

Reading Progression of Knowledge and Skills

Reading skills are taught and practiced using the VIPERS (see appendix) during whole class reading sessions. Below are the reading domains for KS1 and KS2 that link to VIPERS:

KS1 Content Domain Reference	VIPER
1a draw on knowledge of vocabulary to understand texts	Vocabulary
1b identify/ explain key aspects of fiction and non-fiction, such as characters, events, titles and information.	Retrieve
1c identify and explain the sequences of events in texts	Sequence and Retrieve
1d make inferences from the text	Infer
1e predict what might happen on the basis of what has been read so far	Predict

KS2 Content Domain Reference	VIPER
2a Give/explain the meaning of words in context	Vocabulary
2b retrieve and record information/ identify key details from fiction and non/fiction	Retrieve
2c summarise main ideas from more than one paragraph	Summarise
2d make inferences from the text/ explain and justify inferences with evidence from the text	Infer and Explain
2e predict what might happen from details stated or implied	Predict
2f identify/explain how information/ narrative content is related and contributes to meaning as a whole	Explain
2g identify/explain how meaning is enhanced through choice of words and phrases	Explain
2h make comparisons within a text	Explain

Reading – Word Reading

	Three and Four-Year-Olds	Reception
Phonics and Decoding	<ul style="list-style-type: none"> Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> spot and suggest rhymes count or clap syllables in words recognise words with the same initial sound, such as money and mother 	<ul style="list-style-type: none"> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
Common Exception Words		<ul style="list-style-type: none"> Read a few common exception words matched to the school's phonic program
Fluency	<ul style="list-style-type: none"> Understand the five key concepts about print: <ul style="list-style-type: none"> print has meaning the names of different parts of a book print can have different purposes page sequencing we read English text from left to right and from top to bottom 	<ul style="list-style-type: none"> Blend sounds into words, so that they can read short words made up of letter-sound correspondences. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Understanding, Enjoying and Discussing Texts

Three and Four-Year-Olds

- Enjoy listening to longer stories and can remember much of what happens.
- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
- Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.
- Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.
- Use a wider range of vocabulary.
- Engage in extended conversations about stories, learning new vocabulary.
- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Take part in simple pretend play, using an object to represent something else even though they are not similar.
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.
- Remember and sing entire songs.
- Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs.
- Create their own songs, or improvise a song around one they know.
- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Reception

- Listen to and talk about stories to build familiarity and understanding.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
- Compare and contrast characters from stories, including figures from the past.
- Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
- Learn new vocabulary.
- Use new vocabulary throughout the day.
- Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
- Use new vocabulary in different contexts.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
- Engage in story times.
- Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
- Learn rhymes, poems and songs.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Develop storylines in their pretend play.

KS1 & KS2

Reading – Word Reading							
	EYFS	KS1		KS2			
	Reception ELG	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and Decoding	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. * 	<ul style="list-style-type: none"> 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.* 	<ul style="list-style-type: none"> 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. * 	<ul style="list-style-type: none"> 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. * 	<ul style="list-style-type: none"> 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.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Common Exception Words</p>	<ul style="list-style-type: none"> To read some common irregular words. 	<ul style="list-style-type: none"> To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words. 	<ul style="list-style-type: none"> To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word. 	<ul style="list-style-type: none"> To begin to read Y3/Y4 exception words.* 	<ul style="list-style-type: none"> To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word. 	<ul style="list-style-type: none"> To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word. 	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Fluency</p>	<ul style="list-style-type: none"> Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p>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.</p>			

Understanding, Enjoying and Discussing Texts

Understanding, Enjoying and Discussing Texts							
	EYFS	KS1		KS2			
	Reception ELG	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales. 	<ul style="list-style-type: none"> • To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. 	<ul style="list-style-type: none"> • To discuss and compare texts from a wide variety of genres and writers. • To read for a range of purposes. • To identify how language, structure and presentation contribute to meaning. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.

