



St Uny Church of England Academy Reading Teaching & Learning Principles



Mission Statement:

We believe each child is special, unique and loved by God. We provide a broad, balanced and creative education within a stimulating, inclusive and safe environment, inspired by Christian faith and practice.

'Let your light shine before others...'
Matthew 5:16

Statement of Intent:

At St Uny CE Academy we view the design of the curriculum as an evolving and fluid process which takes into consideration: the needs and character of our children; the children's prior learning; children's experiences; the community in which school exists, the statutory curriculum (National Curriculum) and educational research which is evaluated and relevant to our school. We have designed a curriculum which inspires, engages and challenges learners so that they know more, remember more and understand more.

Intention 1: To build a curriculum, with reading at its core, which develops learning and results in the acquisition of knowledge so that they know more, remember more and understand more.

Intention 2: To build a curriculum with Cornwall at the heart of it, which develops pupils' understanding of their heritage, sense of place in the world and how their actions can influence change for the future.

Intention 3: To build a curriculum which ensures children know right from wrong, celebrate diversity and are equipped well to live with Jesus Christ and others so that they know more, remember more and understand more.

Teaching & Learning Principles:

At St Uny CE Academy we apply these core teaching and learning principles across the curriculum. These principles lead to consistent, high quality teaching across all year groups. Learners are provided with opportunities to build on prior learning and apply new concepts so they know more, remember more and understand more.

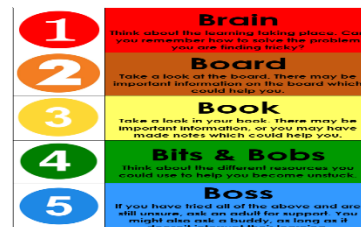
Growth Mindset:

At Uny CE Academy we encourage our pupils to develop their independent learning skills and apply a positive growth mindset to their learning. We have six learning powers woven throughout our curriculum which are designed to teach our pupils how to learn successfully and live well with each other. These skills are developed in all curriculum lessons with a whole-school focus each half term.



Pupils are also challenged to develop their independent learning skills and to work independently when faced with challenging learning.

At St Uny CE Academy we use the 5B approach to overcoming challenges. All teachers use these to support pupils in becoming more independent in their learning.



Reading in the Early Years Foundation Stage (EYFS):

We begin the teaching of systematic phonics as soon as the children begin school. At St Uny CE Academy, we use Read Write Inc. (RWI) Phonics as the single approach to teaching phonics. This provision continues throughout Key Stage 1. Learning to decode fluently and accurately allows children to become confident readers and enables learners to access all the enjoyment and excitement books can bring. In addition to reading texts which practise their direct and systematic word-reading knowledge and skills, children listen to books and stories daily, and have access to 'Read at home' texts, which aim to develop their comprehension skills, support them in making links between books, and develops their knowledge and understanding of the world around them.

Reading in KS1:

Across KS1, the teaching of Read Write Inc. (RWI) phonics happens daily and is streamed to match each child's ability. At this stage, the children progress with their word-reading skills – both phonic decoding skills and the quick recognition of 'common exception words' (tricky words) to enhance levels of fluency, expression and reading stamina. In Year 2, learners are supported to develop key comprehension skills which include predicting, understanding vocabulary choices, retrieving information, summarising, making inferences and using evidence from the text to justify their responses. We use VIPERS (Vocabulary, Inference, Prediction, Explanation, Retrieval and Summarising/Sequencing skills) as our method to explicitly teach reading skills and these are applied in reading comprehension sessions once a week. Here the children read age related texts and answer a range of formal comprehension questions to improve their confidence and develop a love of reading. Similarly to EYFS, children in KS1 are encouraged to read texts that review their current RWI sounds and also have access to 'Read at home' books.



