

## Reading at Gresham Primary School

At Gresham Primary School we recognise not only the importance of being able to read well, but also the pleasure and enjoyment that being able to read brings us. Children at Gresham experience different kinds of reading at school:

- During English, through shared reading, book talk and in small groups with a teacher or a teaching assistant through guided reading.
- Some one-to-one reading with teaching assistants, volunteers or the teacher for assessment purposes and for those experiencing difficulties.

### VIPERS

As well as the decoding element of reading, we teach the children all the essential reading skills that they must have in order to understand a text fully and get enjoyment out of the reading experience. We call these skills VIPERS and they are introduced as characters so that they are easy for the children to remember. All children work on VIPERS during class reading, whether it is reading as a class, in a small group, or one-to-one with an adult. It would be fantastic if parents could also be referring to VIPERS when they listen to their child read at home.

**Vocabulary Victor:** He helps us to answer questions about words such as:

*What does the word .... mean in this sentence? What does this word or phrase tell you about ...? Can you think of any other words the author could have use to describe...?*

**Inference Iggy:** He helps us to look for clues in the text and use what we know to answer questions:

*Why was ... feeling ...? Why did ...happen? What do you think the author meant when they said .....? How does this make you feel? Why?*

**Predicting Pip:** She helps us to predict or guess what might happen next:

*Look at the cover. What do you think this book will be about? What do you think will happen next? What makes you think this? What is happening? What do you think happened before?*

**Explanation Elena:** She helps us to explain what we liked or disliked about a story or a character.

*Who is your favourite character? Why? Is there anything you would change about this story? Do you like this text? What do you like about it? Would you like to live in this setting. Why?*

**Rex Retriever:** He helps us to find answers to questions in the text.

*How many .....? What happened to .....? What happened when...? Who did...? When did...? Where did...?*

**Sequencing Suki:** She helps us to put things in the order in which they happened.

*What happened after .....? What was the first thing that happened in the story? Can you summarise in a sentence the opening/middle/end of the story?*

### Reading for Pleasure

In addition to the levelled books above, we will also be asking children to take home books to share with you. These may be from the classroom, the library or books that you may have at home. These will not be matched to their reading levels but are so that you can read them to your child, discuss them together and complete one of the pages from the **Reading Record books** which your child will be taking home along with their books. These are books for you and your children to **share together** and

to learn to 'read for pleasure' and should not be used as part of their reading assessment or to track which 'stage' they are on. We feel that this is a very important part of your child learning to read, as the levelled books often will not provide children with the richness of language and vocabulary or the development of a story or a character as much as 'real story books'.

## 10 Levelled Reading Scheme

Throughout Reception, Year 1 and Year 2, we will be using books closely matched to the phonics stage that they are at in school (Reception children will usually be at stages 2 and 3; Year 1 will be at stages 4 and 5 and Year 2 at stages 6 and beyond). Children's books from a range of publishers have been carefully grouped to provide progression through ten stages from very simple texts (Stage 2) to texts for fluent readers (Stage 10). Stage 1 is a pre-school level which involves exploring and experimenting with sounds and words, distinguishing between speech sounds, recognising some words that rhyme and providing a string of rhyming words. It is assumed that most children will have had these experiences **before** starting school which is why we start at stage 2. Most children will progress steadily through the ten stages over a three to four year period. However, it is important to remember that children do develop as readers at different rates. The stages are linked to phonic phases. The chart below shows the progression through the stages, detailing everything that your child must be **secure and consistent** in before they are moved onto the next stage.

Progression in Stages
<p><b>Stage 2 - Aligned to Phase 2 Letters and Sounds:</b></p> <ul style="list-style-type: none"><li>• Give the sound when shown any phase 2 letter, securing 1st the starter letters s, a, t, p, i, o, n</li><li>• Find any phase 2 letter, from a display, when given a sound</li><li>• Be able to orally blend and segment CVC words</li><li>• Be able to blend and segment in order to read and spell VC words such as: if, am, on, up and 'nonsense' words such as ip, ug and ock</li><li>• Be able to read the 5 tricky words: the, to, I, no, go</li></ul> <p><b>In addition to the above:</b></p> <ul style="list-style-type: none"><li>• Locate title</li><li>• Open front cover</li><li>• Turn pages appropriately</li><li>• Understand that left page comes before right</li><li>• Understand that we read from left to right</li><li>• Use meaning together with repeated language patterns (syntax) to predict the storyline, read some letters and some simple text</li><li>• Match spoken word to written word</li><li>• Use a few known words to check and read simple CVC words in the text from left to right.</li></ul>
<p><b>Stage 3 Aligned approximately with Phase 3 Letters and Sounds:</b></p> <ul style="list-style-type: none"><li>• Say the sound when shown all or most phase 2 and phase 3 graphemes</li><li>• Point to all or most phase 2 and phase 3 graphemes when given the sound</li><li>• Be able to blend and read CVC words (i.e. single syllable words consisting of phase 2 and 3 graphemes)</li></ul>

- Be able to segment and make a phonemically plausible attempt at spelling CVC words (i.e. single syllable words consisting of phase 2 and 3 graphemes)
- Be able to read the tricky words he, she, we, me, be, was, my, you, her, they, all, are
- Be able to spell the tricky words the, to, I, no, go
- Write each letter correctly when following a model

