

The Meadows Primary Academy



Reading



Reading progression through EYFS Literacy- Reading/ Communication and Language/ Expressive Arts and Design

Playing & Exploring - Engagement			Active Learning - Motivation			Creating & Thinking Critically - Thinking		
<ul style="list-style-type: none">Finding out & exploringPlaying with what they knowBeing willing to 'have a go'			<ul style="list-style-type: none">Being involved & concentratingKeep on tryingEnjoying achieving what they set out to do			<ul style="list-style-type: none">Having their own ideas (creative thinking)Making links (building theories)Working with ideas (critical thinking)		
ELG - Comprehension -Demonstrate understanding of what has been read to them by retelling stories & narratives using their own words & recently introduced vocabulary -Anticipate, where appropriate, key events in stories -Use & understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes & poems & during role-play Word Reading -Say a sound of each letter in the alphabet & at least 10 digraphs -Read words consistent with their phonic knowledge by sound-blending -Read aloud simple sentences & books that are consistent with their phonic knowledge including some common exception words								
Focus	Decoding	Range of Reading	Familiarity with text	Poetry and performance	Word Meaning	Understanding and Inference	Prediction	Discussing Reading
Nursery Skills	<ul style="list-style-type: none">Understand print has meaning, can have different purposes, we read English text from left to right & from top to bottom, the names of the different parts of books & page sequencingCount or clap syllables in a wordRecognise words with the same initial soundRecognises familiar words and signs such as own name, advertising logos and screen icons	<ul style="list-style-type: none">Shows interest in illustrations and words in print and digital books and words in the environmentLooks at and enjoys print and digital books independently	<ul style="list-style-type: none">Joins in with repeated refrains and anticipates key events and phrases in rhymes and storiesBegins to be aware of the way stories are structured, and to tell own storiesBe able to talk about familiar stories & tell a long story	<ul style="list-style-type: none">Spot & suggest rhymesSings to self and makes up simple songsCreates sounds, movements, drawings to accompany storiesSing a large repertoire of songs	<ul style="list-style-type: none">Engage in extended conversations about stories, learning new vocabularyBuilds up vocabulary that reflects the breadth of their experiences	<ul style="list-style-type: none">Beginning to understand why and how questionsUses talk to explain what is happening	<ul style="list-style-type: none">Joins in with repeated refrains and anticipates key events and phrases in rhymes and storiesTalks about events and principal characters in stories and suggests how the story might end	<ul style="list-style-type: none">Listens to others in one-to-one or small groups, when conversation interests themListens to familiar stories with increasing attention and recallBe able to express a point of view & to debate when they disagree
Nursery Knowledge	Autumn			Spring			Summer	
	Can point to the words and the pictures in a book. Tracks print with their fingers. Can join in with the repeating refrains in the text ' <i>So I sent him back</i> ' <i>Dear Zoo</i> . Can sequence a story using visual images. Can continue a rhyme and match rhyming words together Listen to stories and answer simple questions.			Can orally segment and blend CVC words Can group words/objects with the same initial sounds Can read their name Can sequence events from familiar traditional tales Can name the characters and differentiate between good and bad characters Can use the words 'beginning', 'middle' and 'end' to describe story structure. Can answer 'who', 'what' and 'why' questions.			Can predict what might happen next in stories Understands the key part of a book- Title, spine, front cover, back cover, blurb. Can clap and count syllables with 2,3,4 syllable words. Can read an unfamiliar text independently by the use of images. Can read and match CVC words to images Can read all single set 1 sounds (RWInc) Can read a phonic book based on current phonic knowledge.	
Children to be exposed to key vocabulary and quality texts within all areas of the provision. Children will become familiar with text structure, characters and key vocabulary through well planned continuous provision all linked to a quality key text. There will be a balance of fiction and non-fiction texts used to support learning. Children will have daily literacy inputs and daily phonics inputs where concepts about print and book handling skills will be modelled. Reading will take high priority across provision.								

Core Values: Resilience, Respect, Team Work, Aspiration, Kindness, Curiosity
Golden Threads of our Curriculum: R-A-I-S-E

Reading progression through EYFS Literacy- Reading/ Communication and Language/ Expressive Arts and Design



Playing & Exploring - Engagement			Active Learning - Motivation			Creating & Thinking Critically - Thinking		
<ul style="list-style-type: none">Finding out & exploringPlaying with what they knowBeing willing to 'have a go'			<ul style="list-style-type: none">Being involved & concentratingKeep on tryingEnjoying achieving what they set out to do			<ul style="list-style-type: none">Having their own ideas (creative thinking)Making links (building theories)Working with ideas (critical thinking)		
ELG - Comprehension -Demonstrate understanding of what has been read to them by retelling stories & narratives using their own words & recently introduced vocabulary -Anticipate, where appropriate, key events in stories -Use & understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes & poems & during role-play Word Reading -Say the sound of each letter in the alphabet & at least 10 digraphs -Read words consistent with their phonic knowledge by sound-blending - Read aloud simple sentences & books that are consistent with their phonic knowledge including some common exception words.								
Focus	Decoding	Range of Reading	Familiarity with text	Poetry and performance	Word Meaning	Understanding and Inference	Prediction	Discussing Reading
Reception Skills	Read individual letters by saying the sounds for them • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences • Read some letter groups that each represent one sound & say sounds for them • Read simple phrases & sentences made up of words with known letter-sound correspondences & a few exception words	Read individual letters by saying the sounds for them • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences • Read some letter groups that each represent one sound & say sounds for them • Read simple phrases & sentences made up of words with known letter-sound correspondences & a few exception words	Describes main story settings, events & principal characters in increasing detail	Re-enacts and reinvents stories / poems they have heard in their play • Beginning to understand humour, e.g. nonsense rhymes • Uses combinations of art forms, e.g. moving and singing, making and dramatic play	Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words	<ul style="list-style-type: none">Engages with books & other reading materials at an increasingly deeper level, & their knowledge of language structure, subject knowledge & illustrations to interpret the textUses talk to organise, sequence & clarify thinking, ideas, feelings and eventsGive explanation of why events happened in a story	Understands a range of complex sentence structures including negatives, plurals and tense markers	Is able to recall & discuss stories or information that has been read to them, or they have read themselves • Listens & responds to ideas expressed by others in conversation or discussion • Understands questions such as who; why; when; where and how • Links statements & sticks to a main theme or intention
Reception Knowledge	Autumn			Spring			Summer	
	To be able to read all of the set 1 and set 2 sounds from RWInc. Can read CVC words that match their phonetic ability. Can read a range of HF words matched to phonic ability Can describe a setting and a character within a story. Can re-enact a story using puppets to take on the role. Can give their opinion on a story and make a prediction about what might happen next			Can find the correct page in a book by following the contents page. Understands the difference between fiction and non-fiction text. Can read simple sentences Can match captions to pictures. Can read an increasing range of HF words Can sequence a story into beginning, middle and end.			Can read a range of nonsense words, matched to phonic sounds. Are secure up to set 3 of RWInc sounds. Can read aloud simple sentences by decoding phonetically regular words and sight ready HF words. Can answer 'who', 'why', 'where' and 'what' questions based on a key text. Can explain the differences between two different stories. Can explain the meaning of new vocabulary in the context in which it was read.	
Word Reading				Comprehension				
Children to be exposed to key vocabulary and quality texts within all areas of the provision. Children will become familiar with text structure, characters and key vocabulary through well planned continuous provision all linked to a quality key text. There will be a balance of fiction and non-fictions texts used to support learning. Children will have daily literacy inputs and daily phonics inputs where concepts about print and book handling skills will be modelled. Reading will take high priority across provision.								

