



Reading Progression

Long Row Primary and Nursery School
Inspire, Respect, Belong

EYFS

In EYFS, children are introduced to reading through daily story, rhyme and song time as well as accessing a variety of books within the EYFS provision. Adults take time to sit with children to share their chosen books and children can then choose a book to take home; this book can be changed as frequently as the child chooses. Children match objects to pictures and labels when choosing and putting away resources, and identify their own resources by finding their group pictures, or photographs and name labels.

Children begin with picture books to encourage using pictures as prompts, to promote and develop story telling skills and to create interest, make predictions and to provide opportunities for lots of discussion. We always 'walk through' new books to be used as part of our shared reading. A variety of text types are used and the teacher will model strategies to decipher tricky or unknown words or to answer questions or provide meaning about a text.

The texts and books that children are asked to read independently are fully decodable and link in with our phonics teaching. Therefore, they are composed almost entirely of words made up of grapheme-phoneme correspondences that the children have learned so far. The books will also contain a small number of common exception words that the children have learned as part of our phonics programme. This is to enable the children to experience success when reading independently. These books are also taken home so children can share their achievements and read successfully with their family members. We encourage children to read at home for a short period as often as possible during a week, we refer to this as 'little and often'.

Reading: Word Reading & Comprehension – EYFS Statutory Framework

In Nursery the children will learn to...	In Reception the children will learn to...
• Value books and identify favourite books. • Hold a book the correct way and turn the pages carefully. • Enjoy sharing a book with an adult and friends. • Join in with actions and repetitive refrains / verses. • Sing songs and rhymes. • Listen to simple poems. • Identify and talk about their favourite rhymes, songs and stories. • Recognise familiar logos / signs. • Enjoy rhythmic and musical activities and accompany using clapping and playing musical instruments with the beat. • Begin telling and creating their own stories. • Fill in missing words in a familiar rhyme or story. • Describe what is happening to characters in a picture book. • Clap out syllables in words. • Recognise when two words begin with the same letter. • Identify the difference between pictures and words. • Tell their own story. • Describe events in a story using pictures.	• Handle books with increasing competency and care. • Listen to stories and join in when reading 1:1, small group or whole class. • Begin to show an awareness of the way stories are structured. • Tell their own stories independently. • Talk about events and the main characters in familiar stories. • Show continued interest in illustrations. • Recognise familiar words e.g. own name and names of people who are important to them. • Read individual letter sounds and recognise corresponding graphemes – linked to Supersonic Phonic Friends. • Begin to blend sounds into words, so that they can read short words made up of known letter (sound correspondences) – linked to SSPF • Clap out the syllables in words. • Begin recognising some high frequency words. • Know that print carries meaning from left to right and top to bottom. • Recognise a rhyming string. • Know the difference between a letter and a word. • Begin to recognise digraphs. • Blend sounds to read VC and CVC words. • Begin reading some high frequency words. • Talk about events in stories which are read to them. • Continue or generate a rhyming string. • Read simple phonetically decodable words using their knowledge of sounds. • Read some high frequency words on sight. • Enjoy sharing a range of texts – fiction, non-fiction, magazines with an adult / peer. • Show a deeper interest in books, drawing on their phonic knowledge, experience of other books and illustrations to interpret a text. • Retell a familiar story in the correct sequence. • Create their own stories. • Adapt familiar stories to add their own ideas. • Read a simple sentence. • Re-read their own sentences aloud to an adult / peer.

Word reading – National Curriculum progression

In Year 1 the children will learn to...	In Year 2 the children will learn to...	In Year 3/4 the children will learn to...	In Year 5/6 the children will learn to...
• Apply phonic knowledge and skills as the route to decode words. • Respond quickly with the correct sound to graphemes for all phonemes, including alternative sounds for graphemes where applicable. • Read accurately by blending sounds in unfamiliar words containing grapheme-phoneme correspondences (GPCs) that have been taught. • Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. • Read words containing taught GPCs and -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 understand that apostrophes represent omitted letters. • Accurately read books aloud that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. • Reread books to build up their fluency and confidence in word reading. Prosody: Pause at full stops. Recognise and discuss modelled use of intonation for question marks. Recognise and discuss modelled use of stress and/or volume for exclamation marks.	• Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. • Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. • Read accurately words of two or more syllables that contain the graphemes taught so far. • Read words containing common suffixes. • Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. • Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. • Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. • Reread books to build up their fluency and confidence in word reading. Prosody: Pause at commas Use intonation for questions Use of stress and/or volume for exclamations	• Apply their growing knowledge of root words, prefixes and suffixes, and etymology and morphology, both to read aloud and to understand the meaning of new words they encounter. • Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. Prosody: Use of intonation, stress and/or volume to show feelings. Use appropriate volume. Use different voices for characters. Vary volume for effect (whispering, shouting, narrating) Use intonation, stress and/or volume to show feelings. Use different character voices Use rhythm when reading rhyming stories or poetry e.g. rhyming picture books.	• Apply their growing knowledge of root words, prefixes and suffixes, and morphology and etymology, both to read aloud and to understand the meaning of new words that they meet. Prosody: Use intonation, stress and/or volume in response to commas, brackets and dashes. Read aloud to a range of audiences. Use intonation, stress and/or volume in response to the full range of punctuation introducing colons, semi-colon, ellipses.

