Athersley North Primary School

Whole School Reading Progression Plan

'Reading is the gateway skill that makes all other learning possible' Barack Obama

At Athersley North Primary School, we value reading as a key life skill and are dedicated to ensuring our pupils become lifelong readers. We aim to strike a balance between teaching reading skills and fostering a love of reading. Our aim is to provide pupils with many opportunities to read throughout the school day through: whole class reading sessions, novel study, independent reading and class story time to build reading fluency but to also enjoy a text.

Additionally, we work together to teach explicit reading skills using a VIPERS approach which includes: summarising, retrieval, inference and predicting to allow pupils to understand the text as well as enjoy what they are reading. Our school's curriculum plan ensures pupils are exposed to a wide range of books throughout the year as well as throughout their school journey.

By the time pupils leave Athersley North Primary School, we hope they have built a love of reading and continue to build this as they continue their education.

Progression in skills

|	**Develop positive attitudes to reading**						
Athersley North Primary School	**EYFS (30 - 50mths to ELGs)**	**KS1**		**KS2**			
	30 – 50 months **40 – 60 months** **Early Learning Goals**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Take pleasure in reading: Develop positive attitudes to reading and enjoy listening to books read to them		*Select books for personal reading and give reasons for choices*	*Read and listen to whole books, make choices for their personal reading*	*Sustain their reading for enjoyment and to find out*	*Read independently complete short texts and sections from information book*	*Listen to texts read to them.* *Read favourite authors and choose books to read on the recommendation of others*	*Listen to texts read to them and sustain their reading of longer and more challenging texts*
Read independently and in groups, Enjoy listening to books read to them		*Read independently and in groups.* *Enjoy listening to books read to them*					
Discuss books: Participate in discussion about what is read to them, taking turns and listening to what others say		*Discuss books they like and give reasons for choices*	*Justify their choices of books and their preferences from the books they have read or have had read to them*	*Discuss why they like particular books or authors with others, giving reasons*	*Describe and review their own reading habits*	*Talk about books referring to details and examples in the text*	*Discuss their personal reading with others and articulate their personal response to their reading, identifying how and why a text affects the reader*
Extend their range of reading		*Select books to read and listen to*	*Make choices from a selection of texts to hear and to read themselves*	*Extend the range of books read by browsing and selecting texts, including poetry, to read independently*	*Develop their reading stamina as they read longer texts*	*Plan personal reading goals which reflect their interests and extend their range*	*Develop their reading stamina and complete the independent reading of some longer texts.*

Reading – Word Reading

|	EYFS (30 - 50mths to ELGs	KS1		KS2			
	30 – 50 months **40 – 60 months** Early Learning Goals	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Phonics and Decoding	To enjoy rhyming and rhythmic activities. To show an awareness of rhyme and alliteration. To recognise rhythm in spoken words. To continue a rhyming string. To hear and say the initial sound in words. To segment the sounds in simple words and blend them together and know which letter represents some of them. To link sounds to letters, naming and sounding the letters of the alphabet. To use phonic knowledge to decode regular words and read them aloud accurately.	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.	To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. To accurately read most words of two or more syllables. To read most words containing common suffixes.*	To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.* To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.*	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/- ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.*	To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.

Reading – Word Reading

	EYFS (30 - 50mths to ELGs	KS1		KS2			
	30 – 50 months **40 – 60 months** **Early Learning Goals**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Common Exception Words	To read some common irregular words.	To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.	To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.	To begin to read Y3/Y4 exception words.*	To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word.	To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.	
Fluency	To show interest in illustrations and print in books and print in the environment. To recognise familiar words and signs such as own name and advertising logos. To look and handle books independently (holds books the correct way up and turns pages). To ascribe meanings to marks that they see in different places. To begin to break the flow of speech into words. To begin to read words and simple sentences. To read and understand simple sentences.	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.	To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. To reread these books to build up fluency and confidence in word reading. To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.			

Reading Comprehension Progression
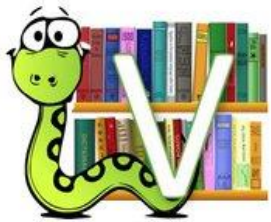
**Vocabulary- Understand the vocabulary used in texts**
- Build a wide vocabulary
- Use a dictionary effectively
- Use strategies to locate or infer the meaning of unfamiliar words (also included in the skills and strategies strand)
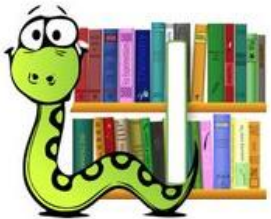
Inference- Inferential Understanding
- Infer what characters say and do
- Predict what might happen
- Identify how language… contribute(s) to meaning: How meaning is conveyed through the writer's language choices
- Ask inferential questions
- Adapt reading strategies in order to make inferences
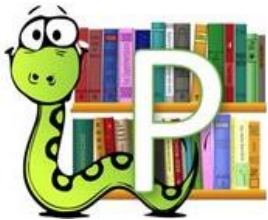
Prediction- Skills and strategies to read for understanding
- Use prior knowledge to support understanding
- Check that books make sense to them
- Ask questions to improve their understanding
- Skim, scan and read closely
- Use strategies to locate or infer the meaning of unfamiliar word
- Annotate text
- Visualise their understanding of what they read
- Make predictions
- Summarise understanding
- Adapt reading strategies for different purposes or according to the text type

Explain- Express, record and present their understanding
- Develop and express their understanding
- Answer questions about a text and record their understanding
- Justify their ideas about a text
- Annotate the text to support understanding
- Demonstrate understanding of stories, poetry and plays through retelling and reciting orally

