THAMES VIEW JUNIOR SCHOOL READING POLICY AND GUIDANCE

September 2026

'The more you READ, the more things you will KNOW. The more that you LEARN, the more places you'll GO!' - Dr. Seuss

'If you don't have time to read, you don't have the time (or the tools) to write. Simple as that.' -Stephen King

POLICY AND GUIDANCE ON READING AT THAMES VIEW JUNIOR SCHOOL

INTENT

At Thames View Junior School, we recognise that reading is integral to all aspects of life and we endeavour to ensure that our children develop a lifelong and enthusiastic attitude towards reading and the love of texts, authors and language.

Thames View Junior School's intent is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, as well as developing a love of literature through widespread reading for enjoyment. We believe that embedded, solid and accurate English skills are essential for progress across the curriculum and to prepare pupils effectively for tasks of adult life.

All teachers have a responsibility to develop pupils' competence in reading and speaking and listening in their own subjects and to ensure that pupils become competent users of language, and can access the curriculum effectively and achieve their potential.

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. The aims of this policy are:

- To instil a passion for reading in pupils, which they will carry on into subsequent education and their later life.
- To set out the school's intentions and approach to reading, in order to enrich and support the curriculum

Working hard to create a culture of reading and a love of literature in our school, ensures our children are given the best opportunities to build their capacity and confidence to listen to and read a wide variety of fiction and non-fiction books, poetry, myths, legends, traditional tales across all areas of our curriculum.

By creating a language rich and stimulating environment and employing appropriate resources, we provide all pupils with a supportive writing curriculum which will allow learners to recognise their full potential and develop their:

- Literacy
- Creativity
- Independence
- Inquisitiveness
- Inquiry skills
- Confidence

The reading curriculum links with other subjects in the curriculum, so that the children learn to apply developing reading skills with their growing knowledge of subject specific content in all subjects.

Thames View Junior School aims:

- To develop children, who are imaginative, creative, independent, inquisitive, inquiring and confident readers.

• To provide children with a range of phonics, reading and oracy skills and strategies to enable them to read confidently
• To ensure no opportunity is missed to foster an enjoyment of reading amongst pupils and a recognition of its value, by setting work that is challenging, inspirational and motivating, helping them to develop a positive and enthusiastic attitude towards reading, which will nurture a life-long love of reading and literature.
• To provide opportunities to explore a variety of different genres and to be exposed regularly to high quality texts, providing a model for pupils to aspire to.
• To monitor reading progress effectively to evaluate, promote and maintain high levels of attainment.
• To ensure that children with reading difficulties are identified early and support is given promptly.
• To work in partnership with parents /carers in order to develop each child's full potential in reading.

IMPLEMENTATION

Teaching and Learning of reading at Thames View Junior School

At Thames View Junior School, we are following the 2014 National Curriculum for the teaching and learning of reading skills. We are committed to raising the standards of children's reading to ensure that all children are progressing and achieving at least in line with national expectations. The reading curriculum will be monitored by the Literacy and Languages Lead to ensure that reading at our school provides challenge, stimulation and engagement to continually improve the standards of reading, for children to make progress in reading and for children to enjoy reading and the spoken word.

The reading curriculum supports the delivery of the adapted Cornerstones Curriculum and its content across the year and each Year Group. Books for whole class reading lessons underpin and support the knowledge being learned in each half term Curriculum Learning Unit. Quality, rich and diverse texts have been chosen to engage our school community whilst challenging their ideas and knowledge.

Whole School Reading Overview

Year 3:

Thames View Junior School – Reading and Writing Overview

BAME
Rights Respecting
Safeguarding
SMSC

	AUTUMN TERM		SPRING TERM		SUMMER TERM	
	Autumn 1 (6 weeks 4 days)	Autumn 2 (7 weeks)	Spring 1 (5 weeks 4 days)	Spring 2 (4 weeks 4 days)	Summer 1 (5 weeks 4 days)	Summer 2 (7 weeks)
Year 3 Reading	Week 1 (4 days) Baseline Assessment, Accelerated reader, Reading for Pleasure, Narrative - Stone Age Tales Prediction	Week 1-2 Non- Fiction – Stone Age to Iron Age Prediction, Vocabulary, Retrieval	Week 1-2 Fiction – Escape from Pompeii Inference, Prediction, Retrieval	Week 1-2 Fiction – Adventure Story – Stranded! A mostly true story from Iceland. Prediction, Retrieval, Inference, Vocabulary	Week 1 – 2 Fiction – Goose Guards All VIPERS	Week 1 – 3 Non-fiction- Ancient Rome All VIPERS
	Week 2-3 Narrative - Stone Age Tales Immersion Chap 1. Retrieval Immersion Chap 2. Retrieval	Week 3 Mixed VIPERS	Week 3 Mixed VIPERS	Week 3 Mixed VIPERS	Week 3 Mixed VIPERS	Week 4 Mixed VIPERS
	Week 4 Mixed VIPERS	Week 4 -6 Narrative – Stone Age Boy Prediction, Vocabulary, Retrieval	Week 4-5 Poetry – The Volcano by Judy Billcliff Vocabulary, Retrieval	Week 4 – 5 Nature's Fireworks and Volcanoes Prediction, Retrieval, Inference, Vocabulary	Week 4-5 Non-Fiction – The Romans Vocabulary, Retrieval	Week 5 – 7 Non-fiction – Boudica All VIPERS
	Week 5 -6 Non- Fiction – Stone Age Prediction, Vocabulary, Retrieval	Week 7 Poetry – Caveman Vocabulary, Retrieval				
	Week 7 Mixed VIPERS		Week 6 Mixed VIPERS		Week 6 Mixed VIPERS	

