



Reading at Tyndale: Curriculum Overview 2021-2022

“The Best Chance of Success”



Statement of intent:

At Tyndale Primary School we intend to create confident readers who have the ability to develop a deep and true understanding of what they read. It is important for us that children are able to comprehend at a high level rather than just parrot read. We aim to create a love of reading through encouraging reading at home and working closely with parents to do this is vital. It is our intent that it will provide children with a vehicle for expression and empathy. It will also allow pupils to improve communication skills and enable them to understand the spoken language gaining knowledge across the whole primary curriculum.

Rationale: Why do students at Tyndale need to study Reading?

Many pupils in our community are affected by the 30 Million Word Gap. Upon entering school, they have heard a lot less vocabulary than their peers nationally and have not encountered reading role models, nor a pleasure and love of reading. By studying Reading FUNdamentals at Tyndale, pupils will develop a love for reading and will be able to articulate the books, authors and genres they enjoy. They will be able to make recommendations about books because they will have been exposed to a variety of texts that perhaps they otherwise would not have encountered. They will read key classic literature appropriate for their age, giving them the cultural capital they require as they move into adolescence. Ultimately, pupils at Tyndale learn to read in order to be able to access all aspects of the school curriculum.

What are the aims for the Reading curriculum? (i.e. What do we want students to be able to know and do by the time they leave Tyndale?)

- To read in line with age related expectations
- To talk passionately and excitedly about the books they have read
- To make recommendations about books and authors
- To name classic and modern literature and talk about their key themes

National Curriculum: The programmes of study for reading at key stages 1 and 2 consist of two dimensions: - word reading - comprehension (both listening and reading). It is essential that teaching focuses on developing pupils’ competence in both dimensions; different kinds of teaching are needed for each. Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school. Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils’ experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and nonfiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils’ vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils’ imagination and opens up a treasure-house of wonder and joy for curious young minds. It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.



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Process of learning: There will be a fixed 4-day cycle which follow the VIPERS pedagogical process. These comprehension sessions will run within our reading FUNdamentals. It is important that children are ready for a prompt start. There will be whole class teaching based on one content domain at a time. It is important that units of learning are more heavily weighted towards V (Vocabulary), I (Inference) and R (Retrieval). Teachers will cover all content domains throughout the week, and focus on the content domain within day 5, depending on the individual needs of their class. This will not be dictated but all content domains should be covered through the year. Day 5 will be also be a fluency focus and developing speed and pace in reading at age related expectations, applying a mixture of content domain questions- for example, working on reading speed for the aim of reading 100 words per minute, and becoming familiar with the routine of reading within a time limit, answering questions across the content domains.

What are VIPERS?

V – Vocabulary

I – Infer

P – Predict

E – Explain

R – Retrieve

S – Summarise



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Comprehension cycle (Plus 1 day focussed on building fluency and applying reading-content domain questions)	
<ul style="list-style-type: none"> ☐ Day 1- video (minimum of 2 per term) or text- class discussion session with images/ stills from the video- children create a written response to the image ☐ Vocabulary driven 	<ul style="list-style-type: none"> ☐ KS1 one text or video (such as text taken from video)only for the week. KS2- 2 text/media minimum for week. If video used on Monday then text typed and for Tu-Thurs skills focus. ☐ Whilst days 1 and 2 are heavily discussion driven, there will be some written evidence building on the discussion. ☐ All children will work with age-related texts on days2, 3 and 4. ☐ Help sheets are generated and displayed on the English working wall throughout the learning of that content domain. (These may remain up for a significant period of time if needed and might be vocabulary or question type based). ☐ Day 1 based on videos and pictures will mean that children who struggle to read fluently will still be exposed to different comprehension skills. ☐ This approach should still show all elements of our agreed lesson structure (KC, Aspiration, Success, Pride, Nurture)
<ul style="list-style-type: none"> ☐ Day 2- Introduction of written text- Vocabulary & Inference This text can be a chapter from a class novel, a short story, newspaper articles, poems, song lyrics etc (dependent on week focus for long term overview) 	
<ul style="list-style-type: none"> ☐ Day 3- text- same text class discussion and teacher modelling of answering written questions. This text can be a chapter from a class novel, a short story, newspaper articles, poems, song lyrics etc. Prediction and Explain 	
<ul style="list-style-type: none"> ☐ Day 4- same text- pupils answering written questions. Retrieval and Summerise questions 	
<ul style="list-style-type: none"> ☐ Day 5- PACE and fluency, Applied skills 	
<ul style="list-style-type: none"> ☐ Reception will be a whole class discussion and comprehension question to answer ☐ KS1 will be phonic/SPaG lesson focus/Spelling Lesson ☐ KS2 may involve a '60 second read' with mixed content domain questions, test base SATS style questions within KS2, along with assessment conditions, or if your class struggles with a particular genre e.g Poetry then this day will drip feed this through. ☐ Whole school spelling test 	



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VIPERS Question Prompts

Vocabulary

Find and explain the meaning of words in context

Example questions

- What do the words and suggest about the character, setting and mood?
- Which word tells you that....?
- Which keyword tells you about the character/setting/mood?
- Find one word in the text which means.....
- Find and highlight the word that is closest in meaning to.....
- Find a word or phrase which shows/suggests that.....

Infer

Make and justify inferences using evidence from the text.

Example questions

- Find and copy a group of words which show that...
- How do these words make the reader feel? How does this paragraph suggest this?
- How do the descriptions of show that they are
- How can you tell that.....
- What impression of do you get from these paragraphs?
- What voice might these characters use?
- What was thinking when.....
- Who is telling the story?

Predict

Predict what might happen from the details given and implied.

Example questions

- From the cover what do you think this text is going to be about?
- What is happening now? What happened before this? What will happen after?
- What does this paragraph suggest will happen next? What makes you think this?
- Do you think the choice of setting will influence how the plot develops?
- Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.

Explain

- Explain how content is related and contributes to the meaning as a whole.
- Explain how meaning is enhanced through choice of language.
- Explain the themes and patterns that develop across the text.
- Explain how information contributes to the overall experience.

Example questions

- Why is the text arranged in this way?
- What structures has the author used?
- What is the purpose of this text feature?
- Is the use of effective?
- The mood of the character changes throughout the text. Find and copy the phrases which show this.
- What is the author's point of view?
- What affect does have on the audience?
- How does the author engage the reader here?
- Which words and phrases did effectively?
- Which section was the most interesting/exciting part?
- How are these sections linked?

Retrieve

Retrieve and record information and identify key details from fiction and non-fiction.

Example questions

- How would you describe this story/text? What genre is it? How do you know?
- How did...?
- How often...?
- Who had...? Who is...? Who did....?
- What happened to...?
- What does.... do?
- How is
- What can you learn from from this section?
- Give one example of.....
- The story is told from whose perspective?

Summarise

Summarise the main ideas from more than one paragraph

Example questions

- Can you number these events 1-5 in the order that they happened?
- What happened after
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapter headings come in the story?