Retrieve- Retrieve information from texts
- Retrieve and record information from texts
- Retrieve the meaning of unfamiliar vocabulary where this is explained in the text
- Identify how language, structure and presentation contribute to meaning
- Ask retrieval questions about a text
- Distinguish between fact and opinion (Y5/6)

Retrieve- Reading to Find out (non-fiction)
- Retrieve and record information from non-fiction texts
- Ask questions to find out
- Identify how the structure and presentation of non-fiction texts contributes to meaning
- Identify how language …contributes to meaning
- Apply strategies for reading non-fiction texts
- Distinguish between fact and opinion (Y5/6 only)

Summarising- Understand the Whole Text
- Identify main ideas and themes in a wide range of books and understand how these are developed over a text
- Identify how structure and presentation contribute to meaning
- Make comparisons within and across texts
- Identify how language contributes to meaning
- Evaluate the text

Reading – Comprehension

	EYFS (30 - 50mths to ELGs)	KS1		KS2			
	30 – 50 months 40 – 60 months Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding and Correcting Inaccuracies	To know that print carries meaning and, in English, is read from left to right and top to bottom. To understand humour, e.g. nonsense rhymes, jokes.	To check that a text makes sense to them as they read and to self- correct.	To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. To check that the text makes sense to them as they read and to correct inaccurate reading.				

Reading– Comprehension

	EYFS (30 - 50mths to ELGs)	KS1		KS2			
	30 – 50 months / **40 – 60 months** / **Early Learning Goals**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Retrieve information from texts		*Discuss characters' appearance, behaviour and the events that happen to them, using details from the text Find specific information in simple texts they've read or that has been read to them. Find information in a text about an event, character or topic.*	*Identify what is known for certain from the text about characters, places and events in narrative and about different topics in non-fiction. Give reasons why things happen where this is directly explained in the text. Locate information using contents, index, sub headings, page numbers etc. Express and record their understanding of information orally, using simple graphics or in writing.*	*Locate, retrieve and collect information from texts about significant or important elements or aspects (e.g. characters, events, topics). Take information from diagrams, flow charts and forms where it is presented graphically. Express and record their understanding of information orally, using simple graphics or in writing.*	*Identify and discuss key sentences and words in texts which convey important information about characters, places, events, objects or ideas. Pick out key sentences and phrases that convey important information. Take information from diagrams, flow charts and forms where it is presented graphically.*	*Establish what is known about characters, events and ideas in narrative and non-fiction texts, retrieving details and examples from the text to back up their understanding or argument. Locate information confidently and efficiently, using the full range of features of the information text being read, including information presented graphically. 6*	*Use evidence from across a text to explain events or ideas. Identify similarities and differences between characters, places, events, objects and ideas in texts. Retrieve information from texts and evaluate its reliability and usefulness.*
Retrieve the meaning of unfamiliar vocabulary where this is explained in the text		*Identify new or unfamiliar words that they meet in reading. Explain the meaning of the words they meet in a text.*	*Learn to read on and re-read sentences to find the meaning of unfamiliar words which are explained in the text.*	*Practise re-reading a sentence and reading on in order to locate the meaning of unfamiliar words. Discuss unfamiliar words and their possible meaning to clarify their understanding of a sentence or passage.*	*Decide where unfamiliar words are explained in the text or where they need to use a dictionary or glossary to find a word meaning. Identify unfamiliar vocabulary in a text and adopt appropriate strategies to locate the meaning, including re-reading surrounding sentences and/ or paragraphs to identify an explanation.*	*Use a range of strategies, including the context and where necessary a dictionary, to make sense of the words used in a text. Explain the meaning of words used in a text.*	*Apply appropriate strategies (re-reading, reading on, visualising, word knowledge, syntax) in order to find the meaning of unfamiliar vocabulary met in independent reading. Check the plausibility and accuracy of their suggestions.*
Identify how language, structure and presentation contribute to meaning		*NA*	*Notice how information is presented.*	*Notice how information is presented across a range of texts.*	*Use knowledge of different organisational features of texts to find information effectively.*	*Use knowledge of different organisational features of texts to find information effectively. Comment on how information is presented on the page.*	*Use knowledge of different organisational features of texts to find information effectively. Identify and explain how complicated information is presented on the page to make reading easier*
Ask retrieval questions about a text		*Ask questions to understand what has happened in stories they have read or being read to them.*	*Ask what, where and when questions, about a text to support and develop their understanding,*	*clarify their understanding of events, ideas and topics by asking questions about them*	*Identify elements of a Text which they do not understand and ask question s about it.*	***Ask questions to clarify their understand of words phrases, events and ideas in different texts***	***Ask questions to clarify their understand of words phrases, events and ideas in different texts***