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Golden Threads of our Curriculum: R-A-I-S-E

Key Stage 1 & Key Stage 2

Year 1	Working Towards	Working At Expected	Working at Greater Depth
Word Recognition	<ul style="list-style-type: none"> Building a bank of phoneme/grapheme knowledge and beginning to apply as a route to decode words. Responds with correct sounds to graphemes for a growing number of phonemes and is becoming aware of alternative sounds for graphemes. Some awareness of errors in reading and acquiring skills for self-correction. Beginning to blend sounds in words that are unknown or not read before in reading texts containing GPCs that have been taught. Growing bank of common exception words read accurately. Attempting to read words of more than one syllable that contain taught GPCs. Awareness of a range of punctuation in texts. Reads books with growing accuracy and fluency matched to their phonic knowledge. Re-read books to practise growing reading skills, including decoding. Growing awareness of errors but not self-correcting independently. 	<ul style="list-style-type: none"> Applies phoneme/grapheme knowledge when reading. Responds with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. Some self-corrections made during reading. Reading accurately by blending sounds in unfamiliar words containing GPCs that have been taught. Common exception words read accurately and developing awareness of the unusual correspondences between spelling and sound and where they occur in the word. Beginning to read some words of more than one syllable that contain taught GPCs. Notices a range of punctuation in texts and awareness of apostrophe in some words, as they appear in texts. Reads books, with growing accuracy and fluency, which are consistent with their phonic knowledge. Re-read books to build up fluency and confidence in word reading. Self-correcting some errors in reading. 	<ul style="list-style-type: none"> Confidently applies phoneme/grapheme knowledge when reading. Decoding is embedded. Decoding has become embedded and reading is fluent. Responds speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes Reading accurately by blending sounds in unfamiliar words containing GPCs that have been taught. (Growing awareness of using blending with GPCs not yet taught and recognition of alternative sounds for graphemes) Self corrects during reading using different strategies, Reads common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. Reads words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings. Reads other words of more than one syllable that contain taught GPCs. Reads words with contractions -for example, I'm, I'll, we'll, - and understand

			<p>that the apostrophe represents the omitted letter(s) and other punctuation.</p> <ul style="list-style-type: none"> Reads a variety of texts fluently and confidently (Knowledge of layout/dialogue/simple genre) Checks that text makes sense to them as they read and can correct inaccurate reading.
Language Comprehension	<ul style="list-style-type: none"> Listens to and discusses a wide range of poems, stories and non-fiction at a level beyond that which can be read independently. Beginning to relate what they have read or heard to their own experiences. Becoming very familiar with key stories, fairy stories and traditional tales, recognising and joining in with predictable phrases. Be able to talk about them using pictures to support. Recognises that additional information may be contained in illustrations and diagrams. Familiar with simple rhymes and poems. Building up a bank of vocabulary and understand their meaning. Knows that information can be retrieved from books and other texts. Awareness of relationships between texts 	<ul style="list-style-type: none"> Listens to and discusses a wide range of poems, stories and non-fiction at a level beyond that which can be read independently. Able to relate what they have read independently and what they have heard to their own experiences. Familiar with key stories, including traditional tales and learning to appreciate rhymes and poems. Be able to recite some simple poems by heart. Retells stories and developing knowledge of their particular characteristics Discusses word meanings, linking new meanings to those already known. Make simple deductions with help and prompts and makes predictions with more detail. Beginning to make inferences based on what is said and done. 	<ul style="list-style-type: none"> Listens to and discusses a wide range of poems, stories and non-fiction at a level beyond that which can be read independently. Draws on what they already know (own experiences) or on background information and vocabulary provided by the teacher. Knows about different genres such as traditional tales, fiction and simple non-fiction. Able to recite simple poems out loud. Reads and understands new vocabulary and its meaning. Able to make predictions on what has been read so far and can explain, showing understanding of what is being read or read to them. Make simple deductions with some helps and prompts. Participates in discussions about texts. Developing an opinion on aspects of the texts read, commenting on interesting or enjoyable parts.

Year 1 VIPER Questions

	Key Reading Skills	Suggested question stems for whole class reading
Year 1 - Vocabulary	<ul style="list-style-type: none"> discussing word meanings, linking new meanings to those already known draw upon knowledge of vocabulary in order to understand the text join in with predictable phrases use vocabulary given by the teacher discuss his/her favourite words and phrases 	<ul style="list-style-type: none"> What does the word mean in this sentence? Find and copy a word which means Which word in do you think is the most important? Why? Which of the words best describes the character or setting? Which word in this part do you think is the most important? Why do you think they repeat this word in the story?
Year 1 Inference	<ul style="list-style-type: none"> children make basic inferences about characters' feelings by using what they say as evidence. infer basic points with direct reference to the pictures and words in the text discuss the significance of the title and events demonstrate simple inference from the text based on what is said and done 	<ul style="list-style-type: none"> What do you think.....means? Why do you think that? How do you think. ..? When do you think. ..? Where do you think. ? How does make you feel? Why did happen?
Year 1 Prediction	<ul style="list-style-type: none"> predicting what might happen on the basis of what has been read so far in terms of story, character and plot make simple predictions based on the story and on their own life experience. begin to explain these ideas verbally or though pictures. 	<ul style="list-style-type: none"> Looking at the cover and the title, what do you think this book is about? Where do you think.....will go next? What do you think... will say / do next? What do you think this book will be about? Why? How do you think that this will end? Who do you think has done it? What might.....say about that? Can you draw what might happen next?

