



## READING CURRICULUM

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# 1. Reading - Intent, Implementation, Impact

## Intent

"I do believe something very magical can happen when you read a good book." J.K. Rowling

At Sherrier C.E. Primary School, we believe that reading is a golden thread that evidently flows through our broad, creative curriculum. Our intent at Sherrier is to create a 'reading culture' whereby all members of our school community are keen to promote and encourage a love for reading, whilst acquiring the fundamental skills to read fluently and with enjoyment. Across the curriculum, pupils are exposed to a wide range of rich vocabulary, they have the confidence to read for different purposes and demonstrate curiosity through asking relevant questions. High quality teaching using the VIPERS approach, allows all pupils to develop a range of reading strategies (Vocabulary, Infer, Predict, Explain, Retrieve, Sequence/ Summarise) to help shape our 'lifelong learners'. At the heart of Sherrier, pupils are encouraged to read for pleasure and to be inspired to explore their imaginations, as we embark on a magical reading adventure together.

## Implementation

The systematic teaching of phonics has a high priority throughout Foundation Stage and Key Stage 1 at Sherrier C.E. Primary School. We embrace the Ruth Miskin Read Write Inc programme and children are taught the relationship between sounds (phonemes) and the written spelling patterns (graphemes) that represent them. All children in Foundation Stage and Key Stage One have daily phonics sessions and are taught according to the phase/ sets of sounds that meet their individual needs, which allows for good progress to be made. The children are regularly assessed and tracked (each half term) to ensure that they are placed in the appropriate group for supporting and extending their learning. Observations and continuous assessment ensure that all children are challenged at their appropriate level, whilst identifying groups of children who may require additional support through planned interventions. Year One children take part in the statutory Phonics Screening Check during the Summer Term, and parents are informed of their child's achievement at the end of the school year. Phonics continues in Key Stage Two for those who require it, which includes application practice with decodable reading books.

Although systematic, high quality phonics teaching is essential, there are additional skills required for children to develop in order to become well-rounded readers. At Sherrier C.E. Primary School, we adopt a whole class approach to reading using the VIPERS method. As the children are developing their word-reading skills, alongside this they are exposed to accessing higher quality texts to gain a deeper understanding through applying the following skills:

Vocabulary

Infer

Predict

Explain

Retrieve

Sequence (KS1)/ Summarise (KS2)

On a daily basis, the children enjoy high quality texts such as fiction, non-fiction and poetry, which are closely linked to topics across the curriculum. Over the week, sessions cover a variety of the reading domains which depend on the needs of the class according to question level analysis taken from the most recent assessments. Reading lies at the heart of our curriculum at Sherrier C.E. Primary School. Through effective teaching and targeted questioning using the VIPERS method, the children are supported in thinking independently, creatively and deeply.

## **Impact**

In light of establishing a 'reading culture' within our school, the impact of our curriculum can be seen, heard and felt across all Key Stages. The children show great enthusiasm towards the class texts, they take pride and ownership in their work and enjoy talking about books, which includes making connections with those previously read. The progression of skills can be identified throughout the school as children familiarise themselves with the key areas of reading, as well as their knowledge of genre features, which supports and enhances their writing skills. It has also been recognised that children develop a greater sense of audience, purpose and can understand, as well as manipulate vocabulary choices to suit their writing criteria, particularly by the end of Key Stage Two.

Reading is an inclusive area of the curriculum and through our clear, informative assessment schedule, groups and individual children are tracked to monitor the rate of their progress. Any children identified as achieving below the age-related expectations, are raised and appropriate intervention is put into place to allow for accelerated progress. Assessments, planning, quality teaching and effective interventions work together to ensure that all children are provided with the best opportunities to prepare them for the wider world in terms of reading, writing, speaking and listening.

## **2. National Curriculum Coverage**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/335186/PRIMARY\\_national\\_curriculum\\_-\\_English\\_220714.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf)

### 3. English Long-Term Plan

#### Term 1:

Year	Enquiry Question	Main Text	Themes	Text Type/Focus	Other Texts to Focus on
FS	I am unique!				
1	What Skills and qualities do you need to be an effective learner? What can evidence from the past tell us about the history of our planet?	The girl and the dinosaur - Hollie Hughes	Relationships	Journey/Character	The National Geographic for kids – Catherine Hughes Encyclopaedia Pre - Historical Dinosaurs by Robert Sabuda Dinosaur Lady by Linda Skeers
2	How do people change?	George's Marvellous Medicine - Roald Dahl	Social Issues	Rags to Riches/Character	Cinderella – Fairytale story
3	Which innovations did early humans make to survive?	The Great Food Bank Heist - Oujali Q Rauf The Wild Way Home by Sophie Kirtley	Emotions and Attitudes	Adventure Story + Food Poems/Character	A Year on Adam's Farm – Adam Henson Colin and Lee, Carrot and Pea – Morag Hood Right this very minute – Lisl H Detlefsen Midnight Feasts – E F Harold Stella and the Seagull – Georgina Stevens
4	Were the English ever really English?	Riddle of the Runes – Janina Ramirez	Emotions and Attitudes/	Quest/Character	Anglo Saxon Boy by Tony Bradman, Boudica's Army by Hilary McKay, Monster Slayer by Chris Riddell

			Relationships		The Queen of Darkness – Tony Bradman Arthur and the Golden Rope -
5	Do we have the right to own things?	The Secrets of a Sun King - Emma Carroll	Emotions and Attitudes	Quest/Character	Cleopatra by Katie Daines The Story of Tutankhamun by Patricia Cleveland Peck Tutankhamun – Usborne Step inside Ancient Egypt (Usborne) See inside Ancient Egypt (Usborne)
6	Can Business be a force for good?	Darwin’s Dragons – Lindsay Galvin	Social Issues	Quest/Character	The Explorer by Katherine Rundell, The Hero Twits (Mayan Myth), Rainplayer by David Wisniewski, Frida Khalo (Little People, Big Dreams, Travel and Holiday by Brochures, Hotel Websites, Tour Operators Brochures and Leaflets.

