

## Coteford Junior School Progression in Reading Document

*Reading is central to our ability to understand, interpret and communicate with one another. Furthermore, pupils who read on a regular basis, in school and at home, have a higher chance of fulfilling their potential. Therefore, at Coteford Junior School, we have developed these essential characteristics.*

### Essential characteristics of readers

- Fluency and accuracy in reading across a wide range of contexts throughout the curriculum
- Excellent phonic knowledge and skills
- Keen, confident and capable readers
- Knowledge of an extensive and rich vocabulary
- An excellent comprehension of texts
- The motivation to read for both study and for pleasure
- Extensive knowledge through having read a rich and varied range of texts

Intent	Implementation	Impact
<p>We aim to provide children with a literacy-rich environment using high quality texts and inspiring learning opportunities. We want all our pupils to gain a life-long enjoyment of reading and books. They will learn to read accurately, fluently and with understanding. As early readers, they will apply a knowledge of structured synthetic phonics in order to decode unfamiliar words with increasing accuracy and speed. Reading with expression, clarity and confidence is the intended outcome through continual practice. Pupils will develop a good knowledge of vocabulary and grammar and then apply this in their writing. Beyond the mechanics of learning to read they will develop a deeper level of emotional intelligence and empathy through what they have read and careful books choices. We believe reading is central to our ability to understand, interpret and communicate with one another. Furthermore, pupils who read on a regular basis, in school and at home, have a higher chance of fulfilling their potential. By Year 6, we want all our pupils to read fluently, and with confidence and be ready for their next destination. We hope to have instilled a love of reading, through our text selection; school library; myOn online library; class library and special interest displays as well as theme days such as World Book Day.</p>	<p>Through the delivery of our reading curriculum, we ensure a consistent and robust teaching and learning of early reading and phonics in Year 3 for any pupils who require support. Children are provided with books that match and support their phonics development and ability until they are fluent decoders. Pupils in every year group have books which match their reading ability; their ZPD from Accelerated Reader and they are encouraged to read or listen to any books they love for reading for pleasure. All pupils have opportunities to develop their reading skills daily, and are encouraged to read at home with an adult. We provide a text rich environment, in order to encourage a positive culture of reading throughout all classes and promote reading for pleasure. Each year group has a clear progression within a VIPERS framework. The VIPERS framework ensures that all reading content domains are robustly taught and it's an acronym for vocabulary; inference; prediction; explain; retrieve and sequence/summarise. Children enjoy listening to challenging texts through class story time. Through high quality teaching and learning experiences we will develop children's skills and competence so that they are fluent readers who can read to learn. Whole-class shared reading is used throughout the school to enable all children to share high quality texts and develop skills in reading comprehension and fluency. Reading skills are continually developed through the wider curriculum.</p>	<p>As we believe that reading is key to all learning, the impact of our reading curriculum goes beyond the result of statutory assessments. Children have the opportunity to enter the wide and varied magical worlds that reading opens up to them. As they develop their own interest in books, a deep love of literature across a range of genres cultures and styles is enhanced. As a Year 6 reader, transitioning into secondary school, we aspire that children are fluent, confident and able readers, who can access a range of texts for pleasure and enjoyment, as well as use their reading skills to unlock learning and all areas of the curriculum. Parents and carers will have a good understanding of how they can support reading at home, and contribute regularly to home-school records. The % of pupils working at age related expectations and above age-related expectations within each year group will be at least in line with national averages and will match the ambitious targets of individual children. There will be no significant gaps in the progress of different groups of pupils (e.g., disadvantaged vs non-disadvantaged).</p>

