



Grimoldby Reading Skills

Grimoldby Primary School promotes a comprehensive literacy environment that integrates language comprehension, vocabulary development, and reading for pleasure. Children are exposed to a rich language environment through stories, poetry, and classroom discussions, which enhances their vocabulary and comprehension skills. In KS1, Bug Club Phonics is our Systematic Synthetic programme for teaching early reading. Bug Club decodable books are used in addition to the Reading Skills lessons to promote overall reading comprehension. Our Reading Curriculum encourages children to foster a love of reading by incorporating engaging and varied reading materials. This approach not only aims to develop proficient readers but also seeks to cultivate lifelong readers who find joy in reading, thereby supporting their emotional and intellectual growth.

Simple View of Reading

Gough and Tunmer 1986



Fluency

By the end of Year 6, pupils' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in Year 7 (Reading Framework, 2023). Therefore, each week, children at Grimoldby participate in a lesson dedicated to practicing reading fluency to build both speed and accuracy in their reading skills. Developing fluency is essential because it allows pupils to decode words effortlessly, freeing cognitive resources to focus on comprehension and the overall meaning of the text. Regular practice helps students become more automatic in their word recognition, improving their ability to read smoothly and with expression. This repeated exposure to reading also enhances their familiarity with new vocabulary and language structures, ultimately making reading a more enjoyable and motivating activity.

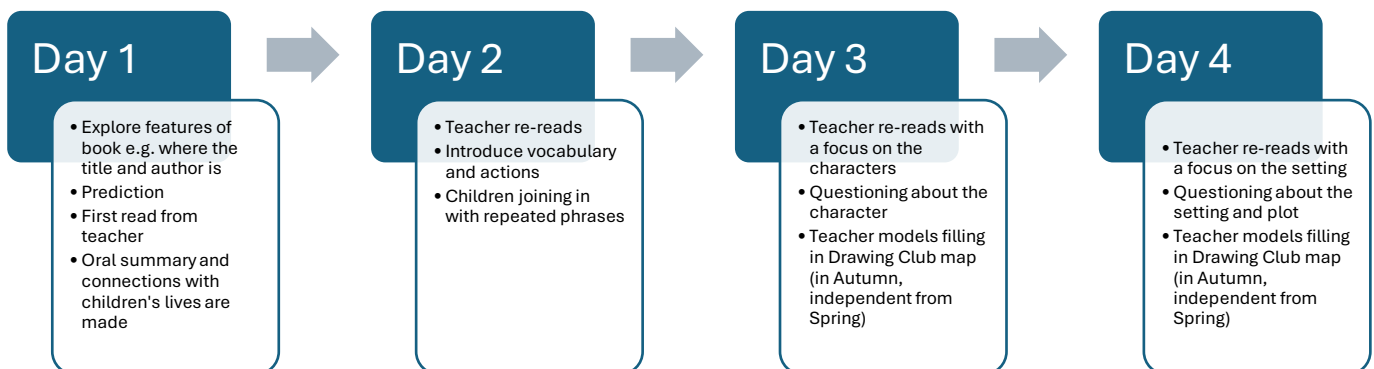
Activating Prior Knowledge

In our lessons, children focus on activating their prior knowledge and speaking about a text to enhance their reading comprehension. Activating prior knowledge involves encouraging students to connect what they already know to the new information they encounter in a text, making the material more relatable and easier to understand. This process helps them draw on their experiences and previous learning, providing a foundation for new concepts. Additionally, discussing the text allows students to articulate their thoughts, ask questions, and engage in meaningful conversations. This practice not only deepens their understanding of the content but also develops their speaking and listening skills, making them more confident and effective communicators.