Poetry and Performance	<ul style="list-style-type: none"> • Make use of props and materials when role playing characters in narratives and stories. • Invent, adapt and recount narratives and stories with their peers and their teacher. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music. 	<ul style="list-style-type: none"> • To recite simple poems by heart. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 when reading aloud. 	<ul style="list-style-type: none"> • To continually show an awareness of audience when reading out loud using intonation, tone, volume and action. 	<ul style="list-style-type: none"> • To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.
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** These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.*

Vocabulary

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> To discuss word meaning and link new meanings to those already known 	<ul style="list-style-type: none"> Discussing and clarifying the meanings of words; link new meanings to known vocabulary Discussing their favourite words and phrases Recognise some recurring language in stories and poems 	<ul style="list-style-type: none"> Use dictionaries to check the meaning of words that they have read Discuss words that capture the readers interest or imagination identify how language choices help build meaning Find the meaning of new words using substitution within a sentence. To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context 	<ul style="list-style-type: none"> Using dictionaries to check the meaning of words that they have read Use a thesaurus to find synonyms Discuss why words have been chosen and the effect these have on the reader Explain how words can capture the interest of the reader discuss new and unusual vocabulary and clarify the meaning of these Find the meaning of new words using the context of the sentence. 	<ul style="list-style-type: none"> Explore the meaning of words in context, confidently using a dictionary 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 Investigate alternative word choices that could be made begin to look at the use of figurative language Use a thesaurus to find synonyms for a larger variety of words Re-write passages using alternative word choices Read around the word' and *explore its meaning in the broader context of a section or paragraph. 	<ul style="list-style-type: none"> Evaluate how the authors' use of language impacts upon the reader Find examples of figurative language and how this impacts the reader and contributes to meaning or mood. Discuss how language is used for effect using technical terminology such as metaphor, simile, analogy, imagery, style and effect Discuss how presentation and structure contribute to meaning. Explore the meaning of words in context by 'reading around the word' and independently explore its meaning in the broader context of a section or paragraph
<p>Question Stems:</p> <ul style="list-style-type: none"> What does the word ... mean in this sentence? Find and copy a word which means ... What does this word or phrase tell you about ...? Which word in this section do you think is the most important? Why? Which of the words best describes the character/setting/mood etc? Can you think of any other words the author could have used to describe this? 	<p>Question Stems:</p> <ul style="list-style-type: none"> Can you find a noun/adjective/verb that tells/shows you that...? Why do you think that the author used the word... to describe...? Which other word on this page means the same as...? Find an adjective in the text which describes... Which word do you think is most important in this section? Why? Which word best describes...? 	<p>Question Stems:</p> <ul style="list-style-type: none"> What does this word/phrase/sentence tell you about the character/setting/mood? Can you find this word in the dictionary? By writing in this way, what effect has the author created? What other words/phrases could the author have used here? How has the author made you feel by writing...? Which word tells you that...? Find and highlight 	<p>Question Stems:</p> <ul style="list-style-type: none"> Can you find the meaning or a word with a similar meaning in a dictionary or thesaurus? What does this word/phrase/sentence tell you about the character/setting/mood? By writing..., what effect has the author created? Do you think they intended to? What other words/phrases could the author have used here? Why? How has the author...? 	<p>Question Stems:</p> <ul style="list-style-type: none"> Can you quickly find...in the dictionary and thesaurus? What does this word/phrase/sentence tell you about the character/setting/mood? By writing..., what effect has the author created? Do you think they intended to? What other words/phrases could the author have used here? Why? How has the author made you/this character feel by writing...? Why? 	<p>Question Stems:</p> <ul style="list-style-type: none"> What does this word/phrase/sentence tell you about the character/setting/mood? By writing..., what effect has the author created? Do you think they intended to? Can you find examples of simile, metaphor, hyperbole or personification in the text? Why has the text been organised in this way? Would you have done it differently?

<ul style="list-style-type: none"> Why do you think ... is repeated in this section? 		<p>the word that is closest in meaning to...?</p>	<ul style="list-style-type: none"> Which word is closest in meaning to...? 	<ul style="list-style-type: none"> Find and highlight the word which is closest in meaning to ... Find a word which demonstrates... Can you rewrite this in the style of the author using your own words? How have simile and metaphor been used here to enhance the text? 	<ul style="list-style-type: none"> What other words/phrases could the author have used here? Why? How has the author made you/this character feel by writing...? Why?
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Inference