Year 1 Explaining	<ul style="list-style-type: none"> • give my opinion including likes and dislikes (not nc objective). link what they read or hear to their own experiences • explain clearly my understanding of what has been read to them express views about events or characters 	<ul style="list-style-type: none"> • Is there anything you would change about this story? • What do you like about this text? • Who is your favourite character? Why?
Year 1 Retrieval	<ul style="list-style-type: none"> • answer a question about what has just happened in a story. develop their knowledge of retrieval through images. recognize characters, events, titles and information. recognize differences between fiction and non-fiction texts. retrieve information by finding a few key words. • Contribute ideas and thoughts in discussion • 	<ul style="list-style-type: none"> • Who is your favourite character? • Why do you think all the main characters are ... in this book? • Would you like to live in this setting? Why/why not? • Who is/are the main character(s)? • When/where is this story set? • Which is your favourite/worst/ funniest/scariest part of the story? • Is this a fiction or a non-fiction book? How do you know?
Year 1 Sequence	<ul style="list-style-type: none"> • retell familiar stories orally e.g fairy stories and traditional tales • sequence the events of a story they are familiar with begin to discuss how events are linked 	<ul style="list-style-type: none"> • What happens in the beginning of the story? • Can you number these events in the story? • How/where does the story start? • What happened at the end of the....? • Can you retell the story to me in 20 words or less? • What happened before that? • Can you sequence the key moments in this story?

Year 2	Working Towards	Working At Expected	Working at Greater Depth
Word Recognition	<ul style="list-style-type: none"> • Apply phonic knowledge and skills as the route to decode words and uses it to sound out unfamiliar words. • Able to respond with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, and has a growing awareness of the alternative sounds for graphemes. • Consolidating the GPCs and the common exception words taught in year 1. • Read many year 2 common exception words Consolidating reading of words ending in –s, –es, –ing, –ed, –er and –est endings. Read other words of more than one syllable that contain taught GPCs . • Read words with contractions, and is beginning to understand that the apostrophe represents the omitted letter(s) • Read books aloud, accurately that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. • Re-read these books to build up their fluency and confidence in word reading. • Self-correcting evident in reading. 	<ul style="list-style-type: none"> • Decoding has become embedded and reading is increasingly fluent, with less overt sounding and blending. • Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. • Reads words containing common suffixes including -ing, -ed, -est, -ment, -ness, -ful, -ly • Reads accurately words of two or more syllables that contain the same graphemes. • Read words with contractions, and understands that the apostrophe represents the omitted letter(s) • Reads most year 2 common exception words. Reads further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. • Reads aloud books closely matched to their improving phonic knowledge. Using sounding and blending confidently with words frequently encountered and some unknown words. • Re-read these books to build up their fluency and confidence in word reading. • Self-correcting used when needed independently. 	<ul style="list-style-type: none"> • Reads most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. • Able to apply strategies to unknown words. • Reads aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. • Identifies a growing bank of words with contractions, knows what the apostrophe represents and reads accurately. • Able to read fluently and accurately words containing two or more syllables that contain same graphemes. • Read year 2 common exception words accurately. • Reads further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. • Re-reads these books to build up their fluency and confidence in word reading. • Self-correcting and re-reading to confirm meaning used independently in reading.

<p align="center">Language Comprehension</p>	<ul style="list-style-type: none"> • Answers and asks questions about the texts that they listen to and those they read independently. • Participates in discussion about books, poems and other works that are read to them and those that they can read for themselves. Listening to what others say. • Able to identify the difference between fiction and non-fiction texts. • Is able to discuss the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. • Discusses favourite words and phrases.(after identifying them in texts) • Beginning to understand the meaning and use of new vocabulary. • Able to recite simple poems out loud. • Makes simple inferences and predictions. • Beginning to make links between the texts that are read. 	<ul style="list-style-type: none"> • Listens to, joins in, discusses and is beginning to be able to expresses views about a range of poetry, stories and non-fiction at a level beyond that at which they can read independently. Introduced to non-fiction books that are structured in different ways and growing awareness of the different formats. • Discusses how items of information and the sequence of events in books are related. Recognises simple recurring literary language in stories and poetry. • Discusses and clarifies the meanings of words, linking new meanings to known vocabulary. • Continues to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. • Understands both the books that they can already read accurately and fluently and those that they listen to. • Answer questions and makes some inferences. • Make a plausible prediction about what might happen on the basis of what has been read so far. • Check their reading makes sense to them, correcting any inaccurate reading. • Making links between the texts being read and listened to. 	<ul style="list-style-type: none"> • Listens to, discusses and expresses views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently • Has knowledge of non-fiction texts and how they can be read and used to obtain information. • Knows that the sequence of events and information in texts are related and is able to discuss them. • Discusses and clarifies the meanings of words, linking new meanings to known vocabulary. • Has a repertoire of poems learnt by heart, (appropriate to their age) appreciating these and reciting some, with appropriate intonation to make the meaning clear. • Understands both the books that they can already read accurately and fluently and those that they listen to. • Can ask and answer questions and makes inferences on the basis of what is being said and done. • Make predictions about what might happen on the basis of what has been read so far. • Checks that the text makes sense to them as they read and can correct inaccurate reading. • Can draw on what they already know or on background information/vocabulary provided by teacher. • Making links with the texts being read.
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Year 2 VIPER Questions

