Hillsborough Primary School
Reading Content and Progression

An example week

VIPER: Vocabulary			Daily
Tuesday	**ACQUIRE**		
Wednesday	**APPLY**		
Thursday	**APPLY 2** or **DEEPEN** for those who do not need to apply the skill again		
Friday	Alternate: Reading Comprehension/Book Study **Reading comprehension** - Questions mainly targeted around reading viper from this week. - Also offer a mix of other VIPER questions Before asking children to complete, adults first go through each questions with class and class identify what type of viper question it is and how they can be answered. e.g. Question 2 is vocabulary, we know this is because it is asking us about synonyms which means words with a similar meaning We know question 4 is retrieval because it is asking us for a number fact. We can take straight from the text, we don't need to write a whole sentence. We know question 8 is an explanation question because it says "explain" so we know in our answer we have to use evidence from the text and most likely use the word "because" Children can write the VIPER letter next to the question as a reminder. (KS2)	Staff will need to check the reading comprehension first. If taking one off Twinkl/Literacy Shed Plus – make sure there is a range of VIPER questions and ones targeting your skill this week. If there aren't enough, may need to add your own or adapt it. No more than 10 questions. E.g. 5 vocabulary, 5 other VIPERs	KS1: Opportunities to read to an adult and shared reading KS2: Opportunities for independent and shared reading (e.g. 10 mins after break) All: Class story at the end of the day. This should be your extended text or another text if finished.

Book Study

- Should be used as an opportunity for children to "explore" a text rather than focusing on teaching an individual comprehension skills
- Lesson structure may be more verbal/oral
- Children should be supported to both answer and pose questions about a text
- Teachers should think about using Bloom's Taxonomy to give children opportunities to "dig deeper" into a text and what we can get out of it.
  (Bloom's Taxonomy for Reading- see online resources)

Examples of areas book study could explore:
- Character dilemmas
- Moral dilemmas
- Author intent
- Comparison of themes to other novels
- Alternative perspectives (e.g. different characters views)
- How it has impacted on you as the reader – debate whether we all think the same about the characters/text and why
- Links to cultural, social and moral values
- Links to historical events

For example:
- ♣ Holes (Y6): Touches upon racial tensions in America in 1800s, to fully understand this book children need to have some idea about this, might need to be taught and discussed over a range of book study lessons before deeper undersanding can take place.
- ♣ Lost Thing (UKS2): Can open up a range of discussion regarding moral dilemmas, social class and society, homelessness and PSHE issues.
- ♣ The Boy at the back of the class (Y4): Can lead to topical discussions regarding refugees with links to current topical news, refugees in our school, character dilemma
- ♣ Gorilla (KS1): Can be explored from different character perspectives (daughter and dad), links to family values,

Structure and Plan
Teacher's may want to plan 2-3 key questions in order to guide the Book Study lessons and give some direction. You may find that class discussions go off on a tangent – this is ok, try to get to a stage where the children are the ones posiing the questions and ask open questions which allow them to express ideas and debate.

Reading Comprehension VIPER question stems: KS1

Vocabulary	Infer	Predict	Explain	Retrieve	Sequence
Draw upon knowledge of vocabulary in order to understand the text.	Make inferences from the text.	Predict what you think will happen based on the information that you have been given.	Explain your preferences, thoughts and opinions about the text.	Identify and explain the key features of fiction and non-fiction texts such as: characters, events, titles and information.	Sequence the key events in the story.
Example questions	**Example questions**	**Example questions**	**Example questions**	**Example questions**	**Example questions**
• 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? • Why do you think .... is repeated in this section?	• Why was...... feeling......? • Why did .... happen? • Why did .... say ....? • Can you explain why.....? • What do you think the author intended when they said..........? • How does .... make you feel?	• 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 before? What do you think will happen after? • What do you think the last paragraph suggests will happen next?	• Who is your favourite character? Why? • 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?	• 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......?	• 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?

Reading Comprehension VIPER question stems: KS2

Vocabulary	**I**nfer	**P**redict	**E**xplain	**R**etrieve	**S**ummarise
Find and explain the meaning of words in context.	Make and justify inferences using evidence from the text.	Predict what will happen based from the details given or implied.	Explain how content is related and contributed to the meaning as a whole. Explain how meaning is enhanced through choice of language. Explain the themes and patterns that develop across the text. Explain how information contributes to the overall experience.	Retrieve and record information and identify key details from fiction and non-fiction.	Summarise the main ideas from more than one paragraph.

Example questions	Example questions	Example questions	Example questions	Example questions	Example questions
• What do the words ...... and ...... suggest about the character, setting and mood? • Which word tells you that....? • Which keyword tells you about the character/setting/mood? • Find one word in the text which means...... • Find and highlight the word that is closest in meaning to....... • Find a word or phrase which shows/suggests that.......	• Find and copy a group of words which show that... • How do these words make the reader feel? How does this paragraph suggest this? • How do the descriptions of ...... show that they are .... • How can you tell that...... • What impression of ...... do you get from these paragraphs? • What voice might these characters use? • What was .... thinking when..... • Who is telling the story?	• From the cover what do you think this text is going to be about? • What is happening now? What happened before this? What will happen after? • What does this paragraph suggest will happen next? What makes you think this? • Do you think the choice of setting will influence how the plot develops? • Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.	• Why is the text arranged in this way? • What structures has the author used? • What is the purpose of this text feature? • Is the use of ..... effective? • The mood of the character changes throughout the text. Find and copy the phrases which show this. • What is the author's point of view? • What affect does ..... have on the audience? • How does the author engage the reader here? • Which words and phrases did ..... effectively? • Which section was the most interesting/exciting part? • How are these sections linked?	• How would you describe this story/text? What genre is it? How do you know? • How did...? • How often....? • Who had...? Who is...? Who did....? • What happened to...? • What does.... do? • How ..... is ....? • What can you learn from ...... from this section? • Give one example of...... • The story is told from whose perspective?	• 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?