**Term 2:**

Year	Enquiry Question	Main Text	Text Type/Focus	Other Texts to Focus on
FS	Winter Detectives			
1	How do we remember those who came before us?	Paddington's Guide to London	Social Issues	VLAD the Flea – Kate Cunningham Paddington at the Palace – Michael Bond
2	How do Humans change the world?	Little People, Big Dreams: Amelia Earhart by Maria Isabelle Sanchez	Emotions and Attitudes / Behaviour	The Glorious Flight – Alice Provensen
3	How did life change for the Celts and how have Roman's innovations influenced our country today?	Boudica's Army – Hillary McKay	Social Issues / Emotions and Attitudes	Meet the Ancient Romans – James Davies Empire's End, A Roman Story – Leila Rasheed So you think you've got it bad: a kid's life in Ancient Rome – Chae Strathie
4	How do we prepare for the worst?	The Weather Weaver – Tamsin Mori	Emotions and Attitudes	Firework Makers Daughter – Phillip Pullman Big Picture, Extreme Earth – Jon Richards Swimming Against the Storm – Jess Butterworth Into the Volcano – Jess Butterworth
5	Who owns the ocean?	When the Whales Came – Michael Morpurgo	Relationships	The Atlas of Ocean Adventures – Emily Hawkins The Big Blue Book of the Blue – Yuval Zommer Blue Planet – Moira Butterfield

				<p>What a Waste – Jess French</p> <p>Oceanarium – Loveday Trinick</p> <p>Smart about Sharks – Owen Davey</p>
6	Did WW2 impact all children equally?	After the War – Tom Palmer	<p><b>Life Transitions</b></p> <p>Social</p> <p>Behaviour</p> <p>Relationships</p>	<p>My Secret Wat Diary – Marcia Williams</p> <p>Anne Frank’s Diary –</p> <p>Kindertransport - Leon Leyson Memoir</p> <p>Letters from the Lighthouse – Emma Carroll</p> <p>Children in Second World War</p> <p>Memories from the Homefront Collection – Amanda Herbert Davies.</p> <p>Skyward, The Story of Female Pilots in WW2 – Sally Deng</p> <p>The Valley of Lost Secrets – Lesley Parr</p>

**Term 3:**

Year	Enquiry Question	Main Text	Text Type/Focus	Other Texts to Focus on
FS	Fairy Tale Experts/Wish you were here!			
1	Is Nature Important?	The Lorax – Dr. Seuss	Social Issues	Run Wild – Gill Lewis  The Enchanted Wood – Enid Blyton  Non Fiction – Woodlands, plants and habitats
2	How are changes in the world affecting animals and what can we do to protect them?	Jayne Goodall – Little People Big Dreams	Life Transitions  Social Issues	The Great Kapok Tree – Lynne Cherry  Red Alert – Catherine Barr  Little Beauty – Anthony Browne  There's a Rang, Tan in my Bedroom – James Sellick
3	Are human beings in danger of innovating themselves into extinction?	Leaf – Sandra Dieckmann	Relationships  Emotions and Attitudes	The Journey Home  Fourteen Wolves – Frann Preston – Gannon  The Last Bear – Hannah Gold  On the Origin of species – Sabina Radeva  The Bee Book – Charlotte Milner



4	Is anywhere in the world ever really remote?	The Girl who lost a Leopard – Nizrana Farook	Social Issues Emotions and Attitudes	World Feature Focus: Mountains King of the Cloud Forests – Michael Morpurgo Journey to the River Sea – Eva Ibbotson A River – Marc Martin
5	Who owns the memories of the dead?	I was there: Richard 3 – Stuart Hill	Social Issues	Richard 3 – Shakespeare Version The Mantlemass Chronicles – Barbara Willard Historical Sources Newspaper Articles
6	How do rights and responsibilities shape a society?	Mark of the Cyclops: An Ancient Greek Mystery – Saviour Pirotta	Relationships	Mythologica – an encyclopaedia of Gods, monsters and mortals from Ancient Greece Who let the Gods out – Maz Evans

## 4. Progression of skills in Reading

### Year One VIPERS Progression Grid

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 1 National Curriculum Statements – Reading Comprehension</p>	<p><b>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</b></p> <p>V5: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently            E1: being encouraged to link what they read or hear read to their own experiences            V3: becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics            V3: recognising and joining in with predictable phrases            V3: learning to appreciate rhymes and poems, and to recite some by heart            V1: discussing word meanings, linking new meanings to those already known</p> <p><b>understand both the books they can already read accurately and fluently and those they listen to by:</b></p> <p>V4: drawing on what they already know or on background information and vocabulary provided by the teacher            S1: checking that the text makes sense to them as they read and correcting inaccurate reading            S3: discussing the significance of the title and events            I1: 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.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Activities to support reading</p>	<p>Model and demonstrate directionality and correct book handling            Relate spoken words to written words in context            Encourage children to act out parts of the story and retell the story in their own words            Transcribe the children's oral responses into written ones            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 share            MTYT – Allow children to discuss in partners or read together</p>

	Key Reading Skills	Suggested question stems for whole class reading
Year 1 - Vocabulary	<ul style="list-style-type: none"> <li>discussing word meanings, linking new meanings to those already known</li> <li>draw upon knowledge of vocabulary in order to understand the text</li> <li>join in with predictable phrases</li> <li>use vocabulary given by the teacher</li> <li>discuss his/her favourite words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>What does the word ..... mean in this sentence?</li> <li>Find and copy a word which means .....</li> <li>Which word in do you think is the most important? Why?</li> <li>Which of the words best describes the character or setting?</li> <li>Which word in this part do you think is the most important?</li> <li>Why do you think they repeat this word in the story?</li> </ul>
Year 1 Inference	<ul style="list-style-type: none"> <li>children make basic inferences about characters' feelings by using what they say as evidence.</li> <li>infer basic points with direct reference to the pictures and words in the text</li> <li>discuss the significance of the title and events</li> <li>demonstrate simple inference from the text based on what is said and done</li> </ul>	<ul style="list-style-type: none"> <li>What do you think.....means?</li> <li>Why do you think that?</li> <li>How do you think ...?</li> <li>When do you think. ...?</li> <li>Where do you think. ?</li> <li>How does ..... make you feel?</li> <li>Why did ..... happen?</li> </ul>
Year 1 Prediction	<ul style="list-style-type: none"> <li>predicting what might happen on the basis of what has been read so far in terms of story, character and plot</li> <li>make simple predictions based on the story and on their own life experience.</li> <li>begin to explain these ideas verbally or through pictures.</li> </ul>	<ul style="list-style-type: none"> <li>Looking at the cover and the title, what do you think this book is about?</li> <li>Where do you think.....will go next?</li> <li>What do you think... will say / do next?</li> <li>What do you think this book will be about? Why?</li> <li>How do you think that this will end?</li> <li>Who do you think has done it?</li> <li>What might.....say about that?</li> <li>Can you draw what might happen next?</li> </ul>
Year 1 Explaining	<ul style="list-style-type: none"> <li>give my opinion including likes and dislikes (not too objective).</li> <li>link what they read or hear to their own experiences</li> <li>explain clearly my understanding of what has been read to them</li> <li>express views about events or characters</li> </ul>	<ul style="list-style-type: none"> <li>Is there anything you would change about this story?</li> <li>What do you like about this text?</li> <li>Who is your favourite character? Why?</li> </ul>
Year 1 Retrieval	<ul style="list-style-type: none"> <li>answer a question about what has just happened in a story.</li> <li>develop their knowledge of retrieval through images.</li> <li>recognize characters, events, titles and information.</li> <li>recognize differences between fiction and non-fiction texts.</li> <li>retrieve information by finding a few key words.</li> <li>Contribute ideas and thoughts in discussion</li> </ul>	<ul style="list-style-type: none"> <li>Who is your favourite character?</li> <li>Why do you think all the main characters are ... in this book?</li> <li>Would you like to live in this setting? Why/why not?</li> <li>Who is/are the main character(s)?</li> <li>When/where is this story set?</li> <li>Which is your favourite/worst/ funniest/scariest part of the story?</li> <li>Is this a fiction or a non-fiction book? How do you know?</li> </ul>
Year 1 Sequence	<ul style="list-style-type: none"> <li>retell familiar stories orally e.g fairy stories and traditional tales</li> <li>sequence the events of a story they are familiar with</li> <li>begin to discuss how events are linked</li> </ul>	<ul style="list-style-type: none"> <li>What happens in the beginning of the story?</li> <li>Can you number these events in the story?</li> <li>How/where does the story start?</li> <li>What happened at the end of the...?</li> <li>Can you retell the story to me in 20 words or less?</li> <li>What happened before that?</li> <li>Can you sequence the key moments in this story?</li> </ul>

