



Research shows that a child who reads every day does better at every stage of their education.

The infographic is divided into three vertical panels, each representing a different daily reading habit. Each panel features a header, a timeline, a list of benefits, and a pyramid chart illustrating the percentile score on standardized tests.

Reading Time	Minutes per School Year	Words per Year	Percentile Score
20 minutes	3,600	1,800,000	90th
5 minutes	900	282,000	50th
1 minute	180	8,000	10th

STUDENTS WHO READ: 20 minutes
PER DAY
3,600 minutes per school year
1,800,000 words per year
Score in the 90th percentile on standardized tests

STUDENTS WHO READ: 5 minutes
PER DAY
900 minutes per school year
282,000 words per year
Score in the 50th percentile on standardized tests

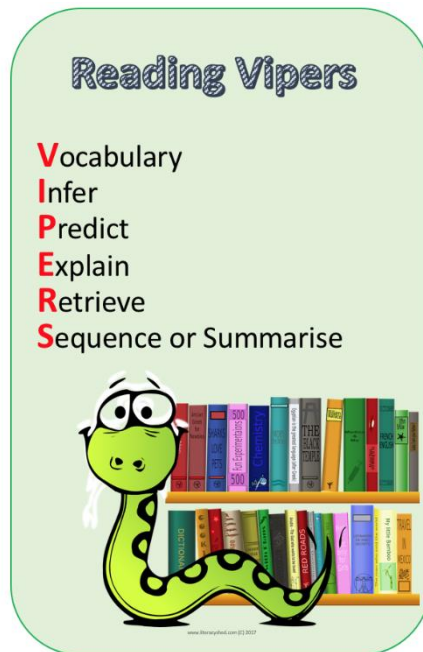
STUDENTS WHO READ: 1 minute
PER DAY
180 minutes per school year
8,000 words per year
Score in the 10th percentile on standardized tests

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Daily phonics						
	Whole class VIPERS session – 1x weekly					
Individual readers – 1x weekly minimum						
Daily reading interventions						

Our Reading Offer

- Children in Reception will be taught phonics from their first day at Hawksworth CE Primary School.
- Reception parents will be invited to attend a parents' meeting each year to provide strategies to support your child and to fully understand our approach.
- Phonics teaching in Reception to Year 2 will take place daily.
- Any child who needs extra reading practice will take part in daily reading interventions with either the class teacher or the teaching assistant.
- Children will develop their vocabulary through story time.
- All children will have access to enriching texts.
- Children will have continual access to an enriching and wider curriculum which is text-based.
- Any child who falls behind will be identified quickly and supported immediately.

Vipers



We have weekly reading comprehension sessions from Year 1 onwards to ensure that children read age-related texts and answer V.I.P.E.R.S (Vocabulary, Inference, Predict, Explain, Retrieve and Summarise/Sequence) as our method to explicitly teach each skill. These whole-class sessions are used as a powerful tool to allow all children to make progress in reading and provide regular and supportive opportunities for children to encounter engaging texts that will resonate with their interests and capture their imagination. Carefully graded questions allow for children to develop their comprehension skills at an appropriate level.

Developing a love of reading

Dedicated classroom reading areas

VIPERS displays

Mystery Reader

Reading workshop

Recommended Reads

Author visits

Information evenings for parents

Library visits

Library bus

Reading buddies

Parents' role in reading

Although your child will be taught to read at school, you can have a huge impact on their reading journey by continuing their practice at home. Children will choose and bring home an age-appropriate and challenge-appropriate text.

To support your child, it is important that they continue to share stories with parents and experience both independent and shared reading.

Creating an environment that is relaxed can help support your child as well as make reading a part of your daily routine.

Reading books are changed once a week and children are provided with two books. Each book should be read using the following format:

Read 1	Decoding the book Pupils use their phonic knowledge to decode the words on the pages. The focus is solely on this rather than comprehension and understanding.
Read 2	Reading for speed/fluency This is another opportunity for the pupils to apply their phonic knowledge but slightly quicker. Pupils should recognise some of the words the second time around. Adults should model prosody (intonation, expression, pausing and phrasing) when they read.
Read 3	Comprehension This time, the pupils read the book again but, by now, they are quite familiar with the words. We ask the pupils what they think about what is happening as they read: do they understand what they are reading?

