



Hawkesley Church Reading Policy

April 2024

C. Richardson

Implementation & Policy

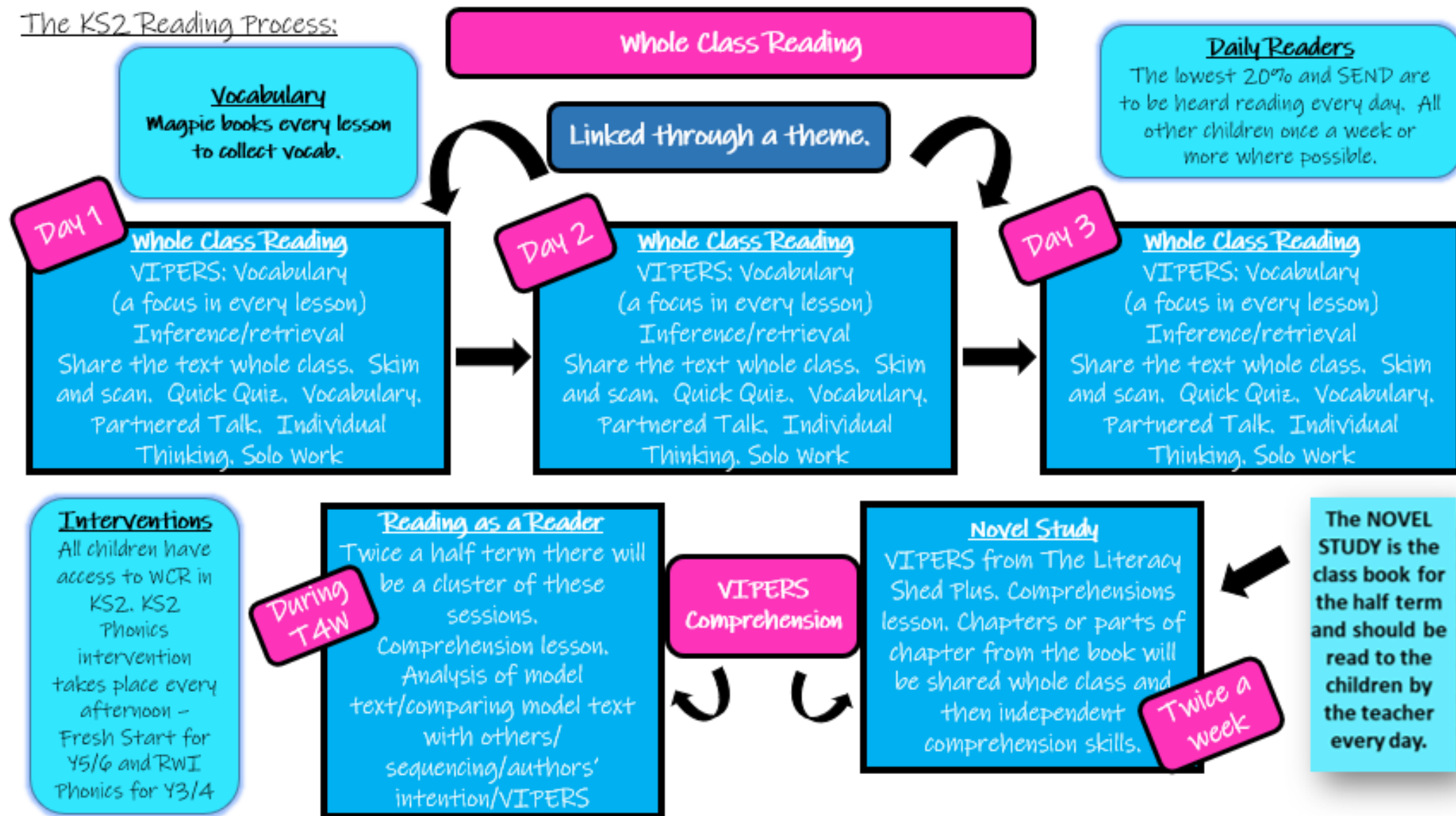
Process of learning: (KS2) There will be a fixed 5-day cycle which follow the VIPERS pedagogical process through Whole Class Reading and comprehension lessons. These sessions will run for 45 - 60 minutes. Two lessons of the week are the comprehension session (known as Novel Study, linked to the class novel). Three 45 minute sessions a week is WCR linked by a theme. It is important that units of learning are more heavily weighted towards V (Vocabulary), I (Inference) and R (Retrieval). These will be the focus of the WCR sessions with the 'solo task' using one of either P (Prediction) S (Summarising) and E (Explain). The VIPERS will also be explored in the novel study lessons. Additional reading lessons will take place during the Reading as Reader section of Talk for Writing.