Aims of curriculum approach

- ✓ All children receive consistent teaching of reading content domains with each one being revisited a minimum 6 times across the year.
- ✓ Children get consistency in their reading approach from year group to year group, with the same language and VIPERS approach being used throughout school.
- ✓ Children become more familiar with how to tackle and comprehend new texts (e.g. giving them the tools to at least try and work out the meaning of an unfamiliar word)
- ✓ Children become more confident with the types of questions they will get asked about a reading text and how to answer these.
- ✓ Ethos of reading across school which begins in the classroom – staff and adults having more verbal conversations about text – children are encouraged to talk openly about the text and we are giving them the skills to know how to do so.

What teachers needs to ensure:

- ✓ VIPERS acronyms is on their reading display with each letter explained.
- ✓ VIPERS on the LO and flipcharts and the weekly VIPER displayed on LO
- ✓ The term "VIPERS" becomes an everyday term in reading lessons – "The VIPER we are looking at today everyone is the Prediction VIPER".
- ✓ They are showing how the reading skills being taught can be linked to their class text and any other text, modelling how you can use these skills.
- ✓ Reading opportunities are presented in other wider curriculum subjects – e.g. may spend one afternoon diving into the vocabulary in a historical nonfiction paragraph about castles – relate this to VIPERs too.

WALTS:

Date:		VIPERS: Vocabulary	Achieved?
ACQUIRE	LO: Explore vocabulary within varied contexts		

Date:		VIPERS: Vocabulary	Achieved?
APPLY	LO: Explore vocabulary within varied contexts		

Date:		VIPERS: Vocabulary	Achieved?
APPLY 2 or DEEPEN	LO: Explore vocabulary within varied contexts		

For reading comprehension: Children to write the date in the margin and "Reading Comprehension" underlined with a ruler.

For Book Study: Children to write the date in the margin and Book Study: Name of Text underlined with a ruler.

Y1

Autumn 1

V	I	P	E	R	S
LO: Discuss the meaning of words • Identify and discuss some key language elements of story language (e.g. once upon a time). • Find some words which mean the opposite.	**LO: Make inferences about characters and events** • Use pictures to infer meaning.	**LO: Join in with predictable phrases** • Use titles, cover pages, pictures and opening sections of texts to predict what the book will be about. • Join in with predictable phrases (when making a whole class prediction)		**LO: Retrieve information from a picture** • Retrieve information from pictures (whole class)	**LO: Recall the main points of a text** • Sequence a story in order (pictures)

Autumn 2

V	I	P	E	R	S
LO: Discuss the meaning of words • Explore the effect of patterned language or repeated words and phrases in familiar stories (e.g. up, up and away, topsey-turvey).	**LO: Make inferences about characters and events** • Orally explain inferences from the pictures/the text.	**LO: Make predictions about events and characters** • Use pictures in a book to predict what might happen next.		**LO: Retrieve information from a picture** • Retrieve information from pictures (independent)	**LO: Recall the main points of a text** • Give the key points of what has happened in stories (whole class)

Spring 1

V	I	P	E	R	S
LO: Identify word meanings • Explain the meaning of familiar words that they see in a text.	**LO: Make inferences about characters and events** • Use clues in the text to suggest what might happen.	**LO: Make predictions about events and characters** • Begin to find clues in the text/pictures which tell you what might happen next		**LO: Retrieve information from a text** • Find key words in a text. • Retrieve information from non-fiction texts.	**LO: Recall the main points of a text** • Give the key points of what has happened in stories (independently)

V	I	P	E	R	S

V	I	P	E	R	S
LO: Identify word meanings • Discuss and clarify the meaning of new words.	**LO: Make inferences about characters and events** • Infer characters' feelings	**LO: Make predictions about events and characters** • Use the text to make simple predictions about events which might occur next		**LO: Retrieve information from a text** • Retrieve information from part of a story. • Find information in a text about an event, character or topic.	**LO: Show an understanding of what has been read** • Summarise a character by describing what they are like.

Summer 1

V	I	P	E	R	S
LO: Link meaning of new words to familiar words • Discuss the meaning of significant words linked to particular topics (topical vocabulary). • Use a new, given word in different sentences.	**LO: Make inferences about characters and events** • Make simple inferences based upon texts of own level.	**LO: Make predictions about events and characters** • Make predictions about how characters feel.		**LO: Retrieve information from a text** • Find where a specific event happened in the text.	**LO: Show an understanding of what has been read** • Summarise a text based on key events.

Summer 2

V	I	P	E	R	S

LO: Link meaning of new words to familiar words	LO: Make inferences about characters and events	LO: Make predictions about events and characters		LO: Retrieve information from a text	LO: Show an understanding of what has been read
• Find synonyms for given words in texts. • Know the difference word classes for SVO	• Infer what has happened based on what has been read.	Use what has happened in a story to make predictions.		• Gain knowledge about a subject through reading.	• Amend aspects of a text
Language Structures					
V	I	P	E	R	S

	I………because……
	
	When I….because…………
	
	After I…………….
	