## Year Two VIPERS Progression Grid

<b>Year 2 National Curriculum Statements – Reading Comprehension</b>	<p><b>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</b></p> <p>V1: 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            S1: discussing the sequence of events in books and how items of information are related            S2: becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales            E1/3: being introduced to non-fiction books that are structured in different ways            V3: recognising simple recurring literary language in stories and poetry            V1: discussing and clarifying the meanings of words, linking new meanings to known vocabulary            V2: discussing their favourite words and phrases            S2: continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p><b>Understand both the books that they can already read accurately and fluently and those that they listen to by:</b></p> <p>V2: drawing on what they already know or on background information and vocabulary provided by the teacher            R1/5: checking that the text makes sense to them as they read and correcting inaccurate reading            I1/2: making inferences on the basis of what is being said and done            R1/2: answering and asking questions            P1/2: predicting what might happen on the basis of what has been read so far            I3/R5: 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            E1: explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>
<b>Activities to support reading</b>	<p>Relate spoken words to written words in context            Encourage children to retell parts of the story from memory            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?            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 when needed            MTTT – 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</p>

	Key Reading Skills	Suggested question stems for whole class and guided reading
Year 2 - Vocabulary	<ul style="list-style-type: none"> <li>discussing and clarifying the meanings of words; link new meanings to known vocabulary</li> <li>discussing their favourite words and phrases</li> <li>recognise some recurring language in stories and poems</li> </ul>	<ul style="list-style-type: none"> <li>Can you find a noun/adjective/verb that tells/shows you that...?</li> <li>Why do you think that the author used the word... to describe...?</li> <li>Which other word on this page means the same as...?</li> <li>Find an adjective in the text which describes...</li> <li>Which word do you think is most important in this section? Why?</li> <li>Which word best describes...?</li> </ul>
Year 2 Inference	<ul style="list-style-type: none"> <li>make inferences about characters' feelings using what they say and do.</li> <li>infer basic points and begin, with support, to pick up on subtler references.</li> <li>answering and asking questions and modifying answers as the story progresses</li> <li>use pictures or words to make inferences</li> </ul>	<ul style="list-style-type: none"> <li>What do you think.... means?</li> <li>Why do you think that?</li> <li>Why do you think...?</li> <li>How do you think....?</li> <li>When do you think...?</li> <li>Where do you think...?</li> <li>How has the author made us think that...?</li> </ul>
Year 2 Prediction	<ul style="list-style-type: none"> <li>predicting what might happen on the basis of what has been read in terms of plot, character and language so far</li> <li>make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them</li> </ul>	<ul style="list-style-type: none"> <li>Where do you think.... will go next?</li> <li>What do you think... will say/do next?</li> <li>What do you think this book will be about? Why?</li> <li>How do you think that this will end? What makes you say that?</li> <li>Who do you think has done it?</li> <li>What might.... say about that?</li> <li>How does the choice of character affect what will happen next?</li> </ul>
Year 2 Explaining	<ul style="list-style-type: none"> <li>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</li> <li>express my own views about a book or poem</li> <li>discuss some similarities between books</li> <li>listen to the opinion of others</li> </ul>	<ul style="list-style-type: none"> <li>What is similar/different about two characters?</li> <li>Explain why... did that..</li> <li>Is this as good as...?</li> <li>Which is better and why?</li> <li>Does the picture help us? How?</li> <li>What would you do if you were...?</li> <li>Would you like to live in this setting? Why?</li> <li>Is there anything you would change about this story?</li> <li>Do you agree with the author's...? Why?</li> </ul>
Year 2 Retrieval	<ul style="list-style-type: none"> <li>independently read and answer simple questions about what they have just read.</li> <li>asking and answering retrieval questions</li> <li>draw on previously taught knowledge</li> <li>remember significant event and key information about the text that they have read</li> <li>Monitor their reading, checking words that they have decoded, to ensure that they fit within the text they have already read</li> </ul>	<ul style="list-style-type: none"> <li>Who is/are the main character(s)?</li> <li>When/where is this story set? How do you know?</li> <li>Which is your favourite/worst/funniest/ scariest part of the story? Why?</li> <li>Tell me three facts you have learned from the text.</li> <li>Find the part where...</li> <li>What type of text is this?</li> <li>What happened to ... in the end of the story?</li> </ul>
Year 2 Sequence	<ul style="list-style-type: none"> <li>discuss the sequence of events in books and how items of information are related.</li> <li>retell using a wider variety of story language.</li> <li>order events from the text.</li> <li>begin to discuss how events are linked focusing on the main content of the story.</li> </ul>	<ul style="list-style-type: none"> <li>What happens in the story's opening?</li> <li>How/where does the story start?</li> <li>What happened at the end of the...? ·</li> <li>What is the dilemma in this story?</li> <li>How is it resolved?</li> <li>Can you retell the story to me in 20 words or less?</li> <li>Can you summarise in 3 sentences the beginning, middle and end of this story?</li> </ul>



