

# Northmead's Reading Newsletter

## November 2020

9<sup>th</sup> Edition

### Continuous Professional Development.

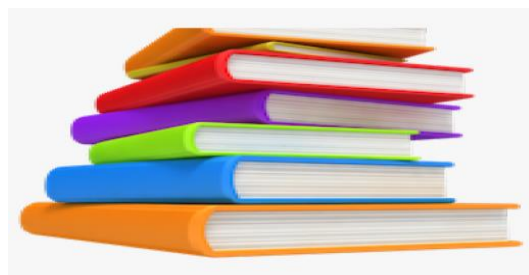
Improving the teaching and learning of reading is a key focus for us at Northmead. This term we have devoted a significant amount of staff training to further developing our curriculum provision and improving outcomes in reading.

During our recent INSET day, teachers were introduced to our new approach for teaching reading comprehension, outlined below. We have also made use of a series of staff meetings to look at various aspects the reading process including 'Book Talk' and 'VIPERS'.

Unfortunately, we have had to cancel our book fair for this term because of the corona virus restrictions. We hope to run this next term

### Reading at Northmead

Children have a thirty minute reading lesson every day. Below is a brief explanation of the whole class reading approach we are moving towards. We have been trialling this in years three and four before we roll it out across the whole school.

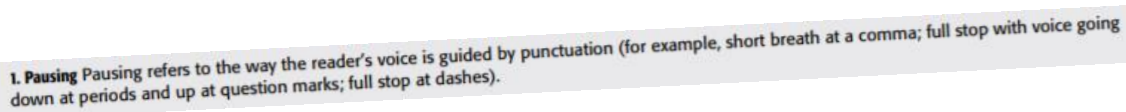


### Reading Comprehension

For three days a week children are taught reading comprehension skills, focusing on the same key text. Across a three week unit of work, children will be exposed to non-fiction, poetry or plays and fiction. The texts chosen will be of a reading level beyond that which the child could independently read so they are being introduced to vocabulary, sentence and text construction which will stretch and challenge them as readers whilst being supported by the teacher.

Day	Teaching focus
1	Developing background knowledge about the text (setting/time/author) Explicitly teaching vocabulary contained within the text Read and discuss the text to ensure understanding
2	Teach a VIPERS skill using the text as a model (See overleaf for explanation of VIPERS)
3	Independent comprehension activity involving questions from all of the VIPERS about the key text.

For the other two lessons in a week the children will read a book of their own reading level in differentiated groups. Children will read independently and discuss their reading with a partner, having been given a question to ponder whilst engaged in their book. The teacher will work with a different group of children each lesson and will focus on developing skills which aid decoding and fluency. Initially this will take the form of phonic and word attack skills. When they develop as readers the focus will change to developing fluency ensuring children read with appropriate pausing, phrasing, stress, intonation, rate and volume.



**2. Phrasing** Phrasing refers to the way readers put words together in groups to represent the meaningful units of language. Sometimes phrases are cued by punctuation such as commas, but often they are not. Phrased reading sounds like oral language, though more formal.

3. **Stress** Stress refers to the emphasis readers place on particular words (louder tone) to reflect the meaning as speakers would do in oral language.

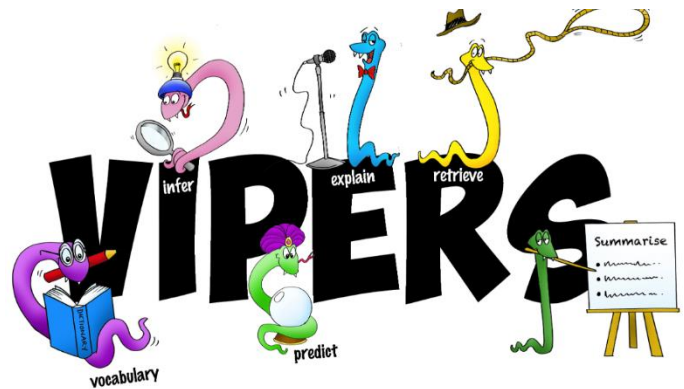
**4. Intonation** Intonation refers to the way the reader varies the voice in tone, pitch and volume to reflect the meaning of the text—sometimes called expression.

**5. Rate** Rate refers to the pace at which a reader moves through the text—not too fast and not too slow. The reader moves along steadily with few slow-downs, stops or pauses to solve words. If the reader has only a few short pauses for word solving and picks up the pace again, look at the overall rate.

SO MANY BOOKS;  
SO LITTLE TIME.

A black and white illustration of a person from the waist up, carrying a very tall, thick stack of books on their back. The person is wearing a striped shirt and dark pants. To their left is a dark, rectangular suitcase or bag. The background is plain white.

Vipers is a range of reading prompts based on the reading content domains found in the National Curriculum. These domains were initially formulated for test developers so they could ensure that their materials, such as KS2 SATS papers, cover the range of the curriculum programmes of study. They are useful for teachers to help structure teaching and learning.