	Reading to find out (non-fiction)					
Retrieve and record information from non-fiction texts		*Find information in a text about an event, character or topic.*	*Locate information using title, contents, index, page numbers, illustrations, headings, sub headings etc. Express and record their understanding of information orally, using simple graphics, or in writing.*	*Take information from diagrams, flow charts and forms where it is presented graphically. Express and record their understanding of information orally, using simple graphics, or in writing.*	*Pick out key sentences and phrases that convey important information. Take information from diagrams, flow charts and forms where it is presented graphically. Collect information from different sources and present it in a simple format, e.g. chart, poster, diagram.*	*Locate information confidently and efficiently, using the full range of features of the information text being read, including information presented graphically. Use different formats to capture, record and explain information about what they have read, e.g. flow charts, for and against columns, matrices and charts of significant information.*	*Evaluate texts for their reliability and usefulness when researching a topic. Record important details retrieved from a text using an appropriate format, e.g. by making a comparisons table.*
Ask questions to find out		*Pose questions and use a text to find answers.*	*Pose and record questions prior to reading to find something out. Ask follow up questions about the topics they've read about.*	*Prepare and list questions as the basis for enquiry and decide which are the most important to follow up.*	*Prepare for and carry out factual research by reviewing what is known, what needs to be found out, what resources are available and where to search*	*Prepare for research by identifying what they already know and what they need to find out. Plan their inquiry or research in the light of these questions. Adapt their questions as they read*	*Locate resources for a specific research task, identifying key questions to be investigated, the usefulness of the information source, and deciding how best to record and present the information. Refine research questions in the light of initial findings.*
Identify how the structure and presentation of non-fiction texts contributes to meaning		*Discuss different ways pages from an information book can be laid out and how this is different from story books. Note some of the features of non-fiction texts, including layout, contents, use of pictures, illustrations and diagram*	*Identify and explain the use of different organisational features in non-fiction texts, including alphabetical order, layout, illustrations, diagrams, captions, hyperlinks and bullet points.*	*Identify how different non-fiction texts are organised. Use the organisational features of non-fiction texts in their own reading and research.*	*Identify the main features of non-fiction texts (both print and computer based) including headings, captions, lists, bullet points and understand how to use to find information efficiently.*	*Identify the features of different non-fiction texts, e.g. recounts, instructions, explanations, persuasive writing and argument, including content, structure, vocabulary, style, layout and purpose. Discuss the way that writers of non-fiction match text structure to their intentions.*	*Understand and explain how different conventions and presentational features are used across a range of information or non-narrative texts. Compare different types of information texts, including texts which are a mix of text types or were written for a number of purposes simultaneously, and identify differences in the way that they are structured.*
Identify how language …contributes to meaning		*Discuss the language used in labels and captions. Notice how language is used in instructional writing and recounts. Discuss the meaning of significant words met in reading linked to particular topics.*	*Notice some of the language features of non-fiction texts, e.g. direct language, the language of explanation, time connectives etc. Speculate about the meaning of unfamiliar words in non-fiction texts and use glossaries effectively to help understanding.*	*Begin to identify some of the language differences between fiction and non-fiction texts. Develop their understanding of key words met in reading non-fiction texts.*	*Investigate the language features of different sorts of non-fiction texts. Investigate the meaning of technical or subject specific words, e.g. by reading the text explanation or using a glossary or dictionary*	*Investigate the use of language in different types of information text, e.g. words and phrases which signal a point of view in persuasive texts, how encyclopaedia convey authority. Compare the explanations or definitions given for technical or subject specific words and phrases in non-fiction texts*	*Discuss the way that writers of non-fiction match language and text structure to their intentions - to amuse, persuade etc. Explain and use accurately the subject specific vocabulary used in different non-fiction texts*

Strategies for reading non-fiction text			*Locate parts of the text which give particular information, including labelled diagrams and charts.*	*Scan a text to find specific sections using key words or phrases, sub headings. Decide on whether a text is useful by skim reading its title, contents page, illustrations, headings and sub headings.*	*Skim and scan a text to locate information quickly and accurately. Draw together ideas and information from across a text, using simple signposts (contents, index, sub headings, page numbers etc.) in the text.*	*Clarify unfamiliar vocabulary met in information texts. Skim a text for an overview, Scan texts for key words, phrases and sentences as well as useful headings to locate information. Pay particular attention to introductions and opening/ closing sentences in paragraphs to identify key information. Adapt reading strategies to the different sorts of text read, including IT texts, and to different purposes for reading.*	*Clarify unfamiliar vocabulary met in information texts. Apply the range of reading strategies to reading information texts i) thinking about what they already know; ii) skimming to gain an overall sense of the text; iii) scanning to locate specific information; iv) close reading to develop understanding; v) text marking. Plan research in other subjects, considering how best to read different sources, and find and record the information they need.*	*Clarify unfamiliar vocabulary met in information texts. Read effectively for different research purposes, e.g. skim and scan a text to gain an overview of a text, identify which part of the text needs to be read more carefully to find particular information, read slowly and carefully a section, annotating the text as appropriate. Plan research in other subjects, considering how best to read different sources, and find and record the information they need*
Distinguish between fact and opinion (Years 5/ 6 only)							*In persuasive writing and other texts investigate how language is used to present opinion. Distinguish between fact, opinion and fiction in different texts, e.g. biography, autobiography, argument*	*In autobiography and biographical writing, and in texts written for mixed purposes (e.g. leaflets that are both information giving and persuasive), distinguish between fact, opinion and fiction. In non-fiction texts distinguish between explicit and implicit points of view.*

Which…?   What…?   How…? Where…? When…? Why…? Who…?
Identify how…
Gove two reasons why…
True/false
Fact/ opinion
Circle the option to complete the sentence.
When did… take place?
From whose point of view is the story told?
Which part of the story best describes…?
Explain why…
Which words an / or phrases…?
What evidence do you have to justify your opinion?
Find the paragraph where….