## Year Three VIPERS Progression Grid

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 3 National Curriculum Statements – Reading Comprehension</p>	<p>E2: develop positive attitudes to reading and understanding of what they read by identifying how language, structure, and presentation contribute to meaning</p> <p>E1/S5: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>E2: reading books that are structured in different ways and reading for a range of purposes</p> <p>V4: using dictionaries to check the meaning of words that they have read</p> <p>E1/E5: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>E1: 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</p> <p>V2: discussing words and phrases that capture the reader's interest and imagination</p> <p>E1/E5: recognising some different forms of poetry [for example, free verse, narrative poetry]</p> <p>V3/S2: 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</p> <p>I3: asking questions to improve their understanding of a text</p> <p>I2/3: 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</p> <p>S1: identifying main ideas drawn from more than one paragraph and summarising these</p> <p>R5: retrieve and record information from non-fiction</p> <p>E1/2/3: 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</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Activities to support reading</p>	<p>Transcribe the children's oral responses into written ones and model structures for answering question</p> <p>Always ask the children to explain their responses to questions – How do you know?</p> <p>Model creating story maps of events and speech bubbles to demonstrate characters actions, thoughts and feelings</p> <p>Relate the text type back to the writing the children have completed</p> <p>Model how to construct a summary of a text</p> <p>Jump in – Encourage children to continue the story to the end of the punctuation in a known story</p> <p>Choral response – Encourage children to read as a group or popcorn ideas to questions asking for deeper responses after the initial response</p> <p>MTYT – Allow children to discuss in partners or read together</p> <p>Ask children to become Reading Detectives and search for clues within texts</p> <p>Model reading strategies – re-reading for clarity and understanding</p>

	Key Reading Skills	Question Stems
Year 3 - Vocabulary	<ul style="list-style-type: none"> <li>use dictionaries to check the meaning of words that they have read</li> <li>discuss words that capture the readers interest or imagination</li> <li>identify how language choices help build meaning</li> <li>find the meaning of new words using substitution within a sentence.</li> </ul>	<ul style="list-style-type: none"> <li>What does this word/phrase/sentence tell you about the character/setting/mood?</li> <li>Can you find this word in the dictionary?</li> <li>By writing in this way, what effect has the author created?</li> <li>What other words/phrases could the author have used here?</li> <li>How has the author made you feel by writing...?</li> <li>Which word tells you that...?</li> <li>Find and highlight the word that is closest in meaning to...?</li> </ul>
Year 3 Inference	<ul style="list-style-type: none"> <li>children can infer characters' feelings, thoughts and motives from their stated actions.</li> <li>justify inferences by referencing a specific point in the text.</li> <li>ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</li> <li>make inferences about actions or events</li> </ul>	<ul style="list-style-type: none"> <li>What do you think.... means?</li> <li>Why do you think that?</li> <li>Why do you think...?</li> <li>How do you think....?</li> <li>Can you explain why....?</li> <li>What do these words mean and why do you think that the author chose them?</li> <li>Find and copy a group of words which show...?</li> <li>How does the description of ... show that they are..?</li> <li>Who is telling the story?</li> <li>Why has the character done this at this time?</li> </ul>
Year 3 Prediction	<ul style="list-style-type: none"> <li>justify predictions using evidence from the text.</li> <li>use relevant prior knowledge to make predictions and justify them</li> <li>use details from the text to form further predictions.</li> </ul>	<ul style="list-style-type: none"> <li>Can you think of another story with a similar theme?</li> <li>Which stories have openings like this?</li> <li>Do you think that this story will develop the same way?</li> <li>Why did the author choose this setting? Will that influence the story?</li> <li>What happened before this and what do you think will happen after?</li> <li>Do you think the setting will have an impact on plot moving forward?</li> </ul>

Year 3 Explaining	<ul style="list-style-type: none"> <li>discussing the features of a wide range of fiction, poetry, plays, non-fiction and reference books</li> <li>identifying how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts</li> <li>recognise authorial choices and the purpose of these</li> </ul>	<ul style="list-style-type: none"> <li>What is similar/different about two characters?</li> <li>Explain why... did that.</li> <li>Describe different characters' reactions to the same event.</li> <li>Is this as good as...?</li> <li>Which is better and why?</li> <li>Why do you think they chose to order the text in this way?</li> <li>What is the purpose of this text and who do you think it was written for?</li> <li>What is the author's viewpoint? How do you know?</li> <li>How are these two sections in the text linked?</li> </ul>
Year 3 Retrieval	<ul style="list-style-type: none"> <li>use contents page and subheadings to locate information</li> <li>learn the skill of 'skim and scan' to retrieve details.</li> <li>begin to use quotations from the text.</li> <li>retrieve and record information from a fiction text.</li> <li>retrieve information from a non-fiction text</li> </ul>	<ul style="list-style-type: none"> <li>Who are the characters in this text?</li> <li>When / where is this story set? How do you know?</li> <li>Which part of the story best describes the setting?</li> <li>What do you think is happening here?</li> <li>What might this mean?</li> <li>How might I find the information quickly?</li> <li>What can I use to help me navigate this book?</li> <li>How would you describe the story?</li> <li>Whose perspective is the story told from?</li> </ul>
Year 3 Summarise	<ul style="list-style-type: none"> <li>identifying main ideas drawn from a key paragraph or page and summarising these</li> <li>begin to distinguish between the important and less important information in a text.</li> <li>give a brief verbal summary of a story.</li> <li>teachers begin to model how to record summary writing.</li> <li>identify themes from a wide range of books</li> <li>make simple notes from one source of writing</li> </ul>	<ul style="list-style-type: none"> <li>What is the main point in this paragraph?</li> <li>Sum up what has happened so far in X words or less.</li> <li>Which is the most important point in these paragraphs?</li> <li>Do any sections/paragraphs deal with the same themes?</li> <li>Have you noticed any similarities between this text and any others you have read?</li> <li>What do I need to jot down to remember what I have read?</li> </ul>