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Begin to make simple inferences 	<ul style="list-style-type: none"> Make inferences about characters' feelings using what they say and do. Infer basic points and begin, with support, to pick up on subtler references. Answering and asking questions and modifying answers as the story progresses. Use pictures or words to make inferences 	<ul style="list-style-type: none"> Children can infer characters' feelings, thoughts and motives from their stated actions. Justify inferences by referencing a specific point in the text. Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. Make inferences about actions or events 	<ul style="list-style-type: none"> Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (I know this because questions) Infer characters' feelings, thoughts and motives from their stated actions. Consolidate the skill of justifying them using a specific reference point in the text Use more than one piece of evidence to justify their answer 	<ul style="list-style-type: none"> Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Make inferences about actions, feelings, events or states Use figurative language to infer meaning Give one or two pieces of evidence to support the point they are making. Begin to draw evidence from more than one place across a text. 	<ul style="list-style-type: none"> To consider different accounts of the same event and to discuss viewpoints both of authors and of fictional characters Discuss how characters change and develop through texts by drawing inferences based on indirect clues. Make inferences about events, feelings, states backing these up with evidence. Infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made. They can draw evidence from different places across the text
<p>Question Stems:</p> <ul style="list-style-type: none"> Why was ... feeling...? Why did ... happen? Why did ... say ...? Can you explain why...? 	<p>Question Stems:</p> <ul style="list-style-type: none"> What do you think... means? Why do you think that? Why do you think.. ? How do you think.. ? When do you think.. ? 	<p>Question Stems:</p> <ul style="list-style-type: none"> What do you think... means? Why do you think that? Why do you think...? How do you think...? Can you explain why...? 	<p>Question Stems:</p> <ul style="list-style-type: none"> What do you think... means? Why do you think that? Could it be anything else? 	<p>Question Stems:</p> <ul style="list-style-type: none"> What do you think... means? Why do you think that? Could it be anything else? I think...; do you agree? Why/why not? 	<p>Question Stems:</p> <ul style="list-style-type: none"> What do you think... means? Why do you think that? Could it be anything else? I think...; do you agree? Why/why not?

<ul style="list-style-type: none"> • What do you think the author intended when they said...? • How does ... make you feel? 	<ul style="list-style-type: none"> • Where do you think...? • How has the author made us think that...? 	<ul style="list-style-type: none"> • What do these words mean and why do you think that the author chose them? • Find and copy a group of words which show...? • How does the description of ... show that they are...? • Who is telling the story? • Why has the character done this at this time? 	<ul style="list-style-type: none"> • I think...; do you agree? Why / why not? How do you think...? • Can you explain why...? • Can you explain why based on two different pieces of evidence? • What do these words mean and why do you think that the author chose them? • Find and copy a group of words which show that... • What impression of ... do you get from this paragraph? 	<ul style="list-style-type: none"> • Why do you think the author decided to...? Can you explain why...? • Can you give me evidence from somewhere else in the text? • What do these words mean and why do you think that the author chose them? • How does the author make you feel? • What impression do you get from these paragraphs? 	<ul style="list-style-type: none"> • Why do you think the author decided to...? • Can you explain why...? • What do these words mean and why do you think that the author chose them? • How do other people's descriptions of ...show that...? • Where else in the text can we find the answer to this question?
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Prediction