Year 4:

Thames View Junior School – Reading and Writing Overview

BAME
Rights Respecting
Safeguarding
SMSC

	AUTUMN TERM		SPRING TERM		SUMMER TERM	
	Autumn 1 (6 weeks 4 days)	Autumn 2 (7 weeks)	Spring 1 (5 weeks 4 days)	Spring 2 (4 weeks 4 days)	Summer 1 (5 weeks 4 days)	Summer 2 (7 weeks)
Year 4 Reading	Week 1 (4 days) Accelerated reader, Reading for Pleasure, Fiction - The Shepherd who ate his Sheep Prediction	Week 1-2 Non- Fiction – Explore! Anglo Saxons Vocabulary, Retrieval	Week 1-2 Fiction – Flood Inference, Prediction, Retrieval	Week 1-2 Fiction – Through the Digestive System Inference, prediction, summarise	Week 1 – 2 Fiction – Marcy and the Riddle of the Sphinx All VIPERS	Week 1 – 3 Fiction – Temple Cat All VIPERS
	Week 2-3 Fiction - The Shepherd who ate his Sheep Immersion Chap 1, Retrieval Immersion Chap 2, Retrieval	Week 3 Test Practice Week Mixed VIPERS	Week 3 Test Practice Week Mixed VIPERS	Week 3 Test Practice Week Mixed VIPERS	Week 3 Test Practice Week Mixed VIPERS	Week 4 Test Practice Week Mixed VIPERS
	Week 4 Test Practice Week Mixed VIPERS	Week 4 -7 Fiction – 1066 Prediction, Vocabulary, Retrieval, Inference	Week 4-5 Poetry – The Storm Vocabulary, Retrieval	Week 4 – 5 Non- fiction – The water cycle Vocabulary, explain, retrieval	Week 4-5 Non-Fiction – Everything, Ancient Egypt All VIPERS	Week 5 – 7 Non-fiction – Tutankhamun's Tomb All VIPERS
	Week 5-6 Non- Fiction – Anglo Saxon Kings Vocabulary, Retrieval					
	Week 7 Mixed VIPERS		Week 8 Mixed VIPERS		Week 8 Mixed VIPERS	

Year 5:

Thames View Junior School – Reading and Writing Overview

BAME
Rights Respecting
Safeguarding
SMSC

	AUTUMN TERM		SPRING TERM		SUMMER TERM	
	Autumn 1 (6 weeks 4 days)	Autumn 2 (7 weeks)	Spring 1 (5 weeks 4 days)	Spring 2 (4 weeks 4 days)	Summer 1 (5 weeks 4 days)	Summer 2 (7 weeks)
Year 5 Reading	Week 1 (4 days) Accelerated reader, Reading for Pleasure, Fiction – Who Let the Gods Out Prediction	Week 1-2 Fiction - Who Let the Gods Out Vocabulary, Retrieval, Prediction	Week 1-2 Fiction – Albi Vocabulary, Retrieval, Prediction	Week 1-2 Fiction – Alibi Vocabulary, Retrieval, Prediction	Week 1 – 2 Fiction – Treason All VIPERS	Week 1 – 3 Fiction – Treason All VIPERS
	Week 2-3 Fiction - Who Let the Gods Out Vocabulary, Retrieval, Immersion	Week 3 Test Practice Week Mixed VIPERS	Week 3 Test Practice Week Mixed VIPERS	Week 3 Test Practice Week Mixed VIPERS	Week 3 Test Practice Week Mixed VIPERS	Week 4 Test Practice Week Mixed VIPERS
	Week 4 Test Practice Week Mixed VIPERS	Week 4 -7 Non-fiction – Objects and Materials Vocabulary, Retrieval	Week 4-5 Non- Fiction – MAPS Vocabulary, Retrieval	Week 4 – 5 Non- fiction – Jungle Vocabulary, Retrieval	Week 4-5 Non-Fiction – TUDORS All VIPERS	Week 5 – 7 Non-fiction – SPACE All VIPERS
	Week 5-6 Non- Fiction – Ancient Greece Vocabulary, Retrieval					
	Week 7 Mixed VIPERS		Week 8 Mixed VIPERS		Week 8 Mixed VIPERS	

Year 6:

Thames View Junior School – Reading and Writing Overview

BAME
Rights Respecting
Safeguarding
SMSC

	AUTUMN TERM		SPRING TERM		SUMMER TERM	
	Autumn 1 (6 weeks 4 days)	Autumn 2 (7 weeks)	Spring 1 (5 weeks 4 days)	Spring 2 (4 weeks 4 days)	Summer 1 (5 weeks 4 days)	Summer 2 (7 weeks)
Year 6 Reading	Week 1 (4 days) Accelerated reader, Reading for Pleasure, Fiction – Freedom Prediction	Week 1-2 Fiction - Freedom Vocabulary, Retrieval, Prediction	Week 1-3 Fiction – The Last Bear Vocabulary, Prediction, Retrieval	Week 1-2 Fiction – The Last Bear Vocabulary, Prediction, Retrieval	Week 1 – 3 Fiction – Friend or Foe All VIPERS	Week 1 – 3 Fiction – Friend or Foe All VIPERS
	Week 2-4 Fiction - Freedom Vocabulary, Retrieval, Immersion	Week 3 Test Practice Week Mixed VIPERS	Week 4 Test Practice Week Mixed VIPERS	Week 3 Test Practice Week Mixed VIPERS	Week 4 Test Practice Week Mixed VIPERS	Week 4 Test Practice Week Mixed VIPERS
	Week 5 Test Practice Week Mixed VIPERS Week 6 -7 Non- Fiction – Amazing Africa Vocabulary, Retrieval, Explain (APE)	Week 4 -7 Poem – Windrush 75 Vocabulary, Retrieval, Explain (APE)	Week 5 – 6 Non-fiction- Polar Scientist Vocabulary, Retrieval, Explain (APE)	Week 4 – 5 Poem – A blue and green planet Vocabulary, Retrieval, Explain (APE)	Week 5 -6 Non-Fiction- Frightful first world war All VIPERS	Week 5 – 7 Non-Fiction- Frightful first world war All VIPERS

Text Selection

In order to ensure that our children are exposed to a variety of authors, genres and text types, we use a mixture of full novels and picture books. We aim to use novels that are more challenging than the majority of children would take home for their independent reading books.

In terms of selecting the novels we will use, teachers use text mapping to explore the plot of the book and see what enhancements it will make to our curriculum. We only select high-quality, age-appropriate yet challenging novels we believe will enhance our pupils' love of reading. Given that we believe that exposing children to a variety of text types is key to their success, we also use a mixture of extracts from high quality texts in the curriculum. We consider the school community and ensure the books chosen reflect our children's experiences and values.

Whole-Class Reading Lessons

Thames View Junior School's curriculum objectives for reading ensure coverage of objectives set out in the National Curriculum which are delivered primarily by teaching VIPERS skills.

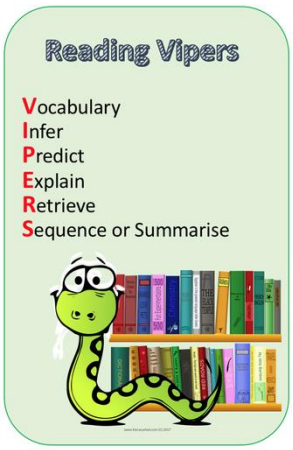
Each skill is used to formulate an appropriate lesson objective. The question stems are used to plan appropriate questions (both oral and written) to suit the varying needs of pupils within the class. Vipers is a range of reading prompts based on the 2016 reading content domains found in the National Curriculum Test Framework documents which can be found online here: https://www.gov.uk/government/publications/keystage-2-english-reading-test-framework

Vipers heading	Content Domain reference	Content Domain Description
Vocabulary	2a	Give/explain the meaning of words in context
Infer	2d	Make inference from the text/ explain and justify using evidence from the text.
Predict	2e	Predict what might happen from the details stated and implied.
Explain	2f, 2g, 2h,	Identify/explain how information/narrative content is related and contributes to the meaning as a whole. Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within the text
Retrieve	2b	Retrieve and record key information/key details from fiction and non-fiction
Summarise	2c	Summarise main ideas from more than one paragraph

As with the rest of our curriculum, we want reading lessons to be creative, imaginative and engaging, covering a wide range of text types and topics. Teachers plan for and allow adequate time within our teaching model for children to discuss texts in pairs, in small groups, as a whole-class, and reflect upon what they have read as individuals. This discussion is pivotal to deepening children's understanding of what has been read, and provides essential peer support for lower ability children or those with additional needs.

