



Progression Map - Reading

EYFS:

At Garton on the Wolds Primary school we teach Read, Write Inc Phonics. The teaching of reading is rigorous, consistent and of the highest quality so that:

- most of Year 1 children can reach the expected standard of the Phonics screening check
- teachers know how to teach even the most struggling reader – including our children in KS1 and older children in KS2
- all children develop reading fluency so they can read with comprehension

KS1 and KS2:

In Key Stage 1 and Key Stage 2 we use the Literacy Shed 'VIPERS' teaching materials.

What is Vipers?

VIPERS is an acronym to aid the recall of the 6 reading domains as part of the national reading curriculum expectations. They are the key areas which we feel our children need to know and understand to improve their comprehension of texts.

VIPERS stands for: **V**ocabulary, **I**nference, **P**rediction, **E**xplanation, **R**etrieval, **S**equence or **S**ummarise

The 6 domains focus on the comprehension aspect of reading and not the mechanics: decoding, fluency etc. As such, VIPERS is a method of ensuring that our teachers ask, and pupils 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.

EYFS Reading Expectations:

Early Learning Goals Comprehension

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Word Reading Children at the expected level of development will:
- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Links to Year One – National Curriculum Phonics and Decoding

To apply phonic knowledge and skills as the route to decode words.

To blend sounds in unfamiliar words using the GPCs that they have been taught.

To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.

To read words containing taught GPCs. To read words containing -s, -es, -ing,-ed and -est endings.

To read words with contractions, e.g. I'm, I'll and we'll.

Common Exception Words

To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words. Fluency

To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words. To reread texts to build up fluency and confidence in word reading.

Understanding and Correcting Inaccuracies

To check that a text makes sense to them as they read and to self- correct. Comparing, Contrasting and Commenting

To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently. To link what they have read or have read to them to their own experiences.

To retell familiar stories in increasing detail.

To join in with discussions about a text, taking turns and listening to what others say.

To discuss the significance of titles and events. Words in Context and Authorial Choice

To discuss word meaning and link new meanings to those already known. Inference and Prediction

To begin to make simple inferences. To predict what might happen on the basis of what has been read so far. Poetry and Performance

To recite simple poems by heart

Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
Year 1: Reading Pupils should be taught to: - apply phonic knowledge and skills as the route to decode words - respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes - read accurately by blending sounds in unfamiliar words containing GPCs that have been taught - read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word - read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings - read other words of more than one syllable that contain taught GPCs - read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) - read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words - re-read these books to build up their fluency and confidence in word reading. Year 1: Comprehension Pupils should be taught to: - develop pleasure in reading, motivation to read, vocabulary and understanding by: - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently - being encouraged to link what they read or hear read to their own experiences - becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics - recognising and joining in with predictable phrases - learning to appreciate rhymes and poems, and to recite some by heart - discussing word meanings, linking new meanings to those already known - understand both the books they can already read accurately and fluently and those they listen to by: - drawing on what they already know or on background information and vocabulary provided by the teacher - checking that the text makes sense to them as they read and correcting inaccurate reading - discussing the significance of the title and events - making inferences on the basis of what is being said and done - predicting what might happen on the basis of what has been read so far - participate in discussion about what is read to them, taking turns and listening to what others say	Year 3 and 4: Reading Pupils should be taught to: - apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet - read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. Year 3 and 4: Comprehension Pupils should be taught to: - develop positive attitudes to reading and understanding of what they read by: - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - reading books that are structured in different ways and reading for a range of purposes - using dictionaries to check the meaning of words that they have read - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally - identifying themes and conventions in a wide range of books - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action - discussing words and phrases that capture the reader's interest and imagination - recognising some different forms of poetry [for example, free verse, narrative poetry] - understand what they read, in books they can read independently, by: - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context - asking questions to improve their understanding of a text - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - predicting what might happen from details stated and implied - identifying main ideas drawn from more than one paragraph and summarising these - identifying how language, structure, and presentation contribute to meaning - retrieve and record information from non-fiction - participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say Year 5 and 6: Reading Pupils should be taught to:

explain clearly their understanding of what is read to them. Year 2: Reading Pupils should be taught to: - continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent - read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes - read accurately words of two or more syllables that contain the same graphemes as above - read words containing common suffixes - read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word - read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered - read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation - re-read these books to build up their fluency and confidence in word reading. Year 2: Comprehension Pupils should be taught to: - develop pleasure in reading, motivation to read, vocabulary and understanding by: - listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently - discussing the sequence of events in books and how items of information are related - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales - being introduced to non-fiction books that are structured in different ways - recognising simple recurring literary language in stories and poetry - discussing and clarifying the meanings of words, linking new meanings to known vocabulary - discussing their favourite words and phrases - continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear - understand both the books that they can already read accurately and fluently and those that they listen to by: - drawing on what they already know or on background information and vocabulary provided by the teacher - checking that the text makes sense to them as they read and correcting inaccurate reading - making inferences on the basis of what is being said and done - answering and asking questions - predicting what might happen on the basis of what has been read so far	- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. Year 5 and 6: Comprehension Pupils should be taught to: - maintain positive attitudes to reading and understanding of what they read by: - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - reading books that are structured in different ways and reading for a range of purposes - increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions - recommending books that they have read to their peers, giving reasons for their choices - identifying and discussing themes and conventions in and across a wide range of writing - making comparisons within and across books - learning a wider range of poetry by heart - preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience - understand what they read by: - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context - asking questions to improve their understanding - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - predicting what might happen from details stated and implied - summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas - identifying how language, structure and presentation contribute to meaning - discuss and evaluate how authors use language, including figurative language, considering the impact on the reader - distinguish between statements of fact and opinion - retrieve, record and present information from non-fiction - participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously - explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary - provide reasoned justifications for their views.
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- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say

- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Reading progression statements at end points in Primary Education:

EYFS By the end of Foundation Stage: Children can segment the sounds in simple words and blend them together. Link sounds to letters, naming and sounding the letters of the alphabet. Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence Children use their phonic knowledge to write words in ways which match their spoken sounds. Read from left to right and top to bottom. Make a link between graphemes and phonemes Segment and blend. Understand what they have read Talk about what they have read.	KS1 By the end of KS1: Read accurately most words of two or more syllables Read most words containing common suffixes* Read most common exception words. In age-appropriate books, the pupil can: read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words sound out most unfamiliar words accurately, without undue hesitation. In a book that they can already read fluently, the pupil can: Check a text makes sense to them, correcting any inaccurate reading answer questions and make some inferences Explain what has happened so far in what they have read	KS2 By the end of KS2: Read age-appropriate books with confidence and fluency (whole novels). Read aloud with intonation which shows understanding. Work out the meaning of words from the context. Explain and discuss their understanding of what they have read, drawing inferences and justifying their answers. Predict what might happen from details stated and implied. Retrieve information from non-fiction texts. Summarise main ideas, identifying key details using quotations for illustration. Evaluate how authors use language, including figurative language, considering the impact of the reader. Make comparisons within and across books.
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Intent

At Garton on the Wolds Primary School, we aim to foster and celebrate children's reading, and comprehension skills through an engaging, text-based English curriculum. The foundations of these skills are created in the early years setting where we aim to develop children's comprehension skills, word reading, and the fundamental skills needed to be successful and fluent readers. We then build on this as the children progress through the key stages. We develop our children's love of language and literature through reading, and aim to create confident speakers and listeners who enjoy the discussion of texts to communicate their ideas. We recognise the importance for the children in our school to enjoy reading for pleasure, so we ensure that they have access to a wide range of quality text types, rich vocabulary, genres and authors in order for them to make informed opinions about their reading books. We aim for our children not only to be confident readers but to be given every opportunity so that they become lifelong readers.

Implementation

Our reading framework ensures that English lessons are delivered in an organised and engaging way. We use a varied and wide variety of modern and traditional quality texts, which enthuse and inspire our children in school.

- Reading objectives are balanced across each unit of learning and each term a range of texts are studied through our use of 'Literacy Shed' resources.
- Daily English lessons provide children with an opportunity to develop reading and writing skills, alongside listening and speaking skills, with the teaching of spelling and grammar knowledge embedded within each lesson.
- Teachers plan and deliver English lessons which are differentiated to the needs of each individual child.
- Writing is taught through the use of a quality text, which exposes the children to inference, high-level vocabulary, and a range of punctuation. Each text is purposefully selected in order to promote a love of reading, engagement and high- quality writing from each child.
- Grammar lessons are taught in discrete daily sessions in order that the children are secure with their understanding and use of grammar.
- Reading and comprehension skills are taught from foundation stage into key stage two to ensure that all children read fluently and show a good understanding of what they have read.
- Each classroom has their own reading area which engages children to read independently. They offer a range of high-quality texts to all our pupils through a mix of class, school and county libraries to give the children and staff the opportunity to implement a vibrant English curriculum.
- Teachers embed the skills throughout the year in cross-curricular writing opportunities, ensuring children are achieving the objectives at the expected level and giving opportunities for children to achieve at a greater-depth standard.