	Key Reading Skills	Suggested question stems for whole class and guided reading
Year 2 - Vocabulary	<ul style="list-style-type: none"> discussing and clarifying the meanings of words; link new meanings to known vocabulary discussing their favourite words and phrases recognise some recurring language in stories and poems 	<ul style="list-style-type: none"> Can you find a noun/adjective/verb that tells/shows you that...? Why do you think that the author used the word... to describe...? Which other word on this page means the same as...? Find an adjective in the text which describes... Which word do you think is most important in this section? Why? Which word best describes...?
Year 2 Inference	<ul style="list-style-type: none"> make inferences about characters' feelings using what they say and do. infer basic points and begin, with support, to pick up on subtler references. answering and asking questions and modifying answers as the story progresses • use pictures or words to make inferences 	<ul style="list-style-type: none"> What do you think.... means? Why do you think that? Why do you think...? How do you think....? When do you think...? Where do you think...? How has the author made us think that...?
Year 2 Prediction	<ul style="list-style-type: none"> predicting what might happen on the basis of what has been read in terms of plot, character and language so far make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them 	<ul style="list-style-type: none"> Where do you think.... will go next? What do you think... will say/do next? What do you think this book will be about? Why? How do you think that this will end? What makes you say that? Who do you think has done it? What might.... say about that? How does the choice of character affect what will happen next?

Year 2 Explaining	<ul style="list-style-type: none"> • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves • express my own views about a book or poem • discuss some similarities between books • listen to the opinion of others 	<ul style="list-style-type: none"> • What is similar/different about two characters? • Explain why... did that.. • Is this as good as...? • Which is better and why? • Does the picture help us? How? • What would you do if you were...? • Would you like to live in this setting? Why? • Is there anything you would change about this story? • Do you agree with the author's...? Why?
Year 2 Retrieval	<ul style="list-style-type: none"> • • independently read and answer simple questions about what they have just read. • • asking and answering retrieval questions draw on previously taught knowledge • remember significant event and key information about the text that they have read • Monitor their reading, checking words that they have decoded, to ensure that they fit within the text they have already read 	<ul style="list-style-type: none"> • • Who is/are the main character(s)? • • When/where is this story set? How do you know? • • Which is your favourite/worst/funniest/ scariest part of the story? Why? Tell me three facts you have learned from the text. • Find the part where... What type of text is this? What happened to ... in the end of the story?
Year 2 Sequence	<ul style="list-style-type: none"> • • discuss the sequence of events in books and how items of information are related. • retell using a wider variety of story language. order events from the text. begin to • discuss how events are linked focusing on the main content of the story. 	<ul style="list-style-type: none"> • • What happens in the story's opening? • • How/where does the story start? What • • happened at the end of the...? • What • is the dilemma in this story? • How is it resolved? Can you retell the story to me in 20 words or less? Can you summarise in 3 sentences the beginning, middle and end of this story?

Year 3	Working Towards	Working At Expected	Working at Greater Depth
Word Recognition	<ul style="list-style-type: none"> Can read words comprising the year 2 GPCs accurately and speedily. Usually reads with reasonable fluency and accuracy but may be hesitant around more complex words. Able to self-monitor reading and self-correct errors they are aware of. Developing knowledge of root words, prefixes and suffixes both to read aloud and to understanding the meaning of new words that they meet. Understands syllable boundaries and how to read each syllable separately before combining them to read the word. Can read silently most of the time. Intonation and expression is being used more confidently.(story telling voice) 	<ul style="list-style-type: none"> Reading is fluent and accurate and attempts complex words with growing knowledge of strategies. When reading texts, pays attention to a wide range of punctuation evident in texts. Self-monitoring reading and self-correcting as they read, if needed. Applies a growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet. Tries out different pronunciations of longer words and identifies correct pronunciation in context of their reading. Reads further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. Reads silently and engages with the text appropriately, using strategies to establish meaning. Story telling voice established when reading (Expression used confidently) 	<ul style="list-style-type: none"> Reading fluent and accurate on a wide range of texts. Able to identify punctuation and read correctly, paying attention to its use. Self-correcting embedded during reading. Able to read root words, prefixes and suffixes to read aloud and to understand the meaning of new words they meet. Reads further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. Chooses and uses a widening range of text types appropriately Reads independently and silently, monitoring precise meaning and adjusting speed of reading to suit material. Chooses to read silently in independent reading sessions and is absorbed in the text. Chooses and uses a widening range of text types appropriately Expression used confidently in reading and use of appropriate voices for characters and emotions.
Language Comprehension	<ul style="list-style-type: none"> Developing a positive attitude to reading, and a growing understanding of what they read, by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Beginning to read for different purposes. Can recognise the main differences between fiction and non-fiction texts. Developing understanding of how to use dictionaries to check meaning of new vocabulary that they have read. Uses non-fiction text to retrieve information. <p>Explains some likes and dislikes, beginning to refer to elements in the text.</p>	<ul style="list-style-type: none"> Has a positive attitude to reading, and an understanding of what they read, by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Uses experience of reading a variety of material to recognise text type or texts structured in different ways. Growing confidence reading texts that are structured in different ways. Can read for a range of purposes. Knows the difference between fiction and nonfiction texts and the different features they have. 	<ul style="list-style-type: none"> Has a positive attitude to reading, and an understanding of what they read, by listening to and discussing a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks. Reads books confidently that are structured in different ways and is aware of the differences between different text types. Reads for a range of purposes. Is able to identify fiction and non-fiction texts and can identify the similarities and differences between the texts. Checks that texts make sense to them, discussing their understanding and explaining the meaning of words in context.

	<ul style="list-style-type: none"> • Can comment on links with own life experiences. Beginning to ask questions independently to improve understanding. • Simple predictions being made, referring to details stated in the text. • Listens to and reads simple poems. Being introduced to different types of poetry. 	<ul style="list-style-type: none"> • Checks that texts make sense to them, discussing their understanding and explaining the meaning of words in context. • Can use a dictionary to check the meaning of new vocabulary that they have read. • Can use non-fiction texts to retrieve and record information. • Can identify and use the basic features of a nonfiction text, including indexes and glossaries. • Knows that information can come from diagrams and illustrations. • Uses questions independently to develop their understanding of texts they are reading. • Can make sensible predictions and can simply infer from details stated and implied in texts. Can listen to, read and identify different types of poetry. 	<ul style="list-style-type: none"> • Uses a dictionary to check the meaning of new vocabulary that they have read. • Can extract information from non-fiction using the features of non-fiction texts, including blurbs, indexes, glossaries and chapters. Knows that information also comes from illustrations and diagrams. • Recalls main elements of text content accurately in response to questions – sometimes including evidence from the text. • Able to develop further understanding of texts by asking questions about contents of texts. • Makes predictions from details stated and implied and can infer from text read (Identifies evidence in text to support inferences and predictions) • Reads different types of poetry and can perform them showing some understanding through intonation and tone.
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Year 3 VIPER Questions

