



Reading – Curriculum Statement

Intent

At Great Kimble, we believe that reading is an essential life skill and we are committed to enabling our children to become lifelong readers. At the heart of our strategy is our drive to foster a love of reading, enriching children's learning through our Bug Club phonics programme, exciting diverse independent readers and a wide range of teaching activities that utilise imaginative stories and thought-provoking texts.

We therefore intend to encourage all pupils to read widely across both fiction and non-fiction so all children are exposed to a variety of literature, genres and authors to:

- Develop knowledge of themselves and the world in which they live
- to establish an appreciation and love of reading
- to gain knowledge across the curriculum
- to develop their comprehension skills
- develop the self-awareness to understand the kind of reader they are.

We are committed to providing a broad and diverse range of texts and books from across the curriculum which are rich in vocabulary. The sharing of stories is central to our provision throughout the school so children enjoy both reading and being read, encouraging a love of reading in throughout their lives.

Reading is a skill that enables children to develop their learning across the wider curriculum and lays the foundations for success in future lines of study and employment. Within our school, children will learn about VIPERS skills and this is the basis for the skills within our reading curriculum.

Implementation

In EYFS, the children have a VIPER week at the beginning of their units. In this week, children look at their VIPERS skills and complete an activity based upon this. Reading is highly featured in the EYFS curriculum, with early reading.

In Key Stage 1 and 2, some children will be identified as priority readers. These children will read 3 times a week to an adult at school, allowing 1 to 1 time to help their confidence and increase their understanding.

In guided reading, the children have 3 lessons a week. One of these two lessons is book talk. This session is focused on their class novel, which is also the basis for our writing curriculum. In this session, children will investigate the book, focusing on a VIPERS skill or skills. Children will have a chance to dissect the book, looking at the language and the authors skills. This lesson might involve whiteboards or can be an oral lesson.

In Key Stage 1, the further two lessons are based on their VIPERS skills and linked to the phonic sounds they are covering this week. The teachers selects a phonics book from our Bug Club Scheme (which we use for phonics at Great Kimble). This means that the children are able to access the text and understand the story. In the first lesson, the children read and understand the text, using their VIPERS skills. This is an oral lesson. In the second lesson, the children will then answer a range of VIPERS skills questions, using the text from the previous lesson. We have evolved our curriculum as we feel the children can access these texts, as they have been taught the specific phonics sounds needed, and the children therefore are able to further develop their VIPERS skills.

In Key Stage 2, the two further lessons in our weekly guided reading curriculum are VIPERS skills based. We had previously introduced the Ashley Booth strategy for guided reading. When we implemented this, we found that the children's engagement increased and children were excited to read a variety of books, after reading an extract in class. Each week, there is a different theme and children will look at an extract of either a fiction or non-fiction book. In previous years, they covered two texts, within this theme, however, we felt that the children did not have a chance to fully understand the skills and get the most out of each text. We now only use one text. On the first session, the children investigate the text and become immersed within in. They will look at language, any new words or expressions and explore their VIPERS skills. They will then answer some quick starter questions. In the second lesson, children are questioned using VIPERS questions. Each question is labelled with its skill, so the children understand what is expected in which question. As the children are already familiar with the text, we have found that the children have more of an opportunity to use and investigate their VIPERS skills.

Impact

At Great Kimble School, we are always striving to improve. We have seen an improved engagement of the children, since using themed books, as set out by Ashley Booth. Children were excited about their texts, with many children asking to read a book, after an extract had been read to them. Even though our reading data was above national for Key Stage 2 for 2024, we felt that children would benefit further from time to investigate texts in more detail. We have now made a link from guided reading and our writing lessons, using our class novel. We know that this cohesiveness will further help children and make links across lessons. **Our 2024 reading data for Key Stage 2 was above national.**