# VIPERS Skills Progression Document KS1 (reference)

Reading Strand	Year 1	Year 2
<b>Vocabulary 1a</b> Draw upon knowledge of vocabulary in order to understand the text	<ol style="list-style-type: none"> <li>1) discussing word meanings, linking new meanings to those already known</li> <li>2) draw upon knowledge of vocabulary in order to understand the text</li> <li>3) join in with predictable phrases</li> <li>4) use vocabulary given by the teacher</li> <li>5) discuss his/her favourite words and phrases</li> </ol>	<ol style="list-style-type: none"> <li>1) Discussing and clarifying the meanings of words</li> <li>2) Link new meanings to known vocabulary</li> <li>3) Discussing their favourite words and phrases</li> <li>4) Recognise some recurring language in stories and poems</li> </ol>
<b>Inference 1d</b> Make inferences from the text	<ol style="list-style-type: none"> <li>1) make basic inferences about characters' feelings by using what they say as evidence</li> <li>2) infer basic points with direct reference to pictures and words</li> <li>3) discuss the significance of the title and events</li> <li>4) demonstrate simple inference by what is said and done</li> </ol>	<ol style="list-style-type: none"> <li>1) make simple inferences about characters' feelings by using what they say as evidence</li> <li>2) infer basic points and begin, with support, to pick up on subtler references</li> <li>3) modify answers as the story progresses</li> </ol>
<b>Prediction 1e</b> Predict what you think will happen based on what you already know	<ol style="list-style-type: none"> <li>1) predicting what might happen on the basis of what has been read so far in terms of story, character and plot</li> <li>2) make simple predictions based on the story and on their own life experience</li> <li>3) begin to explain these ideas verbally or through pictures</li> </ol>	<ol style="list-style-type: none"> <li>1) predicting what might happen on the basis of what has been read in terms of plot, character and language so far</li> <li>2) make predictions using their own knowledge as well as what has happened</li> <li>3) make logical predictions and give explanations of them</li> </ol>
<b>Explain 2f, 2g, 2h</b> Explain your preferences, thoughts and opinions about the text	<ol style="list-style-type: none"> <li>1) give my opinion including likes and dislikes (not NC objective)</li> <li>2) link what they read or hear to their own experiences</li> <li>3) clearly explain my understanding of what has been read to them</li> <li>4) express views about events or characters</li> </ol>	<ol style="list-style-type: none"> <li>1) explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</li> <li>2) express my own views about a book or poem</li> <li>3) discuss some similarities between books</li> <li>4) listen to the opinion of others</li> </ol>
<b>Retrieve 1b</b> Find information in the text	<ol style="list-style-type: none"> <li>1) answer a question about what has just happened in a story</li> <li>2) develop their knowledge of retrieval through images</li> <li>3) recognise characters, events, titles and information</li> <li>4) recognise differences between fiction and non-fiction texts</li> <li>5) retrieve information by finding a few key words</li> <li>6) contribute ideas and thoughts in discussion</li> </ol>	<ol style="list-style-type: none"> <li>1) independently read and answer simple questions about what they have just read</li> <li>2) asking and answering retrieval questions</li> <li>3) draw on previously taught knowledge</li> <li>4) remember significant event and key information about the text that they have read</li> <li>5) monitor their reading, checking words that they have decoded, to ensure that they fit within the text they have already read</li> </ol>
<b>Sequence 1c</b> Sequence the key events in the text	<ol style="list-style-type: none"> <li>1) retell familiar stories orally e.g. fairy stories and traditional tales</li> <li>2) sequence the events of a story they are familiar with</li> <li>3) begin to discuss how events are linked</li> </ol>	<ol style="list-style-type: none"> <li>1) discuss the sequence of events in books and how items of information are related</li> <li>2) retell using a wider variety of story language</li> <li>3) order events from the text</li> <li>4) begin to discuss how events are linked focusing on the main content of the story</li> </ol>