Reading comprehension can be improved by teaching specific strategies that pupils can apply both to monitor and overcome barriers to comprehension. These include:

- Skim and scan the text to identify key words for retrieval questions
- Active reading when following the teacher
- Use of sentence stems to structure ideas



Through the delivery of whole class teaching reading skills are precision taught and modelled. In whole class reading lessons taught 4 times a week for 40 minutes, children are exposed to:

- Teachers modelling fluent reading of a text, then pupils reading the same text aloud with appropriate feedback
- Differentiated questioning used during class reading and discussion
- Repeated reading -pupils reread a short and meaningful passage a set number of times to embed new vocabulary and aid comprehension
- Peer assessment using the visualiser to evaluate the children's work
- Verbal feedback
- Whole class discussions regarding the text and the strategies needed to comprehend its meaning and purpose
- Revision of work based on the verbal feedback given through the class discussion

Reading lessons:

- **Immersion:** Each week's lesson to begin with an immersion lesson where children listen to the text being read by a teacher with discussion and questioning.
  Lesson Structure:
  Vocabulary check: children exposed to vocabulary relevant to the text with images and definitions. These words are revisited over the week to embed children's understanding.
- **Reading aloud:** Teacher to re-read the focus pages that the children will answer questions about. Teacher to allow for differentiated questioning focusing on particular VIPER skill for the lesson.
- **In Focus**: The 'I do' section where the class teacher explicitly models the skill being taught.
- **Guided Practice**: The 'we do' section where children practise the skills with the teacher and their learning partners. This is where misconceptions are addressed and higher attaining pupils being given extensions.
- **Independent task**: The 'you do' section where children apply the skill being taught independently.

Each half term, students will complete a number of mixed VIPERS weeks where they will practice the knowledge they have learnt, in test like situations. They will have a blind text and a set time to answer the questions, before going through them as class to highlight how to find/answer test style questions.

Viper Skills questions stems

Vocabulary

Find and explain the meaning of words in context

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.....

Infer

Make and justify inferences using evidence from the text.

Example questions

- 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?

Predict

Predict what might happen from the details given and implied.

Example questions

- 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.

Explain

- Explain how content is related and contributes 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.

Example questions

- 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?

Retrieve

Retrieve and record information and identify key details from fiction and non-fiction.

Example questions

- 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?

Summarise

Summarise the main ideas from more than one paragraph

Example questions

- 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?

Accelerated Reader

At Thames View Junior, we use the Accelerated Reader programme which is an educational programme created by Renaissance Learning. It is designed to monitor and manage students' independent reading practice and comprehension and the programme assesses students' performance through quizzes and tests based on the books they have read. Each half term pupils will complete a regular reading assessment using the STAR reader software in school. This will be used to determine the reading age and reading level of the child to enable them to take appropriate books home.

https://www.renaissance.com/products/accelerated-reader/

Support and Interventions

Because we know that there are a complex range of factors that can hinder a child's progress in reading, we do not use a 'one size fits all' approach. Based on analysis of assessment data and on-going formative assessment, as well as the wealth of knowledge our staff have about the children that they teach, our pupils are given interventions which are closely monitored by staff and reviewed for effectiveness every half term

This ensures a continuity of provision for our year 3 children from infant to Thames View Junior School, and allows any gaps in a pupil's phonological awareness to be targeted immediately.

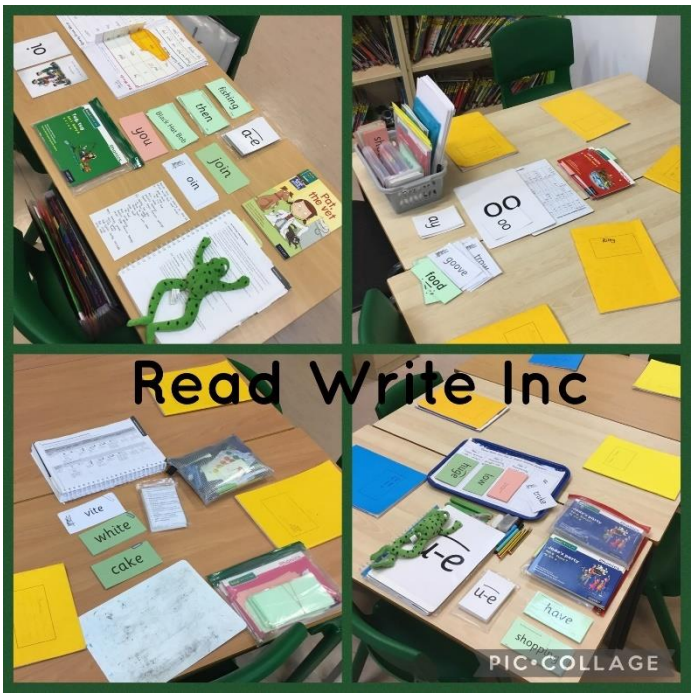
SEND Pupils with difficulties in learning to read or with Special Educational Needs have their needs identified promptly and interventions provided that will accelerate their progress. Progress is measured and tracked to ensure they are catching up with their peers. For example, additional teaching and support is provided through 1:1 reading with an adult, extra guided reading in small groups and daily "Catch up" Phonics sessions.

EAL "Catch up" Phonics sessions are provided straight away for new EAL arrivals and our EAL Leader assesses their reading skills promptly and ensures new pupils join the local library. Staff liaise with parents to encourage them to enjoy bilingual books with their children, asking questions and discussing the book in their home language or in English, supporting their enjoyment of books and their acquisition of English.