VIPERS- EXPLAIN Comparing, Contrasting and Commenting							
	To listen to stories with increasing attention and recall.	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 participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.	To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	To discuss and compare texts from a wide variety of genres and writers.	To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.	To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.
	To anticipate key events and phrases in rhymes and stories.			To use appropriate terminology when discussing texts (plot, character, setting).	To identify themes and conventions in a wide range of books.	To 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.	To recognise more complex themes in what they read (such as loss or heroism).
	To begin to be aware of the way stories are structured.	To link what they have read or have read to them to their own experiences.	To recognise simple recurring literary language in stories and poetry.		To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).		To 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.
	To describe main story settings, events and principal characters.	To join in with discussions about a text, taking turns and listening to what others say.	To make links between the text they are reading and other texts they have read (in texts that they can read independently).			To recommend texts to peers based on personal choice.	
	To enjoy an increasing range of books.	To discuss the significance of titles and events.					To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.
	To follow a story without pictures or props.						
	To listen to stories accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.				To identify how language, structure and presentation contribute to meaning.		To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.
	To demonstrate understanding when talking with others about what they have read.						To compare characters, settings and themes within a text and across more than one text.

Develop and express their understanding		*Discuss reasons why things happen in the texts they read or are read to them. Express their understanding orally, and use words, illustrations and given formats to record their understanding.*	*Discuss themes, plots, events and characters, comparing stories by the same and different authors. Compare the information given about topics in non-fiction texts.*	*Express ideas and give opinions about stories and poems, identifying specific words and phrases to support their ideas. Use simple graphics or illustrations to record and explain their understanding of information. 4*	*Understand and comment on ideas introduced in a passage or section they've read, drawing on evidence from the text to do so. Compare and contrast stories, justifying their preferences and opinions.*	*Contribute to a discussion where a group explore their understanding of a topic raised through reading. Discuss and comment on texts, and present their ideas in appropriate and helpful formats, including graphically.*	*Contribute constructively to a discussion about reading, responding to and building on the views of others. Comment critically, orally, in writing and using graphics where necessary to support them, on the impact of books they have read*
Answer questions about a text and record their understanding		*Match events to characters in narrative and detail and information to objects or topics in non-fiction texts.*	*Retrieve information from a text and re-present it in a variety of forms including by matching and linking information, ordering, tabulating and copying. Use different formats (matching, ordering etc.) to answer questions on a text.*	*Use different formats to retrieve, record and explain information about what they have read in both fiction and non-fiction texts, e.g. flow charts, for and against columns, matrices and charts of significant information. Record their understanding of a text in different ways, using a range of formats.*	*Retrieve and collect information from different sources and re-present it in different forms, e.g. chart, poster, diagram. Answer questions on a text using different formats (matching, ordering, tabulating, etc.).*	*Use different formats to capture, record and explain information about what they have read, e.g. flow charts, for and against columns, matrices and charts of significant information. Recognise different types of comprehension questions (retrieval/ inferential) and know whether the information required to answer will be explicitly stated or implied in the text. Vary the reading*	*Record details retrieved from the text about characters, events and ideas, e.g. by making a comparisons table, true or false grid etc. Recognise different types of comprehension questions (retrieval/ inferential) and know whether the information required for the answer will be explicitly stated*

						strategies they use to answer questions, depending on the different types asked. Answer questions by explaining their ideas orally and in writing, including questions requiring open-ended responses.	or implied in the text. Vary the reading strategies they use and mode of answering according to what is expected of them by the question. Use confidently the different formats (matching, ordering etc.) to answer questions on a text. Answer questions by explaining their ideas orally and in writing.
Justify their ideas about a text		Answer simple questions where they recall information from a text.	Answer simple retrieval and inference questions by making a point and supporting it with 'evidence' from a text.	Re-read sections of texts carefully to find 'evidence' to support their ideas about a text. Answer simple retrieval and inference questions by making a point and supporting it with 'evidence' from a text.	Support their ideas about a text by quoting or by paraphrasing from it. Answer retrieval and inferential questions both orally and in writing, by making a point, and explaining it.	Evaluate a book or section of it, referring to details and examples in a text to back up their judgement and support their reasoning. Identify and summarise evidence from a text to support a hypothesis	Identify material from texts to support an argument, know when it is useful to quote directly, paraphrase or adapt. Identify and summarise evidence from a text to support a hypothesis.

Annotate the text to support their understanding		*Mark significant incidents in a story or information in a non-fiction text.*	*Make simple notes on a text, e.g. underlining key words or phrases, adding headings etc.*	*Read and identify the main points or gist of the text, e.g. underlining or highlighting key words or phrases, listing key points, or marking important information. Mark a text to identify unfamiliar words and ideas to be clarified or explored in discussion and subsequent re-reading. 4*	*Mark texts to identify vocabulary and ideas which they need to clarify. Mark a text by highlighting or adding headings, underlining or noting words or sentences, and adding notes where helpful.*	*Annotate a text to identify to identify key information or identify elements they don't understand or want to revisit or explore further. Note key points of what has been read, using simple abbreviations, diagrams or other simple marking system. Use these as the basis of follow up and discussion if appropriate.*	*Identify and mark aspects of a text which are unclear in order to discuss or revisit on a second reading. As they read, identify, mark and annotate extracts which they think are significant to understanding characters, events or ideas or an author's point of view or use of language, adding a commentary where this is helpful.*
Demonstrate understanding of stories, poetry and plays through retelling and reciting		*Retell stories and parts of stories, using some of the features of story language. Learn and recite simple poems and rhymes, with actions, and re-read them from the text.*	*Retell stories giving the main points or events in sequence and highlighting significant moments or incidents. Retell stories individually and through role play in groups, using dialogue and narrative from the*	*Present stories, showing awareness of the different voices by dramatizing readings, showing differences between the narrator and characters. Read, prepare and present poems and play scripts.*	*Choose and prepare stories, poems and play scripts for performance, identifying appropriate expression,*	*Distinguish in reading aloud a story, poem or play script, between the narrator and characters, and between different characters. Read, rehearse, evaluate and modify a performance of a story, poem or play*	*Read aloud different texts, including poetry and prose, discussing and drawing out similarities and relationships of theme, format and language. Read aloud to*

