Athersley North
Primary School

Whole School Reading in Knowledge and Skills 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 which includes: summarising, retrieval, inference and predicting alongside a focus on vocabulary throughout. This allows 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 knowledge and skills

Develop positive attitudes to reading

	EYFS	KS1		KS2			
	Age 4-5 **Age 3-4**	**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	Listen to stories and enjoy repeated reads of texts, choosing what they like and don't like. To enjoy and begin to join in with a range of familiar stories and rhymes.	*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	Enjoy books being read to them. Retell familiar stories. Enjoy sharing books with peers and adults. To enjoy looking at books and begin to talk about and remember what happens in familiar stories.	*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	Listens to familiar stories and able to recall some facts. To begin to make choices about what they like and don't like to read. To begin to talk about what happens in familiar stories.	*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	Enjoy a range of texts, non-fiction, fiction and poetry. To enjoy a range of stories and rhymes.	*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.*

Athersley North Primary School

Reading – Word Reading

	EYFS	KS1		KS2			
	Age 4-5 **Age 3-4**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Phonics and Decoding	To blend sounds into words they can read independently. To say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Listening to and hearing sounds in CVC and CVCC words.	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 of more than one syllable that contain taught GPCs To read words containing -s, -es, -ing,	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	To continue using strategies to read unfamiliar words. 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 (See Appendix 1.) To apply their growing knowledge of root words and suffixes/word endings,	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 and with confidence (See Appendix 1.)	To read increasingly unfamiliar words with speed and accuracy. 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 (See Appendix 1.)	By the end of Year 6, children are able to read the vast majority of words on sight with phonic and decoding knowledge thoroughly embedded.

	To spot and suggest rhymes. To count or clap syllables in a word. Recognise words with the same initial sound, such as big, bear etc. To know most of the picture cards for single letter sounds and begin to read some single letter sounds.	-ed and -est endings. To read words with contractions, e.g. I'm, I'll and we'll.	most words of two or more syllables. To read most words containing common suffixes (See Appendix 1.)	including-ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud (See Appendix 1.)			

Reading – Word Reading

	EYFS	KS1		KS2			
	Age 4-5 **Age 3-4**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Common Exception Words	To begin to read some red 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 (See Appendix 1.)	To read all Y3/Y4 exception words*, with confidence noting why they are unusual (See Appendix 1.)	To begin to read Y5/6 exception words with increasing accuracy.	To read all y5/6 exception words with confidence noting why they are unusual.

Fluency	Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. To build accuracy of reading words. Begin to develop fluency. To be able to sing along with rhymes of varying speed To use longer sentences of 5 or 6 words. To begin to tell longer stories.	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. Most children will be reading between 60-70 words per minute	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 over sounding and blending, e.g. at over 90 -100 words per minute, in age-appropriate texts.	To read aloud books closely matched to their reading ability. To continue using strategies to read unfamiliar word with accuracy. To re-read these books fluently and consider their audience (in terms of speed and volume.) To maintain the pace of reading 100wpm+.	To select their own books closely matched to their ability. To internally use strategies to read unfamiliar words accurately. To re-read these books with pace, volume and expression.	To select reading material which is suitably challenging. To read with a good pace and accuracy of unfamiliar words on sight. To read books with dramatic effect and the appropriate expression using an adults modelling.	To select reading material which is suitably challenging. To read books with dramatic effect and the appropriate expression with independence.

Reading –Word Reading

	EYFS	KS1		KS2			
	Age 4-5 Age 3-4	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding and Correcting Inaccuracies	To read words accurately consistent with their phonic knowledge. To begin to self-correct when reading words. Develop their pronunciation of sounds.	To re-read a sentence for understanding when reading for fluency. To check that a text makes sense to them as they read and to self-correct, sometimes with adult support.	To re-read a sentence for understanding when reading for fluency. To check that a text makes sense to them as they read and to self- correct independently.	To check that a text makes sense to them as they read and to self- correct independently.	At this stage, children should be able to identify when the text does not make sense and self-correct with increasing speed and accuracy, mostly internally.		