	How…………………..
	
	Why…………………
	
	Where……………….
	
	     When……………….
		I think…………………….
		
		I think………..because……….
		(prior knowledge)
		
		 I predict……………….will happen.
		
		They are the same because……………
		(comparing
				It is….and… because
				
				The…is…and…. because
				
				This is …
				
				They are ……….
				
				     They are…because…….
					At the beginning…
					
					I think…
					
					Overall…
					
					For me this story…

Y2

Autumn 1					
V	I	P	E	R	S
LO: Explore word meanings • Identify some of the language differences between fiction and non-fiction texts.	**LO: Draw inferences from the text** • Use phrases from the text to suggest what this tells you about characters.	**LO: Use clues from the text to predict what events might happen next** • Making predictions about the text using the title and blurb.	**LO: Make comparisons between texts** • Find similarities between characters in a text	**LO: Retrieve information from a text (non fiction)** • Skim and scan a text to locate words/phrases/information	**LO: Sequence and organise information** • Sequence main points from what has been read in the order they happened. • Use story structures to organise key points.

Autumn 2					
V	I	P	E	R	S
LO: Explore word meanings • Identify what words suggest about characters/settings/events. • Identifying rhyming patterns and recurring words and phrases.	**LO: Draw inferences from the text** • Use phrases from the text to suggest what this tells you about events.	**LO: Use clues from the text to predict what events might happen next** • Predict content based upon headings. (non fiction)	**LO: Make comparisons between texts** • Find similarities between characters across a text	**LO: Retrieve information from a text (non fiction)** • Locate information using titles, contents, index, page numbers, illustrations, headings and sub-headings. • Retrieve information from non-fiction texts.	**LO: Sequence and organise information** • Organise and group information in non-fiction texts.

Spring 1					
V	I	P	E	R	S
LO: Explore word meanings • Investigate traditional story language e.g. scene openers, language which signals a time shift or magical event.	**LO: Draw inferences from the text** • Infer what has happened in the text.	**LO: Use clues from the text to predict what events might happen next** • Make predictions about future characters'	**LO: Make comparisons between texts** • Find similarities between themes in texts. • Discuss familiar story themes that they have read or heard.	**LO: Retrieve information from a text** • Find information in a text about an event, character or topic.	**LO: Summarise how different texts are arranged/structured** • Locate information efficiently using organisational devices.

V	I	P	E	R	S
• Identify language typical of fairy tales.		actions/feelings using clues from the text.		• Respond to retrieval questions about information presented within a short text.	• Describe how organisational devices are used to structure information in non-fiction texts.

Spring 2					
V	I	P	E	R	S
LO: Identify word meanings • Predict what words might mean using the wider text. • Identify and use synonyms.	**LO: Draw inferences from the text** • Use phrases from the text to suggest what this tells you about events.	**LO: Use clues from the text to predict what events might happen next** * Pinpoint clues which the author gives as clues about what will happen next.	**LO: Make comparisons between texts** • Compare the information about different topics in non-fiction texts • Identify, collect and compare common themes in stories and poems.	**LO: Retrieve information from a text** • Respond to retrieval questions about information presented within a paragraph. • Ask questions based upon the information given in the text.	**LO: Summarise how different texts are arranged/structured** • Draw together information from across a number of sentences to sum up what is known about a character, event or idea.

Summer 1					
V	I	P	E	R	S
LO: Link meaning of new words to familiar words • Draw on knowledge of vocabulary to understand texts. • Speculate about the meaning of the unfamiliar words in non-fiction words in non-fiction texts and use glossaries effectively to help understanding.	**LO: Draw inferences from the text** • Infer characters' feelings.	**LO: Use clues from the text to predict what events might happen next** • Make plausible predictions showing an understanding of the ideas, events or characters they are reading about.	**LO: Identify cause and effect in texts** • Recall and draw upon what they have previously read/heard in a text to say why something has happened	**LO: Retrieve information from a text** • Respond to retrieval questions about information presented across paragraphs. • Ask questions based upon the information given in the text.	**LO: Summarise how different texts are arranged/structured** • Make broad summaries based on key events and characters across paragraphs

Summer 2					
V	I	P	E	R	S

LO: Link meaning of new words to familiar words	LO: Draw inferences from the text	LO: Use clues from the text to predict what events might happen next	LO: Identify cause and effect in texts	LO: Retrieve information from a text	LO: Summarise how different texts are arranged/structured
• Use simple dictionaries and begin to understand their alphabetical organisation.	• Infer reasons for characters' actions.	• Make plausible predictions showing an understanding of the ideas, events or characters they are reading about.	• Suggest why a character has acted in a certain way	• Respond to retrieval questions about information presented across paragraphs.	• Make broad summaries based on key events and characters across a whole text.

Language Structures

V	I	P	E	R	S
I predict the meaning is… because…

The text has made me think that… because…

The difference between… is….

My partner said…

First, Next, Then, After that,

Finally…

At last ….

Suddenly …..

'What happened next?'

'What did…?' | I think that…because…

Using my inference skills, I have worked out…

I think the character will… because…

In my opinion…

It could mean….because… | I predict that… because the book tells me that…

The prediction I am making is… I think this because…

In the next chapter, I am suggesting that…

The blurb and title tell me that…

I predict they will be alike because…

I predict they will be different because… | The……….because…………………
We/They……because…………………
How………….
Why………
Where………
When……… | | First…………………

Next…………………

After that……………

Finally………………..