				text. Learn, re-read and recite favourite poems, conveying meaning by taking account of punctuation. 3		*tone, volume and use of voices and other sounds. Rehearse and improve their performanc e when reading texts aloud, in order to demonstrat e their understandi ng*	*script to convey meaning and emotion.*	*interpret poems or stories where meanings are conveyed directly and implied, varying the performance to convey meaning to an audience.*
Identify main ideas and themes in a wide range of books and understand how these are developed over a text		*Pick out significant events, incidents or information that occur through a text. Link familiar story themes to their own experiences, e.g. illness, getting lost, going away.*	*Discuss familiar story themes that they have read or heard. Give reasons why things happen or change over the course of a narrative.*	*Identify typical story themes, e.g. trials and forfeits, good and evil, weak over strong, wise and foolish. Discuss how characters' feelings, behaviour and relationships change over a text.*	*Identify social, moral or cultural issues or themes in stories, e.g. the dilemmas faced and dealt with by characters or the moral of the story. Link cause and effect in narratives and*	*Begin to distinguish between plot events/ details and the main themes in the texts they read. Identify how ideas and themes are explored and developed over a text, e.g. how a story opening can link to its ending or how characters change over a narrative. Explain how a detailed picture can emerge from a non-fiction text by examining different*	*Understand how a writer develops themes, ideas or points of view over a text. Identify how the narrative or author's voice influences the reader's point of view and frames their understanding. Discuss how this can change over*

					recounts. Explain how ideas are developed in non-fiction texts.	*aspects of the topic.* 6	*the course of a text. In non-fiction texts distinguish between explicit and implicit points of view and discuss how the sense of the writer can develop over a text, e.g. in autobiographies.*
VIPERS- VOCABULARY Words in Context and Authorial Choice	To build up vocabulary that reflects the breadth of their experiences. To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. To use vocabulary and forms of speech that are increasingly influenced by their experiences of books.	To discuss word meaning and link new meanings to those already known.	To discuss and clarify the meanings of words, linking new meanings to known vocabulary. To discuss their favourite words and phrases.	To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. To discuss authors' choice of words and phrases for effect.	Discuss vocabulary used to capture readers' interest and imagination.	To discuss vocabulary used by the author to create effect including figurative language. To evaluate the use of authors' language and explain how it has created an impact on the reader.	To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.

Build a wide vocabulary		Make collections of interesting words and use them when talking about books and stories.	Develop understanding of words met in reading. Speculate about the possible meaning of unfamiliar words they have read.	Identify where an author uses alternatives and synonyms for common or over used words and speculate about the shades of meaning implied.	Consider a writer's use of specific and precise nouns, adjectives, verbs and adverbs and discuss the meanings conveyed. Investigate the meaning of technical or subject specific words they meet in their reading.	Distinguish between everyday word meanings and their subject specific use, e.g. the specific meaning of force in scientific texts.	Collect unfamiliar vocabulary from texts they have read, define meanings and use the vocabulary when recording ideas about the text. Collect and define technical vocabulary met in other subjects, e.g. developing subject or topic glossaries.
Use a dictionary effectively		Use simple dictionaries and begin to understand their alphabetical organisation.	Use dictionaries to locate words by the initial letter. Use terms such as definition. Discuss the definitions given in dictionaries and agree which is the most useful in the context	Locate words in a dictionary by the first two letters. Know the quartiles of the dictionary.	Locate words in a dictionary by the third and fourth place letters. Use the quartiles of the dictionary efficiently to locate words quickly.	Use dictionaries effectively to locate word meanings and other information about words, e.g. by using alphabetical order, understanding abbreviations, determining which definition is the most relevant to the context. Use a dictionary to check a suggested meaning.	Use dictionaries, glossaries and other alphabetically ordered texts confidently and efficiently in order to locate information about words met in reading. Identify the most appropriate meaning of a word used in a text from alternative

						definitions given in a dictionary.
Use strategies to locate or infer the meaning of unfamiliar words		*Speculate about the possible meanings of new or unfamiliar words met in reading. Explain the meaning of the words they meet in a text.*	*Learn how to find the meaning of an unfamiliar word where this is explained in preceding or subsequent sentences or in a glossary. Check whether a suggested meaning of an unfamiliar word makes sense in the context of the passage.*	*Practise re-reading a sentence and reading on in order to locate or infer the meaning of unfamiliar words. Discuss unfamiliar words and their possible meaning to clarify their understanding of a sentence or passage.*	*Identify unfamiliar vocabulary in a text and adopt appropriate strategies to locate or infer the meaning, including re-reading surrounding sentences and/or paragraphs to identify an explanation or develop a sensible inference. (E.g. by identifying root words and derivatives, using the context and syntax, or using aids such as glossaries or dictionaries.)*	*Identify when they do not understand the vocabulary used in a text and need to clarify the meaning. Give increasingly precise explanations of word meanings that fit with the context of the text they are reading. Check the plausibility and accuracy of their explanation or inference of the word meaning.*	*Check the plausibility and accuracy of their explanation of, or inference about, a word meaning. Identify when they do not understand the vocabulary used in a text and apply appropriate strategies (re – reading, reading on, using the context, knowledge of syntax or word roots) to clarify the meaning.*

				Identify where unfamiliar words are not explained in the text and where a dictionary needs to be used to understand them. 5		
				Explain two things that the words ___, ____ suggest. Find and copy a word/two words/a phrase/a sentence that shows _____ In this sentence _____ is closest in meaning to _____? The author uses _____. _____ has two different definitions, use each definition to write a sentence. The author uses _____. Why do you think they chose this word? The author uses _____. Which of these words could be used to give a similar meaning in the sentence? Which word best describe _____? Find and copy one word that suggests that _____ What does this word/phrase/sentence tell you about _____? Highlight a key phrase or line. By writing a line in this way what effect has the author created? Why does the author use _____ repeatedly? The writer uses words like _____ to describe _____. What does this tell you _____? What other words/phrases could the author have used? The writer uses _____to describe _____ How does this make you feel? Can you find an example of a word that means _____?		