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • To predict what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> • Predicting what might happen on the basis of what has been read in terms of plot, character and language so far • Make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them 	<ul style="list-style-type: none"> • Justify predictions using evidence from the text. • Use relevant prior knowledge to make predictions and justify them. • Use details from the text to form further predictions. 	<ul style="list-style-type: none"> • Predicting what might happen from details stated and implied • Use relevant prior knowledge as well as details from the text to form predictions and to justify them. • Monitor these predictions and compare them with the text as they read on 	<ul style="list-style-type: none"> • To make predictions based on details stated and implied, justifying them in detail with evidence from the text • Support predictions with relevant evidence from the text. • Confirm and modify predictions as they read on. 	<ul style="list-style-type: none"> • Predicting what might happen from details stated and implied • Support predictions by using relevant evidence from the text • Confirm and modify predictions in light of new information.
<p>Question Stems:</p> <ul style="list-style-type: none"> • Look at the book cover/blurb – what do you think this book will be about? • What do you think will happen next? What makes you think this? • How does the choice of character or setting affect what will happen next? • What is happening? What do you think happened 	<p>Question Stems:</p> <ul style="list-style-type: none"> • Where do you think... will go next? • What do you think... will say/do next? • What do you think this book will be about? Why? • How do you think that this will end? • What makes you say that? • Who do you think has done it? 	<p>Question Stems:</p> <ul style="list-style-type: none"> • Can you think of another story with a similar theme? • Which stories have openings like this? • Do you think that this story will develop the same way? • Why did the author choose this setting? Will that influence the story? 	<p>Question Stems:</p> <ul style="list-style-type: none"> • Can you think of another text with a similar theme? How do their plots differ? • Which stories have openings like this? • Do you think that this story will develop the same way? • Why did the author choose this setting? Will that influence the story? 	<p>Question Stems:</p> <ul style="list-style-type: none"> • Can you think of another story with a similar theme? How do their plots differ? • Which stories have openings like this? Do you think that this story will develop the same way? • Why did the author choose this setting? Will that influence the story? 	<p>Question Stems:</p> <ul style="list-style-type: none"> • Can you think of another story with a similar theme? How do their plots differ? • Which stories have openings like this? Do you think that this story will develop the same way? • Why did the author choose this setting? Will that influence the story?

<p>before? What do you think will happen after?</p> <ul style="list-style-type: none"> • What do you think the last paragraph suggests will happen next? 	<ul style="list-style-type: none"> • What might... say about that? • How does the choice of character affect what will happen next? 	<ul style="list-style-type: none"> • What happened before this and what do you think will happen after? • Do you think the setting will have an impact on plot moving forward? 	<ul style="list-style-type: none"> • What does this paragraph suggest what will happen next? • Do you think ... will happen? Explain your answers with evidence from the text. 		
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Explaining

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • To join in with discussions about a text, taking turns and listening to what others say. • To discuss the significance of titles and events. 	<ul style="list-style-type: none"> • Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves • Express my own views about a book or poem • Discuss some similarities between books • Listen to the opinion of others 	<ul style="list-style-type: none"> • Discussing the features of a wide range of fiction, poetry, plays, non-fiction and reference books • Identifying how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts • Recognise authorial choices and the purpose of these • To use appropriate terminology when discussing texts (plot, character, setting). 	<ul style="list-style-type: none"> • Discussing words and phrases that capture the reader's interest and imagination • Identifying how language, structure, and presentation contribute to meaning • Recognise authorial choices and the purpose of these 	<ul style="list-style-type: none"> • Provide increasingly reasoned justification for my views • Recommend books for peers in detail • Give reasons for authorial choices • Begin to challenge points of view • Begin to distinguish between fact and opinion • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • Explain and discuss their understanding of what they have read, including through formal presentations and debates 	<ul style="list-style-type: none"> • Provide increasingly reasoned justification for my views • Recommend books for peers in detail • Give reasons for authorial choices • Begin to challenge points of view • Begin to distinguish between fact and opinion • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • Explain and discuss their understanding of what they have read, including through formal presentations and debates. • Distinguish between fact, opinion and bias explaining how they know this
<p>Question Stems:</p> <ul style="list-style-type: none"> • Who is your favourite character? Why? 	<p>Question Stems:</p> <ul style="list-style-type: none"> • What is similar/different about two characters? Explain why... did that.. Is 	<p>Question Stems:</p> <ul style="list-style-type: none"> • What is similar/different about two characters? • Explain why... did that. 	<p>Question Stems:</p> <ul style="list-style-type: none"> • What is similar/different about two characters? Did the author intend that? 	<p>Question Stems:</p> <ul style="list-style-type: none"> • What is similar/different about two characters? Did the author intend that? 	<p>Question Stems:</p> <ul style="list-style-type: none"> • What is similar/different about two characters? Did the author intend that?