	Key Reading Skills	Question Stems
Year 3 - Vocabulary	<ul style="list-style-type: none"> use dictionaries to check the meaning of words that they have read discuss words that capture the readers interest or imagination identify how language choices help build meaning find the meaning of new words using substitution within a sentence. 	<ul style="list-style-type: none"> What does this word/phrase/sentence tell you about the character/setting/mood? Can you find this word in the dictionary? By writing in this way, what effect has the author created? What other words/phrases could the author have used here? How has the author made you feel by writing...? Which word tells you that...? Find and highlight the word that is closest in meaning to...?
Year 3 Inference	<ul style="list-style-type: none"> children can infer characters' feelings, thoughts and motives from their stated actions. justify inferences by referencing a specific point in the text. ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. make inferences about actions or events 	<ul style="list-style-type: none"> What do you think.... means? Why do you think that? Why do you think...? How do you think....? Can you explain why....? What do these words mean and why do you think that the author chose them? Find and copy a group of words which show...? How does the description of ... show that they are...? Who is telling the story? Why has the character done this at this time?
Year 3 Prediction	<ul style="list-style-type: none"> justify predictions using evidence from the text. use relevant prior knowledge to make predictions and justify them. use details from the text to form further predictions. 	<ul style="list-style-type: none"> Can you think of another story with a similar theme? Which stories have openings like this? Do you think that this story will develop the same way? Why did the author choose this setting? Will that influence the story? What happened before this and what do you think will happen after? Do you think the setting will have an impact on plot moving forward?

Year 3 Explaining	<ul style="list-style-type: none"> discussing the features of a wide range of fiction, poetry, plays, non-fiction and reference books identifying how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts recognise authorial choices and the purpose of these 	<ul style="list-style-type: none"> What is similar/different about two characters? Explain why... did that. Describe different characters' reactions to the same event. Is this as good as...? Which is better and why? Why do you think they chose to order the text in this way? What is the purpose of this text and who do you think it was written for? What is the author's viewpoint? How do you know? How are these two sections in the text linked?
Year 3 Retrieval	<ul style="list-style-type: none"> use contents page and subheadings to locate information learn the skill of 'skim and scan' to retrieve details. begin to use quotations from the text. retrieve and record information from a fiction text. retrieve information from a non-fiction text 	<ul style="list-style-type: none"> Who are the characters in this text? When / where is this story set? How do you know? Which part of the story best describes the setting? What do you think is happening here? What might this mean? How might I find the information quickly? What can I use to help me navigate this book? How would you describe the story? Whose perspective is the story told from?
Year 3 Summarise	<ul style="list-style-type: none"> identifying main ideas drawn from a key paragraph or page and summarising these begin to distinguish between the important and less important information in a text. give a brief verbal summary of a story. teachers begin to model how to record summary writing. identify themes from a wide range of books make simple notes from one source of writing 	<ul style="list-style-type: none"> What is the main point in this paragraph? Sum up what has happened so far in X words or less. Which is the most important point in these paragraphs? Do any sections/paragraphs deal with the same themes? Have you noticed any similarities between this text and any others you have read? What do I need to jot down to remember what I have read?

Year 4	Working Towards	Working At Expected	Working at Greater Depth
Word Recognition	<ul style="list-style-type: none"> Reads further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. Uses knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in the curriculum, both to read aloud and to understand the meaning of new words met. Reads with increasing accuracy and fluency, though may still hesitate over unfamiliar words. Reading uses phrasing and intonation and a growing understanding of the grammatical complex sentences and punctuation used in reading. Awareness of the listener, when reading aloud and is using pace, emphasis and pauses to entertain the reader. Knows how to work out the pronunciation of homophones using the context of the sentence. Concentrates on reading for longer periods and can persevere with longer texts. 	<ul style="list-style-type: none"> Positive attitudes to reading and understanding of what is read. Reads further common expectation words, identifying the correspondence between spelling and sound, and where these occur in the word. Uses knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in the curriculum, both to read aloud and to understand the meaning of new words met. Reads with appropriate phrasing and intonation by using grammatical knowledge of complex sentences and a range of punctuation. When reading aloud knows purpose for reading and the needs of the audience. Reads books that are structured in different ways and reading for a range of purposes. Reads a wide range of text types rapidly and accurately and has sustained concentration when reading longer texts 	<ul style="list-style-type: none"> Positive attitude to reading and reads independently. Reads with appropriate phrasing and intonation by using grammatical knowledge of complex sentences and a range of punctuation. Reading is accurate and fluent. Reads further common exception words fluently. Knows the unusual sound and letter correspondence. Confidently uses knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in the curriculum, both to read aloud and to understand the meaning of new words met. Reads a wide range of text types, including books structured in different ways and for different purposes. Sustained concentration with longer texts.
Language Comprehension	<ul style="list-style-type: none"> Listens to a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks and can join in with discussions about books they have read independently and those that have are read to them. Checks that the text makes sense to them, discussing their understanding of the meaning of words in context. Refers to dictionary to check meaning of words. Understanding of texts increased by asking questions Reads and identifies different types of poetry and can perform them showing some understanding through intonation and tone. Can perform with increasing confidence Can retrieve and record information from non-fiction texts, using the features of the text, such as indexes, glossaries and subheadings to assist. 	<ul style="list-style-type: none"> Listens to a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks and can join in with discussions about books they have read independently and those that have are read to them. Checks that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Uses dictionaries and thesauruses to check meaning of new vocabulary and phrases. Asks questions to improve their understanding of a text Recognises some different forms of poetry [for example, free verse, narrative poetry] Performs these poems with intonation and phrasing and demonstrates understanding of poems read. 	<ul style="list-style-type: none"> Checks that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Uses dictionaries and thesauruses to check meaning of new vocabulary and phrases. Will ask a range of questions to further develop understanding of texts being read or listened to. Recognises different forms of poetry [for example, free verse, narrative poetry] Performs these poems with intonation, pauses and phrasing and demonstrates understanding of poems read. Participates and able to read/perform play-scripts.