# VIPERS Skills Progression Document LKS2 for Coteford Junior School

Reading Strand	Year 3	Year 4
<b>Vocabulary 2a</b> Find and explain the meaning of words in context	1) discuss words that capture the readers interest or imagination 2) identify how language choices help build meaning 3) find the meaning of new words using substitution within a sentence 4) use dictionaries to check the meaning of words that they have read	1) using dictionaries to check the meaning of words that they have read 2) use a thesaurus to find synonyms 3) discuss why words have been chosen and the effect these have on the reader 4) explain how words can capture the interest of the reader 5) discuss new and unusual vocabulary and clarify the meaning of these 6) find the meaning of new words using the context of the sentence
<b>Inference 2d</b> Make and justify inferences using evidence from the text	1) children can infer characters' feelings, thoughts and motives from their stated actions 2) justify inferences by referencing a specific point in the text 3) ask and answer questions appropriately, including some simple inference 4) ask questions based on characters' feelings, thoughts and motives 5) make inferences about actions or events	1) ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (I know this because... questions) 2) infer characters' feelings, thoughts and motives from their stated actions 3) consolidate the skill of justifying them using a specific reference point in the text 4) use more than one piece of evidence to justify their answer
<b>Prediction 2e</b> Predict what might happen from the details given and implied	1) justify predictions using evidence from the text 2) use relevant prior knowledge to make predictions and justify them 3) use details from the text to form further predictions	1) justify predictions using evidence from the text 2) use relevant prior knowledge as well as details from the text to form predictions and to justify them 3) monitor these predictions and compare them with the text as they read on
<b>Explain 2 f, g, h</b> Explain how content is related and contributes to the meaning as a whole, including themes and patterns	1) discuss the features of a wide range of fiction, poetry, plays, non-fiction and reference books 2) identify how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts 3) recognise authorial choices and the purpose of these	1) discuss words and phrases that capture the reader's interest and imagination 2) identify how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts and compares to others 3) recognise authorial choices and the purpose of these

<p><b>Retrieve 2b</b> Retrieve and record information and identify key details from fiction and non-fiction</p>	<ol style="list-style-type: none"> <li>1) use contents page and subheadings to locate information</li> <li>2) learn the skill of 'skim and scan' to retrieve details</li> <li>3) begin to use quotations from the text</li> <li>4) retrieve and record information from a fiction text</li> <li>5) retrieve information from a non-fiction text</li> </ol>	<ol style="list-style-type: none"> <li>1) confidently skim and scan texts to record details,</li> <li>2) using relevant quotes to support their answers to questions</li> <li>3) retrieve and record information from a fiction or non-fiction text (more dense content)</li> </ol>
<p><b>Summarise 2c</b> Summarise the main ideas from more than one paragraph</p>	<ol style="list-style-type: none"> <li>1) identify main ideas drawn from a key paragraph or page and summarising these</li> <li>2) begin to distinguish between the important and less important information in a text</li> <li>3) give a brief verbal summary of a story</li> <li>4) model how to record summary writing (teacher-led)</li> <li>5) identify themes from a wide range of books</li> <li>6) make simple notes from one source of writing</li> </ol>	<ol style="list-style-type: none"> <li>1) write a brief summary of main points, identifying and using important information</li> <li>2) identifying main ideas drawn from more than one paragraph</li> <li>3) identify themes from a wide range of books</li> <li>4) summarise whole paragraphs, chapters or texts</li> <li>5) highlight key information and record it in bullet points, diagrams, maps etc,</li> </ol>