<ul style="list-style-type: none"> • Why do you think all the main characters are girls in this book? • Would you like to live in this setting? Why/why not? • Is there anything you would change about this story? • Do you like this text? What do you like about it? 	<p>this as good as...? Which is better and why? Does the picture help us? How?</p> <p>What would you do if you were...? Would you like to live in this setting? Why? Is there anything you would change about this story? Do you agree with the author's...? Why?</p>	<ul style="list-style-type: none"> • Describe different characters' reactions to the same event. • Is this as good as...? • Which is better and why? • Why do you think they chose to order the text in this way? • What is the purpose of this text and who do you think it was written for? • What is the author's viewpoint? • How do you know? • How are these two sections in the text linked? 	<ul style="list-style-type: none"> • Explain why... did that. • Describe different characters' reactions to the same event. • Is this as good as...? • Which is better and why? • What can you tell me about how this text is organised? • Why is the text arranged in this way? • What is the purpose of this text and who is the audience? • How does the author engage the reader here? • Which section was the most ...? Why? 	<ul style="list-style-type: none"> • Explain why... did that. • Describe different characters' reactions to the same event. • Does this story have a moral? • Which is better and why? • How is the text organised and what impact does this have on you as a reader? • Why has the text been written this way? • How can you tell whether it is fact and opinion? • How is this text similar to the writing we have been doing? • How does the author engage the audience? 	<ul style="list-style-type: none"> • Explain why... did that. • Describe different characters' reactions to the same event. • Does this story have a moral? • Which is better and why? • Can you identify where the author has shown bias towards a particular character? • Is it fact or is it opinion? How do you know? • How does the author make you feel at this point in the story? • Why did they do that? • Can you explain it in a different way?
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Retrieval

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • To check that a text makes sense to them as they read and to self-correct 	<ul style="list-style-type: none"> • Independently read and answer simple questions about what they have just read. • Asking and answering retrieval questions • Draw on previously taught knowledge • Remember significant event and key information about the text that they have read • Monitor their reading, checking words that they have decoded, to ensure that they fit within the text they have already read 	<ul style="list-style-type: none"> • Use contents page and subheadings to locate information • Learn the skill of 'skim and scan' to retrieve details. • Begin to use quotations from the text. • Retrieve and record information from a fiction text. 	<ul style="list-style-type: none"> • Confidently skim and scan texts to record details. • Using relevant quotes to support their answers to questions. • To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information. 	<ul style="list-style-type: none"> • Confidently skim and scan, and also use the skill of reading before and after to retrieve information. • Use evidence from across larger sections of text • Read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts. • To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts. • Ask my own questions and follow a line of enquiry 	<ul style="list-style-type: none"> • Children confidently skim and scan, and also use the skill of reading before and after to retrieve information. *They use evidence from across whole chapters or texts • Read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts. • Retrieve, record and present information from a wide variety of non-fiction texts. • To use non-fiction materials for purposeful information retrieval (e.g. in reading history,

					<p>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).</p> <ul style="list-style-type: none"> • Ask my own questions and follow a line of enquiry.
<p>Question Stems:</p> <ul style="list-style-type: none"> • What kind of text is this? • Who did...? • Where did...? • When did...? • What happened when...? • Why did ...happen? • How did ...? • How many...? • What happened to ...? 	<p>Question Stems:</p> <ul style="list-style-type: none"> • Who is/are the main character(s)? • When/where is this story set? How do you know? • Which is your favourite/worst/funniest/scariest part of the story? Why? • Tell me three facts you have learned from the text. • Find the part where... • What type of text is this? • What happened to ... in the end of the story? 	<p>Question Stems:</p> <ul style="list-style-type: none"> • Who are the characters in this text? • When/where is this story set? How do you know? • Which part of the story best describes the setting? • What do you think is happening here? • What might this mean? • How might I find the information quickly? • What can I use to help me navigate this book? • How would you describe the story? • Whose perspective is the story told from? 	<p>Question Stems:</p> <ul style="list-style-type: none"> • Find the... in this text. Is it anywhere else? • When/where is this story set? How do you know? • Find the part of the story that best describes the setting. • What do you think is happening here? Why? • What might this mean? • Whose perspective is the story told by and how do you know? • How can you use the subheading to help you here? 	<p>Question Stems:</p> <ul style="list-style-type: none"> • Find the... in this text. Is it anywhere else? • When/where is this story set? Find evidence in the text. • Find the part of the story that best describes the setting. • What do you think is happening here? Why? • Who is telling this story? • Can you skim/scan quickly to find the answer? 	<p>Question Stems:</p> <ul style="list-style-type: none"> • Find the... in this text. Is it anywhere else? • Can you skim the next... and find me the answer to...? • When/where is this story set? Find evidence in the text. • Find the part of the story that best describes the setting. • What do you think is happening here? Why? • Who is telling this story? • What genre is...? • Can you look at these other texts and find me what is similar and what is different?