Last of all……………

My partner said…

At last ….

Suddenly … |

Y3

Autumn 1					
V	I	P	E	R	S
LO: Develop knowledge of a range of vocabulary • Re-read a sentence and reading on in order to locate the meaning of unfamiliar words. • Use strategies to work out the meaning of new vocabulary (tier 2 words).	**LO: Make inferences about characters and events** • Use words and phrases in the text to make inferences about characters and events. • Infer settings using descriptions in the text.	**LO: Predict what might happen using information in the text** • Use structural devices to make predictions (such as titles, index, subheadings, topic sentences, and captions) – non fiction	**LO: Identify themes within texts** • Identify what the main themes are from texts/extracts.	**LO: Retrieve information from a wide range of text types** • Identify key information in a text and make notes. • Locate, retrieve and collect information from texts about significant or important elements or aspects (e.g. characters, events, topics).	**LO: Sequence information from a text** Place main events in the order that they happened
Autumn 2					
V	I	P	E	R	S
LO: Develop knowledge of a range of vocabulary • Mark texts to identify vocabulary and ideas which they need to clarify. • Discuss unfamiliar words and their possible meaning to clarify their understanding of a sentence or passage • Investigate the meaning of technical or subject specific words (tier 3) they meet in their reading. .	**LO: Make inferences about characters and events** • Infer a characters' actions using information from the text. • Suggest character's feelings using clues in the text.	**LO: Predict what might happen using information in the text** • Make predictions about what will happen based upon what is stated in the text.	**LO: Identify themes within texts** • Compare similar themes. • Make theme comparisons between different narrative types.	**LO: Retrieve information from a wide range of text types** • Use an index and contents page to find information. • Retrieve facts from non-fiction texts to use in topic lessons. • Draw together ideas and information retrieved from across a text, using simple signposts (contents, index, sub-headings, page numbers etc.)	**LO: Sequence information from a text** • Identify the correct order for information drawn from across one to two paragraphs of writing. • Order information from chronological non-fiction texts.
Spring 1					

V	I	P	E	R	S
LO: Develop knowledge of a range of vocabulary • Understand that a dictionary/thesaurus is laid out in alphabetical order. • Use dictionaries to locate words by the initial letter to find the meaning. • Find synonyms and antonyms using a thesaurus.	**LO: Make inferences about characters and events** • Identify where the author uses show don't tell.	**LO: Predict what might happen using information in the text** • Make predictions about how a character might react to events. • Make predictions about what will happen using setting descriptions. • Draw on own knowledge and experiences to make predictions.	**LO: Investigate the structure of different texts** • Explain how organisational features of non-fiction texts support the reader in finding information or researching a topic. • Identify how pictures and captions aid the structure of the text. • Discuss how and why paragraphs have been used. • Explore narrative order (introduction, build up, crisis, resolution, and conclusion) and how scenes are built up and concluded through description, action and dialogue.	**LO: Retrieve information from a wide range of text types** • Take information from diagrams, flow charts and forms where it is presented graphically. • Express and record their understanding of information orally, using simple graphics or in writing.	**LO: Identify main ideas drawn from a text and summarise these.** • Rehearse and retell main points of a story in the correct sequence. Use intonation of voice to show differences. • Identify which information from a text is the main ideas. • Identify the main points drawn from a paragraph and summarise these.
Spring 2					
V	I	P	E	R	S
LO: Explore the meaning of words in context • Discuss the definitions given in dictionaries and agree which is the most useful in the context. • Identify where an author uses alternatives and	**LO: Make inferences about characters and events** • Use knowledge of vocabulary to make inferences.	**LO: Predict what might happen using information in the text** • Predict from what they have read or had read to them how incidents, events, ideas or topics will develop or be concluded. • Update and modify predictions about the	**LO: Identify the purpose of the text type you are reading** • Identify the audience and purpose of the text and how the author has made this clear. • Suggest why the author has written the text.	**LO: Retrieve information from a wide range of text types** • Draw information from across a page or more of text (fiction and non fiction) • Use knowledge of vocabulary in order to	**LO – Make comparisons between texts and text types** • Make comparisons between events in narrative.

synonyms for common or over used words.		events, characters or ideas in a text throughout reading.		answer retrieval questions.	

Summer 1					
V	I	P	E	R	S
LO: Identify how the author has used language to present meaning • Identify where language has been used to build a picture in the reader's mind. • Identify how the use of expanded noun phrases captures the reader's interest. • Explain the writer's use of metaphors and similes to create a picture in the reader's mind. • 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 us.	**LO: Make inferences about characters and events** • Use clues to suggest why a character acts how he does	**LO: Ask questions to improve understanding of the text** • Use the text to form questions. Ask questions which involve developing understanding of the text	**LO: Identify how the author has used language to present meaning** • Identify where language has been used to build a picture in the reader's mind. • Identify how the use of expanded noun phrases captures the reader's interest. • Identify how the use of adverbials affects the meaning of the text. • Explain the writer's use of metaphors and similes to create a picture in the reader's mind.	**LO: Retrieve information from a wide range of text types** • Respond to a range of retrieval questions which take information from across more than one page of text (fiction and non fiction).	**LO– Make comparisons between texts and text types** • Compare and contrast writing by the same author.

