Teaching Reading at VPA

One shared text per class
Teachers have a good understanding of the material, show links to NICER and select appropriate, purposeful, engaging writing outcomes

Vocabulary (2a)	Infer (2d)	Predict (2e)	Explain (2f, 2g, 2h)	Retrieve (2b)	Summarise (2c)
Give/explain the meaning of words in context	Make inference from the text/ explain and justify using evidence from the text.	Predict what might happen from the details stated and implied.	Identify/explain how information/narrative content is related and contributes to the meaning as a whole. Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within the text	Retrieve and record key information/key details from fiction and non-fiction	Summarise main ideas from more than one paragraph

Process	Purpose	Strategies
Vocabulary, first read and summarise	To introduce the section of text, to identify new words (explicitly teach how to find meaning) and to summarise what has been read	**Find word meaning by:** Reading around the word within the paragraph Using picture or story clues Recognising it in another subject or context Re-reading the section and substituting a sensible word choice Breaking the word into prefix/suffix/root Finding similar words in its word family (and, as a final resort) using a dictionary (Collins **COBUILD** gives brilliantly simple learner definitions online)
Close read. Reading aloud.	"**Reading** closely" **means** developing a deep understanding and a precise interpretation of a literary passage that is based first and foremost on the words themselves. But a **close reading does** not stop there; rather, it embraces larger themes and ideas evoked and/or implied by the passage itself.	Read initially for pleasure Re-read with emphasis on expression Re-read and stop/question every form of punctuation Re-read to analyse a specific aspect (descriptive language in narrative/technical description in non-fiction/implied meaning/use of show-not-tell etc) **This should also be used to carousel around the class, giving children opportunity to read aloud to an audience (and can support ongoing assessment).**
VIPERS - Comprehension	Children to understand each of the VIPERS skills and apply them to answer comprehension questions.	Questions can be developed by teachers based on the VIPERS areas above, or use alternate comprehension resources ensuring the VIPERS areas are identified.
Reading for pleasure	To develop a love of reading, To help improve stamina for reading independently	Teacher – small group work: • Modelled comprehension answers • Listening to target readers • Focussed interventions • Assessment against skills ladders Peer - reading support: • Reading heroes • Bug club
Reading games	To support	Domain games Skim and scan against the clock Call my bluff

Working walls:
Reinforce VIPERS, model how to find meaning, share class texts and develop culture of reading

Reading heroes:
Two per class, train to question peers appropriately, to check meaning and to support to decode, segment and blend