Reading in KS2:

Reading in KS2 continues to develop decoding, fluency and comprehension skills through the use of VIPERS comprehensions. Developing key reading skills through high-quality teaching is the priority for our children, and the use of whole texts in lessons develops our children's love of reading by giving them the opportunity to read and listen to texts and authors they might not have chosen to read for themselves, also providing opportunities to encounter a wide variety of genres. We use VIPERS (Vocabulary, Inference, Prediction, Explanation, Retrieval and Summarising/Sequencing skills) as our method to explicitly teach each skill. To teach these individual skills, comprehension sessions are provided to give opportunities to apply these skills. Here, the children read age related texts and answer a range of formal comprehension questions to improve their confidence and develop a love of reading. These whole class reading comprehension sessions are used as a powerful tool to allow children to make progress in reading and provide regular and supportive opportunities for children to encounter engaging texts that will resonate with their interests and capture their imagination.

VIPERS Progression:

To ensure the development of VIPERS skills, each half term will include a focus on a particular skill that will be explicitly taught. Question stems are also used to ensure the development of the skills across the school to deepen children's understanding of reading comprehension.

VIPERS progression 1801-2022
Skills are broken down into half termly chunks – once they have been covered, they need to continue being covered in VIPERS sessions.

	Autumn 1 (1st half term)	Autumn 2 (2nd half term)	Spring 1 (3rd half term)	Spring 2 (4th half term)	Summer 1 (5th half term)	Summer 2 (6th half term)
Reception	Phonic Phonic questions	Blending Blending questions	Prediction Prediction questions	Punctuation Punctuation questions	All skills	All skills
Year 1	Word Word questions	Retrieval Retrieval questions	Explanation Explanation questions	Inference Inference questions	All skills	All skills
Year 2	Vocabulary Vocabulary questions	Prediction Prediction questions	Inference Inference questions	All skills	All skills	All skills

Reading Interventions:

At St Uny CE Academy, we use early intervention strategies to ensure that learners make good progress and are given the tools required to read with fluency, confidence and independence. For those who require additional support, we aim to assess regularly and provide additional opportunities for reading. Our intervention strategies may include:

- Additional Read Write Inc (RWI) Phonics sessions are used to target children that need support in meeting the phonics screening check.
- RWI phonics is continued in lower KS2 to target children that have who do not meet the phonics screening check at the end of Y2.
- RWI Fresh Start is used to support phonics and reading comprehension for children in upper KS2.
- Class teachers are provided with adequate release time to lead their own targeted interventions, where particular aspects of reading can be targeted.

Reading Karate / Reading Raffle:

Reading Karate is a reward-based system for reading at home which results in learners moving up through coloured 'bands' depending on how much they are reading for pleasure. By developing a shared interest between teachers, parents and learners we aspire to create a passion for reading in our children, whether it is through comics, Kindles, books, or even newspapers whilst supporting parents in daily home reading. Our aim is for all pupils to complete 'Reading Karate', meaning that each child will read a minimum of 220 times at home throughout the school year. Once children have completed the reading karate scheme, they are encouraged to continue reading and are rewarded with raffle tickets. Each term, one name is drawn at random to win a gift card to use in whichever way the children choose.

BAND COLOUR		NUMBER OF READS	TOTAL READS FOR YEAR
	WHITE	20	20
	YELLOW	20	40
	RED	25	65
	GREEN	30	95
	BLUE	35	130
	PURPLE	40	170
	BLACK	50	220

BAND COLOUR		NUMBER OF READS	TOTAL READS FOR YEAR
	SAPPHIRE	20	20
	EMERALD	25	45
	RUBY	30	75
	DIAMOND	35	110
	BRONZE	40	150
	SILVER	50	200
	GOLD	50	250



NEW FOR 2021: READING RAFFLE

For those pupils who have completed both sets of coloured bands we are introducing our READING RAFFLE for this year. Each time a child completes the number of reads set out below, their name will be entered into a prize draw to win a book voucher. A winner will be chosen at the end of each half term. Reads will be counted in the same way as the bands.

Reads will count from the start of this school year (Tuesday 7th September) for the raffle.

PRIZE DRAW TICKET	NUMBER OF READS	TOTAL READS FOR YEAR
Ticket Entry 1	20	20
Ticket Entry 2	25	45
Ticket Entry 3	30	75
Ticket Entry 4	35	110
Ticket Entry 5	40	150
Ticket Entry 6	50	200
Ticket Entry 7	50	250