VIPERS - Inference		To begin to make simple inferences.	To make inferences on the basis of what is being said and done.	To make inferences based on characters' feelings, thoughts and motives.	To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.	To draw inferences from characters' feelings, thoughts and motives.	To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).
	To begin to understand 'why' and 'how' questions. To answer 'how' and 'why' questions about their experiences and in response to stories or events.						To discuss how characters change and develop through texts by drawing inferences based on indirect clues.
Infer from what characters say and do		*Speculate about characters from what they say and do, e.g. when role playing parts or reading aloud. Discuss what is suggested about a character from the way or how he/ she speaks.*	*Make inferences about characters from what they say and do, focusing on important moments in a text.*	*Understand how what a character says or does impacts on other characters, or on the events described in the narrative. Infer characters' feelings in fiction.*	*Deduce the reasons for the way that characters behave from scenes across a short story.*	*Understand what is implied about characters and make judgements about their motivations and attitudes from the dialogue and descriptions.*	*Understand what is implied about characters through the way they are presented, including through the use of a narrator or narrative voice, explaining*

						how this influences the readers' view of characters.
Predict what might happen		*Use titles, cover pages, pictures and opening sections of texts to predict the content of unfamiliar stories and non-fiction texts.*	*Make plausible predictions showing an understanding of the ideas, events or characters they are reading about.*	*Predict from what they have read or had read to them how incidents, events, ideas or topics will develop or be concluded*	*Use information about characters to make plausible predictions about their actions.*	*Learn to anticipate events based on their own experience, what has been read so far and knowledge of other similar texts. Discuss the plausibility of their predictions and the reason for them.*	*Make predictions, discussing the reasoning behind them, drawing on their knowledge of the world, from reading other similar texts and what they read earlier in the text. Compare their predictions with the events that occurred and consider why their predictions were accurate, plausible, or*

						off the mark.
Identify how language … contribute(s) to meaning: How meaning is conveyed through the writer's language choices		*Explore the effect of patterned language or repeated words and phrases in familiar stories.*	*Investigate traditional story language, e.g. story openers and endings, scene openers, language which signals a time shift or magical event.*	*Discuss the language used to create significant aspects of a text, e.g. opening, build up, atmosphere, and how a writer implies as well as tells*	*Understand how writers use figurative and expressive language to hint at and suggest ideas and information in order to capture interest, e.g. how they use language to set scenes, or create moods, arouse expectations, build tension,*	*Identify and discuss idiomatic phrases, expressions and comparisons (metaphors, similes and embedded metaphors) met in texts, considering why authors might have used them. Consider the language used in a text and pick up the implications and associations being made by the writer.*	*Identify the hints and suggestions that writers make through their choices of words and phrases and the associations these evoke, e.g. about characters, events or ideas.*

					describe attitudes or emotions. Discuss the meaning of similes and other comparisons that they read.	
Ask inferential questions		*Ask questions to explore what characters say and do.*	*Ask questions to understand more about characters and events in narrative or the topic in non-fiction.*	*Ask questions to develop understanding of characters' feelings and actions, or to understand significant details about a topic.*	*Ask questions to clarify their understanding of what is implied about main ideas, themes and events in texts they have read.*	*Recognise where they don't understand why something happens in a text and ask questions to clarify their understanding*	*Ask questions to clarify and explore their understanding of what is implied in the text*
Adapt reading strategies in order to make inferences		*Link what they are reading to their own experience.*	*Talk around a topic prior to reading. Re-read sections of texts carefully to find answers to questions about characters and events.*	*Link what they read to their knowledge and experience of a topic and to their knowledge of similar texts. Make regular predictions and brief summaries as they read, thinking about the clues and hints they've picked up, as well as what is directly stated. Re-read sections of texts carefully to check their ideas*	*Link what they are reading to prior knowledge and experience and to their knowledge of similar texts. Make predictions and brief summaries at regular intervals when reading Think about what they've read, re-read sections*	*Link what they read to what they know (prior knowledge and experience), their knowledge of texts, and to what they have read in previous sections, to make inferences and deductions. Know how to gain a rapid overview of a text, e.g. by skimming and scanning, and how and when to read slowly and carefully. Build 'thinking time' into their reading,*	*Link what they have just read to what they know (prior knowledge and experience), their knowledge of texts, and what they have read in previous sections, to make*

				about the text.	of texts carefully to find 'evidence' to support their speculations and interpretation of characters and events.	identifying questions that they want answered. Summarise their current understanding at regular intervals when reading an extended text.	inferences and deductions. Know how to gain a rapid overview of a text, e.g. by skimming and scanning and how and when to read slowly and carefully. Build 'thinking time' into their reading, identifying questions that they want answered. Summarise their current understanding at regular intervals when reading an extended text.