Summer 2					
V	I	P	E	R	S

LO: Identify how the author has used language to present meaning	LO: Ask questions to improve understanding of the text	LO: Ask questions to improve understanding of the text	LO: Identify how the author has used language to present meaning	LO: Retrieve information from a wide range of text types	LO – Make comparisons between texts and text types
• Suggest what the figurative language represents a comparison to. • Identify where language has been used in poetry to build a picture in the reader's mind. • Distinguish between rhyming and non-rhyming poetry and comment on the impact of the poem's layout.	• Use the text to form questions. • Ask questions which involve developing understanding of the text. • Ask questions which draw on information previously read in the text.	• Ask questions which draw on information previously read in the text. • Ask questions to support predictions about future events.	• 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 us. Compare narrative and poetry. • Distinguish between rhyming and non-rhyming poetry and comment on the impact of the poem's layout.	• Respond to a range of retrieval questions which take information from across more than one page of text (poetry).	• Make comparison between information presented in texts on the same topic or theme. • Compare how information is presented in different genres of writing.
Language Structures					
V	I	P	E	R	S
It could mean… because… I'm making a prediction that… because based on the prefixes/etc… In my opinion the reason the author has…	From what I have read in the text, I think… I am suggesting… based on the clues… It could mean… however it could also mean… I understand what you think it means, however my opinion is…	Because the text is telling us… I am predicting that… Based on what we have read so far… The evidence given by the author about… makes me think… It could be… however another option could be … because… My opinion is… because…	If you think about… in the text it might mean… The language used by the author suggests… These organisational devices support understanding because… In one text the author has…. however in another text he has…		First……….because Next………….however Then………….therefore Finally/Eventually/ Lastly…………because In summary, I think.. because… It is my opinion that… I think this because…

Y4

Autumn 1					
V	I	P	E	R	S
LO: Analyse vocabulary • Mark texts to identify vocabulary and ideas which needs to be clarified. • Use known strategies to work out the meaning of unknown words (tier 2 words).	**LO: Use information given in a paragraph to infer** • Make inferences about characters using clues from the text. • Make inferences about settings and atmosphere.	**LO: Make predictions using clues from the text** • Use structural devices to make predictions (such as titles, index, subheadings, topic sentences, and captions) – non fiction	**LO: Identify and discuss themes and conventions in a wide range of texts.** • Identify similarities and differences in themes between a range of text types.	**LO: Retrieve relevant information from a wide range of text types** • Scanning texts for key words. • Identify and discuss key sentences and words in texts which convey important information about characters, places, events, objects or ideas.	**LO: Sequence information from a text** • Place main events in the order that they happened, picking up on clues in the text which help you form this sequence (language features etc)

Autumn 2					
V	I	P	E	R	S
LO: Analyse vocabulary • 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. • Identify the writer's use of specific and precise nouns, adjectives, verbs and adverbs and discuss the meanings conveyed. • Investigate the meaning of technical or subject	**LO: Use information given in a paragraph to infer** • Infer characters' emotions from what they say. • Make inferences based upon what characters say or do.	**LO: Make predictions using clues from the text** • Use clues in the text to make predictions. • Make predictions about what will happen based upon what is stated in the text.	**LO: Identify and discuss themes and conventions in a wide range of texts.** • Link cause and effect in narratives and recounts. 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	**LO: Retrieve relevant information from a wide range of text types** • Use an index and contents page to find information. • Retrieve information from across a page of text or more. • Retrieve a variety of facts from non-fiction texts to use in topic lessons.	**LO: Sequence information from a text** • Identify the correct order for information drawn from across paragraphs of writing. • Order information from chronological non-fiction texts taken over a range of pages. Identify the language and non fiction features which help you to do this.

V	I	P	E	R	S

specific words (tier 3) they meet in their reading.

V	I	P	E	R	S
LO: Analyse vocabulary • Locate words in a dictionary by the third and fourth place letters. • Use a dictionary to find the meaning of unfamiliar words. Find synonyms and antonyms using a thesaurus.	**LO: Use information given in a paragraph to infer** • Infer what has happened from what the author implies.	**LO: Make predictions using clues from the text** • Predict what characters might do next • Use information about characters to make plausible predictions about their actions. • Use what I have read and already know to make connections to the text.	**LO: Explain the differences in how texts are structured** • Identify the main features of fiction and non-fiction texts and understand how these support the reader in gaining information efficiently. • Summarise sentences or paragraphs by identifying the most important elements. • Identify different patterns of rhyme and verse in poetry (e.g. choruses, rhyming couplets or alternate line rhymes) and read these aloud effectively.	**LO: Retrieve relevant information from a wide range of text types** • Take information from graphical and pictorial representations. • Pick out key sentences and phrases that convey important information across paragraphs of text.	**LO: Identify main ideas drawn from more than one paragraph and summarise these** • Rehearse and retell main points of a story in the correct sequence. • Rehearse and improve their performance when reading texts aloud, in order to demonstrate their understanding. • Identify the main points drawn from paragraphs and summarise these. Explain which devices in non-fiction texts help us identify main points.