Year 1 -VIPERS Progression

National Curriculum Statement Year 1:	Develop pleasure in reading by: V: Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. E: Being encouraged to link what they read or hear read to their own experiences. V/S: Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. V: Recognising and joining in with predictable phrases. V: Learning to appreciate rhymes and poems, and to recite some by heart. V: Discussing word meanings, linking new meanings to those already known.	
National Curriculum Statement Year 1:	Understand both the books they can already read accurately and fluently and those they listen to by: V: Drawing on what they already know or on background information and vocabulary provided by the teacher V/S: Checking that the text makes sense to them as they read and correcting inaccurate reading. I: Making inferences on the basis of what is being said and done. P: Predicting what might happen on the basis of what has been read so far. V/E: Participate in discussion about what is read to them, taking turns and listening to what others say. E/S: Clearly explain their understanding of what is read to them. R/E: Identify/explain key aspects of fiction and non-fiction, such as characters, events, titles and information.	
Activities to support reading:	• Model and demonstrate directionality and correct book handling • Relate spoken words to written words in context • Encourage children to act out parts of the story and retell the story in their own words • Transcribe the children's oral responses into written ones • Jump in - Encourage children to continue the story to the end of the punctuation in a known story • Choral response - Encourage children to read as a group or pair • Buddy - Allow children to discuss in partners or read together • Draw key aspects from the story - verbally explain or use key words to label (modelled by teacher)	
VIPERS	Reading Skills	Suggested Question Stems
Vocabulary	• 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	• 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?

	• use vocabulary given by the teacher • • discuss favourite words and phrases	• Which word in this part do you think is the most important? • Why do you think they repeat this word in the story
Inference	• 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	• 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?
Prediction	• 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 through pictures.	• 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?
Explain	• 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	• Is there anything you would change about this story? • What do you like about this text? • Who is your favourite character? Why? • What is your favourite fact? Why? • What have you learnt today?
Retrieval	• 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	• 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?
Sequence	• 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	• 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 –VIPERS Progression

National Curriculum Statement Year 2:	Develop pleasure in reading by: V: listening to, discussing and expressing 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 S: discussing the sequence of events in books and how items of information are related S: becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales E: being introduced to non-fiction books that are structured in different ways V: recognising simple recurring literary language in stories and poetry V: discussing and clarifying the meanings of words, linking new meanings to known vocabulary V: discussing their favourite words and phrases S: continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear		
National Curriculum Statement Year 2:	Understand both the books they can already read accurately and fluently and those they listen to by: V: drawing on what they already know or on background information and vocabulary provided by the teacher R: checking that the text makes sense to them as they read and correcting inaccurate reading I: making inferences on the basis of what is being said and done R: answering and asking questions P: predicting what might happen on the basis of what has been read so far I/R/E: participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say E: explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves		
Activities to support reading:	• Relate spoken words to written words in context • Encourage children to retell parts of the story from memory • Transcribe the children's oral responses into written ones and model structures for answering question • Always ask the children to explain their responses to questions - How do you know? • Jump in - Encourage children to continue the story to the end of the punctuation in a known story • Choral response - Encourage children to read as a group or paired ideas to questions asking for deeper responses when needed • Buddy - Allow children to discuss in partners or read together • Ask children to become Reading Detectives and search for clues within texts • Model reading strategies - re-reading for clarity and understanding		
VIPERS	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">Reading Skills</td> <td style="width: 50%; text-align: center;">Suggested Question Stems</td> </tr> </table>	Reading Skills	Suggested Question Stems
Reading Skills	Suggested Question Stems		

Vocabulary	• 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	• What does the word mean in this sentence? • Find and copy a word which means • 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...?
Inference	• 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	• 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...?
Prediction	• 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	• 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?
Explain	• 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	• 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
Retrieval	• 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	• 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 • Is this a fiction or a non-fiction book? How do you know?