Read Write Inc. Phonics

Our pupils learn to read and write effectively and quickly using the Read Write Inc. Phonics programme. They progress onto Read Write Inc. Literacy and Language and Read Write Inc. Spelling once they can read with accuracy and speed.

On entry into Year 3, all children have a Read Write Inc. Readings Assessments and any child who is assessed at a level where further phonics is required, then they will be taught in small supported groups until they have completed the programme and are able to access whole class reading lessons. Read Write Inc. Phonics groups continue into year 4, 5 and 6 for children who need additional support with their reading.



Independent Reading
Children need to be given the opportunity and encouragement to read independently in order to build confidence, stamina and fluency, as well as develop their experience of a range of books and authors. From Year 3 onwards there will be timetabled opportunities for periods of silent reading or paired reading several times a week, as well as visiting the library each week during the reading for pleasure lesson.

The Reading Environment
Classrooms and all school areas should provide a print rich environment to promote the importance of reading. Reading displays form a part of that environment. Classes need a welcoming book corner, stocked with quality books and engaging displays.

Reading in the curriculum
Our curriculum is rich in opportunities which help develop reading skills and our library is being constantly reviewed to encompass our curriculum. Teachers should take every opportunity to develop reading skills in the wider curriculum and curriculum medium term plans reflect this. Furthermore, the curriculum itself gives the children contextual knowledge which then allows them to access books with challenging vocabulary

Inclusion
We are committed to providing effective learning opportunities for all pupils. Suitable learning challenges will be set for all pupils with the aim of maximising achievement for all pupils at an appropriate level for each individual. Teachers will respond appropriately to pupils' diverse learning needs and be aware of the needs of genders, special educational needs and disability, as well as different culture, social and ethnic backgrounds. We are committed to the principle of equality of opportunity and this will be reflected in the curriculum offered to pupils and in the conduct of staff and pupils. Our reading collections should include books which reflect our diverse, multi-cultural society.

Assessment

Reading Policy 2026-2027

Teachers may mark or feedback within lessons, offering immediate feedback as well as challenge and support. They may pose questions to extend children in their thinking if they have a secure understanding of the objective or provide support to address misconceptions and correct errors.
For those children working below expected standard in their reading across all Year Groups, children have regular phonic and common exception word assessments to keep track of their progress.
Teachers assess children using NFER Assessments and these are used for continuous assessment and monitoring at the end of each term.
Children working below their current year groups targets will be assessed on the previous year's NC statements or pre-key stage standards.
Teachers use the strands in the Programme of Study for English from the National Curriculum (2014) as guidance and set targets to ensure teaching addresses the gaps in children's learning. Appropriate pitch and challenge is planned to enable all pupils to achieve and make good progress.

Home Reading
We work in partnership with parents, so pupils develop a love of books and reading. Daily reading at home and at school ensures children make good progress in developing reading skills, whatever their age. Encouraging children to read widely, in and out of school, across both fiction and nonfiction, helps to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech.
(See Home School Reading Policy)

IMPACT

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.

Through the teaching of systematic phonics and reading enquiry, our aim is for children to become fluent and confident readers who can apply their knowledge and experience to a range of texts through the Key Stage 2 curriculum.

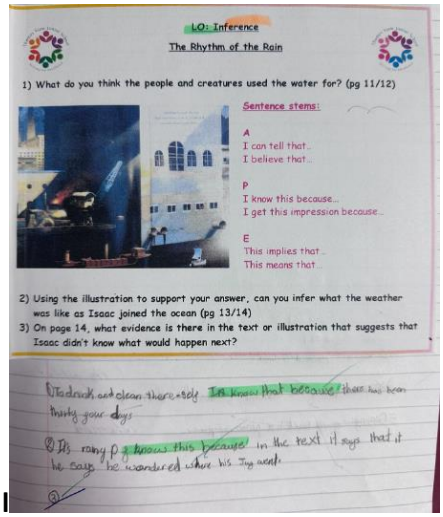
As a Year 6 reader, transitioning into secondary school, we aspire that children are fluent, confident and able readers, who can access a range of texts for pleasure and enjoyment, as well as use their reading skills to unlock learning and all areas of the curriculum. We firmly believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond the results of the statutory assessments.

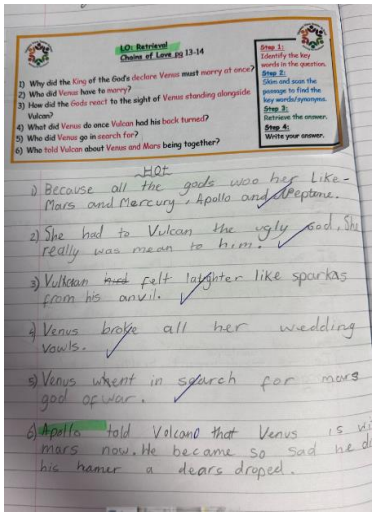
In addition to this:

- 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)