## Year Four VIPERS Progression Grid

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 4 National Curriculum Statements – Reading Comprehension</p>	<p>E2: develop positive attitudes to reading and understanding of what they read by identifying how language, structure, and presentation contribute to meaning</p> <p>E1/S5: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>E2: reading books that are structured in different ways and reading for a range of purposes</p> <p>V4: using dictionaries to check the meaning of words that they have read</p> <p>E1/E5: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>E1: 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</p> <p>V2: discussing words and phrases that capture the reader's interest and imagination</p> <p>E1/E5: recognising some different forms of poetry [for example, free verse, narrative poetry]</p> <p>V3/S2: 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</p> <p>I3: asking questions to improve their understanding of a text</p> <p>I2/3: 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</p> <p>S1: identifying main ideas drawn from more than one paragraph and summarising these</p> <p>R5: retrieve and record information from non-fiction</p> <p>E1/2/3: 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</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Activities to support reading</p>	<p>Transcribe the children's oral responses into written ones and model structures for answering question</p> <p>Always ask the children to justify their responses to questions – How do you know?</p> <p>Create comparison grids for different fiction and non-fiction texts</p> <p>Create semantic grids of texts to help to categorise key information</p> <p>Write information gained from the text into a different context</p> <p>Fully develop skimming and scanning techniques – faster finger first – to find particular parts of the text</p> <p>Relate the text type back to the writing the children have completed</p> <p>Model how to construct a summary of a text</p> <p>Jump in – Encourage children to continue the story to the end of the punctuation in a known story</p> <p>Choral response – Encourage children to read as a group or popcorn ideas to questions asking for deeper responses after the initial response</p> <p>MTYT – Allow children to discuss in partners or read together</p> <p>Ask children to become Reading Detectives and search for clues within texts</p> <p>Model reading strategies – re-reading for clarity and understanding</p>



	Key Reading Skills	Question Stems
Year 4 - Vocabulary	<ul style="list-style-type: none"> <li>using dictionaries to check the meaning of words that they have read</li> <li>use a thesaurus to find synonyms</li> <li>discuss why words have been chosen and the effect these have on the reader</li> <li>explain how words can capture the interest of the reader</li> <li>discuss new and unusual vocabulary and clarify the meaning of these</li> <li>find the meaning of new words using the context of the sentence.</li> </ul>	<ul style="list-style-type: none"> <li>Can you find the meaning of a word with a similar meaning in a dictionary or thesaurus?</li> <li>What does this word/phrase/sentence tell you about the character/setting/mood?</li> <li>By writing..., what effect has the author created?</li> <li>Do you think they intended to?</li> <li>What other words/phrases could the author have used here? Why? How has the author...?</li> <li>Which word is closest in meaning to...?</li> </ul>
Year 4 Inference	<ul style="list-style-type: none"> <li>ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (I know this because questions)</li> <li>infer characters' feelings, thoughts and motives from their stated actions.</li> <li>consolidate the skill of justifying them using a specific reference point in the text</li> <li>use more than one piece of evidence to justify their answer</li> </ul>	<ul style="list-style-type: none"> <li>What do you think.... means?</li> <li>Why do you think that? Could it be anything else?</li> <li>I think....; do you agree? Why / why not?</li> <li>How do you think....?</li> <li>Can you explain why....?</li> <li>Can you explain why based on two different pieces of evidence?</li> <li>What do these words mean and why do you think that the author chose them?</li> <li>Find and copy a group of words which show that...</li> <li>What impression of ...do you get from this paragraph?</li> </ul>
Year 4 Prediction	<ul style="list-style-type: none"> <li>justify predictions using evidence from the text.</li> <li>use relevant prior knowledge as well as details from the text to form predictions and to justify them.</li> <li>monitor these predictions and compare them with the text as they read on</li> </ul>	<ul style="list-style-type: none"> <li>Can you think of another text with a similar theme? How do their plots differ?</li> <li>Which stories have openings like this? Do you think that this story will develop the same way?</li> <li>Why did the author choose this setting? Will that influence the story?</li> <li>What does this paragraph suggest what will happen next?</li> <li>Do you think ... will happen? Explain your answers with evidence from the text.</li> </ul>
Year 4 Explaining	<ul style="list-style-type: none"> <li>discussing words and phrases that capture the reader's interest and imagination</li> <li>identifying how language, structure, and presentation contribute to meaning</li> <li>recognise authorial choices and the purpose of these</li> </ul>	<ul style="list-style-type: none"> <li>What is similar/different about two characters? Did the author intend that?</li> <li>Explain why... did that.</li> <li>Describe different characters' reactions to the same event.</li> <li>Is this as good as...?</li> <li>Which is better and why?</li> <li>What can you tell me about how this text is organised?</li> <li>Why is the text arranged in this way?</li> <li>What is the purpose of this text and who is the audience?</li> <li>How does the author engage the reader here?</li> <li>Which section was the most ...? Why?</li> </ul>
Year 4 Retrieval	<ul style="list-style-type: none"> <li>confidently skim and scan texts to record details,</li> <li>using relevant quotes to support their answers to questions.</li> <li>retrieve and record information from a fiction or non-fiction text.</li> </ul>	<ul style="list-style-type: none"> <li>Find the... in this text. Is it anywhere else?</li> <li>When/where is this story set? How do you know?</li> <li>Find the part of the story that best describes the setting.</li> <li>What do you think is happening here? Why?</li> <li>What might this mean?</li> <li>Whose perspective is the story told by and how do you know?</li> <li>How can you use the subheading to help you here?</li> </ul>
Year 4 Summarise	<ul style="list-style-type: none"> <li>use skills developed in year 3 in order to write a brief summary of main points, identifying and using important information.</li> <li>identifying main ideas drawn from more than one paragraph.</li> <li>identify themes from a wide range of books</li> <li>summarise whole paragraphs, chapters or texts</li> <li>highlight key information and record it in bullet points, diagrams, maps etc</li> </ul>	<ul style="list-style-type: none"> <li>What is the main point in this paragraph? Is it mentioned anywhere else?</li> <li>Sum up what has happened so far in X words/seconds or less.</li> <li>Which is the most important point in these paragraphs? Why?</li> <li>Do any sections/paragraphs deal with the same themes?</li> <li>How might I record this to ensure the best possible outcome?</li> </ul>

## Year Five VIPERS Progression Grid

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 5 National Curriculum Statements – Reading Comprehension</p>	<p><b>maintain positive attitudes to reading and understanding of what they read by:</b></p> <p>R3: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks            S2: reading books that are structured in different ways and reading for a range of purposes            R3: 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            S3: identifying and discussing themes and conventions in and across a wide range of writing            S2: learning a wider range of poetry by heart            E3: making comparisons within and across books            S2: 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            V1: understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context            I1/2: asking questions to improve their understanding            I1/2: 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            S1: summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas            E6: identifying how language, structure and presentation contribute to meaning            V5/I3: discuss and evaluate how authors use language, including figurative language, considering the impact on the reader            E5: distinguish between statements of fact and opinion            E8: retrieve, record and present information from non-fiction            S3/4: participate in discussions about books that are read to them and those they can read for themselves, building on their own and others'</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Activities to support reading</p>	<p>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            MTTYT – 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.</p>