V	I	P	E	R	S

LO: Suggest the meaning of words and phrases within contexts	LO: Make inferences from information given across more than one paragraph. Use evidence to support inferences	LO: Make predictions using clues from the text	LO: Identify the purpose of the text type you are reading	LO: Retrieve relevant information from a wide range of text types	LO: Make comparisons and summaries between texts and text types
• 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. • Identify where an author uses alternatives and synonyms for common or over used words.	• Use clues from author's language and vocabulary to make inferences.	• Show an awareness of how the author gives the reader clues about what will happen. • Clearly and concisely present a prediction and find evidence to support the reader clues. • Modify predictions as they read on.	• Explain the audience and purpose of the text and how the author has made this clear. • Explain why the author has written the text.	• Draw information from across pages of text (fiction and non fiction) • Use knowledge of vocabulary to answer retrieval questions.	• Identify and summarise how characters have changed during a text.

Summer 1

V	I	P	E	R	S
LO: Suggest the impression that is given.	**LO: Make inferences from information given across more than one paragraph. Use evidence to support inferences**	**LO: Ask questions to improve understanding of the text**	**LO: Identify how the author has used language to present meaning**	**LO: Retrieve relevant information from a wide range of text types**	**LO: Make comparisons and summaries between texts and text types**
• Understand that the reader is portraying character/settings through the use of words and language used for description. • Identify how writers provide information to capture interest e.g. how they use language to set scenes, or create moods, build tension, describe attitudes or emotions.	• Make inferences about characters' motives based upon clues in the text.	• Ask questions based upon clues in the text. • Ask questions which involve developing understanding of the text.	• Understand that the author is portraying character/settings through the use of words and language used for description. • Identify how writers provide information to capture interest e.g. how they use language to set scenes, or create moods, build tension, describe attitudes or emotions.	• Respond to a range of retrieval questions which takes information from pages of text (fiction and non fiction).	• Compare and contrast writing by the same author. Summarise these comparisons.

			• Understand and explain how writers use figurative language to hint at and suggest ideas		

Summer 2					
V	I	P	E	R	S
LO: Suggest the impression that is given.	**LO: Make inferences from information given across more than one paragraph. Use evidence to support inferences**	**LO: Ask questions to improve understanding of the text**	**LO: Identify how the author has used language to present meaning**	**LO: Retrieve relevant information from a wide range of text types**	**LO: Make comparisons and summaries between texts and text types**
• Identify the picture that has been painted through the poetry.	• Make plausible questions about the text.	• Ask questions to support predictions about future events	• Identify the key phrases which present meaning in a poem.	• Respond to a range of retrieval questions which takes information from pages of text (poetry).	• Make comparisons between events in narratives or information texts on the same topic or theme.
• Understand how writers use figurative language to hint at and suggest ideas	• Ask questions based upon clues in the text		• Identify the picture that has been painted through the poetry.		• Compare similarities in content within texts and summarise these.
• Identify how the author has used figurative language for comparison within poetry.			• Identify how the author has used figurative language for comparison within poetry.		
• Suggest what the author meant when using figurative language within a poem.			Explain what the author meant when using figurative language within a poem		

Language Structures					
V	I	P	E	R	S
I think the author means… Using clues from the text, I think it means… The word could mean… because the pre/suffix.. A possible prediction for the meaning could be… The strategies I've learnt suggest…	A suggestion for what that means could be… After I've looked at all the evidence… it might be that… I think… because… The evidence means…	I predict that…because…however… Due to the fact that…(extension of because) As a result of…this will happen because… All events lead on to…because… Because…and…are similar, I predict that…will happen. The outcome will be…due to… Based on…I predict that… After hearing all the evidence, I think that…will happen	…and…are both… …and…are alike in that… …and…are similar because… One reason why the author… could be… Evidence from different texts suggests… Similarities between… are… however there are also several differences… such as….		Firstly…because/however/ therefore/after a while/meanwhile/ in addition Next… Then… Finally/Eventually/Lastly.. In conclusion.. In the beginning… Subsequently…(time connectives)

Y5

Autumn 1					
V	I	P	E	R	S
LO: Use strategies to work out the meaning of new vocabulary (tier 2 words) • Use a range of taught strategies, including the context, to make sense of the words used in a text. • Use prior knowledge of vocabulary in order to determine word meaning. • Give plausible meaning of words used in a text.	**LO: Draw inferences and justify using evidence from the text** • Explain impressions given through clues in the text, drawing on evidence. • Make inferences relating to characters, settings and events. • Differentiate between inference and retrieval question.	**LO: Make predictions which are supported with evidence** • Write a prediction about what might happen in the next chapter. • Identify evidence from what you have read to support your prediction • Find two examples of evidence in the text to support a given prediction	**LO: Identify comment on common features across range of writing** • Identify the features of different non-fiction texts, including content, structure, vocabulary, style, layout and purpose. • Read poems by significant poets and identify what is distinctive about the style or presentation of their poems • Identify what is distinctive about the style or presentation of a poem • Compare the structure of different stories to discover how they differ in pace, build up, sequence,	**LO: Retrieve information from a text** * Use skim and scanning skills to locate appropriate information quickly • Locate information confidently and efficiently, using the full range of features of an non fiction text, including information presented graphically.	**LO: Order information presented in narrative and non-fiction texts** • Sequence events in the order they happened in one to two paragraphs. • Order events given which have been paraphrased or inferred. • Sequence statements which summarise events in the order they happened.
Autumn 2					
V	I	P	E	R	S
LO: Use strategies to work out the meaning of new vocabulary (tier 2 words) * Explore vocabulary within new contexts and predict meaning. • Explain the meaning of tier 2 vocabulary in context.	**LO: Draw inferences and justify using evidence from the text** • Draw on inferences from earlier in the text to identify cause and effect. • Understand how what a character says or does	**LO: Make predictions which are supported with evidence** • Learn to anticipate events based on own experiences, what has been read so far and knowledge of other similar texts.	**LO: Identify comment on common features across range of writing** • Identify how ideas and themes are explored and developed over a text, e.g. how a story opening can link to its ending or	**LO: Retrieve information from a text** * Use skim and scanning skills to locate appropriate information quickly * Identify what a question is expecting me to retrieve from the text.	**LO: Summarise main ideas drawn from more than one paragraph, identifying key details that support the main idea** • Summarise one main idea from a given paragraph.

