



Teaching Reading at Iver Heath Junior School



At Iver Heath Junior School, we believe that reading opens the door to every aspect of learning. Our aim is for every child to become a confident, enthusiastic reader who enjoys books and can use their reading skills to succeed across the curriculum.

To achieve this, we provide a rich programme of support and opportunities:

Daily Guided Reading sessions – Every class takes part in guided reading every day. These sessions focus on VIPERS skills:

- **V**ocabulary – understanding new words
- **I**nference – reading between the lines
- **P**rediction – thinking ahead about what might happen
- **E**xplanation – explaining ideas and opinions
- **R**etrieval – finding key information in the text
- **S**equence/Summarise – ordering events or summarising what has been read

This structured approach ensures that children build the comprehension skills they need to understand and enjoy a wide range of texts.

High-quality phonics teaching – For children who have gaps in their phonics knowledge, we use Rapid Phonics, a proven scheme that helps pupils quickly catch up and build strong foundations in reading.

Tailored reading programmes – Pupils who need extra support benefit from Rapid Readers, carefully matched texts that help them develop fluency, confidence, and enjoyment.

A vibrant, well-resourced library – Our inviting library is packed with a wide variety of books, from timeless classics to the latest children's fiction, ensuring that every child can find something that excites and inspires them.

Targeted interventions – We run small-group and 1:1 sessions, including Wordshark and focused phonics groups, to give children personalised support in decoding, spelling and comprehension.

A culture of reading for pleasure – Beyond lessons, we celebrate reading across the school with author visits, book swaps, and reading challenges, so children see reading as something to love, not just a skill to learn.

With this approach, every child is supported on their reading journey — so they leave us as **confident, independent readers who are ready to thrive at secondary school and beyond.**

We are **ACHIEVERS!**

We are a **COMMUNITY!**

We are **PROUD!**

We are **INCLUSIVE!**