



Reading on a page- Lumbertubs Primary School



Our unique, broad and balanced curriculum at Lumbertubs is underpinned by three Key Drivers – Life Skills, Opportunities and Aspirations. All of our drivers ensure that our children are able to embed their learning from Nursery right through to Year 6. **Life Skills:** To foster independence in our pupils, we provide experiences to develop life skills for today, tomorrow and the future. **Opportunities:** To provide experiences for our pupils will allow them to appreciate what is possible in the world around them. **Aspirations:** To help build an aspiring future for our children, we encourage them to have hopes and ambitions for the future.

Phonics: At Lumbertubs we follow the Read, Write Inc phonics scheme. We believe that this is the best approach for our children to have the knowledge and skills they need to be proficient at word recognition. This scheme helps our children to become fluent readers. However, before children learn phonics, we value the importance of hearing words through stories and rhymes; and the use of print in the environment through labelling and books. Once this is established, the learning strategies used in RWInc include: the practice of word blending using Fred-talk (pushing sounds together), segmenting (pulling sounds apart) and manipulating (deleting and inserting sounds) which help children to read and spell. Every child who walks through the Lumbertubs door is assessed for their phonics knowledge to ensure we provide the best support for each individual.

Early reading and Reading: At Lumbertubs, we are committed to promoting the enjoyment of reading as we believe it gives us the ability to unlock doors to the future of all learning. Our library contains a wealth of fiction and non-fiction books for the children to read as well as links to the local library. We promote Reading for pleasure as soon as children enter Lumbertubs through our exciting EYFS topics and continue this to Year 6. When any child is learning phonics, and until they become fluent readers, they have access to two types of books: a 'Take Home Book' which is relevant to the set of phonics which they are working on in class; and a reading for pleasure books which is linked with the phonics they have already learnt. We also promote reading for pleasure whereby our pupils also have the opportunity to take a book from the Library which they can enjoy at their own leisure. When children pass their phonics screening, they will move onto the Accelerated Reader programme where they will have an individual log in. This gives every child the opportunity to read a range of fiction and non-fiction books which they can later take a quiz on to show their understanding of the book. This is also assessed according to their ability.

Knowledge and skills coverage in reading comprehension: Every reading session has a skill focus to ensure that the comprehension aspect of reading is taught. Comprehension skills are developed through pupils' experience of high-quality discussion with the adult, as well as from reading and discussing a range of stories, poems and non-fiction. We use the VIPERS acronym which teach the following reading skills: Vocabulary, Inference, Prediction, Explanation Retrieval, Sequence (KSI) Summary (KS2)

Planning and resources

- * Literacy Shed Plus resources with access to VIPERS resources (Years 1-6)
- * Class reader book for reading for pleasure
- * Accelerated Reader and Reading Eggs to support imagination and books
- * Phonics groups assessed regularly by the phonics lead with appropriate planning
- * Weekly VIPERS session with individual skills being taught

What you will see in lessons

- * VIPERS displayed in the classroom and referred to during reading lesson times
- * High quality, age appropriate texts used as examples
- * Well presented books with encouraged use of cursive unlooped handwriting
- * Children's editing of their own work in blue pen, Teachers comments where appropriate in green pen