



LITERACY AT ST CHAD'S

Reading

Writing

Phonics

Spelling

READING



At St Chad's, daily reading is woven into everything we do. Children encounter books in a variety of meaningful ways that help them grow as confident, fluent and enthusiastic readers.

READING AT ST CHAD'S





How Reading Happens at St Chad's-

- **Guided Reading with Adults**
Small-group sessions led by teachers or support staff focus on specific reading skills such as decoding, comprehension, vocabulary and discussion. These sessions allow children to explore texts in depth with expert support.
- **Individual 1:1 Reading**
Children read independently with an adult, giving them personalised attention and feedback. This helps build fluency, confidence and a love of reading at their own pace.
- **Listening to Stories from Our Reading Spine**
Teachers regularly read high-quality, carefully chosen books aloud. These stories expose children to rich language, diverse characters and exciting ideas, helping them develop imagination and comprehension.






VIPERS

- As part of guided reading the children take part in VIPERS.
- VIPERS is an acronym to aid the recall of the six key skills of reading comprehension. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts.

	V OCABULARY - <i>Understanding new and interesting words</i> Can you find a word that is new to you? What do you think it might mean?
	I NFER - <i>Reading between the lines to understand more than what is written</i> How do you think they are feeling here? What clues can you see?
	P REDICT - <i>Using what we know to guess what might happen next</i> What do you think will happen next? Why?
	E XPLAIN - <i>Explaining ideas and giving reasons</i> Can you explain what is happening in your own words?
	R ETRIEVE - <i>Finding answers and information directly from the text</i> Can you find the part that tells us where the story is set?
	S UMMARISE - <i>Telling the story in a shorter way</i> Can you tell me the story in just a few sentences?

- Your child will have one of these in their reading record to help you ask them questions when they are reading to you.

	<p>OCABULARY - Understanding new and interesting words</p> <p>Can you find a word that is new to you? What do you think it might mean?</p>
	<p>INFER - Reading between the lines to understand more than what is written</p> <p>How do you think they are feeling here? What clues can you see?</p>
	<p>PREDICT - Using what we know to guess what might happen next</p> <p>What do you think will happen next? Why?</p>
	<p>EXPLAIN - Explaining ideas and giving reasons</p> <p>Can you explain what is happening in your own words?</p>
	<p>RETRIEVE - Finding answers and information directly from the text</p> <p>Can you find the part that tells us where the story is set?</p>
	<p>SUMMARISE - Telling the story in a shorter way</p> <p>Can you tell me the story in just a few sentences?</p>

HERE'S HOW EACH SKILL MIGHT LOOK WHEN APPLIED TO A STORY LIKE *THE GRUFFALO*

- **Vocabulary:**

Question: What does the word “terrible” mean in “terrible tusks, and terrible claws”?

Answer: It means frightening or scary.

- **Inference:**

Question: Why do you think the mouse pretends to be friends with the Gruffalo?

Answer: Because he wants to trick the other animals into leaving him alone.

- **Prediction:**

Question: What do you think will happen when the mouse meets the Gruffalo?

Answer: The Gruffalo might try to eat him, but the mouse will find a clever way to escape.

- **Explanation:**

Question: Why do you think the author repeats the phrase “terrible tusks, and terrible claws”?

Answer: To emphasise how scary the Gruffalo is and build suspense.

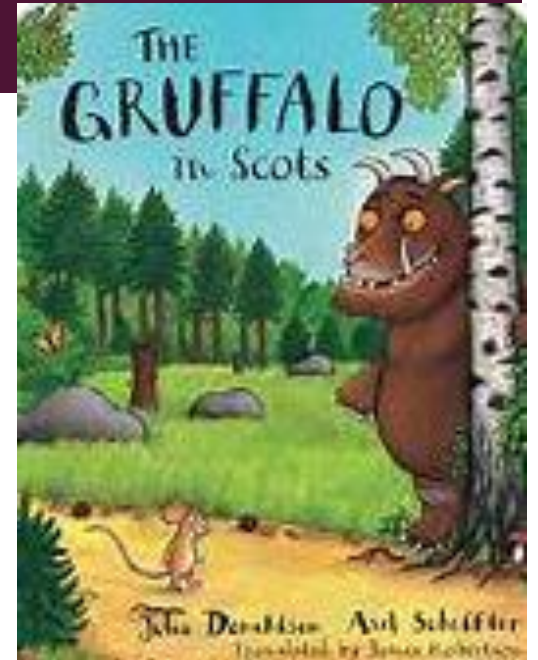
- **Retrieval:**

Question: What food does the Gruffalo say he likes best?

Answer: Roasted fox, owl ice cream, and scrambled snake.

- **Sequence/Summarise:**

Question: Put these events in order: (1) The mouse meets the fox, (2) The mouse meets the owl, (3) The mouse meets the s



READING SPINE

- Each class has a Reading Spine basket- that is a set of carefully chosen core books that form the foundation of a child's reading journey, giving them access to timeless stories rich in language.
- They are often classics and high-quality contemporary texts.
- It provides a “spine” or backbone to a reading curriculum, ensuring that all high-quality, carefully chosen books aloud.
- These stories expose children to rich language, diverse characters and exciting ideas, helping them develop imagination and comprehension.
- Class 4 have the opportunity to take these books home to read and then review them for their peers.