Impact:

As a result of our English curriculum at Garton on the Wolds Primary School:

- Our children are enthusiastic and confident readers.
- They are fluent and accurate when reading, and engage with a range of both modern and traditional styles of text.
- Our children use the skills taught in English in other subjects. As the English curriculum is an integral part of the National Curriculum as a whole, the skills taught in our English lessons are transferrable to and practised in every subject. This ensures consolidation and a deeper understanding of these skills.
- Children move on to secondary education with a love and understanding of reading which will continue to develop as they themselves grow.

Reading Skills Skills 2-3 years	Reading Skills Skills 3-4 years	Reading Skills Skills 4 - 5 years
Sequence stories/events (not always in order) • Join in with words and phrases from familiar stories • Enjoy songs and rhymes, tuning in and paying attention • Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo • Say some words in songs and rhymes • Sing songs and rhymes independently, e.g. singing whilst playing • Fill in a missing word of a rhyme e.g. Twinkle, twinkle little, How I wonder what you • Pay attention and respond to the pictures or words • Ask questions about books • Make comments about books and share their ideas • Have favourite books and seek them out, to share with an adult, with someone else or another child • Develop play around favourite stories using props • Notice some print, e.g. the first letter of their name, a bus or door number, or a familiar	Sequences stories/events using 3-4 pictures • Identifies characters, settings, events in stories • Joins in with familiar rhymes and stories • Begins to predict what might happen next/at the end • Hear initial sounds/phonemes in words • Can orally blend and segment simple words • Hears initial sounds/phonemes and begin to use letters to identify meaning e.g. 'd' is for daddy • Have an awareness of alliteration • Identify and suggest rhyming words • Count/clap syllables in word • Talk about books and what is happening in the pictures • Knows print carries meaning and is read, in English, from left to right and top to bottom • Knows print has different purposes • Name the different parts of a book: front cover, back cover, title, blurb, title page, author, illustrator • Turning the pages of a book one by one	Sequences stories/events using 4-5 pictures • Sequences stories and narratives in their own words, using recently introduced vocabulary • Identifies characters, settings, problems and solutions • Joins in with predictable stories and rhymes • Make suggestions for what might happen next/at the end • Blend words containing 2/3 sounds • Distinguish individual sounds, including at least 10 digraphs • Identify words that begin with the same sound/initial phoneme • Be able to say a rhyming string Read by sight a variety of tricky/sight words • Read captions and simple sentences • Read books which match their phonic ability Fluency/comprehension • Re-read sentences with increasing fluency • Re-read familiar books with increasing fluency • Answer questions about what they have read Vocabulary • Hears and uses new vocabulary from stories, rhymes, poems and non-fiction books • Identifies new/unknown vocabulary in stories, rhymes, poems and on-fiction books

VIPERS Reading Skills Progression:

	Year 1
Vocabulary	• discussing word meanings, linking new meanings to those already known • draw upon knowledge of vocabulary in order to understand the text • join in with predictable phrases • use vocabulary given by the teacher • discuss his/her favourite words and phrases <u>Questioning:</u> • What does the word mean in this sentence? • Find and copy a word which means • Which word in do you think is the most important? Why? • Which of the words best describes the character or setting? • Which word in this part do you think is the most important? • Why do you think they repeat this word in the story?
	Year 2
Vocabulary	• discussing and clarifying the meanings of words; link new meanings to known vocabulary • discussing their favourite words and phrases • recognise some recurring language in stories and poems <u>Questioning:</u> • Can you find a noun/adjective/verb that tells/shows you that...? • Why do you think that the author used the word... to describe...? • Which other word on this page means the same as...? • Find an adjective in the text which describes... • Which word do you think is most important in this section? Why? • Which word best describes...?
	Year 3
Vocabulary	• use dictionaries to check the meaning of words that they have read • discuss words that capture the readers interest or imagination • identify how language choices help build meaning • find the meaning of new words using substitution within a sentence <u>Questioning:</u> • What does this word/phrase/sentence tell you about the character/setting/mood? • Can you find this word in the dictionary? • By writing in this way, what effect has the author created? • What other words/phrases could the author have used here? • How has the author made you feel by writing...? • Which word tells you that...?