Sequence (KS1) & Summarise (KS2)

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> To retell familiar stories in increasing detail 	<ul style="list-style-type: none"> Discuss the sequence of events in books and how items of information are related. Retell using a wider variety of story language. Order events from the text. Begin to discuss how events are linked focusing on the main content of the story. 	<ul style="list-style-type: none"> Identifying main ideas drawn from a key paragraph or page and summarising these. Begin to distinguish between the important and less important information in a text. Give a brief verbal summary of a story. Teachers begin to model how to record summary writing. Identify themes from a wide range of books. Make simple notes from one source of writing. 	<ul style="list-style-type: none"> Use skills developed in year 3 in order to write a brief summary of main points, identifying and using important information. Identifying main ideas drawn from more than one paragraph. Identify themes from a wide range of books Summarise whole paragraphs, chapters or texts Highlight key information and record it in bullet points, diagrams, maps etc 	<ul style="list-style-type: none"> Summarising the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas. Make connections between information across the text and include this is an answer. Discuss the themes or conventions from a chapter or text Identify themes across a wide range of writing 	<ul style="list-style-type: none"> Summarise information from across a text and link information by analysing and evaluating ideas between sections of the text. Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas Make comparisons across different books. Summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs.
<p>Question Stems:</p> <ul style="list-style-type: none"> Can you number these events 1-5 in the order that they happened? What happened after? What was the first thing that happened in the story? Can you summarise in a sentence the opening/middle/end of the story? In what order do these chapter headings come in the story? 	<p>Question Stems:</p> <ul style="list-style-type: none"> What happens in the story's opening? How/where does the story start? What happened at the end of the...? What is the dilemma in this story? How is it resolved? Can you retell the story to me in 20 words or less? Can you summarise in 3 sentences the beginning, middle and end of this story? 	<p>Question Stems:</p> <ul style="list-style-type: none"> What is the main point in this paragraph? Sum up what has happened so far in X words or less. Which is the most important point in these paragraphs? Do any sections/paragraphs deal with the same themes? Have you noticed any similarities between this text and any others you have read? What do I need to jot down to remember what I have read? 	<p>Question Stems:</p> <ul style="list-style-type: none"> What is the main point in this paragraph? Is it mentioned anywhere else? Sum up what has happened so far in X words/seconds or less. Which is the most important point in these paragraphs? Why? Do any sections/paragraphs deal with the same themes? How might I record this to ensure the best possible outcome? 	<p>Question Stems:</p> <ul style="list-style-type: none"> What is the main point in this paragraph? Is it mentioned anywhere else? Sum up what has happened so far in X words/seconds or less. Which is the most important point in these paragraphs? Why? Do any sections/paragraphs deal with the same themes? Can you find a text with a similar theme? 	<p>Question Stems:</p> <ul style="list-style-type: none"> What is the main point of the text? Can you look in this paragraph? What does the author mean? Is it mentioned anywhere else? Sum up what has happened so far in X words/seconds or less. Can you read the text and summarise what has happened? Which is the most important point in these paragraphs? Why? Do any sections/paragraphs deal with the same themes?

Appendix:

KS1 Reading Vipers

Vocabulary
Infer
Predict
Explain
Retrieve
Sequence

Vipers (created by Rob Smith, The Literacy Shed) is a range of reading prompts based on the 2016 reading content domains found in the National Curriculum Test Framework documents for KS1 and KS2. VIPERS is an acronym to aid the recall of the 6 reading domains as part of the reading curriculum. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts. The 6 domains focus on the comprehension aspect of reading and not the mechanics: decoding, fluency, prosody etc. As such, VIPERS is not a reading scheme but rather a method of ensuring that teachers ask, and students are familiar with, a range of questions. They allow the teacher to track the type of questions asked and the children's responses to these which allows for targeted questioning afterwards.

KS2 Reading Vipers

Vocabulary
Infer
Predict
Explain
Retrieve
Summarise