				Explain how _____? Explain why _____? ☐ Why did _____? Why is _____? How does _____? Why do you think _____? Explain using the text. How do you know _____? Explain using the text. When do you think_____? Explain using the text. How can you tell that _____? Explain using the text. True/False What makes you think that? Which words give you the impression that _____? How do you feel about _____? Why? Can you explain why_____? Which word tells you that _____?			
VIPERS- Prediction Prediction	To suggest how a story might end.	To predict what might happen on the basis of what has been read so far.	To predict what might happen on the basis of what has been read so far in a text.	To justify predictions using evidence from the text.	To justify predictions from details stated and implied.	To make predictions based on details stated and implied, justifying them in detail with evidence from the text.	
Use prior knowledge to support understanding		*Think about what they know about events or topics prior to reading*	*Link the events or topic from a text to their own experience and/ or information they know. Recognise how books are similar to others they have read or heard*	*Link the events or topic from a text to their own experience and/ or information gathered. Begin to make links to similar books they have read.*	*Link what they've read in a text to what they know, their experience and that of others, and their experience of reading similar*	*Use background knowledge or information about the topic or text type to establish expectations about a text. Compare what is read to what was expected.*	*Comment on what they have read and compare this to what they expected to read, e.g. in relation to events, ideas etc. Make comparisons*

					texts.		between a text and others they have read
Check that books make sense to them		Listen to their own reading, and that of others, and make a sense check at regular intervals.	Check that a text makes sense to them as they read, pausing when reading to check their understanding and, where necessary, rereading to regain understanding.	Use contextual and grammatical knowledge, as well as background knowledge and understanding of word meanings, to make sense of what they have read. Put into their own words their understanding of what they have read.	Monitor their understanding of a text and take steps to retrieve the meaning if comprehension has been lost.	Develop an active attitude towards reading: seeking answers, anticipating events, empathising with characters and imagining events that are described	Link parts of a text together in order to understand how details or specific sections support a main idea or point. Accept uncertainty about the ideas or events described in a text where an author is deliberately obscuring the meaning
Ask questions to improve their understanding		Ask questions about aspects of a text they don't understand.	Ask questions about a text to ensure they understand events or ideas in a text.	Ask questions to clarify the meaning of events or ideas introduced or explored in a text that they don't understand.	Ask questions to explore meanings and explanations of the events or ideas introduced or developed in a text.	Identify aspects of a text they are not clear about. Ask questions to clarify their understanding or research the topic to find out more.	Identify where they do not fully understand a text. Ask effective questions that will help them clarify their understanding of the text or the topic they are

						researching.
Skim, scan and read closely		*Skim read to gain an overview of a page/ text by focusing on significant parts – names, captions, titles. Scan the text to locate specific information – using titles, labels.*	*Speculate about the meaning of the section or page by skim reading title, contents page, illustrations, headings and sub headings. Scan pages to find specific information, using key words or phrases and headings. Read sections of text more carefully, e.g. to answer a specific question.*	*Speculate about the meaning of the section or page by skim reading title, contents page, illustrations, headings and sub headings. Scan pages to find specific information, using key words or phrases and headings. Read sections of text more carefully, e.g. to answer a specific question.*	*Skim read a text to get an overview of it, scan for key words, phrases and headings. Decide which sections of text to read more carefully to fulfil a particular purpose, e.g. to summarise a text.*	*Locate information accurately through skimming to gain an overall sense of the text. Scan a text to gain specific information. Use the skills of skimming and scanning to identify sections of text to read more carefully and re-read/ read on as appropriate.*	*Evaluate the value of a text for an identified purpose, drawing on information acquired by skimming and scanning Read carefully sections of texts to research information and to answer questions*
				What do you think will happen next? What do you think would happen if _____? Based on what you have read, what does the last paragraph suggest might happen next? Can you think of another story, which has a similar theme, e.g. good vs evil? Do you think this story will end in a similar way? Why? Why did the author choose this setting? Will that influence how the story develops? How is _____ like someone you know? Do you think they will react in the same way? What might happen next? Why?			

				Choose one character from the book and predict how you think they will behave/react? Can you predict several possible outcomes and explain your answer? What if…? If there was a sequel, what might happen? Why do you think this?		
VIPERS- Summarising/Sequencing Summarise/Sequence		To retell familiar stories in increasing detail. Identify and discuss the setting and names of the characters in a story	To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales. To discuss the sequence of events in books and how items of information are related.	Summarise orally and in writing the main points from a paragraph using a wider range of prompts	To identify main ideas drawn from more than one paragraph and summarise these.	To identify main ideas drawn from more than one paragraph and to summarise these.	To draw out key information and to summarise the main ideas in a text.
Poetry and Performance	To listen to and join in with stories and poems, one-to-one and also in small groups. To join in with repeated refrains in rhymes and stories. To use intonation, rhythm and phrasing	To recite simple poems by heart.	To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.	To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. To begin to use appropriate intonation and volume when	To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry). To prepare and perform poems and	To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.	To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for

	to make the meaning clear to others. To develop preference for forms of expression. To play cooperatively as part of a group to develop and act out a narrative. To express themselves effectively, showing awareness of listeners' needs.			reading aloud.	play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.		effect.
Non-fiction	To know that information can be relayed in the form of print. To know that information can be retrieved from books and computers.		To recognise that non- fiction books are often structured in different ways.	To retrieve and record information from non- fiction texts.	To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.	To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.	To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information