	• Find and highlight the word that is closest in meaning to...? <u>Questioning:</u> • Can you find the meaning or a word with a similar meaning in a dictionary or thesaurus? • What does this word/phrase/sentence tell you about the character/setting/mood? • By writing..., what effect has the author created? • Do you think they intended to? • What other words/phrases could the author have used here? Why? How has the author...? • Which word is closest in meaning to...?
	Year 4
Vocabulary	• using dictionaries to check the meaning of words that they have read • use a thesaurus to find synonyms • discuss why words have been chosen and the effect these have on the reader • explain how words can capture the interest of the reader • discuss new and unusual vocabulary and clarify the meaning of these • find the meaning of new words using the context of the sentence. <u>Questioning:</u> • Can you quickly find...in the dictionary and thesaurus? • What does this word/phrase/sentence tell you about the character/setting/mood? • By writing..., what effect has the author created? Do you think they intended to? • What other words/phrases could the author have used here? Why? • How has the author made you/this character feel by writing...? Why? • Find and highlight the word which is closest in meaning to ... • Find a word which demonstrates... • Can you rewrite this in the style of the author using your own words? • How have simile and metaphor been used here to enhance the text?
	Year 5
Vocabulary	• explore the meaning of words in context, confidently using a dictionary • discuss how the author's choice of language impacts the reader • evaluate the authors use of language • investigate alternative word choices that could be made • begin to look at the use of figurative language • use a thesaurus to find synonyms for a larger variety of words • re-write passages using alternative word choices • read around the word' and *explore its meaning in the broader context of a section or paragraph. <u>Questioning:</u> • Can you quickly find...in the dictionary and thesaurus? • What does this word/phrase/sentence tell you about the character/setting/mood? • By writing..., what effect has the author created? Do you think they intended to? • What other words/phrases could the author have used here? Why?

	• How has the author made you/this character feel by writing...? Why? • Find and highlight the word which is closest in meaning to ... • Find a word which demonstrates... • Can you rewrite this in the style of the author using your own words? • How have simile and metaphor been used here to enhance the text?
	Year 6
Vocabulary	• evaluate how the authors' use of language impacts upon the reader • find examples of figurative language and how this impacts the reader and contributes to meaning or mood. • discuss how presentation and structure contribute to meaning. • explore the meaning of words in context by 'reading around the word' and independently explore its meaning in the broader context of a section or paragraph. <u>Questioning:</u> • What does this word/phrase/sentence tell you about the character/setting/mood? • By writing..., what effect has the author created? Do you think they intended to? • Can you find examples of simile, metaphor, hyperbole or personification in the text? • Why has the text been organised in this way? Would you have done it differently? • What other words/phrases could the author have used here? Why? How has the author made you/this character feel by writing...? Why?
	Year 1
Inference	• children make basic inferences about characters' feelings by using what they say as evidence. • infer basic points with direct reference to the pictures and words in the text • discuss the significance of the title and events • demonstrate simple inference from the text based on what is said and done <u>Questioning:</u> What do you think.....means? • Why do you think that? • How do you think. ...? • When do you think. ...? • Where do you think. ? • How does make you feel? • Why did happen?
	Year 2
Inference	• make inferences about characters' feelings using what they say and do. • infer basic points and begin, with support, to pick up on subtler references. • answering and asking questions and modifying answers as the story progresses • use pictures or words to make inferences <u>Questioning:</u> What do you think.... means?

	• Why do you think that? • Why do you think...? • How do you think....? • When do you think...? • Where do you think...? • How has the author made us think that...?
	Year 3
Inference	• children can infer characters' feelings, thoughts and motives from their stated actions. • justify inferences by referencing a specific point in the text. • ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. • make inferences about actions or events <u>Questioning:</u> • What do you think.... means? • Why do you think that? • Why do you think...? • How do you think....? • Can you explain why....? • What do these words mean and why do you think that the author chose them? • Find and copy a group of words which show...? • How does the description of ... show that they are...? • Who is telling the story? • Why has the character done this at this time?
	Year 4
Inference	• ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (I know this because questions) • infer characters' feelings, thoughts and motives from their stated actions. • consolidate the skill of justifying them using a specific reference point in the text • use more than one piece of evidence to justify their answer <u>Questioning:</u> What do you think.... means? • Why do you think that? Could it be anything else? • I think....; do you agree? Why / why not? • How do you think....? • Can you explain why....? • Can you explain why based on two different pieces of evidence? • What do these words mean and why do you think that the author chose them? • Find and copy a group of words which show that... • What impression of ...do you get from this paragraph?