	<ul style="list-style-type: none"> • When reading will make comments about words/phrases that capture interest and imagination. Identifies main ideas drawn from more than one paragraph and is developing concise summarising skills. • Can draw simple inferences about characters feelings and thoughts in texts and support with evidence. • Beginning to understand more about thoughts and motives of characters from the text. • Makes predictions from details stated and implied and can infer from text read (Identifies evidence in text to support inferences and predictions) 	<ul style="list-style-type: none"> • Participates and able to read/perform play-scripts. • Retrieves and records information from non-fiction texts using the features of non-fiction texts and makes links with learning. • Knows that information can come from a variety of sources such as charts, diagrams and illustrations. • Participates in discussion about books that are read to them and those they can read for themselves. • Discusses words and phrases that capture the reader's interest and imagination and beginning to use them independently. • More confident in identifying themes and conventions in a wide range of books. • Can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and can justify these inferences with evidence from the texts read. • Can make predictions from details stated and implied. Can support predictions with information from texts. • Identifies information from more than one paragraph and can summarise these. 	<ul style="list-style-type: none"> • Retrieves and records information from non-fiction texts using the features of non-fiction texts and makes links with learning and prior knowledge. • Knows that information can come from a variety of sources such as charts, diagrams and illustrations. • Discusses words and phrases that capture the reader's interest and imagination and beginning to use them independently. Evidence of these can be seen in independent work. • Confidently able to identify different themes and conventions in a variety of texts that are read. • Can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and can justify these inferences with evidence from the texts read. • Can make predictions from details stated and implied. Can support predictions with information from texts and justify opinions. • Able to summarise ideas from more than one paragraph (longer/complex texts) • Identifies how language, structure, and presentation contribute to meaning
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Year 4 VIPER Questions

	Key Reading Skills	Question Stems
Year 4 - Vocabulary	<ul style="list-style-type: none"> using dictionaries to check the meaning of words that they have read use a thesaurus to find synonyms discuss why words have been chosen and the effect these have on the reader explain how words can capture the interest of the reader discuss new and unusual vocabulary and clarify the meaning of these find the meaning of new words using the context of the sentence. 	<ul style="list-style-type: none"> Can you find the meaning or a word with a similar meaning in a dictionary or thesaurus? What does this word/phrase/sentence tell you about the character/setting/mood? By writing..., what effect has the author created? Do you think they intended to? What other words/phrases could the author have used here? Why? How has the author...? Which word is closest in meaning to...?
Year 4 Inference	<ul style="list-style-type: none"> ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (I know this because questions) infer characters' feelings, thoughts and motives from their stated actions. consolidate the skill of justifying them using a specific reference point in the text use more than one piece of evidence to justify their answer 	<ul style="list-style-type: none"> What do you think.... means? Why do you think that? Could it be anything else? I think....; do you agree? Why / why not? How do you think....? Can you explain why....? Can you explain why based on two different pieces of evidence? What do these words mean and why do you think that the author chose them? Find and copy a group of words which show that... What impression of ...do you get from this paragraph?
Year 4 Prediction	<ul style="list-style-type: none"> justify predictions using evidence from the text. use relevant prior knowledge as well as details from the text to form predictions and to justify them. monitor these predictions and compare them with the text as they read on 	<ul style="list-style-type: none"> Can you think of another text with a similar theme? How do their plots differ? Which stories have openings like this? Do you think that this story will develop the same way? Why did the author choose this setting? Will that influence the story? What does this paragraph suggest what will happen next? Do you think ... will happen? Explain your answers with evidence from the text.

Year 4 Explaining	<ul style="list-style-type: none"> discussing words and phrases that capture the reader's interest and imagination identifying how language, structure, and presentation contribute to meaning recognise authorial choices and the purpose of these 	<ul style="list-style-type: none"> What is similar/different about two characters? Did the author intend that? Explain why... did that. Describe different characters' reactions to the same event. Is this as good as...? Which is better and why? What can you tell me about how this text is organised? Why is the text arranged in this way? What is the purpose of this text and who is the audience? How does the author engage the reader here? Which section was the most ...? Why?
Year 4 Retrieval	<ul style="list-style-type: none"> confidently skim and scan texts to record details, using relevant quotes to support their answers to questions. retrieve and record information from a fiction or non-fiction text. 	<ul style="list-style-type: none"> Find the... in this text. Is it anywhere else? When/where is this story set? How do you know? Find the part of the story that best describes the setting. What do you think is happening here? Why? What might this mean? Whose perspective is the story told by and how do you know? How can you use the subheading to help you here?
Year 4 Summarise	<ul style="list-style-type: none"> use skills developed in year 3 in order to write a brief summary of main points, identifying and using important information. identifying main ideas drawn from more than one paragraph. identify themes from a wide range of books summarise whole paragraphs, chapters or texts highlight key information and record it in bullet points, diagrams, maps etc 	<ul style="list-style-type: none"> What is the main point in this paragraph? Is it mentioned anywhere else? Sum up what has happened so far in X words/seconds or less. Which is the most important point in these paragraphs? Why? Do any sections/paragraphs deal with the same themes? How might I record this to ensure the best possible outcome?