Sequence	• 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.	• 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 3/4 – VIPERS Progression		
National Curriculum Statement Year 3/4:	Develop positive attitudes to reading and understanding of what they read by: V: Listening to and discussing a wide range of fiction, poetry, plays, non-fiction, and reference books or textbooks. E: Identifying how language, structure, and presentation contribute to meaning E: Reading books that are structured in different ways and reading for a range of purposes. V: Using dictionaries to check the meaning of words that they have read. S: Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. E: Identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. V: Discussing words and phrases that capture the reader's interest and imagination. (VIPER – VOCABULARY / EXPLAIN) E: Recognising some different forms of poetry.	
National Curriculum Statement Year 3/4:	Understand what they read, in books they can read independently, by: V/E: Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. V/I: Asking questions to improve their understanding of a text. I: Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. P: Predicting what might happen from details stated and implied. S/E: Identifying main ideas drawn from more than one paragraph and summarising these. E: Identifying how language, structure, and presentation contribute to meaning.	
National Curriculum Statement Year 3/4	R: Retrieve and record information from non-fiction. E: Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.	
Activities to support reading:	• Transcribe the children's oral responses into written ones and model structures for answering question - Written answers will increase as children move up the year groups. • Always ask the children to explain their responses to questions - How do you know? • Model creating story maps of events and speech bubbles to demonstrate characters actions, thoughts and feelings • Draw and label 'picture in mind' • Relate the text type back to the writing the children have completed • Model how to construct a summary of a text • Jump in - Encourage children to continue the story to the end of the punctuation in a known story • Choral response - Encourage children to read as a group or popcorn ideas to questions asking for deeper responses after the initial response	

	• Buddy - Allow children to discuss in partners or read together • Ask children to become Reading Detectives and search for clues within texts • Model reading strategies - re-reading for clarity and understanding Vocabulary - introduce and discuss - children draw pictures to show word meanings, find the words in the text, pre-prepared words and/or words they found interesting, stand up when they hear the word in the text, dictionary speedy fingers - each pair given a word or two to find, synonyms, antonyms, Highlight parts or vocab they didn't understand or that they think might be tricky for others. Clarify strategies to use - read on, read back, replace words to check for sense. Find and copy a word that means questions, which word am I? Taboo. Inference - strategies - look for clues, key words, label outlines, Venn diagrams. Predict - ask their own questions. Use evidence from the text. "I wonder why.....?" "Where do you think they will go next....?" "How would you solve the dilemma....?" "What advice would you give...?" "What if....?" Explain - Discuss - class, paired, group - feedback and share. Evidence from the text. Retrieve - Mind-map what they have learnt. Compare / contrast cards. Fact / opinion Summarise - as a group, partner work or individually. Feelings and inferences about characters, Summarise text in 10 words, Make a headline/subheading, Story map. Draw sequence - 1st, next, then. No words used, this develops idea of making pictures in their head and order chronology.	
VIPERS	Reading Skills	Suggested Question Stems
Vocabulary	• 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. • use a thesaurus to find synonyms • discuss why words have been chosen and the effect these have on 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.	• What does this word/phrase/sentence tell you about the character/setting/mood? • Can you find this word in the dictionary or thesaurus? • 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...?
Inference	• 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 (I know ... 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	• What do you think.... means? Why do you think that? Could it be anything else? • Why do you think...? • How do you think....? • Can you explain why....? • 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? • I think....; do you agree? Why / why not? • Can you explain why based on two different pieces of evidence? • What impression of ...do you get from this paragraph?

Prediction	• 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. • monitor these predictions and compare them with the text as they read on	• 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? • What does this paragraph suggest what will happen next? • Do you think ... will happen? Explain your answers with evidence from the text. • Can you draw the next part and label it/write about it? Which part of the text gave you the biggest impression of what could happen?
Explain	• 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 • 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	• 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 is the audience? • What is the author's viewpoint? How do you know? • How are these two sections in the text linked? • Which is better and why? • What can you tell me about how this text is organised? • Why is the text arranged in this way? • How does the author engage the reader here? • Which section was the most ...? Why?
Retrieval	• 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 • 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.	• 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? • How can you use the subheading to help you here? • True or false?
Summarise	• identify main ideas drawn from a key paragraph/page and summarise these - verbal or written • begin to distinguish between the important and less important information in a text. • identify themes from a wide range of books • make simple notes from one source of writing	• 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?