	Year 5
Inference	• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • make inferences about actions, feelings, events or states • use figurative language to infer meaning • give one or two pieces of evidence to support the point they are making. • begin to draw evidence from more than one place across a text. <u>Questioning:</u> • What do you think... means? • Why do you think that? • Could it be anything else? • I think....; do you agree? Why/why not? • Why do you think the author? decided to...? • Can you explain why...? Can you give me evidence from somewhere else in the text? • What do these words mean and why do you think that the author chose them? • How does the author make you feel? • What impression do you get from these paragraphs?
	Year 6
Inference	• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • discuss how characters change and develop through texts by drawing inferences based on indirect clues. • make inferences about events, feelings, states backing these up with evidence. • infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made. They can draw evidence from different places across the text <u>Questioning:</u> What do you think... means? Why do you think that? Could it be anything else? • I think....; do you agree? Why/why not? • Why do you think the author decided to...? • Can you explain why...? • What do these words mean and why do you think that the author chose them? • How do other people's descriptions of ...show that...? • Where else in the text can we find the answer to this question?
	Year 1
Prediction	• predicting what might happen on the basis of what has been read so far in terms of story, character and plot • make simple predictions based on the story and on their own life experience. • begin to explain these ideas verbally or through pictures. <u>Questioning:</u> Looking at the cover and the title, what do you think this book is about? • Where do you think.....will go next? • What do you think... will say / do next? • What do you think this book will be about? Why?

	• How do you think that this will end? • Who do you think has done it? • What might.....say about that? • Can you draw what might happen next?
	Year 2
Prediction	• predicting what might happen on the basis of what has been read in terms of plot, character and language so far • make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them <u>Questioning:</u> • Where do you think.... will go next? • What do you think... will say/do next? • What do you think this book will be about? Why? • How do you think that this will end? What makes you say that? • Who do you think has done it? • What might.... say about that? • How does the choice of character affect what will happen next?
	Year 3
Prediction	• justify predictions using evidence from the text. • use relevant prior knowledge to make predictions and justify them. • use details from the text to form further predictions. <u>Questioning:</u> • Can you think of another story with a similar theme? • Which stories have openings like this? • Do you think that this story will develop the same way? • Why did the author choose this setting? Will that influence the story? • What happened before this and what do you think will happen after? • Do you think the setting will have an impact on plot moving forward?
	Year 4
Prediction	• justify predictions using evidence from the text. • use relevant prior knowledge as well as details from the text to form predictions and to justify them. • monitor these predictions and compare them with the text as they read on <u>Questioning:</u> • Can you think of another text with a similar theme? How do their plots differ? • Which stories have openings like this? Do you think that this story will develop the same way? • Why did the author choose this setting? Will that influence the story? • What does this paragraph suggest what will happen next? • Do you think ... will happen? Explain your answers with evidence from the text.

	Year 5
Prediction	• predicting what might happen from details stated and implied • support predictions with relevant evidence from the text. • confirm and modify predictions as they read on. <u>Questioning:</u> • Can you think of another story with a similar theme? How do their plots differ? • Which stories have openings like this? Do you think that this story will develop the same way? • Why did the author choose this setting? Will that influence the story?
	Year 6
Prediction	• predicting what might happen from details stated and implied • support predictions by using relevant evidence from the text • confirm and modify predictions in light of new information. <u>Questioning:</u> • Can you think of another story with a similar theme? How do their plots differ? • Which stories have openings like this? Do you think that this story will develop the same way? • Why did the author choose this setting? Will that influence the story?
	Year 1
Explaining	• give my opinion including likes and dislikes (not nc objective). • link what they read or hear to their own experiences • explain clearly my understanding of what has been read to them • express views about events or characters <u>Questioning:</u> • Is there anything you would change about this story? • What do you like about this text? • Who is your favourite character? Why?
	Year 2
Explaining	• explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves • express my own views about a book or poem • discuss some similarities between books • listen to the opinion of others <u>Questioning:</u> What is similar/different about two characters? • Explain why... did that.. • Is this as good as...? • Which is better and why? • Does the picture help us? How? • What would you do if you were...?