Year 5	Working Towards	Working At Expected	Working at Greater Depth
Word Recognition	<ul style="list-style-type: none"> • Reading is generally accurate and fluent. • Uses voice and language to engage the reader and aware of their audience • Tackles challenging texts with increasing accuracy and increasing confidence. • Has an understanding of grammatical sentences and punctuation when reading and how they must be used in reading. • Applies their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. • Will attempt to independently solve and self-correct unfamiliar words that they met in reading. Re-reads to confirm meaning 	<ul style="list-style-type: none"> • Reading is accurate and fluent and with appropriate expression, especially when using direct speech. Voice is used appropriately to give full meaning to the text. • Awareness of audience when reading aloud and the purpose of reading. • Tackles unfamiliar and challenging texts with accuracy and confidence. • Good understanding of sentence structures and range of punctuation when reading and knows how they affect reading. • Applies their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. • Independently self corrects rapidly whilst reading and rereads to confirm meaning and accuracy. 	<ul style="list-style-type: none"> • Reading is confident, fluent and accurate. • Reads aloud using intonation, pace, tone and expression appropriately. • Aware of different audiences and the purposes for reading. • Understands different sentence structures and range of punctuation when reading and knows how they affect reading. • Reads more challenging, unfamiliar and complex texts confidently. • Applies their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. • Independently self corrects rapidly whilst reading and rereads to confirm meaning and accuracy.
Language Comprehension	<ul style="list-style-type: none"> • Continuing to read and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Becoming increasingly familiar with a variety of books including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. • Awareness that books are structured in different ways and is able to select texts and read for a variety of purposes. • Can make a recommendation about a book that they have read and can give simple reasons for their choices. • Can make comparisons within books. • Knows about different forms of poetry and knows a few poems by heart. 	<ul style="list-style-type: none"> • Continues to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Is familiar with a variety of books including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. • Knows books are structured in different ways and is able to select texts and read for a variety of purposes. • Will make a recommendation about a book that they have read and can give reasons for their choices. • Is able to make comparisons within books and across different books. • Knows about different forms of poetry and knows some poems by heart. • Preparing poems and plays to read aloud and to perform, demonstrating understanding 	<ul style="list-style-type: none"> • Continues to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Has knowledge of different types of books including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. • Knows that books are structured in different ways and can select texts based on this and read for different purposes. • Readily makes recommendations about a book that they have read and can give reasons for their choices. • Can make comparisons within books and across different books. • Knows about different forms of poetry and knows some poems by heart, which they can read aloud. Preparing poems and plays to read aloud and to perform, demonstrating understanding

	<ul style="list-style-type: none"> • Can practise poems and plays to read aloud and to perform, demonstrating some understanding of their meaning. • When talking about texts can use their own words. • Can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and can justify these inferences with evidence from the texts read. • Can make predictions from details stated and implied. Can support predictions with information from texts and justify any opinions. 	<p>through intonation, tone and volume so that the meaning is clear to an audience.</p> <ul style="list-style-type: none"> • Begins to respond with empathy to elements of fiction and poetry • Beginning to recognise that there may be a deeper meaning, or theme, underlying the plot of a text that they have read. • Is able to express understanding of texts in own words rather than just repeating the text. • Can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Will use quotes from the texts to support information. • Makes predictions of what might happen from details stated and those that are implied. • Is able to summarise concisely the main ideas drawn from more than 1 paragraph and longer texts that are read. • Is becoming more aware of how authorial style and the language used in texts can affect the reading and understanding of a text. • Can give an opinion on a text and explain why they have given this opinion. • Uses non-fiction to retrieve, record and present information in a variety of different forms. • Participates in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously 	<p>through intonation, tone and volume so that the meaning is clear to an audience.</p> <ul style="list-style-type: none"> • Able to check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. • Able to independently use resources to confirm meaning of any unfamiliar words. • Will ask questions to improve their understanding. • Able to answer questions about texts, with increasing and relevant detail. • Can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Can quote from the texts. • Makes predictions of what might happen from details stated and those that are implied. • Is able to summarise concisely the main ideas drawn from more than 1 paragraph and longer texts that are read. • Can identify key details that support the main ideas. Can discuss and explain how authors have used language, including figurative language to create effects on the reader and they can consider/understand the impact on the reader. • Is able to distinguish between statements of fact and opinion. • Can give an opinion and use evidence to support and justify their opinion. • Uses non-fiction to retrieve, record and present information. • Participates confidently in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. • Can present their understanding of texts they have read through formal presentations and debates, always maintaining a focus on the topic. They can use notes to support their presentations.
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Year 5 VIPER Questions

	Key Reading Skills	Question Stems
Year 5 - Vocabulary	<ul style="list-style-type: none"> explore the meaning of words in context, confidently using a dictionary discuss how the author's choice of language impacts the reader evaluate the authors use of language investigate alternative word choices that could be made begin to look at the use of figurative language use a thesaurus to find synonyms for a larger variety of words re-write passages using alternative word choices read around the word' and *explore its meaning in the broader context of a section or paragraph. 	<ul style="list-style-type: none"> Can you quickly find...in the dictionary and thesaurus? What does this word/phrase/sentence tell you about the character/setting/mood? By writing..., what effect has the author created? Do you think they intended to? What other words/phrases could the author have used here? Why? How has the author made you/this character feel by writing...? Why? Find and highlight the word which is closest in meaning to ... Find a word which demonstrates... Can you rewrite this in the style of the author using your own words? How have simile and metaphor been used here to enhance the text?
Year 5 Inference	<ul style="list-style-type: none"> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. make inferences about actions, feelings, events or states use figurative language to infer meaning give one or two pieces of evidence to support the point they are making. begin to draw evidence from more than one place across a text. 	<ul style="list-style-type: none"> What do you think... means? Why do you think that? Could it be anything else? I think....; do you agree? Why/why not? Why do you think the author? decided to...? Can you explain why...? Can you give me evidence from somewhere else in the text? What do these words mean and why do you think that the author chose them? How does the author make you feel? What impression do you get from these paragraphs?
Year 5 Prediction	<ul style="list-style-type: none"> predicting what might happen from details stated and implied support predictions with relevant evidence from the text. confirm and modify predictions as they read on. 	<ul style="list-style-type: none"> Can you think of another story with a similar theme? How do their plots differ? Which stories have openings like this? Do you think that this story will develop the same way? Why did the author choose this setting? Will that influence the story?

Year 5 Explaining	<ul style="list-style-type: none"> provide increasingly reasoned justification for my views recommend books for peers in detail give reasons for authorial choices begin to challenge points of view begin to distinguish between fact and opinion identifying how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language, considering the impact on the reader explain and discuss their understanding of what they have read, including through formal presentations and debates. 	<ul style="list-style-type: none"> What is similar/different about two characters? Did the author intend that? Explain why... did that. Describe different characters' reactions to the same event. Does this story have a moral? Which is better and why? How is the text organised and what impact does this have on you as a reader? Why has the text been written this way? How can you tell whether it is fact and opinion? How is this text similar to the writing we have been doing? How does the author engage the audience?
Year 5 Retrieval	<ul style="list-style-type: none"> confidently skim and scan, and also use the skill of reading before and after to retrieve information. use evidence from across larger sections of text read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts. retrieve, record and present information from non-fiction texts. ask my own questions and follow a line of enquiry. 	<ul style="list-style-type: none"> Find the... in this text. Is it anywhere else? When/where is this story set? Find evidence in the text. Find the part of the story that best describes the setting. What do you think is happening here? Why? Who is telling this story? Can you skim/scan quickly to find the answer?
Year 5 Summarise	<ul style="list-style-type: none"> summarising the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas. make connections between information across the text and include this is an answer. discuss the themes or conventions from a chapter or text identify themes across a wide range of writing 	<ul style="list-style-type: none"> What is the main point in this paragraph? Is it mentioned anywhere else? Sum up what has happened so far in... words/seconds or less. Which is the most important point in these paragraphs? Why? Do any sections/paragraphs deal with the same themes? Can you find a text with a similar theme?