**In addition to the above:**

- Locate and recall title
- Consolidate secure control of one-to-one matching on a wide range of texts
- Use known words to check and confirm reading
- Solve simple CVC words by blending phonemes from left to right and check for meaning and correct syntax, i.e., does it make sense and sound right?
- Start to read more rhythmically or use phrasing while maintaining track of print
- Repeat words, phrases or sentences to check confirm or modify own reading

**Stage 4 - Aligned with Phases 3 / 4 of Letters and Sounds**

- Give the sound when shown any phase 2 and 3 grapheme;
- Find any phase 2 and 3 grapheme, from a display, when given a sound
- Be able to blend and read words containing adjacent consonants
- Be able to segment and spell words containing adjacent consonants
- Be able to read the tricky words some, one, said, come, do, so, were, when, have, their, out, like, little, what
- Be able to spell the tricky words she, we, me, be, was, my, you, her, they, all, are
- Write each letter, usually correctly

**In addition to the above:**

- Follow print with eyes, finger pointing only at points of difficulty
- Take more note of punctuation to support the use of grammar and oral language rhythms
- Cross-check all sources of information more quickly while reading
- Note familiar words and phonemes and use these to get to unknown words
- Search for information in print to predict, confirm or attempt new words while reading
- Notice relationships between one text and another
- Predict in more detail

**Stage 5 - Aligned with Phases 4 / 5 of Letters and Sounds:**

- Give the sound, when shown any grapheme that has been taught
- For any given sound, write the common graphemes
- Apply phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words that are not completely decodable
- Read and spell phonetically decodable 2 syllable and 3 syllable words

- Read automatically all the words in the list of 100 HF words
- Accurately spell most of the words in the list of 100 HF words
- Form each letter correctly

**In addition to the above:**

- Read fluently with attention to punctuation
- Move through text attending to meaning, print and sentence structure flexibly
- Self-correct more rapidly on the run
- Re-read to enhance phrasing and clarify precise meaning
- Solve new words using understanding of the text to try alternative pronunciations
- Solve new words while attending to meaning and syntax
- Identify constituent parts of unfamiliar words to read correctly
- Manage a greater range of text genre
- Discuss content of the text in a manner which indicates precise meaning
- Discuss and interpret character and plot more fully
- Use contents page and glossary in non-fiction books and locate information

**Stage 6 - Aligned with Phases 5 / 6 of Letters and Sounds**

- Longer and less familiar texts.
- Learn rarer GPCs (grapheme/phoneme correspondences)
- Greater familiarity with graphemes of two or more letters.
- Spelling work focused on structure of words supports decoding.
- Increased numbers of words which can be read automatically.
- Use context to support decisions about where to place stress in a polysyllabic word.
- Greater emphasis on developing a range of comprehension strategies.
- Continue to segment words into phonemes but developing accuracy through making informed choices of graphemes where there are alternatives.
- Learn conventions for adding common suffixes e.g. -ed, -ing
- Develop strategies for independent spelling and proof reading.
- Get started on fiction after briefer introductions without relying on illustrations
- Examine non-fiction layout and use the contents page to select which sections of a book to read longer phrases and more complex sentences
- Attend to a range of punctuation
- Blend phonemes in unfamiliar words more fluently, cross checking with meaning and syntax
- Search for and use familiar syllables within words to read longer words
- Infer meaning from text check information in text with illustrations, particularly non-fiction, and comment on content begin to use appropriate terminology when discussing different types of text

**Stage 7 - Aligned with Phases 5 / 6 of Letters and Sounds**

- Extract meaning from the text while reading with less dependence on illustrations
- Approach different genres with increasing flexibility
- Use punctuation and layout to read with a greater range of expression and control

- Sustain reading through longer sentence structures and paragraphs
- Tackle a higher ratio of more complex words using known vocabulary, phonic knowledge and syllables
- Find a way around alphabetically ordered texts such as indexes, glossaries and dictionaries

### **Stage 8- Aligned with Phase 6 of Letters and Sounds**

- Look through a variety of texts with growing independence to predict content, layout and story development
- Read silently or quietly at a more rapid pace, taking note of punctuation and using it to keep track of longer sentences
- Solve most unfamiliar words on the run by blending long vowel phonemes, recognising and using them in longer and more complex words
- Adapt to fiction, non-fiction or poetic language with growing flexibility
- Take a more conscious account of literary effects used by fiction writers, and the formal language of different types of non-fiction
- Begin to make more conscious use of reading to extend speaking and writing vocabulary and syntax

### **Stage 9 - Aligned with Phase 6 of Letters and Sounds**

- Look through a variety of books with growing independence to predict content and story development, and make full use of non-fiction layout
- Read silently or quietly at a more rapid pace, taking note of punctuation and using it to keep track of longer sentences
- Solve most unfamiliar words on the run by blending long vowel phonemes, recognising and using them in longer and more complex words
- Adapt to fiction, non-fiction and poetic language with growing flexibility
- Take more conscious account of literary effects used by writers
- Make more conscious use of reading to extend speaking and writing vocabulary and syntax locate and interpret information in non-fiction

### **Stage 10-. Letters and Sounds Phases cease to be relevant**

- Read silently most of the time
- Sustain interest in longer texts, returning to it easily after a break Use text more fully as a reference and as a model
- Search for and find information in texts more flexibly
- Notice the spelling of unfamiliar words and relate to known words
- Show increased awareness of vocabulary and precise meaning
- Express reasoned opinions about what is read and compare texts
- Offer and discuss interpretations of text
- Comment on main characters and how they relate to each other
- Suggest alternatives or extensions to events and actions
- Discuss feelings created by stories
- Retelling of stories is balanced and clear