	• Would you like to live in this setting? Why? • Is there anything you would change about this story? • Do you agree with the author's...? Why?
	Year 3
Explaining	• discussing the features of a wide range of fiction, poetry, plays, non-fiction and reference books • identifying how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts • recognise authorial choices and the purpose of these <u>Questioning:</u> • What is similar/different about two characters? • Explain why... did that. • Describe different characters' reactions to the same event. • Is this as good as...? • Which is better and why? • Why do you think they chose to order the text in this way? • What is the purpose of this text and who do you think it was written for? • What is the author's viewpoint? How do you know? • How are these two sections in the text linked?
	Year 4
Explaining	• discussing words and phrases that capture the reader's interest and imagination • identifying how language, structure, and presentation contribute to meaning • recognise authorial choices and the purpose of these <u>Questioning:</u> • What is similar/different about two characters? Did the author intend that? • Explain why... did that. • Describe different characters' reactions to the same event. • Is this as good as...? • Which is better and why? • What can you tell me about how this text is organised? • Why is the text arranged in this way? • What is the purpose of this text and who is the audience? • How does the author engage the reader here? • Which section was the most ...? Why?
	Year 5
Explaining	• provide increasingly reasoned justification for my views • recommend books for peers in detail • give reasons for authorial choices • begin to challenge points of view • begin to distinguish between fact and opinion • identifying how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • explain and discuss their understanding

	of what they have read, including through formal presentations and debates. <u>Questioning:</u> • What is similar/different about two characters? Did the author intend that? • Explain why... did that. • Describe different characters' reactions to the same event. • Does this story have a moral? • Which is better and why? • How is the text organised and what impact does this have on you as a reader? • Why has the text been written this way? • How can you tell whether it is fact and opinion? • How is this text similar to the writing we have?
	Year 6
Explaining	• provide increasingly reasoned justification for my views • recommend books for peers in detail • give reasons for authorial choices • begin to challenge points of view • begin to distinguish between fact and opinion • identifying how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • explain and discuss their understanding of what they have read, including through formal presentations and debates. • distinguish between fact, opinion and bias explaining how they know this. <u>Questioning:</u> • What is similar/different about two characters? Did the author intend that? • Explain why... did that. • Describe different characters' reactions to the same event. • Does this story have a moral? • Which is better and why? • Can you identify where the author has shown bias towards a particular character? • Is it fact or is it opinion? How do you know? • How does the author make you feel at this point in the story? Why did they do that? • Can you explain it in a different way?
	Year 1
Retrieval	• answer a question about what has just happened in a story. • develop their knowledge of retrieval through images. • recognize characters, events, titles and information. • recognize differences between fiction and non-fiction texts. • retrieve information by finding a few key words. • Contribute ideas and thoughts in discussion <u>Questioning:</u> • Who is your favourite character? • Why do you think all the main characters are ... in this book? • Would you like to live in this setting? Why/why not? • Who is/are the main character(s)? • When/where is this story set? • Which is your favourite/worst/ funniest/scariest part of the story? • Is this a fiction or a non-fiction book? How do you know?

	Year 2
Retrieval	• independently read and answer simple questions about what they have just read. • asking and answering retrieval questions • draw on previously taught knowledge • remember significant event and key information about the text that they have read • Monitor their reading, checking words that they have decoded, to ensure that they fit within the text they have already read <u>Questioning:</u> • Who is/are the main character(s)? • When/where is this story set? How do you know? • Which is your favourite/worst/funniest/ scariest part of the story? Why? • Tell me three facts you have learned from the text. • Find the part where... • What type of text is this? • What happened to ... in the end of the story?
	Year 3
Retrieval	• use contents page and subheadings to locate information • learn the skill of 'skim and scan' to retrieve details. • begin to use quotations from the text. • retrieve and record information from a fiction text. • retrieve information from a non-fiction text <u>Questioning:</u> • Who are the characters in this text? • When / where is this story set? How do you know? • Which part of the story best describes the setting? • What do you think is happening here? • What might this mean? • How might I find the information quickly? • What can I use to help me navigate this book? • How would you describe the story? • Whose perspective is the story told from?
	Year 4
Retrieval	• confidently skim and scan texts to record details, • using relevant quotes to support their answers to questions. • retrieve and record information from a fiction or non-fiction text. <u>Questioning:</u> • Find the... in this text. Is it anywhere else? • When/where is this story set? How do you know? • Find the part of the story that best describes the setting.