Reading– Comprehension

	EYFS	KS1		KS2			
	Age 4-5 **Age 3-4**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Retrieval	Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Identify main characters in a story and talk about their feelings, actions and motives. Select non-fiction books to gather information around a theme that interests them. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. To know and use some adventurous vocabulary based around a topic or theme. Begin to retrieve information using pictures and some word reading from information texts. To ask how and why questions about the text. To begin to make copies of simple pictures from texts e.g. drawing a tractor. To retell a familiar story. To talk about what happens in the story. To develop a story telling voice. To begin to use new vocabulary from familiar stories.	Re-reading and retelling familiar stories and considering their particular characteristics. To refer to a text and discuss characters' appearance, behaviour and characteristics. To find information in simple texts by returning to the appropriate page to locate information. To use non-fictions texts with adult support to locate information about a topic theme. To locate information from a text that has been read to them. By the end of year one, some children will be able to read and locate information independently. *Ask questions to understand what has happened in stories they have read or being read to them and find answers in the text.*	To re-tell a wider range of familiar stories. To use titles, subtitles, contents page, page numbers to identify where information is in a non-fiction text. Express and record their understanding of information orally, using simple graphics, or in writing. To return to a text to show their understanding of different topics, characters and settings. To begin using key words and phrases from the texts in their answers to retrieval questions. Ask what, where and when questions, about a text to support and develop their understanding.	To take information from what they have read. To be able to identify key words and phrases within a text. To use titles, subtitles, contents page, page numbers and index (noting alphabetical order) to identify where information is in a non-fiction text. To be able to retrieve information that has been recorded graphically e.g. graphs, diagrams, flow charts etc. Express and record their understanding of information orally, using simple graphics, or in writing. Ask what, who, where and when questions about a text to support and develop their understanding. To be able to construct their answers verbally and written to demonstrate their understanding. To clarify their understanding of events, ideas and topics by asking questions about them.	To take information from what they have read and be able to identify the key words and phrases that has informed their understanding. To use features of a non-fiction text to be able to retrieve information. To be able to retrieve information that has been recorded graphically e.g. graphs, diagrams, flow charts etc. Collect relevant information from different sources and present it in a simple format, e.g. chart, poster, diagram. To construct a written response using key words and phrases from the text to demonstrate understanding. Identify elements of a text which they do not understand and ask question s about it.	To justify their thinking by identifying key words and phrases that have informed their understanding. To use features of a non-fiction text to be able to retrieve information with increasing accuracy. To confidently use the full range of features in a non-fiction text to retrieve information. 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. To confidently construct a written response using key words and phrases from a wider range of texts to demonstrate understanding. To ask questions about what they have read which deepen understanding and challenge thinking.	To justify their thinking using numerous key words and phrases which demonstrates their understanding. Retrieve information from texts and evaluate its reliability and usefulness. To use features of a non-fiction text efficiently to retrieve information accurately. Record important details retrieved from a text using an appropriate format, e.g. by making a comparisons table. To retrieve information that shows similarities and differences between characters, places and events. Ask questions to clarify their understand of words phrases, events and ideas in different texts To ask questions about what they have read which deepen understanding and challenge thinking.

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	To begin to understand the difference between non-fiction and fiction texts, including the purpose they can serve. To know that non-fiction texts can extend knowledge around a theme.	*Become familiar with key stories such as traditional tales, instructional texts and poetry and begin to talk about their characteristics.* *To know the purpose of non-fiction and fiction texts.*	*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*
Reading to find out (non-fiction)							
Ask questions to find out			*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			*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	To develop story telling language e.g. Once upon a time… Hold conversations back	*Discuss the language used in labels and captions. Notice how language is used in instructional writing and recounts. Discuss the*	*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*	*Begin to identify some of the language differences between fiction and non-fiction texts. Develop their understanding of key words met in reading non-*	*Investigate the language features of different sorts of non-fiction texts. Investigate the meaning of technical or subject specific words, e.g. by*	*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*	*Discuss the way that writers of non-fiction match language and text structure to their intentions - to amuse, persuade etc. Explain and use accurately*

	and forth with peers. Use tier two words accurately in play. To begin to use tier 1 and some tier 2 words mostly accurately in play.	*meaning of significant words met in reading linked to particular topics.*	*unfamiliar words in non-fiction texts and use glossaries effectively to help understanding.*	*fiction texts.*	*reading the text explanation or using a glossary or dictionary*	*encyclopaedia convey authority. Compare the explanations or definitions given for technical or subject specific words and phrases in non-fiction texts*	*the subject specific vocabulary used in different non-fiction texts*
Strategies for reading non-fiction text	To begin to find information in a non-fiction text e.g. using pictures and decodables headings.	*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 and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently. To link what they have read or have read to them to their own experiences. To join in with discussions about a text, taking turns and listening to what others say. To discuss the significance of titles and events.	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 simple recurring literary language in stories and poetry. To make links between the text they are reading and other texts they have read (in texts that they can read independently).	To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. To use appropriate terminology when discussing texts (plot, character, setting).	To discuss and compare texts from a wide variety of genres and writers. To read for a range of purposes. To identify themes and conventions in a wide range of books. 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 identify how language, structure and presentation contribute to meaning.	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 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 recommend texts to peers based on personal choice.	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 recognise more complex themes in what they read (such as loss or heroism). 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 listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions. To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views. 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 comprehensio n 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 performanc e, 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 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 **Inference**		*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 understandin g of what is implied in the text*
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.		
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 about the text.*	*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 of texts carefully to find 'evidence' to support their speculations and interpretation of characters and events.*	*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, identifying questions that they want answered. Summarise their current understanding at regular intervals when reading an extended text.*	*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 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 predict what might happen on the basis of what has been read so far. *Think about what they know about events or topics prior to reading*	To predict what might happen on the basis of what has been read so far in a text. *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*	To justify predictions using evidence from the text. *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.*	To justify predictions from details stated and implied. *Link what they've read in a text to what they know, their experience and that of others, and their experience of reading similar texts.*	To make predictions based on details stated and implied, justifying them in detail with evidence from the text. *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.*	*To make predictions based on prior reading knowledge, knowledge of authors, own life experience and use evidence to justify thinking.* *Comment on what they have read and compare this to what they expected to read, e.g. in relation to events, ideas etc.*

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 comprehensio n 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 make the meaning clear to others. To develop preference for forms of expression. To play cooperatively as part of a group to	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 reading aloud.	To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry). To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience	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 effect.

	develop and act out a narrative. To express themselves effectively, showing awareness of listeners' needs.				when reading aloud.		
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.			