	Key Reading Skills	Question Stems
Year 5 - Vocabulary	<ul style="list-style-type: none"> <li>explore the meaning of words in context, confidently using a dictionary</li> <li>discuss how the author's choice of language impacts the reader</li> <li>evaluate the authors use of language</li> <li>investigate alternative word choices that could be made</li> <li>begin to look at the use of figurative language</li> <li>use a thesaurus to find synonyms for a larger variety of words</li> <li>re-write passages using alternative word choices</li> <li>read around the word' and *explore its meaning in the broader context of a section or paragraph.</li> </ul>	<ul style="list-style-type: none"> <li>Can you quickly find...in the dictionary and thesaurus?</li> <li>What does this word/phrase/sentence tell you about the character/setting/mood?</li> <li>By writing..., what effect has the author created? Do you think they intended to?</li> <li>What other words/phrases could the author have used here? Why?</li> <li>How has the author made you/this character feel by writing...? Why?</li> <li>Find and highlight the word which is closest in meaning to ...</li> <li>Find a word which demonstrates...</li> <li>Can you rewrite this in the style of the author using your own words?</li> <li>How have simile and metaphor been used here to enhance the text?</li> </ul>
Year 5 Inference	<ul style="list-style-type: none"> <li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>make inferences about actions, feelings, events or states</li> <li>use figurative language to infer meaning</li> <li>give one or two pieces of evidence to support the point they are making.</li> <li>begin to draw evidence from more than one place across a text.</li> </ul>	<ul style="list-style-type: none"> <li>What do you think... means? Why do you think that? Could it be anything else?</li> <li>I think...; do you agree? Why/why not?</li> <li>Why do you think the author? decided to...?</li> <li>Can you explain why...? Can you give me evidence from somewhere else in the text?</li> <li>What do these words mean and why do you think that the author chose them?</li> <li>How does the author make you feel?</li> <li>What impression do you get from these paragraphs?</li> </ul>
Year 5 Prediction	<ul style="list-style-type: none"> <li>predicting what might happen from details stated and implied</li> <li>support predictions with relevant evidence from the text.</li> <li>confirm and modify predictions as they read on.</li> </ul>	<ul style="list-style-type: none"> <li>Can you think of another story with a similar theme? How do their plots differ?</li> <li>Which stories have openings like this? Do you think that this story will develop the same way?</li> <li>Why did the author choose this setting? Will that influence the story?</li> </ul>
Year 5 Explaining	<ul style="list-style-type: none"> <li>provide increasingly reasoned justification for my views</li> <li>recommend books for peers in detail</li> <li>give reasons for authorial choices</li> <li>begin to challenge points of view</li> <li>begin to distinguish between fact and opinion</li> <li>identifying how language, structure and presentation contribute to meaning</li> <li>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>explain and discuss their understanding of what they have read, including through formal presentations and debates.</li> </ul>	<ul style="list-style-type: none"> <li>What is similar/different about two characters? Did the author intend that?</li> <li>Explain why... did that.</li> <li>Describe different characters' reactions to the same event.</li> <li>Does this story have a moral?</li> <li>Which is better and why?</li> <li>How is the text organised and what impact does this have on you as a reader?</li> <li>Why has the text been written this way?</li> <li>How can you tell whether it is fact and opinion?</li> <li>How is this text similar to the writing we have been doing?</li> <li>How does the author engage the audience?</li> </ul>
Year 5 Retrieval	<ul style="list-style-type: none"> <li>confidently skim and scan, and also use the skill of reading before and after to retrieve information.</li> <li>use evidence from across larger sections of text</li> <li>read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts.</li> <li>retrieve, record and present information from non-fiction texts.</li> <li>ask my own questions and follow a line of enquiry.</li> </ul>	<ul style="list-style-type: none"> <li>Find the... in this text. Is it anywhere else?</li> <li>When/where is this story set? Find evidence in the text.</li> <li>Find the part of the story that best describes the setting.</li> <li>What do you think is happening here? Why?</li> <li>Who is telling this story?</li> <li>Can you skim/scan quickly to find the answer?</li> </ul>
Year 5 Summarise	<ul style="list-style-type: none"> <li>summarising the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas.</li> <li>make connections between information across the text and include this in an answer.</li> <li>discuss the themes or conventions from a chapter or text</li> <li>identify themes across a wide range of writing</li> </ul>	<ul style="list-style-type: none"> <li>What is the main point in this paragraph? Is it mentioned anywhere else?</li> <li>Sum up what has happened so far in... words/seconds or less.</li> <li>Which is the most important point in these paragraphs? Why?</li> <li>Do any sections/paragraphs deal with the same themes?</li> <li>Can you find a text with a similar theme?</li> </ul>



## Year Six VIPERS Progression Grid

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 6 National Curriculum Statements – Reading Comprehension</p>	<p><b>maintain positive attitudes to reading and understanding of what they read by:</b></p> <p>R3: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks            S2: reading books that are structured in different ways and reading for a range of purposes            R3: 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            S3: identifying and discussing themes and conventions in and across a wide range of writing            S2: learning a wider range of poetry by heart            E3: making comparisons within and across books            S2: 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            V1: understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context            I1/2: asking questions to improve their understanding            I1/2: 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            S1: summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas            E6: identifying how language, structure and presentation contribute to meaning            V5/I3: discuss and evaluate how authors use language, including figurative language, considering the impact on the reader            E5: distinguish between statements of fact and opinion            E8: retrieve, record and present information from non-fiction            S3/4: participate in discussions about books that are read to them and those they can read for themselves, building on their own and others'</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Activities to support reading</p>	<p>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            MITYT – 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.</p>