Vipers heading	Content Domain reference	Content Domain Description
Vocabulary	2a	Give/explain the meaning of words in context
Infer	2d	Make inference from the text/ explain and justify using evidence from the text.
Predict	2e	Predict what might happen from the details stated and implied.
Explain	2f, 2g, 2h,	Identify/explain how information/narrative content is related and contributes to the meaning as a whole. Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within the text
Retrieve	2b	Retrieve and record key information/key details from fiction and non-fiction
Summarise	2c	Summarise main ideas from more than one paragraph

When teaching reading comprehension we focus explicitly on one of the 'VIPERS' skills and question styles.

When listening to your child read at home, in order to question them on the full range of content domains I have included a bookmark on the following page which may help you to formulate questions to ask.



## READING VIPERS



### VOCABULARY

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 the word that is closest in meaning to ...

Find a word or phrase which shows/suggests that...



### INFER

Find a group of words which show that...

How do these words make the reader feel?

How does this paragraph suggest this?

What impressions of ... do you get from these paragraphs?

What voice might these characters use?

What was ... thinking when...

Who is telling the story?



### PREDICT

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.

## READING VIPERS



### EXPLAIN

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 the phrases that 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 section was the most interesting/exciting part?

How are these sections linked?



### RETRIEVE

How would you describe this story/text? What genre is it? How do you know?

How did...? How often...? Who is...?

Who had...? Who did...? How ...is ...?

What happened to ...? What does ... do?

What can you learn from ... from this section?

The story is told from whose perspective?



### SUMMARISE

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?



Would your child like to receive a special 'It's A Kid's Life' Christmas card from Kerry Gibb this year?

Ten lucky children will be chosen at random to receive a card with a special message from 'It's a Kids Life' author; Kerry Gibb, written to them!

Plus, an email card will be sent for every completed form so fill yours now to put a smile on your child's face this December! The link to Kerry's website is <http://kerrygibb.com/christmas-card-competition-2020/>

All entries need to be completed by 30th November.

# Book of the Month- November

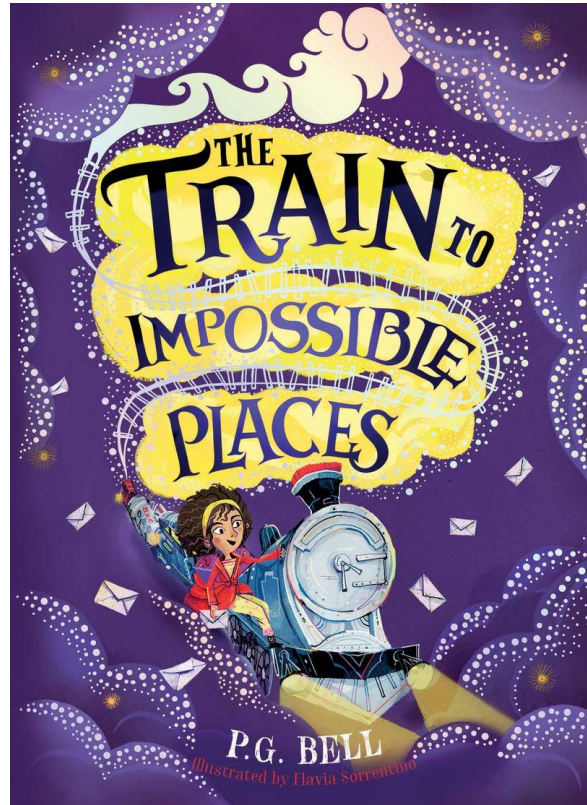
## What is the story about?

Suzy Smith is very surprised when a huge magical train takes a shortcut through her downstairs hallway one evening. Staffed by trolls, the Impossible Postal Express delivers letters and parcels across a series of magical worlds connected to our own: the Union of Impossible Places.

Her curiosity getting the better of her, Suzy hitches a ride and becomes the newest postie. But when her first delivery goes disastrously wrong, she's not only caught up in an amazing magical adventure, but the fate of the Union itself rests on her shoulders...

Two towers locked in a power struggle, a cursed boy trapped in a snowglobe, warrior statues, wormholes and negotiable gravity are just a few things Suzy encounters on her incredible journey. Knowledge is power in the Impossible Places, but who is telling the whole truth? Suzy has a brilliant scientific mind, but isn't really one for thinking about

consequences – she tends more towards jumping now and thinking later, though her heart is definitely in the right place.



## Who is the author?

P.G Bell, the author of this book, comes from South Wales. He did a range of jobs including being a lifeguard, before becoming an author full time. He is married and has two children.



### Accelerated Reader

Quiz Number: 236110

Book Level: 5.4

Colour Band: Blue

## Other books written by P.G. Bell

If you enjoy the first book there are two more in the series.