OUR NEW READING AWARD – INFORMATION FOR PARENTS

Our pupil voice groups have helped design a new way to encourage regular reading at home. Even as children get older, it's still really important that they read aloud and that an adult listens to them regularly.

How it works:

- Please record every time you read with your child at home in your child's reading record. Older children can fill in the log themselves, but an adult must initial it.

- In school, each week that an adult reads with your child, they will earn a star sticker.

- For every 10 stickers, your child will receive a "Hot Chocolate Reward Ticket". They can use this on a Friday as a special treat.

- After receiving their reward, **the count will reset**, and they can begin working toward their next 10 stickers.

This system is designed to celebrate children's efforts, build a love of reading, and keep families involved in their reading journey. Thank you for your support!



CLICK ON THE BOOKS TO SEE WHAT BOOKS ARE IN OUR READING
SPINE



WRITING



We use Letter Join to support our handwriting sessions

- a b c d e f g h i j k l m n o p q r s t u v w x y z
- abcdefghijklmnopqrstuvwxyz

Click on the icon to go to the website

Tablet login

Username: qr8755

Swipe code: A capital 'L' shape starting at top left



PC login

Username: qr8755

Account home

Password:

SOUNDS WRITE (PHONICS)



- We use a programme called Sounds-Write to help children learn to read and spell.
- It's a proven method that's been checked and approved by the Department for Education.
- Sounds-Write is based on how children naturally learn — by listening to and using the sounds in their own language.
- Children are then taught how to match those sounds to letters and groups of letters when writing.
- The programme is step-by-step and carefully built up, so children don't miss anything along the way.
- It helps children build all the skills, knowledge, and confidence they need to become strong readers and spellers.



CLICK ON THE VIDEO TO LISTEN TO THE CORRECT SOUNDS



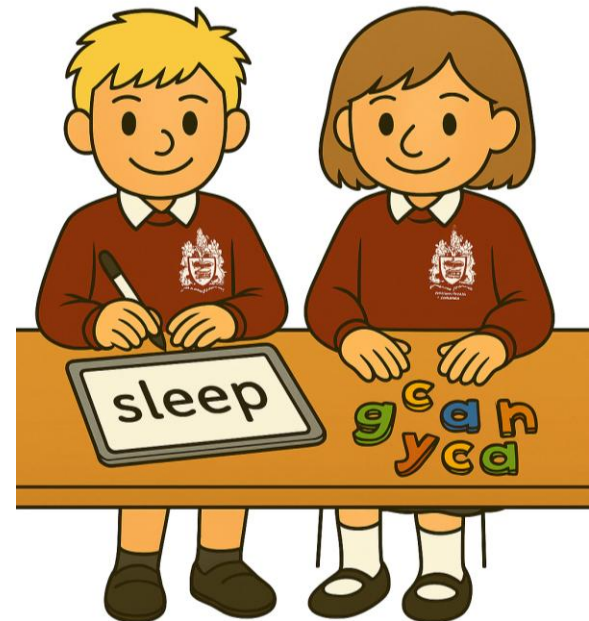
SPELLING


We have updated our spelling scheme with clear expectations for each progression step. (Next page)

Throughout the week, children take part in activities to help them learn their spellings, explore patterns, and practise using the words in sentences.

They are encouraged to apply these spellings in their writing, helping them remember them more securely and build confidence.

Your support at home—practising words and discussing patterns—helps reinforce this learning



PS	Words
<p>P1</p>  <p>P3</p>	<p>a and he I in is it of that the to was an</p>
	<p>all are as at be but can came for had have him his my new no not on one said she so they two we when with you</p>
	<p>about an back because been before big by call come could did do down first from get go going has her here if into like little look made make me more much must now off old only or our other out over right see some their them there then this up want well went were what where which who will</p>
	<p>after again always am ask another any away baby ball best black blue book boy bring children day dinner don't door each egg end every farm fast fell find five fly four found girl gave give good green hand head help home house how jump just keep know last left live long many never next once open own play put read room round saw say school should soon stop take tell than these thing think three time too tree under very walk white why wish work woman would year your</p>
	<p>above aeroplane afternoon allow although along any April arrive August autumn aunt balloon breakfast beach behind below brother brown centre circle city coming cousin December doctor door eight eleven evening February fifteen fifty floor forty Friday friend front Grandad Grandpa Grandma Granny grey huge hundred holiday January June July kitchen knee later leave lie March May Monday million morning Mr. Mrs. Miss money name near night nine ninety nothing November October often orange phone picture place playground purple rectangle road Saturday September seven shoe sister small square street Sunday talk teacher team telephone television Thursday thousand time town today triangle Tuesday twelve twenty thirteen thirty tomorrow uncle under walk watch Wednesday white would world yellow yesterday</p>

HOW TO SUPPORT AT HOME

- Aim to read with your child at least **three times a week**.
- Keep sessions short (10–15 minutes) to maintain focus and enjoyment.
- Choose a mix of books: stories, poems, and non-fiction to broaden their experience.
- Use VIPERS Questions
- Watch the Phonics Video
- Check the school's recommended video to ensure your child is saying the **correct sounds**.
- Encourage them to repeat sounds clearly and confidently.
- Praise effort as well as accuracy — confidence builds fluency.
- Remind your child to **read with expression**: change their voice for characters, pause at punctuation, and show emotion.
- Celebrate their efforts — even small improvements make a big difference.
- Let your child choose some of the books.
- Create a cozy reading spot at home.
- Talk about stories afterwards — link them to your child's own experiences.