	Key Reading Skills	Question Stems
Year 6 - Vocabulary	<ul style="list-style-type: none"> <li>evaluate how the authors' use of language impacts upon the reader</li> <li>find examples of figurative language and how this impacts the reader and contributes to meaning or mood.</li> <li>discuss how presentation and structure contribute to meaning.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>What does this word/phrase/sentence tell you about the character/setting/mood?</li> <li>By writing..., what effect has the author created? Do you think they intended to?</li> <li>Can you find examples of simile, metaphor, hyperbole or personification in the text?</li> <li>Why has the text been organised in this way? Would you have done it differently?</li> <li>What other words/phrases could the author have used here? Why? How has the author made you/this character feel by writing...? Why?</li> </ul>
Year 6 Inference	<ul style="list-style-type: none"> <li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>discuss how characters change and develop through texts by drawing inferences based on indirect clues.</li> <li>make inferences about events, feelings, states backing these up with evidence.</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>What do you think... means? Why do you think that? Could it be anything else?</li> <li>I think...; do you agree? Why/why not?</li> <li>Why do you think the author decided to...?</li> <li>Can you explain why...?</li> <li>What do these words mean and why do you think that the author chose them?</li> <li>How do other people's descriptions of ...show that...?</li> <li>Where else in the text can we find the answer to this question?</li> </ul>
Year 6 Prediction	<ul style="list-style-type: none"> <li>predicting what might happen from details stated and implied</li> <li>support predictions by using relevant evidence from the text</li> <li>confirm and modify predictions in light of new information.</li> </ul>	<ul style="list-style-type: none"> <li>Can you think of another story with a similar theme? How do their plots differ?</li> <li>Which stories have openings like this? Do you think that this story will develop the same way?</li> <li>Why did the author choose this setting? Will that influence the story?</li> </ul>
Year 6 Explaining	<ul style="list-style-type: none"> <li>provide increasingly reasoned justification for my views</li> <li>recommend books for peers in detail</li> <li>give reasons for authorial choices</li> <li>begin to challenge points of view</li> <li>begin to distinguish between fact and opinion</li> <li>identifying how language, structure and presentation contribute to meaning</li> <li>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>explain and discuss their understanding of what they have read, including through formal presentations and debates.</li> <li>distinguish between fact, opinion and bias explaining how they know this.</li> </ul>	<ul style="list-style-type: none"> <li>What is similar/different about two characters? Did the author intend that?</li> <li>Explain why... did that.</li> <li>Describe different characters' reactions to the same event.</li> <li>Does this story have a moral?</li> <li>Which is better and why?</li> <li>Can you identify where the author has shown bias towards a particular character?</li> <li>Is it fact or is it opinion? How do you know?</li> <li>How does the author make you feel at this point in the story? Why did they do that?</li> <li>Can you explain it in a different way?</li> </ul>
Year 6 Retrieval	<ul style="list-style-type: none"> <li>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</li> <li>Read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts.</li> <li>Retrieve, record and present information from a wide variety of non-fiction texts.</li> <li>Ask my own questions and follow a line of enquiry.</li> </ul>	<ul style="list-style-type: none"> <li>Find the... in this text. Is it anywhere else?</li> <li>Can you skim the next... and find me the answer to...?</li> <li>When/where is this story set? Find evidence in the text.</li> <li>Find the part of the story that best describes the setting.</li> <li>What do you think is happening here? Why?</li> <li>Who is telling this story?</li> <li>What genre is...?</li> <li>Can you look at these other texts and find me what is similar and what is different?</li> </ul>
Year 6 Summarise	<ul style="list-style-type: none"> <li>summarise information from across a text and link information by analysing and evaluating ideas between sections of the text.</li> <li>summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</li> <li>make comparisons across different books.</li> <li>summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>What is the main point of the text?</li> <li>Can you look in this paragraph? What does the author mean? Is it mentioned anywhere else?</li> <li>Sum up what has happened so far in... words/seconds or less.</li> <li>Can you read the text and summarise what has happened?</li> <li>Which is the most important point in these paragraphs? Why?</li> <li>Do any sections/paragraphs deal with the same themes?</li> </ul>



## 5. VIPERS Sessions

At Sherrier C.E. Primary School, we use VIPERS as a whole class approach to teach reading skills from Year One upwards, which equips pupils with the necessary skills to become successful readers. It focuses on building fluency and embedding comprehension skills with direct, taught sessions. Children are explicitly taught the skills of reading (outlined in the National Curriculum and the Key Stage One and Key Stage Two test domains) through the use of VIPERS, which were created by Rob Smith (The Literacy Shed). The Reading Vipers can be used by both KS1 and KS2 with a little adaption, whilst bearing in mind that the 'S' focuses on sequencing in KS1 and summarising in KS2.

As you can see, the progression grids outlined above show a clear continuum of skills from Year One to Year Six. Although VIPERS is not a scheme to teach the mechanics of reading (decoding, fluency etc), it ensures that teachers ask a range of targeted questions to improve the children's comprehension of texts. The image below details how a sequence of VIPERS lessons could look throughout the half term. As it shows, we focus on a range of text types, including: fiction, non-fiction, poetry, songs, picture books and short films.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6				
Monday	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary				
Tuesday	Fiction	Non-fiction	Poetry / songs / picture books / short films	Fiction	Non-fiction	Poetry / songs / picture books / short films				
Wednesday							Inference	Retrieval and explanation	Inference	Retrieval and explanation
Thursday										
Friday	Prediction	Sequencing and summarising	Prediction	Sequencing and summarising	Prediction	Sequencing and summarising				

During a typical VIPERS session, the teacher will always include:

- Sharing what the content domain/s the children will be focusing on for that session- which of the VIPERS type will be used?
- Carefully selecting up to four key vocabulary words they want the children to learn that week. These will be taught, over learnt and embedded throughout the rest of the week during VIPERS sessions and across the wider school day to allow for children to use these words in different contexts. Where appropriate, they are applied during their Writing sessions.
- Exploring a diverse range of texts, including a range of themes and concepts.

- Consideration to the types of text chosen by ensuring that they are appropriate to the age and key stage of the children. These are always challenging texts!

## **6. Assessment in Reading**

### **EYFS**

For the youngest members of the Sherrier family, they are informally assessed on a daily basis by class teachers but also more formally each half term to track the progress they are making in terms of their phonics and reading skills. The outcome of these assessments helps to establish new groups, which allows all children to progress at a level appropriate to their individual needs.

### **Key Stage 1**

Throughout Year One, the RWI Phonics scheme is delivered to children in set groups. The children are assessed regularly to ensure that each child is making rapid progress and any gaps in sound knowledge are addressed quickly. Towards the end of the academic year, the children undertake the Year 1 Phonics Screening Check and the results of this formal assessment are reported to parents. Any children who do not meet the expected standard are supported with additional intervention before re-sitting the Phonics Screening Check in Year 2. In addition to assessing phonics, from the Spring Term, the children begin to independently answer comprehension questions on unseen texts (HeadStart) to assess their additional reading skills (vocabulary, inference, prediction, explain, retrieval and sequencing). Throughout Year 2, identified children will continue to access the RWI Phonics scheme, as well as all children being assessed using the Year 2 Standard Assessment Tests (SATs) during the Summer term.

### **Key Stage 2**

Throughout Key Stage 2 (Years 3, 4 and 5), the children will be assessed on their comprehension using 'HeadStart' assessments in the Autumn, Spring and Summer terms. Teachers will structure the assessments in age-appropriate sections with no formal time restraints. For a child in Year 6, throughout the academic year, they will be assessed on their comprehension using past papers of the Statutory Reading Assessments (SATs). This is in preparation for the SATs which are held during May each year. These are formal, timed assessments that are designed to evaluate each child's progress throughout Key Stage 2 (Year 3 – 6).

