

## 3 I's for Reading

### Intent

To create fluent readers who can understand and explain their thoughts of a text.

To promote a love of reading.

F – fluent

U – understand

E - explain

L – love

### Sept 2021 Intent and Implementation

**EYFS/Key Stage 1** - Early priority is given to the development of reading ability in respect to the level and range of words the pupils are able to decode and read aloud. The aim is to expose pupils to texts where 95% of words can be read but 5% form the basis of new learning. Therefore, all pupils are carefully tracked through the school's reading scheme.

Pupils are expected to complete home reading supported by parents with books sent on at least a weekly basis from the second week of Autumn Term when Phonics teaching begins in Reception class; one book links directly to the phonic being studied whilst the second provides breadth. Home reading is tracked and additional in-school reading is provided for those unable to read at home, those who are struggling to progress or those who are entitled to additional support.

Complementing the development of reading ability, weekly guided reading tasks aim to specifically develop reading knowledge and understanding across seven key skills referred to as VIPERS:

<b>Vocabulary</b>	What does this word or phrase tell you about .....
<b>Infer</b>	Why was .....? feeling .....
<b>Predict</b>	What do you think will happen next? What makes you think this?
<b>Explain / Enjoyment</b>	Do you like this text? What do you like about it?
<b>Retrieve</b>	What happened to .....
<b>Sequence</b>	What happened after .....

In this stage of school, this daily lesson is completed as a carousel in which pupils move around a variety of reading tasks grouped by ability so that reading ability is not a barrier to the development of these wider reading skills.

All Key Stage 1 Carousels will include three key tasks: a **pre-read** in which pupils can think about key vocabulary, a **teacher-led guided reading** activity in which a key skill is taught and an **independent follow-up** task.

**Year 3 – Intent** - A continued priority is given to the development of reading ability with the ambition that all pupils are free readers by the time they leave Year 3. This pivotal year represents a transitional period towards the more direct approach of whole-class teaching. Therefore, whilst the focus moves towards a slightly altered range of skills, the format of the lesson reflects the carousel seen in the lower school to ensure that time is given to the continued development of reading ability. Moreover, all pupils who have yet to read a level of independent reading are prioritized in intervention

maps with further reading opportunities provided until they have reached this level. Parents advised home reading 5 times a week is expected and checked weekly.

**Key Stage 2 – Intent** - Beyond this transitional class however, reading is taught as a shared approach. Years 4 - 6 follow a set learning sequence with a weekly key skill as its focus, following an altered deeper thinking **VIPERS** approach:

<b>Vocabulary</b>	What do the words ..... and ..... suggest about the character, setting and mood?
<b>Infer</b>	What impression of ..... do you get from these paragraphs?
<b>Predict</b>	Do you think ..... will happen? Yes, no or maybe? Explain using evidence from the text.
<b>Explain</b>	The mood of the character changes throughout the text. Find and copy phrases which show this.
<b>Retrieve</b>	What genre is it? How do you know?
<b>Summarize</b>	Can you summarise in a sentence the opening/middle/end of the story?

Each skill will be taught at least twice a term with a focus of developing our pupils' ability to use the text to support their understanding. As such consistent approaches are used such as **Answer Prove Explain**. Weekly marking will be linked to these skills and approaches as the teacher looks to improve the pupils' ability in each.

In addition to the taught skills, there is an aim to develop efficiency, independence and breadth. Therefore, short text extracts from a range of genres and classic texts as well as class readers are the basis for **independent comprehension tasks**; these also form the basis of vocabulary work within a **pre-read** to widen their knowledge. Again, consistent approaches are reinforced in these sessions, initially through the **highlighting of key words and moving on to summarizing through key words**. In addition, the element of efficiency increases throughout the Key Stage with the **tracking of reading speed** and subsequent intervention work given. Finally, there is an ongoing expectation of developing breadth and enjoyment through **home reading with group texts** set in school each week, resulting in summary tasks to ensure the tasks are completed.

### **Impact**

The impact of the teaching of reading is achieved through range of areas:

- Judgements of Key Performance Indicators linked to in-class teaching together with termly Pixel testing are used to establish the level at which pupils are Comprehending.
- Weekly monitoring of home reading is primarily used to track the reading level or 'age' of the pupils although this progresses more into the assessment of reading speed once pupils are deemed to be free readers.
- All assessments are judged termly through a data validation process in data, books and teaching are reviewed by the subject leader and discussed with each teacher to ensure an accuracy in assessment. All SEND, EAL and pupil premium champions track these cohorts specifically on a half-termly basis and conduct pupil progress reviews twice yearly. In regard to SEND, this may involve the reviewing of their progress on NAP steps as required for pupils 2 years below the expected level.
- Within the EYFS, key milestones have been identified across the year and these are used to assess the children's progress towards meeting the ELG for reading; this enables the more timely identification of any gaps that need addressing.