Process of learning: (KS1) Year 2: RWI refresh on Mondays and Fridays. WCR on Tuesdays, Wednesdays and Thursdays. Year 1: Daily 45 minute Phonics sessions (RWI)

WCR Themes: Each theme contains three sessions. The three sessions will be a mixture of fiction/non-fiction/poetry/songs or picture books. Themes range from classic books, to foundation subject topics, to PSHE, to British values, to texts about diversity.

KS2	Monday Novel Study	Tuesday/Wednesday/Thursday Whole Class Reading			Friday Novel Study
	VIPERS from The Literacy Shed Plus. Comprehensions lesson. Chapters or parts of chapter from the book will be shared whole class and then independent comprehension skills.	<ul style="list-style-type: none"> ✚ Centred around a theme, for example, Pompeii. Day 1 (of WCR) Pompeii and Mount Vesuvius Non Fiction. Day 2 Escape From Pompeii by Christina Balit Narrative. Day 3 Pompeii by Bastille Song lyrics ✚ These sessions are largely discussion based with children having the chance for pair/whole table discussions, chances to feedback and build on what other children have said. Modelled behaviour of how children should present their answers is done by the teacher. <p>There are 6 main parts to the lesson:</p> <ul style="list-style-type: none"> ✚ Whole class read- Teacher to start to model volume and rhythm. Choral reading next to ensure all children are focussed on the text. Then, individual children are chosen to read throughout. This will be a mixture of volunteers and those chosen by the teacher to ensure a range of children with all abilities are included. ✚ Quick Quiz – Quick retrieval session to assess understanding. This is completed as whole class discussion. ✚ Vocabulary – Children to look at the words on the slide and explain what they mean. As children have already highlighted these words in their texts, they can locate quickly and use the wider sentence for context to assist them. This is completed as whole class discussion. ✚ VIPERS questions – These will either be 'partner talk' (whole table discussion) or 'individual thinking' (children write answers in book independently and then share whole class). ✚ Solo Task – Children complete an independent written task in their books. <p>All children (included the lowest 20% & SEND) take part in each lesson. As the text is shared and discussed, those children find it easier to access when it comes to individual tasks.</p>			VIPERS from The Literacy Shed Plus. Comprehensions lesson. Chapters or parts of chapter from the book will be shared whole class and then independent comprehension skills.
KS1	Monday	Tuesday/Wednesday/Thursday			Friday
Y2	Phonics	Whole Class Reading 3 x 45 minutes per week Based on same theme across the week.			Phonics
Y1	RWI Phonics	RWI Phonics	RWI Phonics	RWI Phonics	RWI Phonics

The KS2 Reading Process:



The KS1 Reading Process:

Keep up Not catch up!

Story Time

The children are read to at the end of every day by the teacher.

