tapestry for Reception children.

The children take **home a 'colour banded book'** linked to their assessed reading age selected by the child.

**KS2:** Children to select a 'colour banded book' to read in school and take home identified by their assessed reading age and NTS comprehension score.

Identified children to read a decodable book, in school and where a phonetic need has been identified, children will choose a phonetically codeable book to take home.

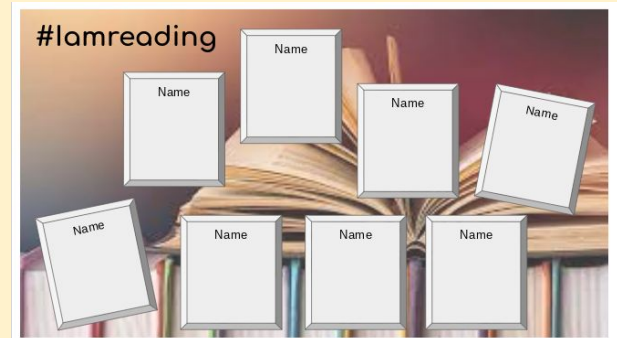


## In class/home reading books:

**EYFS-Y3:** change books at least once a week.

**Y4-6:** change books once finished.

- KS2 - post-it note display, stating what the children are reading within your class. This needs changing after every book has been completed.





## Guided Reading at Highlees

The aim of these planned sessions is:

- Encouraging and developing reading for pleasure
- Developing reading confidence
- Developing children's ability to blend and segment written words
- Practising and consolidating reading strategies
- Deepening and broadening children's understanding of characters, settings, patterns, vocabulary and experiences
- Developing children's understanding of sentence structure and grammar
- Developing children's oral and written comprehension skills in:





## Guided Reading

What does it look like at Highlees?



- Visual aid
- Whole class text
- Group text
- Individual text





# Guided Reading Y2 - Y6

## What does it look like at Highlees?

Children are taught the skills of reading (outlined in the National Curriculum and the KS1 and KS2 test domains) through the use of VIPERS which were created by Rob Smith (The Literacy Shed).

The Reading Vipers can be used by both KS1 and KS2 with a little adaption. The main difference being in the **S**.

**Sequence – KS1**

**Summarise – KS2**

In KS1, 'Explain'; is not one of the content domains, rather it asks children why they have come to a certain conclusion, to explain their preferences, thoughts and opinions about a text.

In KS2, the Explain section covers the additional content domains of 2F, 2G and 2H which are not present in KS1.



# Guided Reading

## What are Vipers?

VIPERS is an anagram to aid the recall of the 6 reading domains as part of the UK's reading curriculum. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts.

**VIPERS** stands for:

## Reading Vipers

**V**ocabulary  
**I**nfer  
**P**redict  
**E**xplain  
**R**etrieve  
**S**equence or Summarise





## **Guided Reading**

What does it look like at Highlees?

The 6 domains focus on the comprehension aspect of reading and not the mechanics: decoding, fluency, prosody etc. As such, VIPERS is not a reading scheme but rather a method of ensuring that teachers ask, and students are familiar with, a range of questions. They allow the teacher to track the type of questions asked and the children's responses to these which allows for targeted questioning afterwards.



# Guided Reading

What does it look like at Highlees?

## Key Stage 1

In Key Stage One, children reading skills are taught and practised using the VIPERS during whole class reading sessions.

### KS1 Content Domain Reference [VIPER]

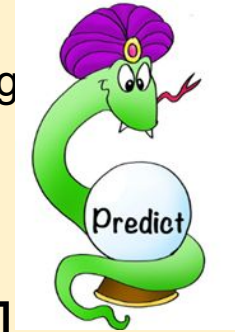
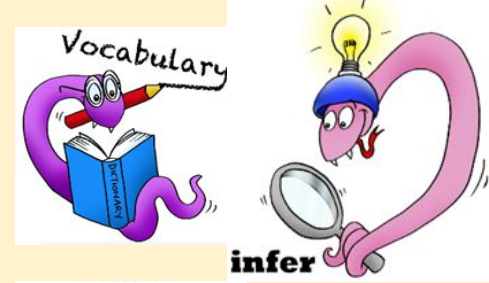
**1a** draw on knowledge of vocabulary to understand texts **[Vocabulary]**

**1b** identify/explain key aspects of fiction and non-fiction, such as characters, events, titles and information **[Retrieve]**

**1c** identify and explain the sequences of events in texts **[Sequence]**

**1d** make inferences from the text **[Infer]**

**1e** predict what might happen on the basis of what has been read so far **[Predict]**





# Guided Reading

## What does it look like at Highlees?

### Key Stage 2

In Key Stage Two, children reading skills are taught and practised using VIPERS during whole class reading sessions.

#### KS2 Content Domain Reference [VIPER]

**2a** Give/explain the meaning of words in context **[Vocabulary]**

**2b** retrieve and record information/ identify key details from fiction and non/fiction **[Retrieve]**

**2c** summarise main ideas from more than one paragraph **[Summarise]**

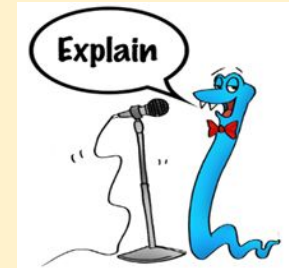
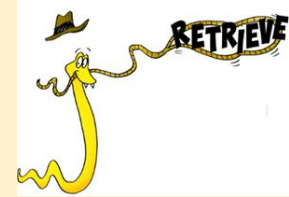
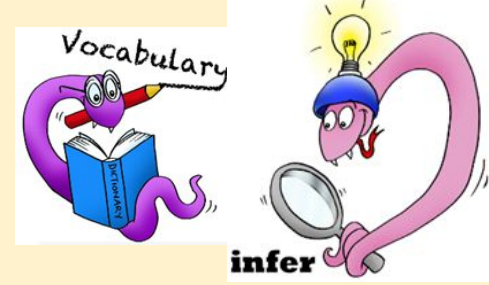
**2d** make inferences from the text/ explain and justify inferences with evidence from the text **[Infer]**

**2e** predict what might happen from details stated or implied **[Predict]**

**2f** identify/explain how information/ narrative content is related and contributes to meaning as a whole **[Explain]**

**2g** identify/explain how meaning is enhanced through choice of words and phrases **[Explain]**

**2h** make comparisons within a text **[Explain]**





## Whole class texts...

Every half term, each year group has focus class texts for reading. Our aim is to equip children with the knowledge and understanding of how texts work so that, when they encounter another text, they are more able to comprehend.





## Assessment at Highlees



- In EYFS and KS1, half-termly phonics assessments are completed
- NTS reading assessments completed termly
- Salford Reading test - 3x a year
- Informal assessments made continually through observations, responses to reading and comprehension questions.
- Reading skills grids





## Reading at Home



- EYFS and KS1: All children to have a Reading Record, banded book and key, high frequency words to practice and tricky words.
- Y3-6: All child to have a reading record and banded book.

When reading with your child at home, please sign their reading records and record a comment.

**E.g. “George read fluently, with great pace and he was able to tell me why the wolf was following Little Red Riding Hood - because he wants to eat Grandma.”**

take

10



minutes  
to read

every day

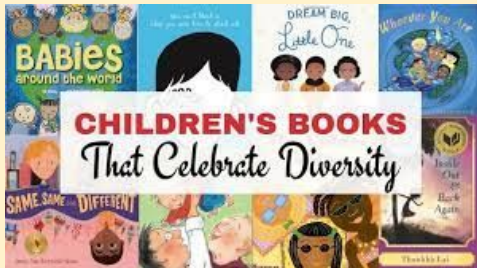


Reading for Pleasure  
at Highlees



## Class Reading - Reading for Pleasure

- Every year group to timetable 15 minutes a day to share a story, poem, song etc.
- Every year group is timetabled to visit the school library.



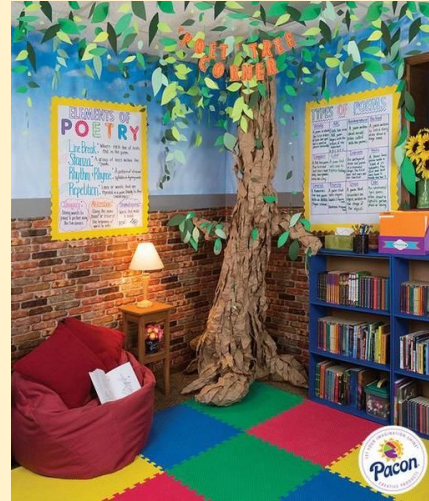
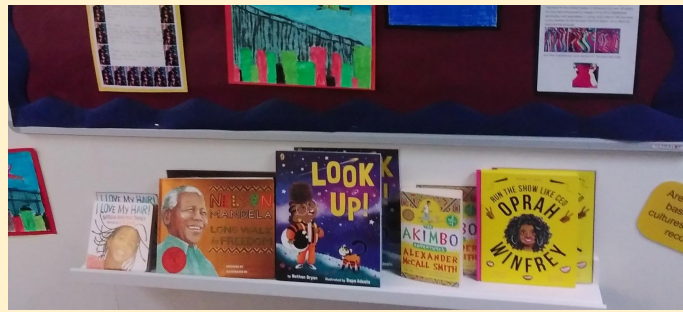


## Our Reading for Pleasure Plans for this year...

- DEAR
- Reading Rucksacks
- Adults swap classes so all children hear different adults read









## What can you do at home?

- 10 Minute Pledge
- Read **to** your children, as well as your child reading to you
- Fill in their Reading Records - these will be checked by class teachers
- Share a range of genres with your child
- Promote reading at home - visit the local library
- Encourage your child to carry a book with them
- Read and discuss reading with others around your children
- Maintain the motivation to read - talk about the joy of reading
- Support children with reading - asking a variety of questions