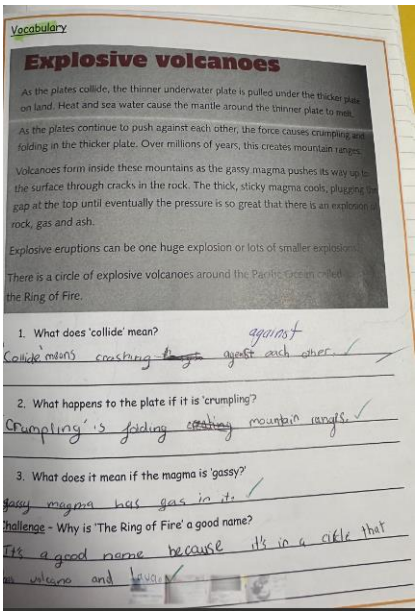
Appendices

Year 3:

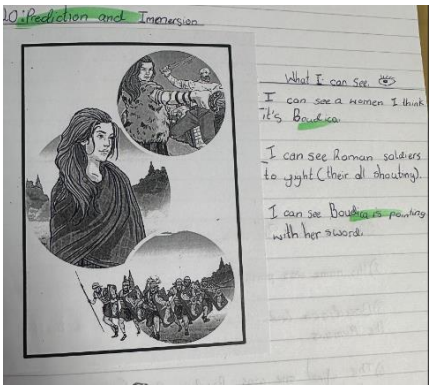




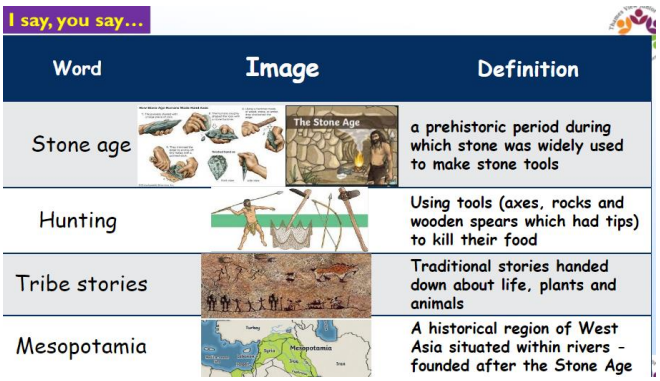
Different VIPER skill focus for independent task with sentence stems and scaffolded support.



Extracts provided on a scaffold to support children in completing the task.



Prediction within an immersion lesson

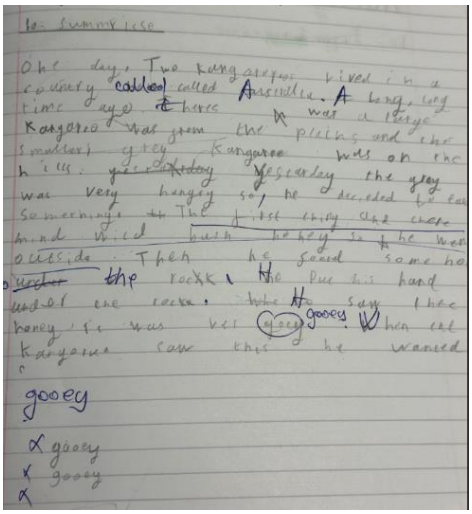


I say, you say…

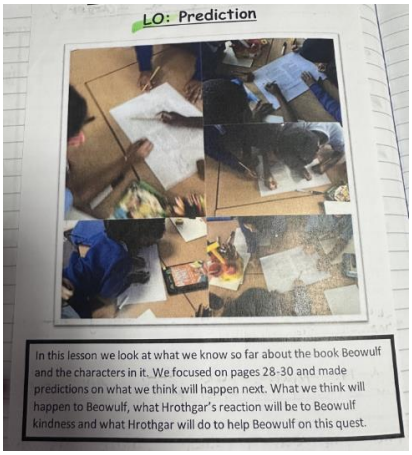
Word	Image	Definition
Stone age		a prehistoric period during which stone was widely used to make stone tools
Hunting		Using tools (axes, rocks and wooden spears which had tips) to kill their food
Tribe stories		Traditional stories handed down about life, plants and animals
Mesopotamia		A historical region of West Asia situated within rivers - founded after the Stone Age

Key vocabulary focus for the week

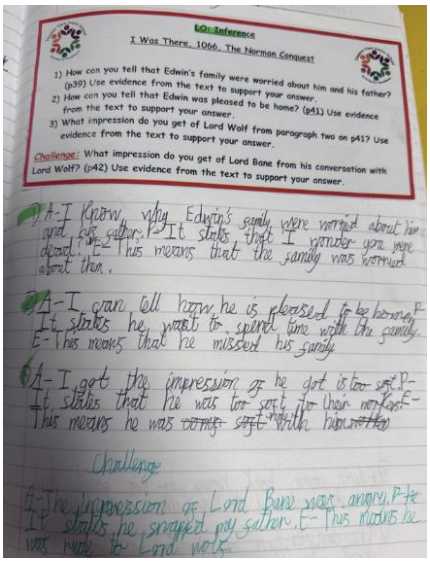
Year 4:



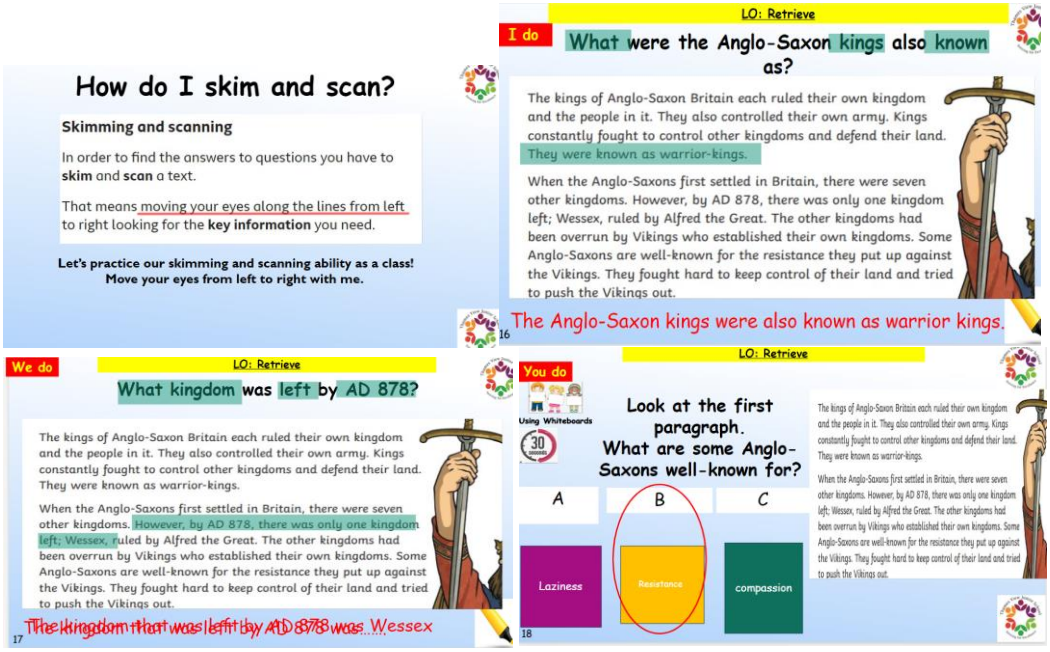
In lesson feedback to support learning



Picture sheets to evidence group work

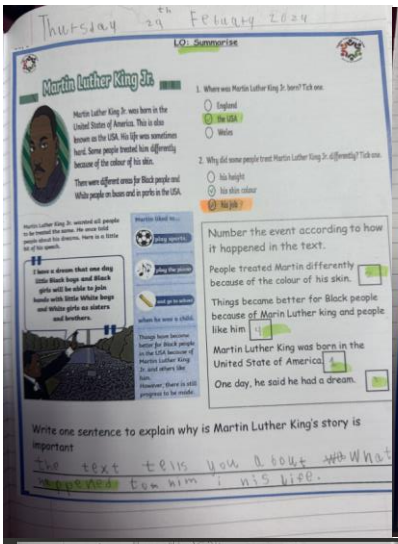


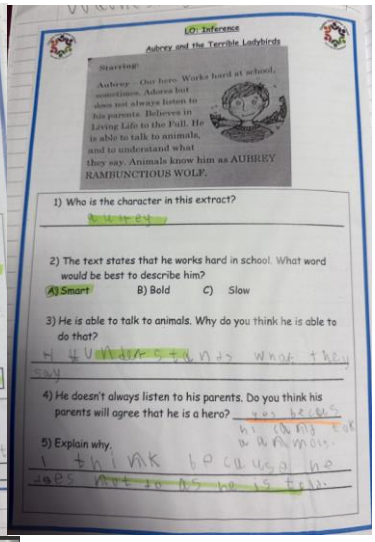
Challenge within lessons

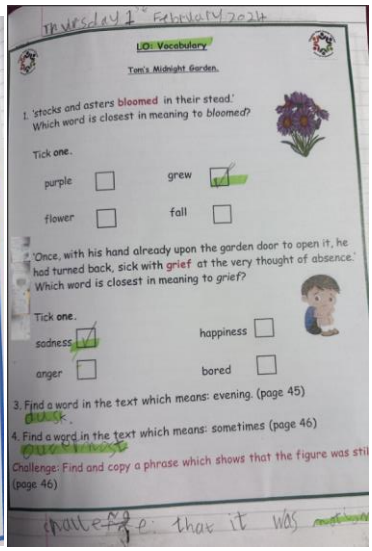


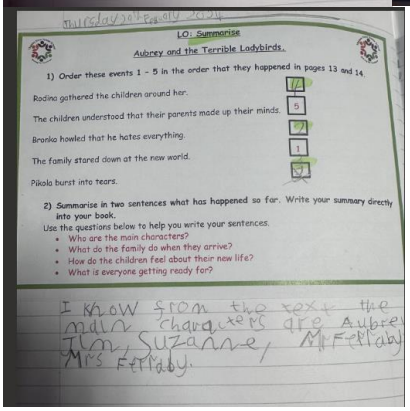
Lessons providing support for retrieval and practise using the 'I do, we do, you do' format.