PHONICS
Everyday x45mins

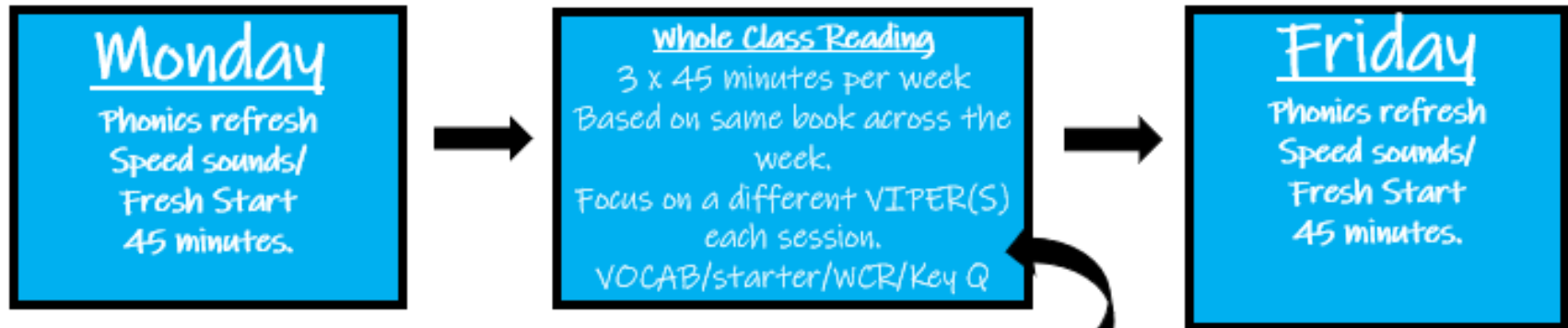
RWI Phonics

Phonics is taught in homogenous groups.

Year 1 -



Year 2 -



Daily Readers

The lowest 20% and SEND are to be heard reading every day by the class teacher. All other children once a week or more where possible by the TA. Oxford Reading Buddies online and RWI books.

Vocabulary

Introduce 2 & 3 tier vocabulary and using them to provide background knowledge.

VIPERS question stems

Vocabulary

Find and explain the meaning of words in context

Example questions

- What do the words and suggest about the character, setting and mood?
- Which word tells you that....?
- Which keyword tells you about the character/setting/mood?
- Find one word in the text which means.....
- Find and highlight the word that is closest in meaning to.....
- Find a word or phrase which shows/suggests that.....

Infer

Make and justify inferences using evidence from the text.

Example questions

- Find and copy a group of words which show that...
- How do these words make the reader feel? How does this paragraph suggest this?
- How do the descriptions of show that they are
- How can you tell that.....
- What impression of do you get from these paragraphs?
- What voice might these characters use?
- What was thinking when.....
- Who is telling the story?

Predict

Predict what might happen from the details given and implied.

Example questions

- From the cover what do you think this text is going to be about?
- What is happening now? What happened before this? What will happen after?
- What does this paragraph suggest will happen next? What makes you think this?
- Do you think the choice of setting will influence how the plot develops?
- Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.

Explain

- Explain how content is related and contributes to the meaning as a whole.
- Explain how meaning is enhanced through choice of language.
- Explain the themes and patterns that develop across the text.
- Explain how information contributes to the overall experience.

Example questions

- Why is the text arranged in this way?
- What structures has the author used?
- What is the purpose of this text feature?
- Is the use of effective?
- The mood of the character changes throughout the text. Find and copy the phrases which show this.
- What is the author's point of view?
- What affect does have on the audience?
- How does the author engage the reader here?
- Which words and phrases did effectively?
- Which section was the most interesting/exciting part?
- How are these sections linked?

Retrieve

Retrieve and record information and identify key details from fiction and non-fiction.

Example questions

- How would you describe this story/text? What genre is it? How do you know?
- How did...?
- How often...?
- Who had...? Who is...? Who did....?
- What happened to...?
- What does.... do?
- How is
- What can you learn from from this section?
- Give one example of.....
- The story is told from whose perspective?

Summarise

Summarise the main ideas from more than one paragraph

Example questions

- Can you number these events 1-5 in the order that 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?
- In what order do these chapter headings come in the story?



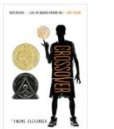
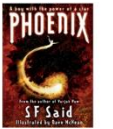


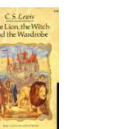
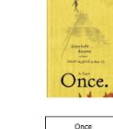

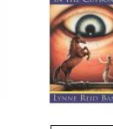


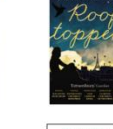

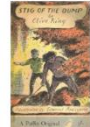

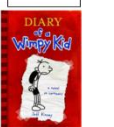


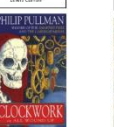






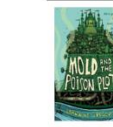


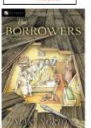


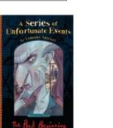


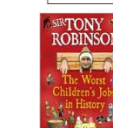




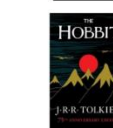
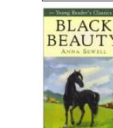
100 Books

Suggested Novel Studies reading list for year groups – Each phase has a suggested ‘100 books to Read’ and children are encouraged to read as many of these books as possible. Teachers use these lists to help them decide on the Class Novel. This include a wide range of texts, from classics to modern tales and are rich in diversity.