	impacts on other characters/events	• Discuss the plausibility of predictions and the reason for them.	how characters change over a narrative.		• Summarise characters' thoughts and feelings.
	• Make inferences relating to characters, settings and events.		• Identify how themes in texts are shown and developed.		
			• Identify how the development of themes supports the readers' understanding.		

Spring 1					
V	I	P	E	R	S
LO: Explain the meaning of words in context * Find the most fitting synonym to fit into the context of the writing. • 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.	**LO: Draw inferences and justify using evidence from the text** • Deduce the reasons for the way that characters behave from scenes across a story. • Make inferences relating to characters, settings and events.	**LO: Make predictions which are supported with evidence** • Make predictions based upon what is stated and implied. • Use inferences in order to make predictions.	**LO: Identify how the author has used language to present meaning** • Identifying the key phrases which the author has used to present meaning • Explain why authors might have used particular language and what they suggest.	**LO: Retrieve information from a text** * Use skim and scanning skills to locate appropriate information quickly	**LO: Summarise main ideas drawn from more than one paragraph, identifying key details that support the main idea** • Summarise a complete short text or substantial section of a text.

Spring 2					
V	I	P	E	R	S

LO: Explain the meaning of words in context	LO: Infer using the authors' language choices	LO: Make predictions which are supported with evidence	LO: Identify how the author has used language to present meaning	LO: Retrieve information from a text	LO: Summarise main ideas drawn from more than one paragraph, identifying key details that support the main idea
* Give increasingly precise explanations of word meanings that fit with the context of the text they are reading	• Identify specific language that the author has used to infer meaning.	• Identify and summarise evidence from a text to support a hypothesis	• Discuss how the author has used figurative language for comparison and why it has been selected. • Identify and discuss expressions and comparisons which use figurative language. • Discuss the impression given to the reader through the use of figurative language • Explain why authors might have used particular language and what they suggest.	• Retrieve information that tells me about a character/setting/emotions • Retrieve information using examples from the text to support understanding.	• Summarise what is known about a character, event or topic, explain any inferences and opinions by reference to the text.

Summer 1					
V	I	P	E	R	S
LO: Understand tier 3 vocabulary in it's specific context	LO: Infer using the authors' language choices	LO: Make predictions which are supported with evidence	LO: Identify how the author has used language to present meaning	LO: Retrieve information from a text	LO: Summarise main ideas drawn from more than one paragraph, identifying key details that support the main idea
• Distinguish between everyday word meanings and their subject specific use, e.g. the specific meaning of *force* in scientific texts.	* Suggest why an author has chosen to use specific vocabulary/language to infer meaning.	* Make regular and increasingly plausible predictions as they read, modifying their ideas as they read the next part of the text.	• Discuss the use of language in different types of information e.g. words and phrases which signal a point of view in persuasive texts. • Understand what is implied about characters	• Use different formats to record information about what has been read. • Identify statements of fact.	• Make accurate summaries based upon questions posed.

			through the use of language.		
			• Make judgements about characters' motives and attitudes from what they say and how they are described.		

V	I	P	E	R	S
LO: Understand tier 3 vocabulary in it's specific context * Identify tier 3 vocabulary and use context and organisational devices to explore meaning	**LO: Infer using the authors' language choices** * Make inferences about settings and atmospheres based upon the language used to show how a character responds/feels.	**LO: Make predictions which are supported with evidence** * Make regular and increasingly plausible predictions as they read, modifying their ideas as they read the next part of the text and referring to ideas from similar texts they have read	**LO: Make comparisons between texts (characters, settings and 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.	**LO: Retrieve information from a text** • Use knowledge of technical vocabulary to retrieve information from the text.	**LO: Summarise main ideas drawn from more than one paragraph, identifying key details that support the main idea** • Summarise themes, and moral questions posed by a text.

Language Structures					
V	I	P	E	R	S
The meaning of this word could be… because if you consider… A prediction for the meaning of this vocabulary might be…	Although the author did not specifically say this, we can work out that they mean…because… If you put all the evidence together it suggests… If you dig into the meaning behind X… it suggests that…	I predict that…because if you consider… I believe / I think… might because the evidence from what I have read so far suggests… If X as happened, I think… Bringing together all the evidence, I can hypothesise that… An alternative prediction might be that… because if you compare this text to…	The language chosen by the author suggests… because… It is clear that persuasive/figurative language was used here because as a reader I felt… The author has made the decision to use this type of language because… The impact on the reader is… Although you think this, my opinion is…		To summarise all the events from chapter 1, you could say that… In summary… Putting all the ideas together, an appropriate summary would be…

