

Hi everyone,

This bonus newsletter is all about the importance of reading! Please read some of the statistics and the facts about how reading is so beneficial to our children. The aim is to ensure all children read at least three times at home. This is proven to have a huge impact on the children's reading ability.

A survey conducted by The Literacy Trust found that 59% of children aged 8 to 18 say that reading books makes them feel better! The power of a good book!

The 3 Is of Reading...

We know the massive importance of reading in life and therefore the huge emphasis that reading should take within our everyday teaching at Carbeile. The Intent, Implementation and Impact are therefore vital to set our plan for Reading @ Carbeile.

READING INTENT:

For every child to read words accurately, to comprehend texts and to have a love of reading. Children should be able to discuss, share and explore different texts and have a reading fluency that enables them to access the full curriculum offer and succeed in the future.

IMPLEMENTATION OF READING AT CARBEILE:

- Reading Skills lessons taught 4 times per week that use the Vocabulary, Infer, Predict, Explain, Retrieve, Summarise/Sequence model (VIPERS) for different areas of reading.
- Children explore high-quality books in order to develop vocabulary and discuss word meanings.
- Children read a range of fiction and non-fiction books at home and in school.
- Children not at expected standard identified for inclusion in reading interventions.
- Monitoring high expectations of home reading (at least 3 times per week).

IMPACT OF ALL WE DO FOR READING:

In 2023, 85% of Y6 pupils achieved 'Expected Standard' for Reading (End of KS2 SATs). This was up by 11% from last year. This means we are 12% above national stats for reading at expected standard. 29% of Y6 pupils achieved Above Expected Standard for Reading.

Ofsted Reading Questions

Ofsted will ask 7 questions of our reading at Carbeile. Mr. Nicholson has produced detailed evidence forms for each of these. The 7 questions are as follows:

1. How well do we prioritise reading?
2. How well do we promote the love of reading?
3. How well do we make sure that pupils make good or better progress in reading?
4. How well do we check that pupils' reading books match the sounds they can read?
5. How well do we ensure that Year 3 pupils know their phonics when they enter the school?

6. How well do we make sure that pupils catch up when they fall behind?
7. How well do we train our staff to be reading experts?

Check out the website for how we answer these. <https://carbeile.cornwall.sch.uk/reading-faqs/>

We are very confident that with all of the measures in place we can answer all of the 7 Ofsted questions.

At Carbeile Junior School we want our pupils to:

- Decode words and text confidently.
- Have good inference and deduction skills.
- Analyse text.
- Develop transferable skills.
- Be inquisitive about text.
- Be passionate and enthusiastic about reading.
- Perform texts.
- Be fluent and expressive readers.
- Verbalise thoughts and ideas.
- Enjoy reading.
- Develop personal choice or preferences for genres and authors.
- Be resourceful by using dictionaries and phonetic knowledge.
- Persuade others to read a book.
- Critique and provide evidence.
- Identify patterns between authors and genres.
- Discuss books.
- Challenge the opinions of others.
- Empathise.
- Have an experimental approach to text.



Book Band Colours

You may have noticed new-coloured stickers on your child's reading book! We would like to take this opportunity to explain our book banding system to you.

Last year, we tried to come up with a book band system that is easy to understand for parents and children. Schemes such as Oxford Reading and Collins Big Cat jump around a variety of random colours and can be confusing to follow!

The book band system at Carbeile broadly follows a Rainbow pattern of colours. At present, the colours are as follows:

	Black	Increased difficulty ↓
	Grey	
	White	
	Red	
	Orange	
	Yellow	
	Green	
	Light Blue	
	Dark Blue	
	Pink	
	No sticker (free reader)	

We try really hard to ensure that children are allocated books at the correct level. We have a 'Love of Reading' ethos at Carbeile. Therefore, we strongly believe that children will enjoy reading if they can read their book fluently with a good understanding of the book's vocabulary and themes. Stopping at every sentence is no fun for children or parents! All children have 4 Reading Skills lessons each week in school where their reading and understanding of vocabulary can be challenged further.

If you have any concerns or feel that your child's book is too difficult, please write a note to your child's teacher in their Reading Record. These are collected in and looked at every Friday. Please continue to read with your children at home as often as possible. Every child that reads at least 3 times a week and brings in their Reading Record is given a Reading Ticket with the chance of winning prizes in assembly. A child who reads for 20 minutes every day will hear an extra 1.8 million words in a year!

Thank you for your support with Reading at home,

Phonics

In Year 3 we conduct the Year 1 phonics screening tests again to ensure that all children have the phonic awareness to access the more complex reading skills lessons. Gaps in phonic knowledge are then filled throughout Year 3 and into Year 4, 5 and 6 as needed. The new Spelling Shed is also integral in fitting phonics into everything we do for spellings so it is so important that all children are accessing the phonics lessons that they might need.

VIPERS

We have been using 'VIPERS' for a number of years now and we find that the focus on the different aspects really does progress our reading skills lessons, but also the knowledge and skills of the children when it comes to interpreting a text. Have a look at the picture below, which outlines each of the letters from VIPERS, but also gives you some questions you can ask your child when they are reading.

Vocabulary

Which of the words best describes the character/setting/mood?

What does the word mean in this sentence?

Can you think of any other words the author could have used to describe this?



Infer

Why was feeling.....?

Why did happen?

Why did say?

Can you explain why.....?



Predict

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?



Explain

Who is your favourite character? Why?

Why do you think all the main characters are girls in this book?

Would you like to live in this setting? Why/why not?

Is there anything you would change about this story?

Do you like this text? What do you like about it?



Retrieve

What kind of text is this?

Who did.....? / Where did.....? /When did.....?

What happened when.....?

Why did happen?

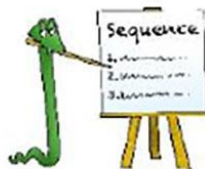


Sequence

What was the first thing that happened in the story?

What happened after?

Can you summarise in a sentence the opening/middle/end of the story?



Reading with Children

We do a huge amount of reading with the children on a daily basis.

- Volunteers from across the community give their time to read with the children, using the VIPERS questions as a focus.
- Reading Skills lessons are taught 4 times every week. These are so effective and have a different focus every lesson based on the VIPERS.
- We ensure that reading across all subjects, including all topic lessons, is given as high priority as actual reading skills lessons. This means the children are accessing a range of texts.

Reading Governor

Steve Corbidge, one of our governors who sits on the Teaching and Learning committee has Reading as one of his main areas to monitor. He has met Mr. Nicholson to discuss reading on numerous occasions. We are of course very grateful to Steve, and all of the governors, for the time they are committing to whole school improvement.

As you can see, we do a huge amount to focus on reading at Carbeile. However, if you have any suggestions or comments from your children regarding any element of reading, then please feel free to get in touch so that we can improve even further.

