

Reading at Howley Grange

At Howley Grange Primary School, we want children to develop a love of reading and create an ethos that encourages reading for pleasure. We have a structured approach to the teaching of reading and aim to develop confident readers who enjoy a wide range of texts.

Children regularly share books as a class, in groups and individually. We work with children to develop their understanding of texts through guided reading and whole class comprehension activities and have recently introduced 'Reading Vipers' to focus on the key areas of comprehension. All classes now have their own Class Library area and pupils are encouraged to take a library book home alongside individual reading books. We are also promoting reading through the 'Book Barrow' and 'Book Tower', reading challenges and other exciting activities across the school.

Children are supported to develop their reading skills and the level of support given depends on the needs of each child. We use published schemes such as Oxford Reading Tree and Project X and reading intervention groups also take place regularly in every year group.

Parental support is crucial in the development of a child's reading ability; recent research shows that reading regularly at home, as well as at school, is the key to academic success. As your child becomes more independent in their reading, please encourage them to read a wide range of books and other reading material and ask them questions about the text so as to develop vital comprehension skills. This in turn will develop their vocabulary and writing skills. Lists of suggested books to read at each stage in school are in the links below.

Reading Vipers

Reading VIPERS is our new way of supporting children with their reading comprehension skills. All children will be working on VIPERS during class reading, whether it is reading as a class, in a small group, or one-to-one with an adult. It would be fantastic if parents could also be referring to VIPERS when they listen to their child read at home.

Each of the letters stand for one of the key reading skills that will enable our pupils to become strong, confident readers.

VIPERS posters are displayed in all classrooms. Up to the end of Year 2, the 'S' stands for 'Sequence'. Once children move into Year 3, the 'S' stands for 'Summarise', which is a more demanding skill.

Reading Vipers

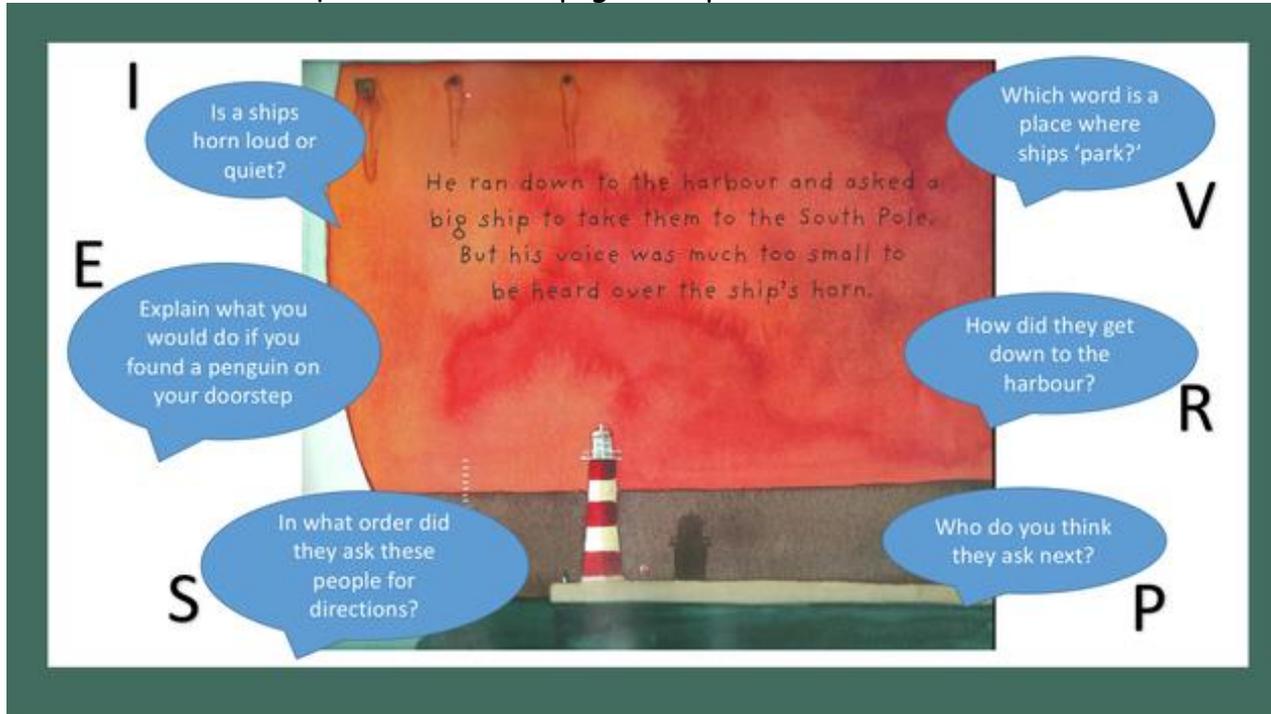
Vocabulary
Infer
Predict
Explain
Retrieve
Sequence or Summarise



Question Openers

VIPERS can be used on any text that a child is reading, as well as on pictures, picture books and films! When any adult is listening to a child read, all they have to do is think of questions about the book, picture or film that cover all of the VIPERS. There is a link to ideas for question starters for each of the VIPERS skills in the links section. Below are examples of how you can create your own questions.

How to use VIPERS questions with a page of a picture book ...



and here is an example of how the VIPERS prompts could be used to create questions for a longer text ...



It was the closest kingdom to the queen's, as the crow flies, but not even the crows flew it. The high mountain range that served as the border between the two kingdoms discouraged crows as much as it discouraged people, and it was considered impassable.

More than one enterprising merchant, on each side of the mountains had commissioned folk to hunt for the mountain pass that would, if it were there, have made a rich man or woman of anyone who controlled it.

The silks of Dorimar could have been in Kanselaire in weeks, in months not years. But there was no such pass to be found, and so, although the two kingdoms shared a common border, nobody crossed from one kingdom to the next.

Even the dwarfs, who were tough, and hardy, and composed of magic as much as of flesh and blood, could not go over the mountain range.

This was not a problem for the dwarfs. They did not go over the mountain range. They went under it.

Three dwarfs, travelling as swiftly as one through through the dark paths beneath the mountains:

"Hurry! Hurry!" said the dwarf at the rear. "We have to buy her the finest silken cloth in Dorimar. If we do not hurry, perhaps it will be sold, and we will be forced to buy her the second finest cloth."

"We know! We know!" said the dwarf at the front. "And we shall buy her a case to carry it back in, so it will remain perfectly clean and untouched by dust."

The dwarf in the middle said nothing. He was holding his stone tightly, not dropping it or losing it, and was concentrating on nothing else but this.

The questions for this section could be:

V: Which word shows that it was impossible to cross the mountain range?

P: What do you think the next paragraph will be talking about?

R: Where would someone in this story get silk from?

S: What purpose does this paragraph serve? How does it do it?

E: Explain why the author chooses not to name the person that they are buying the silks for.

I: Tell me something about the stone that the dwarf is carrying. Use evidence from the text.

Useful links

[Reading lists by year group for KS1](#)

[Reading lists by year group for KS2](#)

[100 books to read lists for KS1 and KS2](#)

[Reading VIPERS KS1](#)

[Reading VIPERS KS2](#)

[Reading tips and advice](#)