Y6

V	I	P	E	R	S
LO: Explore vocabulary within varied contexts and predict meaning • Use a wide range of strategies, including word etymology, subject specific knowledge, and other contextual clues to find word meaning.	**LO: Make inferences from the text, supporting these with evidence** • Suggest what impression is given using clues in the text. • Make inferences, drawing in clues from across a text.	**LO: Predict what might happen using information in the text and support these with evidence** • Make predictions using a wide range of clues from the text (including settings and atmosphere, characters' actions and dialogue, the way characters are presented by the author, characters' motives, previous events or themes.) • Provide clear evidence from the text to support each prediction	**LO: Understand how the language, structure and presentation chosen by the author presents meaning** • Understand how writers use the features and structure of information texts to help convey their ideas or information. (non fiction) • Discuss the way that writers of non-fiction match language and text to the purpose of the text.	**LO: Retrieve and record information from a text** • Skim and scan to find appropriate information. • Use key words and organisational devices to find information to retrieve. • Retrieve from a text with technical vocabulary.	**LO: Order ideas presented in texts** • Sequence information in the order it was presented. • Sequence events from a full text.

V	I	P	E	R	S
LO: Explore vocabulary within varied contexts and predict meaning • Find words/phrases which are most similar in meaning. • Suggest meaning from phrases given, identifying how whole phrases are needed.	**LO: Make inferences from the text, supporting these with evidence** • Make inferences based upon characters' thoughts, feelings and actions. • Comment on what words or phrases that the author has used suggests about their feelings/actions	**LO: Predict what might happen using information in the text and support these with evidence** • Make predictions based upon what is stated and implied.	**LO: Understand how the language, structure and presentation chosen by the author presents meaning** * Analyse how the structure or organisation of a poem supports the expression of moods, feelings and attitudes. • Identify how the author makes the reader feel through their language choices.	**LO: Retrieve and record information from a text** • Skim and scan to find appropriate information. • Extract important information to gain knowledge about a subject. • Record important details retrieved from a text using an appropriate	**LO: Order ideas presented in texts** • Draw on inferences to sequence events. • Paraphrase sections from the text in the order they happened.

| | | | • 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. | format, e.g. by making a comparisons table. | |

Spring 1					
V	I	P	E	R	S
LO: Explore vocabulary within varied contexts and predict meaning * Understand how antonyms can be used to alter the effect. * Use knowledge of word meaning to select alternative words that give the same impression.	**LO: Make inferences from the text, supporting these with evidence** • Infer main message given by the author by drawing on inferences. • Respond to inference questions in the appropriate way.	**LO: Predict what might happen using information in the text and support these with evidence** • 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.	**LO: Understand how the language, structure and presentation chosen by the author presents meaning** * 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.	**LO: Retrieve and record information from a text** • Skim and scan to find appropriate information. • Evaluate texts for their reliability and usefulness when researching a topic.	**LO: Summarise main ideas drawn within a paragraph/across paragraphs/across a whole text (delete as appropriate)** • Identify main ideas from paragraphs • Suggest an appropriate summaries for the paragraphs.

Spring 2					
V	I	P	E	R	S

LO: Explore vocabulary within varied contexts and predict meaning	LO: Make inferences from the text, supporting these with evidence	LO: Predict what might happen using information in the text and support these with evidence	LO: Make comparisons within a text	LO: Retrieve and record information from a text	LO: Summarise main ideas drawn within a paragraph/across paragraphs/across a whole text (delete as appropriate)
• Explain the meaning of tier 2 vocabulary in context.	• Respond to inference questions in the appropriate way.	• Compare their predictions with the events that occurred and consider why their predictions were accurate, plausible, or off the mark.	• Compare characters, settings, atmosphere or characters' feelings or motives. • Identify a 'turning point' in a text • Compare how the reader might feel about two characters or events, drawing on evidence. • Support all points with evidence from the text.	• Skim and scan to find appropriate information. • Retrieve from a text with more complex vocabulary and structures.	* Summarise evidence from across a text to explain events or ideas. * Update their ideas about the text in the light of what they've just read.

Summer 1					
V	I	P	E	R	S
LO: Explore vocabulary within varied contexts and predict meaning	LO: Make inferences from the text, supporting these with evidence	LO: Predict what might happen using information in the text and support these with evidence	LO: Identify themes across a range of writing	LO: Retrieve and record information from a text	LO: Summarise main ideas drawn within a paragraph/across paragraphs/across a whole text (delete as appropriate)
• Use understanding of tier 3 technical vocabulary to explain meaning.	• Respond to inference questions in the appropriate way.	• Respond to prediction questions in the appropriate way using evidence	• 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.	* Skim and scan to find appropriate information * Answer retrieval questions appropriately	• Make regular, brief summaries of what they've read, linking their summary to previous predictions about the text.

Summer 2					
V	I	P	E	R	S
BOOK STUDIES					

Language Structures					
V	I	P	E	R	S
The meaning of this word could be… because if you consider… A prediction for the meaning of this vocabulary might be…	Although the author did not specifically say this, we can work out that they mean…because… If you put all the evidence together it suggests… If you dig into the meaning behind X… it suggests that…	I predict that…because if you consider… I believe / I think… might because the evidence from what I have read so far suggests… If X as happened, I think… Bringing together all the evidence, I can hypothesise that… An alternative prediction might be that… because if you compare this text to…	The language chosen by the author suggests… because… It is clear that persuasive/figurative language was used here because as a reader I felt… The author has made the decision to use this type of language because… The impact on the reader is… Although you think this, my opinion is…		To summarise all the events from chapter 1, you could say that… In summary… Putting all the ideas together, an appropriate summary would be…