Year 5:

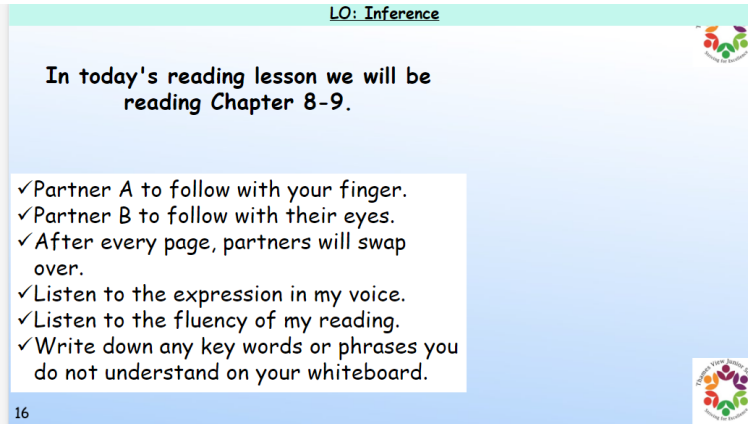






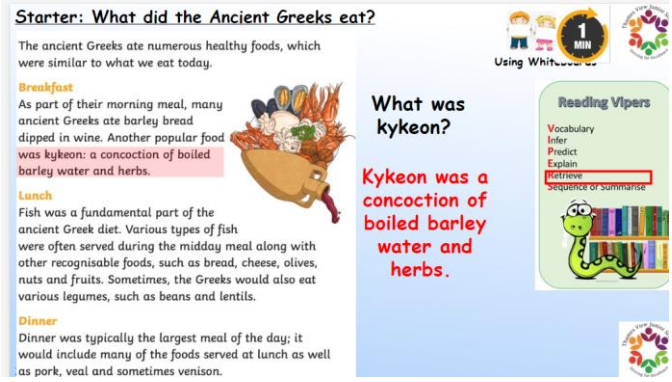


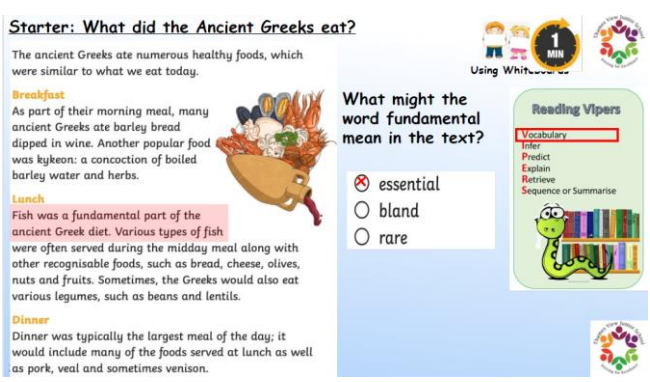
A range of differentiated VIPER skill focus with challenge and sentence stems to support.

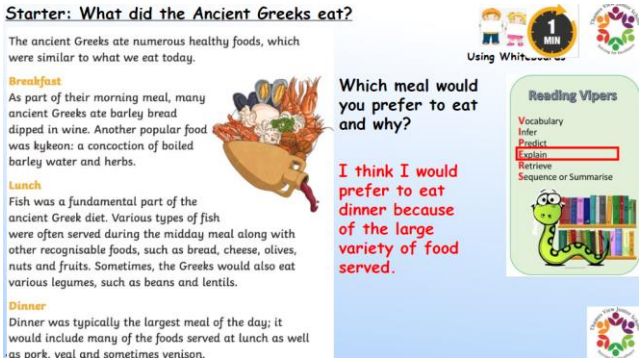


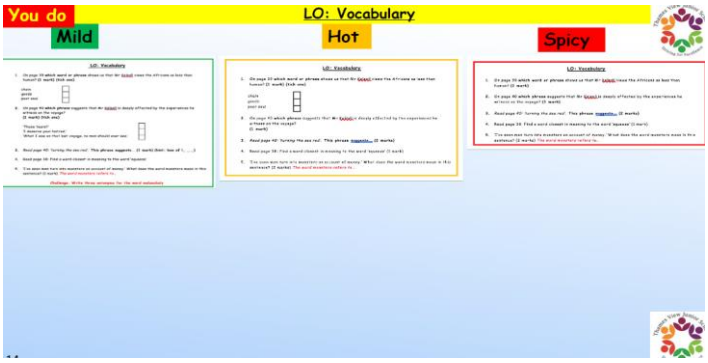
Clear expectations to guide children during teacher reading.

Year 6:









A range of VIPER skills being practised during starters and differentiated independent task

Signed by:

Chair of Governors: _____ Date: _____

Head Teacher: _____ Date: _____

Date of Approval: _____

Date for next review: