



## Overview of Reading at Sowe Valley Primary School

<b>Vision (Intent)</b>	<b>Immersion (Our Offer)</b>	<b>Personalising the Curriculum to Sowe Valley (Implementation)</b>
<p>At Sowe Valley Primary School we believe that reading is an essential life skill and we are committed to enabling our children to become lifelong readers who enjoy a range of texts.</p> <p>At the heart of our strategy is our drive to foster a love of reading, enriching children's learning through carefully designed teaching activities that utilise imaginative stories and thought provoking texts. Reading is a skill that enables children to develop their learning across the wider curriculum and lays the foundations for success in their future.</p> <p>From the moment children enter our Reception classroom, they are immersed in a language rich environment full of opportunities to build their vocabulary, enjoy stories and develop their skills in reading. Teachers at Sowe Valley use reading to provoke thought within their pupils and encourage children to read widely across both fiction and non-fiction. This is critical in supporting children to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, to gain knowledge that can be used across the curriculum and develop their comprehension skills. Our intention is to ensure that, by the end of their primary education, all pupils are able to decode words in order to be able to read fluently, with an understanding of what they have read, and with confidence. At Sowe Valley, we promote reading for pleasure and we are committed to ensuring children understand the value and importance of reading in everyday life, and are able to use their developed reading skills to support them as they progress through life.</p> <p>We have high expectations of all children and encourage parents to support our vision by reading at home daily with their children.</p>	<p style="text-align: center;"><b>Current Practice:</b></p> <p style="text-align: center;"><b>Further Development:</b></p>	<p><b>Phonics</b></p> <p>At Sowe Valley Primary School we teach daily Phonics lessons, using the 'StoryTime Phonics' programme. This systematic, synthetic phonics approach for teaching children to read, is split into phases. In Autumn term 1, children in Reception begin Phase 2 of the programme, where they are introduced to the first 35 GPC's (Grapheme Phoneme Correspondences). In Spring term, Phase 3 includes further phonemes, such as 'digraphs and trigraphs'. We then continue into the summer term with Phase 4 of the programme. Children are quickly taught to segment and blend sounds to read a variety of words and segment or break down the sounds in simple words for spelling. Within Phase 2, 3 and 4 children are also taught 'Tricky Words' these are words that cannot be segmented and blended and so therefore are learnt by sight, by defining the easy and tricky parts of a word. In Term 1 we offer a parent workshop to support reading and phonics.</p> <p>In Year 1 we continue to follow the 'StoryTime Phonics' programme to plan and teach phonics on a daily basis. In autumn 1, children in Year 1, review Phases 3 and 4, plus learn new Phase 5 GPC's. In autumn 2, we continue to learn more GPC's in Phase 5, consolidating prior learning through 'growing the code'. During spring and summer, the children continue to learn more Phase 5 GPC's, with an emphasis on alternative spellings. During the summer term, children will take the Phonics Screen Check.</p> <p><b>Reading in Years 1 to 6</b></p> <p>Our reading skills lessons take place every day in every year group across the school for 30 minutes. Within these sessions our teachers model reading strategies during shared whole class reading sessions. These involve high quality, age-appropriate texts which are carefully selected by our staff. These are read to or with the children and provide an opportunity to teach children specific reading skills to widen their vocabulary and develop their levels of comprehension, as outlined in the National Curriculum. Questions are planned by teachers in advance to help children access a range of skills to help them to develop a greater understanding of a range of reading materials including fiction, non-fiction and poetry materials.</p> <p>In our reading lessons, we use reading VIPERS (based on materials from 'The Literacy Shed') to help support our pupils to understand what a good reader looks like and how to approach answering reading questions. VIPERS is an acronym used by teachers at Sowe Valley 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.</p> <p>Vocabulary    Inference    Prediction    Explanation    Retrieval    Sequence or Summarise</p> <p>All children work on VIPERS during class reading whether this is reading as a class, in a small group or one to one with an adult. We encourage children to orally talk through their answers before formally recording their answers. Children do this in a variety of ways such as discussing the answer first with their peers and/or an adult and then writing their best answer.</p>