### **Book banding**

For all children at Sherrier C. E. Primary School, they are assessed at the start of each academic year, as well as every half term to ensure that they are accessing appropriate levelled reading books. Those children still following the RWI Phonics scheme will receive reading books appropriate to the phase they are working within, as well as a book banded book to aid their comprehension skills. The children are assessed in their accuracy of word recognition, application of reading strategies, use of fluency and understanding of the text read (comprehension), which is continually tracked and monitored by class teachers, subject leaders and the Senior Leadership Team (SLT).

## 7. SEND In Reading

At Sherrier Primary School, we strive to allow all children to read for enjoyment, as well as providing opportunities to acquire the skills to understand what they are reading so that they can be successful in everyday life.

**Ambition – What are we aiming for children with SENs to achieve in this subject?**

**Access – What amendments are made to the subject in order to help children with SENs to achieve?**

We need to be ambitious about what our children with SEN can achieve and not believe that their ability to read determines their success across a range of curriculum areas. By the time children leave Sherrier Primary School, we strive for them being able to read a wide range of texts for enjoyment, as well as having a secure understanding of the content they are reading so that they can be successful in everyday life.

### Strategies to scaffold Learning

#### How can I support learners who struggle to access lessons because of literacy difficulties?

- Children are supplied with resources that aim to support their vocabulary choices (words banks), as well as assisting them with structuring their responses (work scaffolds).
- Pre and post-teaching opportunities will provide the children with prior knowledge and give them a feeling of confidence, as well as quickly being able to address any misconceptions to ensure progress is always being made.
- Verbal feedback within each session is essential, whilst being supported by a range of models to aid the children's independence.
- All children should have access to books that they can decode, comprehend and build their confidence.
- On a daily basis, children should be exposed to higher-level texts through the teacher's voice to improve their comprehension and awareness of extensive vocabulary choices.
- Through embracing a multimedia approach to all teaching, it ensures greater access for all children. One effective strategy is through using a visualiser within lessons to share modelled work, good examples created by pupils, etc.

#### How can I support learners who struggle to retain vocabulary?

- Learners will hear and use a range of specific vocabulary including vocabulary, infer, predict, explain, retrieve, sequence and summarise. Discuss and display any key vocabulary together with its meaning. Practise saying them together.
- Provide visual word banks that are accessible to the learners.



- Pupils could be pre-taught key vocabulary using different techniques such as the Frayer Model.
- Ensure that the vocabulary becomes embedded by referring to it regularly during lessons and whilst modelling.

#### How can I support learners who struggle with attention?

- Reflect on the positioning of learners within the classroom to maximise their engagement. Some learners will benefit from working and interacting with selected others. A calm environment will help minimise distractions.
- Consider adapting the lesson to break it into chunks that permit time for paired or group talk and allow tasks to be completed across manageable stages.
- Pre-expose learners to the content of the lesson by sharing with them any resources to be used, as well as the content of the lesson, perhaps reading/ discussing the content of an extract prior to the session or table top words from a specific chapter of a text. This will support learners to engage in the processes and feel like they are actively taking part with their peers.
- Giving time for learners to look back through their VIPERS Reading Journals, to make connections with texts/ authors they have already explored, which in turn can help nurture motivation.

#### How can I support learners who need additional time to develop conceptual understanding?

- Provide opportunities for 1 to 1 and small group learning either before (pre-teach) or during the lesson. This will support learners and allow time to ask questions or explore resources alongside adult intervention. These opportunities are part of the repetition process needed to maximise capacity to build up conceptual understanding.
- Take time to model and demonstrate each element of a process, allowing learners to develop their understanding through a step-by-step approach. This will benefit all learners as it allows for an active participatory approach.
- Through 'chunking' tasks and asking single questions, it will support pupils with SEND with remaining focused, reducing distractions and avoiding the working memory becoming overloaded.
- Showing outcomes from the previous lesson's work can be a useful memory aid.

## 8. Reading at Home

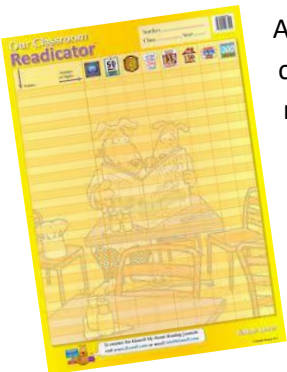


From the start of their reading journey here at Sherrier C. E. Primary School, children will bring books home to further practise the reading skills they are learning at school, as well as to continue their love and enjoyment of reading across a range of genres. We cannot underestimate the power of reading and the impact this has on a child's academic success. Reading for pleasure is promoted at Sherrier, as we believe that it is fundamental to a child's cognitive development and overall well-being.



Children in EYFS and Key Stage One will all take home multiple books, which will include a 'practice book' as well as a 'sharing book'. These books are carefully selected with the guidance of a member of staff and meet the needs of each child's individual reading skills, as well as their personal interests. Teachers use regular assessments to help match a child's practice book to their current reading level. In line with the RWI scheme that we use to deliver our Phonics programme, the children have access to the RWI book bag books, which reinforce the sounds that they have been taught and provide opportunities for them to practice at home to assist their fluency and confidence in reading aloud. In addition to the decodable phonics books, children also take home a text that's based on their comprehension level (book banded book). Learning for life is something we value, promote and encourage at Sherrier C.E. Primary School. It is essential that children discover pleasure in reading and sharing books is one way that this can be achieved. Through spending quality time discussing pictures, sharing informative facts, re-enacting scenes, predicting what could happen next, experimenting with using different character voices and having fun, reading can become a memorable and enjoyable time.

As children become equipped with the skills of reading, they progress from learning to read towards reading to learn. After progressing through the book banded books and establishing themselves as a fluent reader, the children transition into accessing the wide range of texts available in our main school library. For those children in Key Stage Two who are still learning to read, additional provision has been put in place through the use of Rapid Readers.



At Sherrier C.E. Primary School, the expectation is that all children read at home **at least three times** each week and that this is recorded inside each child's individual Home Reading Record (Kluwell book). Each child's reading nights are recorded and tracked in school so that their efforts can be rewarded with the relevant certificates, stickers and stars on the whole class readicator. Reading is at the heart of our curriculum so fostering reading for pleasure will help develop a child's vocabulary, communication, social and emotional awareness, creativity and concentration. We strive for this love and enjoyment in reading to filter home so that families can treasure special times spent together disappearing into a world of books.

## 9. Resources and Websites

<https://www.literacyshed.com/>

[Literacy Shed Plus - READING VIPERS](#)

[Home - Ruth Miskin Literacy](#)

[PhonicsPlay](#)