	- identifying main ideas drawn from more than one paragraph. - identify themes from a wide range of books - teachers model how to record summary writing. - highlight key information and record it in bullet points, diagrams, maps etc	What do I need to jot down to remember what I have read?
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Year 5/6 – VIPERS Progression		
National Curriculum Statement Year 5/6:	Maintain positive attitudes to reading and understanding of what they read by: R: Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, and reference books or textbooks. S/E: Reading books that are structured in different ways and reading for a range of purposes. R: Increasing their familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, fiction from British literary heritage, and books from other cultures and traditions. E: Recommending books that they have read to their peers, giving reasons for their choices. S/E: Identifying and discussing themes and conventions in and across a wide range of writing. E: Making comparisons within and across books. V/S: Learning a wider range of poetry by heart. S: Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.	
National Curriculum Statement Year 5/6:	Understand what they read by: V/E: Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. R/I: Asking questions to improve their understanding. I: Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. P: Predicting what might happen from details stated and implied. S: Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. E: Identifying how language, structure and presentation contribute to meaning. V/I/E: Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. R/E: Distinguish between statements of fact and opinion. R: Retrieve, record and present information from non-fiction. I/E: Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. V/E: Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. E: Provide reasoned justifications for their views.	
National Curriculum Statement Year 5/6	R: Retrieve and record information from non-fiction. ALL: Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.	

Activities to support reading:	• Transcribe the children's oral responses into written ones and model structures for answering question - Written answers will increase as children move up the year groups. • Always ask the children to explain their responses to questions - How do you know? • Summarise each of the main characters and return and add to these as reading progresses. • Create story maps of events and speech bubbles to demonstrate characters actions, thoughts and feelings. • Write information gained from the text in a different context. • Draw and label 'picture in mind' • Create comparison grids / Venn diagrams / answers to demonstrate similarities and differences • Change part of the text from fiction to non-fiction and vice-versa. • Fully develop skimming and scanning techniques - fastest finger first - to find particular parts of the text • Relate the text type back to the writing the children have completed • Model how to construct a summary of a paragraph, text, story. • Jump in - Encourage children to continue the story to the end of the punctuation in a known story • Choral response - Encourage children to read as a group or popcorn ideas to questions asking for deeper responses after the initial response • Buddy - Allow children to discuss in partners or read together • Ask children to become Reading Detectives and search for clues within texts • Model reading strategies - re-reading for clarity and understanding Vocabulary - introduce and discuss - children draw pictures to show word meanings, find the words in the text, pre-prepared words and/or words they found interesting, stand up when they hear the word in the text, dictionary speedy fingers - each pair given a word or two to find, synonyms, antonyms, Highlight parts or vocab they didn't understand or that they think might be tricky for others. Clarify strategies to use - read on, read back, replace words to check for sense. Find and copy a word that means questions, which word am I? Taboo. Inference - strategies - look for clues, key words, label outlines, Venn diagrams. Predict - ask their own questions. Use evidence from the text. "I wonder why.....?" "Where do you think they will go next....?" "How would you solve the dilemma....?" "What advice would you give...?" "What if....?" Explain - Discuss - class, paired, group - feedback and share. Evidence from the text. Retrieve - Mind-map what they have learnt. Compare / contrast cards. Fact / opinion Summarise - as a group, partner work or individually. Feelings and inferences about characters, Summarise text in 10 words, Make a headline/subheading, Story map. Draw sequence - 1st, next, then. No words used, this develops idea of making pictures in their head and order chronology.	
VIPERS	Reading Skills	Suggested Question Stems
Vocabulary	• 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	• 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 ...

	• re-write passages using alternative word choices • read around the word' and *explore its meaning in the broader context of a section or paragraph.. • 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.	• 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? • Can you find examples of simile, metaphor, hyperbole or personification in the text?
Inference	• 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. • 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	• 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?
Prediction	• 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	• 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? • What does this paragraph suggest what will happen next? • Do you think ... will happen? Explain your answers with evidence from the text. • Can you draw the next part and label it/write about it? Which part of the text gave you the biggest impression of what could happen? • 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?
Explain	• 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	• 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 is the audience?

	- 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.	- What is the author's viewpoint? How do you know? - How are these two sections in the text linked? - Which is better and why? - What can you tell me about how this text is organised? - Why is the text arranged in this way? - How does the author engage the reader here? - Which section was the most ...? Why? - 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
Retrieval	- 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.	- 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? - When/where is this story set? Find evidence in the text. - What genre is...? - Can you look at these other texts and find me what is similar and what is different?
Summarise	- 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	- 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?