VIPERS

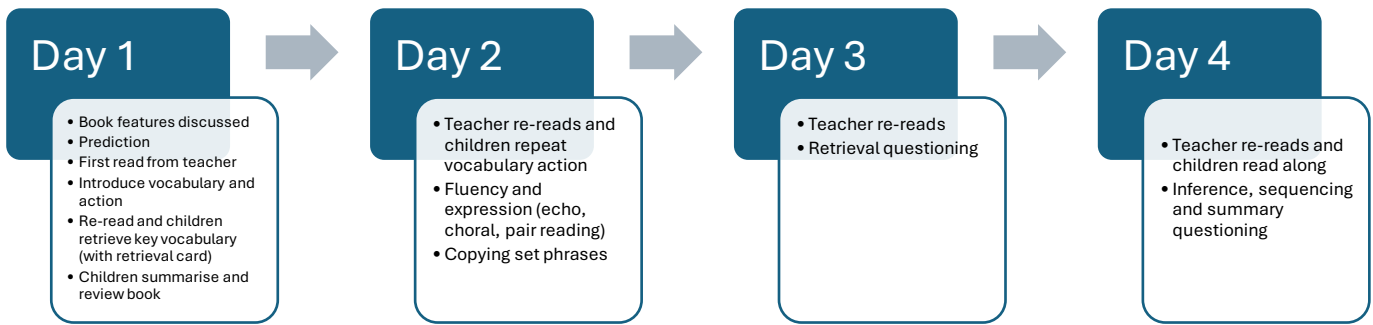
Grimoldby uses VIPERS to support comprehension skills in children by focusing on six key areas outlined in the National Curriculum: Vocabulary, Inference, Prediction, Explanation, Retrieval, and Summarisation. This structured approach provides targeted prompts and questions that help students delve deeper into texts. For example, vocabulary questions enhance understanding by requiring students to define words in context, while inference questions encourage them to draw conclusions based on textual evidence. Predictive questions engage students' thinking about future events in the text, and explanation questions foster a deeper analysis of language and structure. Retrieval questions focus on identifying key details, and summarisation exercises help students condense main ideas. Teachers at Grimoldby model and teach these VIPERS strategies carefully, ensuring that students understand how to apply each skill effectively. Additionally, children have the opportunity to practise these skills independently, reinforcing their ability to comprehend and analyse texts on their own. By systematically addressing these areas and providing both guided and independent practice, Grimoldby's Reading Curriculum ensures a comprehensive development of reading comprehension skills, enabling students to become more proficient and confident readers.

EYFS:



Our EYFS reading lessons allow children to:

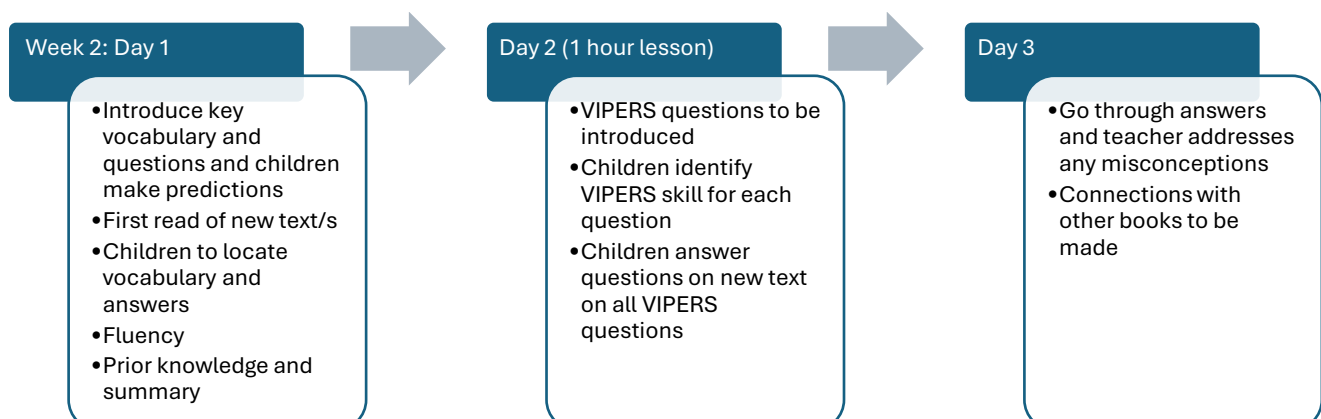
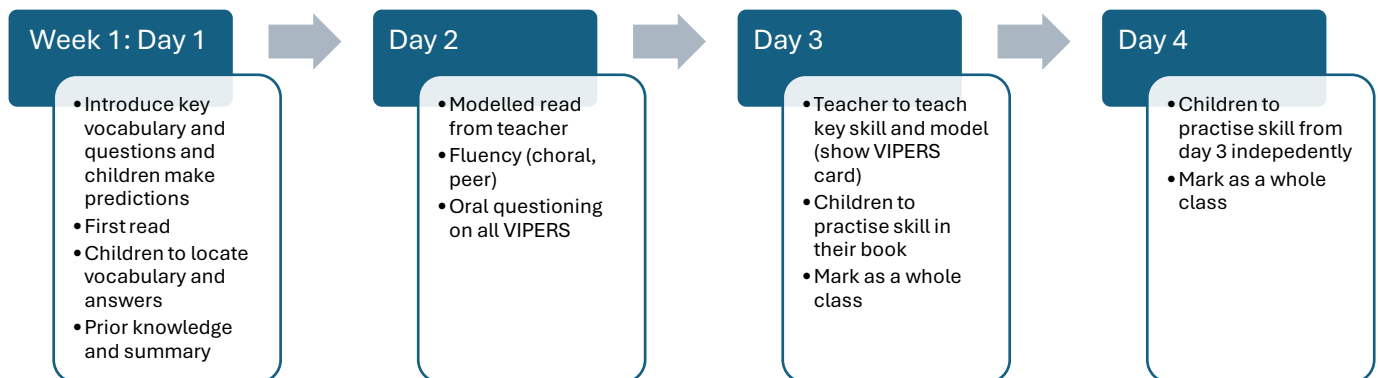
- Know what a fluent reader sounds like
- Know basic features of a book (*title, author, pictures, blurb, page, illustrator*)
- Be introduced to a range of stories, poems and non-fiction
- Explore and being introduced to new vocabulary
- Opportunity to join in with repeated phrases
- Make and discuss predictions
- Practise a range of early comprehension skills
- Make connections between books and their life