	• What do you think is happening here? Why? • What might this mean? • Whose perspective is the story told by and how do you know? • How can you use the subheading to help you here?
	Year 5
Retrieval	• confidently skim and scan, and also use the skill of reading before and after to retrieve information. • use evidence from across larger sections of text • read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts. • retrieve, record and present information from non-fiction texts. • ask my own questions and follow a line of enquiry. <u>Questioning:</u> • Find the... in this text. Is it anywhere else? • When/where is this story set? Find evidence in the text. • Find the part of the story that best describes the setting. • What do you think is happening here? Why? • Who is telling this story? • Can you skim/scan quickly to find the answer?
	Year 6
Retrieval	• Children confidently skim and scan, and also use the skill of reading before and after to retrieve information. *They use evidence from across whole chapters or texts • Read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts. • Retrieve, record and present information from a wide variety of non-fiction texts. • Ask my own questions and follow a line of enquiry. <u>Questioning:</u> • Find the... in this text. Is it anywhere else? • Can you skim the next... and find me the answer to...? • When/where is this story set? Find evidence in the text. • Find the part of the story that best describes the setting. • What do you think is happening here? Why? • Who is telling this story? • What genre is...? • Can you look at these other texts and find me what is similar and what is different?
	Year 1
Sequence	• retell familiar stories orally e.g fairy stories and traditional tales • sequence the events of a story they are familiar with • begin to discuss how events are linked <u>Questioning:</u> • What happens in the beginning of the story? • Can you number these events in the story? • How/where does the story start?

	• What happened at the end of the....? • Can you retell the story to me in 20 words or less? • What happened before that? • Can you sequence the key moments in this story?
	Year 2
Sequence	• discuss the sequence of events in books and how items of information are related. • retell using a wider variety of story language. • order events from the text. • begin to discuss how events are linked focusing on the main content of the story. <u>Questioning:</u> • What happens in the story's opening? • How/where does the story start? • What happened at the end of the...? • What is the dilemma in this story? • How is it resolved? • Can you retell the story to me in 20 words or less? • Can you summarise in 3 sentences the beginning, middle and end of this story?
	Year 3
Summarise	• identifying main ideas drawn from a key paragraph or page and summarising these • begin to distinguish between the important and less important information in a text. • give a brief verbal summary of a story. • teachers begin to model how to record summary writing. • identify themes from a wide range of books • make simple notes from one source of writing <u>Questioning:</u> • What is the main point in this paragraph? • Sum up what has happened so far in X words or less. • Which is the most important point in these paragraphs? • Do any sections/paragraphs deal with the same themes? • Have you noticed any similarities between this text and any others you have read? • What do I need to jot down to remember what I have read?
	Year 4
Summarise	• use skills developed in year 3 in order to write a brief summary of main points, identifying and using important information. • identifying main ideas drawn from more than one paragraph. • identify themes from a wide range of books • summarise whole paragraphs, chapters or texts • highlight key information and record it in bullet points, diagrams, maps etc

	<u>Questioning:</u> • What is the main point in this paragraph? Is it mentioned anywhere else? • Sum up what has happened so far in X words/seconds or less. • Which is the most important point in these paragraphs? Why? • Do any sections/paragraphs deal with the same themes? • How might I record this to ensure the best possible outcome?
	Year 5
Summarise	• summarising the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas. • make connections between information across the text and include this is an answer. • discuss the themes or conventions from a chapter or text • identify themes across a wide range of writing <u>Questioning:</u> • What is the main point in this paragraph? Is it mentioned anywhere else? • Sum up what has happened so far in... words/seconds or less. • Which is the most important point in these paragraphs? Why? • Do any sections/paragraphs deal with the same themes? • Can you find a text with a similar theme?
	Year 6
Summarise	• summarise information from across a text and link information by analysing and evaluating ideas between sections of the text. • summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas • make comparisons across different books. • summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs. <u>Questioning:</u> • What is the main point of the text? • Can you look in this paragraph? What does the author mean? Is it mentioned anywhere else? • Sum up what has happened so far in... words/seconds or less. • Can you read the text and summarise what has happened? • Which is the most important point in these paragraphs? Why? • Do any sections/paragraphs deal with the same themes?

How VIPERS helps support our reading curriculum:

In Year 1:

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear read to their own experiences
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognising and joining in with predictable phrases
- learning to appreciate rhymes and poems, and to recite some by heart
- discussing word meanings, linking new meanings to those already known understand both the books they can already read accurately and fluently and those they listen to
- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- discussing the significance of the title and events
- making inferences on the basis of what is being said and done P1: predicting what might happen on the basis of what has been read so far participate in discussion about what is read to them, taking turns and listening to what others E3: explain clearly their understanding of what is read to them.