Year 6	Working Towards	Working At Expected	Working at Greater Depth
Word Recognition	<ul style="list-style-type: none"> Reading is confident, fluent and accurate. Reads aloud using intonation, pace, tone and expression appropriately. Aware of different audiences and the purposes for reading. Understands different sentence structures and range of punctuation when reading and knows how they affect reading. Beginning to read more challenging, unfamiliar and complex texts confidently. Applies their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. Independently self corrects rapidly whilst reading and rereads to confirm meaning and accuracy. Demonstrates enthusiasm and engagement in reading. 	<ul style="list-style-type: none"> Reads aloud using intonation, pace, tone and expression appropriately. Uses voice and language to engage the reader/audience. Knowledgeable about audiences and the purposes for reading. Uses appropriate phrasing and intonation by applying grammatical knowledge of complex sentences, punctuation, and other grammatical forms in texts. Has an enthusiasm for reading and reads for pleasure. Will attempt challenging/unfamiliar texts with increasing confidence. Uses reading to inform speaking and writing vocabulary. Applies knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. 	<ul style="list-style-type: none"> Reading is confident, fluent and accurate and effortless. Readily attempts and tackles unfamiliar/challenging texts confidently. Knowledgeable about the purposes of reading and different audiences and can easily adapt reading to suit need and audience. Conscious use of reading to inform and further extend vocabulary. Demonstrates a sense of involvement and personal response (which they can discuss) to texts when reading independently, aloud or silently. Applies knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.
Language Comprehension	<ul style="list-style-type: none"> Reads and discusses an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Has knowledge of different types of books including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. 	<ul style="list-style-type: none"> Reads, discusses, compares and evaluates a wide range of genres including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. Knowledgeable about the different text types. Informed recommendations made to peers and others about a variety of different texts 	<ul style="list-style-type: none"> Reads, discusses, compares and evaluates a wide range of genres including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. Will select a variety of books to read for pleasure. Knowledgeable about different text types and can select from a range of texts to read for pleasure.

Year 6 VIPER Questions

	Key Reading Skills	Question Stems
Year 6 - Vocabulary	<ul style="list-style-type: none"> evaluate how the authors' use of language impacts upon the reader find examples of figurative language and how this impacts the reader and contributes to meaning or mood. discuss how presentation and structure contribute to meaning. explore the meaning of words in context by 'reading around the word' and independently explore its meaning in the broader context of a section or paragraph. 	<ul style="list-style-type: none"> What does this word/phrase/sentence tell you about the character/setting/mood? By writing..., what effect has the author created? Do you think they intended to? Can you find examples of simile, metaphor, hyperbole or personification in the text? Why has the text been organised in this way? Would you have done it differently? What other words/phrases could the author have used here? Why? How has the author made you/this character feel by writing...? Why?
Year 6 Inference	<ul style="list-style-type: none"> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. discuss how characters change and develop through texts by drawing inferences based on indirect clues. make inferences about events, feelings, states backing these up with evidence. infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made. They can draw evidence from different places across the text 	<ul style="list-style-type: none"> What do you think... means? Why do you think that? Could it be anything else? I think....; do you agree? Why/why not? Why do you think the author decided to...? Can you explain why...? What do these words mean and why do you think that the author chose them? How do other people's descriptions of ...show that...? Where else in the text can we find the answer to this question?
Year 6 Prediction	<ul style="list-style-type: none"> predicting what might happen from details stated and implied support predictions by using relevant evidence from the text confirm and modify predictions in light of new information. 	<ul style="list-style-type: none"> Can you think of another story with a similar theme? How do their plots differ? Which stories have openings like this? Do you think that this story will develop the same way? Why did the author choose this setting? Will that influence the story?

Year 6 Explaining	<ul style="list-style-type: none"> provide increasingly reasoned justification for my views recommend books for peers in detail give reasons for authorial choices begin to challenge points of view begin to distinguish between fact and opinion identifying how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language, considering the impact on the reader explain and discuss their understanding of what they have read, including through formal presentations and debates. distinguish between fact, opinion and bias explaining how they know this. 	<ul style="list-style-type: none"> What is similar/different about two characters? Did the author intend that? Explain why... did that. Describe different characters' reactions to the same event. Does this story have a moral? Which is better and why? Can you identify where the author has shown bias towards a particular character? Is it fact or is it opinion? How do you know? How does the author make you feel at this point in the story? Why did they do that? Can you explain it in a different way?
Year 6 Retrieval	<ul style="list-style-type: none"> Children confidently skim and scan, and also use the skill of reading before and after to retrieve information. *They use evidence from across whole chapters or texts Read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts. Retrieve, record and present information from a wide variety of non-fiction texts. Ask my own questions and follow a line of enquiry. 	<ul style="list-style-type: none"> Find the... in this text. Is it anywhere else? Can you skim the next... and find me the answer to...? When/where is this story set? Find evidence in the text. Find the part of the story that best describes the setting. What do you think is happening here? Why? Who is telling this story? What genre is...? Can you look at these other texts and find me what is similar and what is different?
Year 6 Summarise	<p>summarise information from across a text and link information by analysing and evaluating ideas between sections of the text.</p> <p>summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas make comparisons across different books.</p> <p>summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs.</p>	<ul style="list-style-type: none"> What is the main point of the text? Can you look in this paragraph? What does the author mean? Is it mentioned anywhere else? Sum up what has happened so far in... words/seconds or less. Can you read the text and summarise what has happened? Which is the most important point in these paragraphs? Why? Do any sections/paragraphs deal with the same themes?