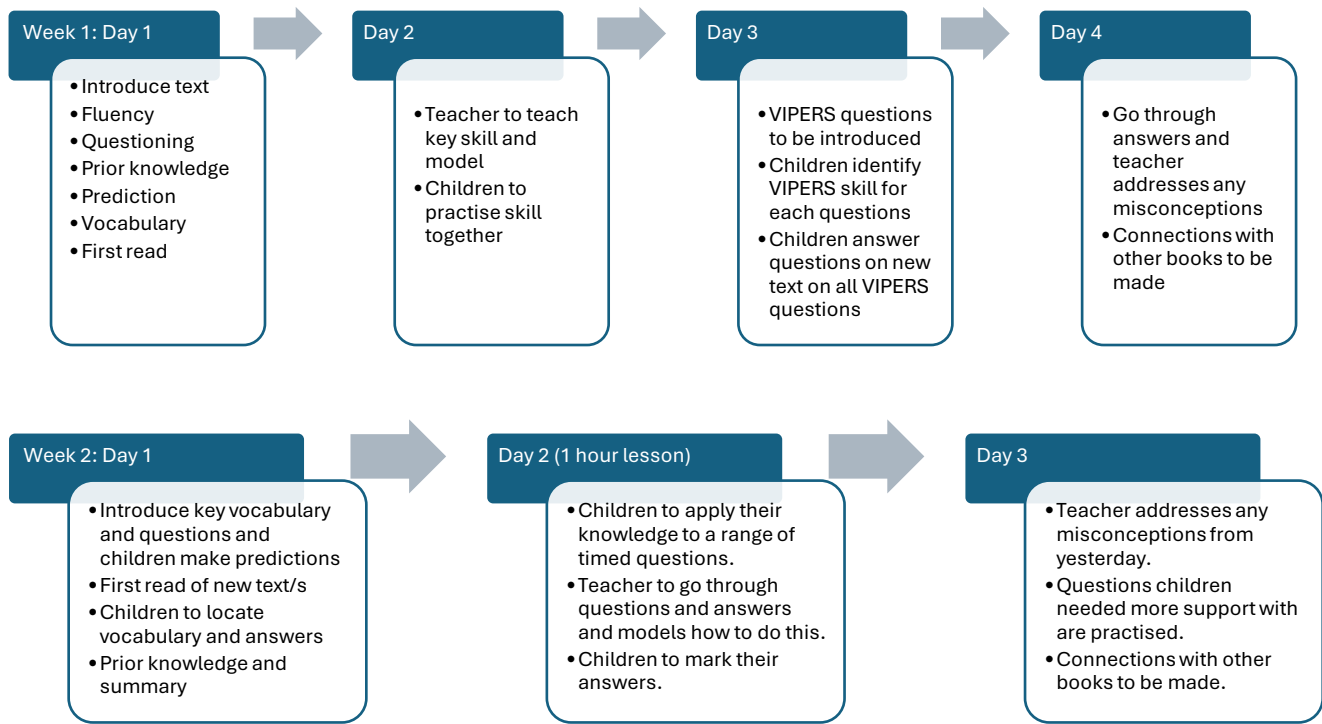
Our KS1 reading lessons allow children to:

- Know what a fluent reader sounds like
- Know features of a book (*title, author, pictures, blurb, illustrator, index, contents, glossary, captions, non-fiction/fiction, subheadings, stage directions, page numbers, chapters*)
- Be introduced to a range of stories, poems, plays and information books
- Explore and being introduced to new vocabulary
- Develop their reading fluency
- Make and discuss predictions
- Review their opinions on a book
- Practise a range of comprehension skills
- Make connections between books and their life
- Make predictions and connections about their class book

KS2 (Year 3 – 5) -



Year 6:



If any children are identified as not being fluent in reading, there will take part in our Fluency 8-week intervention.

Our KS2 reading lessons allow children to:

- Know what a fluent reader sounds like
- Be introduced and ask questions about a wide range of fiction, poetry, plays and non-fiction
- Explore and being introduced to new vocabulary
- Make connections between books and their life
- Develop their reading fluency
- Make and discuss predictions
- Understand how to answer certain questions with modelling from the teacher
- Practise a range of comprehension skills as a whole class and independently
- Make predictions and connections about their class book