						(e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).
Identify main ideas and themes in a wide range of books and understand how these are developed over a text		*Pick out significant events, incidents or information that occur through a text. Link familiar story themes to their own experiences, e.g. illness, getting lost, going away.*	*Discuss familiar story themes that they have read or heard. Give reasons why things happen or change over the course of a narrative*	*Identify typical story themes, e.g. trials and forfeits, good and evil, weak over strong, wise and foolish. Discuss how characters' feelings, behaviour and relationships change over a text.*	*Identify social, moral or cultural issues or themes in stories, e.g. the dilemmas faced and dealt with by characters or the moral of the story. Link cause and effect in narratives and recounts. Explain how ideas are developed in non-fiction texts*	*Begin to distinguish between plot events/ details and the main themes in the texts they read. Identify how ideas and themes are explored and developed over a text, e.g. how a story opening can link to its ending or how characters change over a narrative. Explain how a detailed picture can emerge from a non-fiction text by examining different aspects of the topic.*	*Understand how a writer develops themes, ideas or points of view over a text. Identify how the narrative or author's voice influences the reader's point of view and frames their understanding. Discuss how this can change over the course of a text. In non-fiction texts distinguish between explicit and implicit points of view and*

						discuss how the sense of the writer can develop over a text, e.g. in autobiographies
Identify how structure and presentation contribute to meaning		*Identify and compare basic story elements, e.g. beginnings and endings in different stories. Note some of the features of non-fiction texts, including layout, contents, use of pictures, illustrations and diagrams. Recite poems with predictable and repeating patterns, extending and inventing patterns and playing with rhyme.*	*Identify and discuss story elements such as setting, events, characters, and the way that problems develop and get resolved. Explain organisational features of texts, including alphabetical order layout, diagrams, captions, hyperlinks and bullet points. Identify and discuss patterns of rhythm, rhyme, and other features which influence the sound of a poem.*	*Investigate the features of traditional stories – openings and endings, how events and new characters are introduced, how problems are resolved. Explain how the organisational features of non-fiction texts support the reader in finding information or researching a topic. Distinguish between rhyming and non-rhyming poetry and comment on the impact of the poem's layout.*	*Explore narrative order (introduction, build up, crisis, resolution, and conclusion) and how scenes are built up and concluded through description, action and dialogue. Identify the main features of non-fiction texts (both print and computer based) including headings, captions, lists, bullet points and understand*	*Compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution. Identify the features of different non-fiction text, including content, structure, vocabulary, style, layout and purpose, e.g. recounts, instructions, explanations, persuasive writing and argument. Read poems by significant poets and identify what is distinctive about the style or presentation of their poems.*	*Understand aspects of narrative structure, e.g. how paragraphs build up a narrative, how chapters or paragraphs are linked together. Understand how writers use the features and structure of information texts to help convey their ideas or information. Analyse how the structure or organisation of a poem supports the*

					how these support the reader in gaining information efficiently. Identify different patterns of rhyme and verse in poetry, e.g. choruses, rhyming couplets, alternate line rhymes and read these aloud effectively.		*expression of moods, feelings and attitudes.*
Understand aspects of narrative structure, e.g. how paragraphs build up a narrative, how chapters or paragraphs are linked together.		*Discuss and compare events or topics they have read about or have listened to.*	*Identify, collect and compare common themes in stories and poems. Make comparisons of characters and events in narratives. Compare the information about different topics in non-fiction texts*	*Make comparisons between events in narrative or information texts on the same topic or theme. Compare and contrast writing by the same author.*	*Collect information to compare and contrast events, characters or ideas. Compare and contrast books and poems on similar themes.*	*Make comparisons between the ways that different characters or events are presented. Compare the way that ideas or themes are presented in different texts or in different versions (including in other media, e.g. film) of the same text.*	*Make comparisons and draw contrasts between different elements of a text and across texts. Compare and contrast the work of a single author. Investigate different versions of the same story or different books*

						on the same topic, identifying similarities and differences
Identify how language contributes to meaning		*Explore the effect of patterns of language and repeated words and phrases. Identify and discuss some key elements of story language.*	*Speculate about why an author might have chosen a particular word and the effect they were wanting to achieve, e.g. by considering alternative synonyms that might have been used.*	*Discuss authors' choice of words and phrases that describe and create impact, e.g. adjectives and expressive verbs.*	*Understand how writers use figurative and expressive language to create images and atmosphere, e.g. to create moods, arouse expectations, build tension, describe attitudes or emotions. Discuss the meaning of similes and other comparisons they have read.*	*Discuss the meaning of figurative language (metaphors and similes) and idiomatic words and phrases used in a text, beginning to explain the purpose and impact of such choices. Investigate how writers use words and phrases for effect, e.g. to persuade, to convey feelings, to entice a reader to continue.*	*Identify and discuss idiomatic phrases, expressions and comparisons (metaphors, similes and embedded metaphors) met in texts, using an appropriate technical vocabulary. Consider how authors have introduced and extended ideas about characters, events or topics through the language choices and the way they have developed them. Comment*

						critically on how a writer uses language to imply ideas, attitudes and points of view.
Evaluate the text		*Talk about aspects of the text that they like*	*Explain why they like a particular text.*	*Say why they prefer one text to another. Begin to identify why one non- fiction text is more useful than another, according to their purpose.*	*Identify aspects or features that make a text entertaining, informative or useful.*	*Analyse the features of engaging or useful texts e.g. effective openings or endings, the presentation and resolution of problems (in narratives), clarity and enthusiasm for a topic in non-fiction.* — *Identify the features that make some texts more effective than others.*
				What is the main message of the text? Number the sentences below to show the order they happened Which of these events happened first? Which of these events happened last? What happened after? What happened before? What's the main point in this paragraph? Can you sum up what happens in _____? Sort the information in these paragraphs. Which is the most important point in these paragraphs? How do you know? What part of the story do you think is the most important? Explain why you think this.			