# VIPERS Skills Progression Document UKS2 for Coteford Junior School

Reading Strand	Year 5	Year 6
<b>Vocabulary 2a</b> Find and explain the meaning of words in context	<ol style="list-style-type: none"> <li>1) explore the meaning of words [in context and confidently using a dictionary]</li> <li>2) discuss how the author's choice of language impacts the reader</li> <li>3) evaluate the authors use of language</li> <li>4) investigate alternative word choices that could be made</li> <li>5) begin to look at the use of figurative language</li> <li>6) use a thesaurus to find synonyms for a larger variety of words</li> <li>7) re-write passages using alternative word choices</li> </ol>	<ol style="list-style-type: none"> <li>1) evaluate how the authors' use of language impacts upon the reader</li> <li>2) find examples of figurative language and how this impacts the reader and contributes to meaning or mood</li> <li>3) discuss how presentation and structure contribute to meaning</li> <li>4) explore the meaning of words in context by 'reading around the word' and independently explore its meaning in the broader context of a section or paragraph</li> </ol>
<b>Inference 2d</b> Make and justify inferences using evidence from the text	<ol style="list-style-type: none"> <li>1) draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence</li> <li>2) make inferences about actions, feelings, events or states</li> <li>3) use figurative language to infer meaning</li> <li>4) give one or two pieces of evidence to support the point they are making</li> <li>5) begin to draw evidence from more than one place across a text</li> </ol>	<ol style="list-style-type: none"> <li>1) draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>2) discuss how characters change and develop through texts by drawing inferences based on indirect clues</li> <li>3) make inferences about events, feelings, states backing these up with evidence</li> <li>4) infer characters' feelings, thoughts and motives, giving more than one piece of evidence</li> </ol>
<b>Prediction 2e</b> Predict what might happen from the details given and implied	<ol style="list-style-type: none"> <li>1) predict what might happen from details stated and implied</li> <li>2) support predictions with relevant evidence from the text</li> <li>3) confirm and modify predictions as they read on</li> </ol>	<ol style="list-style-type: none"> <li>1) predict what might happen from details stated and implied</li> <li>2) support predictions by using relevant evidence from the text</li> <li>3) confirm and modify predictions in light of new information</li> </ol>
<b>Explain 2 f, g, h</b> Explain how content is related and contributes to the meaning as a whole, including themes and patterns	<ol style="list-style-type: none"> <li>1) provide increasingly reasoned justification for my views</li> <li>2) recommend books for peers in detail</li> <li>3) give reasons for authorial choices begin to challenge points of view</li> <li>4) begin to distinguish between fact and opinion</li> <li>5) identify how language, structure and presentation contribute to meaning</li> </ol>	<ol style="list-style-type: none"> <li>1) provide increasingly reasoned justification for my views</li> <li>2) recommend books for peers in detail give reasons for authorial choices</li> <li>3) begin to challenge points of view</li> <li>4) begin to distinguish between fact and opinion</li> </ol>

	<ul style="list-style-type: none"> <li>6) evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>7) explain and discuss their understanding of what they have read, including through formal presentations and debates</li> </ul>	<ul style="list-style-type: none"> <li>5) identify how language, structure and presentation contribute to meaning discuss</li> <li>6) evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>7) explain and discuss their understanding of what they have read, including through formal presentations and debates</li> </ul> <p>Distinguish between fact and bias</p>
<p><b>Retrieve 2b</b> Retrieve and record information and identify key details from fiction and non-fiction</p>	<ul style="list-style-type: none"> <li>1) confidently skim and scan, and also use the skill of reading before and after to retrieve information</li> <li>2) use evidence from across larger sections of text</li> <li>3) read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts</li> <li>4) retrieve, record and present information from non-fiction texts</li> <li>5) ask my own questions and follow a line of enquiry</li> </ul>	<ul style="list-style-type: none"> <li>1) children confidently skim and scan, and also use the skill of reading before and after to retrieve information (evidence from across whole chapters or texts)</li> <li>2) read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts in reading for pleasure</li> <li>3) retrieve, record and present information from a wide variety of non-fiction texts on the same theme</li> <li>4) ask my own questions and follow a line of enquiry independently</li> </ul>
<p><b>Summarise 2c</b> Summarise the main ideas from more than one paragraph</p>	<ul style="list-style-type: none"> <li>1) summarise the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas</li> <li>2) make connections between information across the text and include this in an answer</li> <li>3) discuss the themes or conventions from a chapter or text identify themes across a wide range of writing</li> </ul>	<ul style="list-style-type: none"> <li>1) summarise information from across a text and link information by analysing and evaluating ideas between sections of the text</li> <li>2) summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas make comparisons across different books</li> <li>3) summarise entire texts, in addition to chapters or paragraphs, using a limited number of words</li> </ul>