

Vision for Supporting Children to Master English

READING INTENT



Overview

The skill of reading underpins all areas of the curriculum, opening the door to learning and the world. Reading provides children with the opportunity to extend their vocabulary and improve their writing.

Reception and Key Stage 1 children (Yr 1 & 2)

Learning to read is the most important thing children will learn at our school. Everything else depends on it, we are determined to ensure every child learns to read as quickly as possible. We want children to develop a love of reading from an early age to encourage children to want to read for themselves.

Reception and Key Stage 1 children (Yr 1 & 2) learn to read using the Read Write Inc Scheme of Work. This scheme puts the teaching of reading at the heart of school and ensures teachers have the knowledge and determination to teach every child, regardless of age, background or need. Children are regularly assessed and groups are continually organised accordingly. Teachers ensure children 'keep up' rather than 'catch up' through early identification of those children needing additional 1:1 tuition.



Key Stage 2

Key Stage 2 teachers use:

- **'VIPERS' planning as a basis for teaching the skills of reading.**
 - 'Texts that teach' are used as a base to teach writing in English lessons
 - 'Texts that teach' are used to support knowledge gathering in the wider curriculum
 - In addition the importance of vocabulary is at the heart of all reading experiences
- *Also see writing intent statement.**



Children are driven to develop a love of reading through a planned **Reading Diet**. Elements of the reading diet are timetabled to:

- expose children to a wide range of genres
- teach the children the skills of being able to decode text
- read out loud to practice fluency, expression, speed and oral performance.
- develop a fluency and expression when reading
- teach children the skills to be able to understand what they are reading
- teach children the skills to be able to infer answers about the text
- allow children to develop an enjoyment of reading, whether that is quietly on their own or with another during 'Book Buddies'
- extend their vocabulary and understanding of grammatical structures through linking good quality texts with their own writing - opportunities to 'magpie'.

| | <u>Yr3/4</u> | <u>Yr5/6</u> |
|---------------|---|---|
| Daily | <p>***<i>Texts that teach</i>' - through literacy planning</p> <p>Whole Class Book Talk - 15 min read (*Spine of Texts)</p> <p>Independent reading</p> <p>Interventions - Fresh Start</p> | <p>***<i>Texts that teach</i>' - through literacy planning</p> <p>Whole Class Book Talk - 15 min read (*Spine of Texts)</p> <p>Independent reading</p> <p>Interventions - Fresh Start</p> |
| Weekly | <p>Guided reading - VIPERS whole class text</p> <p>Book Buddies</p> | <p>Guided reading - VIPERS group reading</p> <p>Book Buddies</p> |
| Other | <p>'Rate Your Read' ladder</p> | <p>'Rate Your Read' ladder</p> <p>Book Reviews</p> |

***Spine of Texts** are the core texts staff have chosen to read as a class book. In addition, these are supported by non-fiction and poetry to support themes or topics within the story (where suitable).

****Texts that Teach** - These are the key texts that teachers use to base their writing sequences on (ensuring a variety of genres).

Curious Readers at Key Stage 2

VIPERS is an acronym to aid the recall of the 6 reading domains as part of the UK's reading curriculum. They are the key areas which children need to know and understand in order to improve their comprehension of texts.

VIPERS stands for

Vocabulary

Inference

Prediction

Explanation

Retrieval

Sequence or Summarise

The 6 domains focus on the comprehension aspect of reading and not the mechanics: decoding, fluency, prosody etc. As such, VIPERS is not a reading scheme but rather a method of ensuring that teachers ask, and students are familiar with, a range of questions. They allow the teacher to track the type of questions asked and the children's responses to these which allows for targeted questioning afterwards.

Children are given the opportunity to:

- orally rehearse answers to comprehension questions and consider suitable STEM sentences to use.
- observe demonstration comprehension where teachers demonstrate the art of modeling the internal thinking of a reader and the process of 'reading for meaning'.
- rehearse answering questions independently.
- understand specific 'reading' language when understating comprehension questions.
- recommend books to their peers through the '**Rate Your Read Ladder**'.

Reading Journals

Reading Journals are used for children to record their work during VIPERS Sessions. It is a key resource that travels to and from school to support parents with reading at home. It is a place where:

- children can record scaffolded answers to comprehension questions
- refer back to language used in previous sessions when record their answers
- parents can find suitable questions to ask their children about texts when reading at home
- Vocabulary and grammatical structures can be 'magpied' for their writing.