In Year 2:

Develop pleasure in reading, motivation to read, vocabulary and understanding

- by listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear Understand both the books that they can already read accurately and fluently and those that they listen to
- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

In Year 3:

- Develop positive attitudes to reading and understanding of what they read by identifying how language, structure, and presentation contribute to meaning
- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry
- nderstand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding
- explaining the meaning of words in context I3: asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

Transcribe the children's oral responses into written ones and model structures for answering question

Always ask the children to explain their responses to questions

– How do you know? Model creating story maps of events and speech bubbles to demonstrate characters actions, thoughts and feelings Relate the text type back to the writing the children have completed Model how to construct a summary of a text

Jump in – Encourage children to continue the story to the end of the punctuation in a known story Choral response

– Encourage children to read as a group or popcorn ideas to questions asking for deeper responses after the initial response

MTYT – Allow children to discuss in partners or read together Ask children to become Reading Detectives and search for clues within texts Model reading strategies

– re-reading for clarity and understanding

In Year 4:

- Develop positive attitudes to reading and understanding of what they read by identifying how language, structure, and presentation contribute to meaning
- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes V4: using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]
- understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding and V1: explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these R5: retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

Transcribe the children's oral responses into written ones and model structures for answering question

- Transcribe the children's oral responses into written ones and model structures for answering question
- Always ask the children to justify their responses to questions
- How do you know? Create comparison grids for different fiction and non-fiction texts Create semantic grids of texts to help to categorise key information Write information gained from the text into a different context Fully develop skimming and scanning techniques – faster finger first – to find particular parts of the text Relate the text type back to the writing the children have completed Model how to construct a summary of a text

Jump in – Encourage children to continue the story to the end of the punctuation in a known story

Choral response – Encourage children to read as a group or popcorn ideas to questions asking for deeper responses after the initial response

MTYT – Allow children to discuss in partners or read together Ask children to become

Reading Detectives and search for clues within texts Model reading strategies – re-reading for clarity and understanding Always ask the children to justify their responses to questions

- How do you know? Create comparison grids for different fiction and non-fiction texts

Create semantic grids of texts to help to categorise key information

Write information gained from the text into a different context

Fully develop skimming and scanning techniques – faster finger first – to find particular parts of the text Relate the text type back to the writing the children have completed Model how to construct a summary of a text

Jump in – Encourage children to continue the story to the end of the punctuation in a known story Choral response

- Encourage children to read as a group or popcorn ideas to questions asking for deeper responses after the initial response

MTYT – Allow children to discuss in partners or read together Ask children to become Reading Detectives and search for clues within texts

Model reading strategies – re-reading for clarity and understanding_

In Year 5:

Maintain positive attitudes to reading and understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- learning a wider range of poetry by heart E3: making comparisons within and across books
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience --understand what they read by:
- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others

Transcribe the children's oral responses into written ones and model structures for answering question.

Ensure that a full answer is modelled to the children (3 marks Qs) Always ask the children to justify their responses to questions

- How do you know? Ask children to keep a running response in their reading journal.

Create comparison grids for different fiction and non-fiction texts Create semantic grids of texts to help to categorise key information

Write information gained from the text into a different context

Change part of the text from fiction to non-fiction and vice-versa.

Fully develop skimming and scanning techniques – faster finger first – to find particular parts of the text

Relate the text type back to the writing the children have completed

Model how to construct a summary of a text Jump in

- Encourage children to continue the story to the end of the punctuation in a known story Choral response
- Encourage children to read as a group or popcorn ideas to questions asking for deeper responses after the initial response

MTYT – Allow children to discuss in partners or read together

Ask children to become Reading Detectives and search for clues within text

Create Venn diagrams to demonstrate similarities and differences between plots, characters, settings etc.

In Year 6:

Maintain positive attitudes to reading and understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- learning a wider range of poetry by heart E3: making comparisons within and across books
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience --understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context =asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion E8: retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others

Transcribe the children's oral responses into written ones and model structures for answering question.

- Ensure that a full answer is modelled to the children (3 marks Qs) Always ask the children to justify their responses to questions – How do you know? Ask children to keep a running response in their reading journal.
- Summarise each of the main characters and return and add to these as reading progresses.
- Create comparison grids for different fiction and non-fiction texts
- Create semantic grids of texts to help to categorise key information Write information gained from the text into a different context
- Change part of the text from fiction to non-fiction and vice-versa.
- Fully develop skimming and scanning techniques – fastest finger first – to find particular parts of the text Relate the text type back to the writing the children have completed Model how to construct a summary of a paragraph, text, story.
- Jump in – Encourage children to continue the story to the end of the punctuation in a known story
- Choral response – Encourage children to read as a group or popcorn ideas to questions asking for deeper responses after the initial response
- MTYT – Allow children to discuss in partners or read together Ask children to become Reading Detectives and search for clues within text
- Create Venn diagrams to demonstrate similarities and differences between plots, characters, settings etc.