Here are some examples of our ‘100 books to read’ You can find the full set on the English page of the school website:

100 Books To Read In Key Stage 1

													
A Bear Called Paddington Michael Bond	Flat Stanley Jeff Brown	Each Peach Pear Plum Janet and Allan Ahlberg	The Snowman Raymond Briggs	Room on the Brown Allie Donohue and Janet Heather	Lost and Found Oliver Jeffers	Sox and Socks B & Taylor	The Snail and the Whale Julia Donaldson and Nick Sharratt	Dear Mother Goose Michael Rosen and Nick Sharratt	The Storm Whale Rory Davis	The Tin Forest Helen Ward	Giant Jam Sandwiches Alan Smart and Peter Brown	Funny Fairy Tales Lorraine Aghajanian and Gillie Gillie	Please Mr Panda Steve Antony
													
The Tiger Who Came to Tea Judith Kerr	Not Now, Bernard David McKee	I Want My Hat Back Jon Klassen	I Will Not Ever Never Eat a Tomato Lucy Cole	Where the Wild Things Are Maurice Sendak	Owl Babies Martin Waddell	I Can Only Draw Worms Wit Maack	Mama Panya's Pancakes Mama Panya, translated by Maria and Ruth	The Enormous Crocodile Roald Dahl	Tattybogle Sandra Hirn and Ken Brown	Badger's Parting Gift Susan Varley	The Rabbit Who Sings Christine Grahame and Emma Carroll	Proulx Nicola Davies	David Wiseman Plovers David Wiseman
													
We're Going on a Bear Hunt Michael Rosen and Helen Oxenbury	SuperTato Rob Munn	Stanley & Stella John Himmelfarb	The Very Hungry Caterpillar Eric Carle	The Day the Crayons Quit Drew Dayne	The Daylight Marriage John Himmelfarb	If You Give a Mouse a Cookie Laura Numeroff and John Schoenherr	Otis the Book Bear Mick Inkpen	Rosie's Walk Patricia Dargatzis and Victoria Scholes	A Place to Call Home Patricia Dargatzis and Victoria Scholes	I'll Take You to Miss Neil Gaiman and Michael Foreman	Are We There Yet? Sue Fliess	Footpath Flowers Julia Eccles	Tortuga Giles Foden

													
Matilda Roald Dahl	Parsnip's Kingdom Michael McGovern	The One and Only Bob Kathie Alexander	Phoenix C F Casf	Charlotte's Web E B White	Alice's Adventures in Wonderland Lewis Carroll	The Lion, the Witch and the Wardrobe C S Lewis	Once Morris Gleitzman	Goodnight Mister Tom Anthony Horowitz	The London Eye Mystery Lisa Thompson	The Nowhere Emporium Alex Mackenzie	Oranges in No Man's Land Elizabeth Laird	Roof Toppers Katherine Rundell	A Girl Called Owl Amy Wilson
													
The Boy Who Swam with Piranhas Oliver King	Artemis Fowl Eoin Colfer	Diary of a Wimpy Kid Jeff Kinney	Five Children and It E Nesbit	Beetle Boy M G Leonard	Clockwork Phillip Pullman	The Secret Garden Frances Hodgson Burnett	Shadow Forest Matt Haig	The Legend of Daffy Duck Lisa Larsson	The London Eye Mystery Lisa Thompson	The Silly Book of Silly Splitting Stuff Andy Steel	The Dinosaur Book Ari Ephraïm	Mole and the Poison Hole Francesca Sanna	Four Babies Anne Fine
													
Wonder Ri Palacio	The Borrowers Mary Norton	The Invention of Solitaire William Joyce	Skellig David Almond	A Series of Unfortunate Events Lemony Snicket	The Girl on the Train Kate Mosse	Holes Louis Sachar	The Worst Children in History Tony Robinson	The Amazing Maurice Terry Pratchett	The Wolves of Willoughby Chase Joan Aiken	The Queen's Bees Dick King-Smith	Who Let the Gods Out? Max Evans	The Hobbit J.R.R. Tolkien	Black Beauty Anna Sewall

