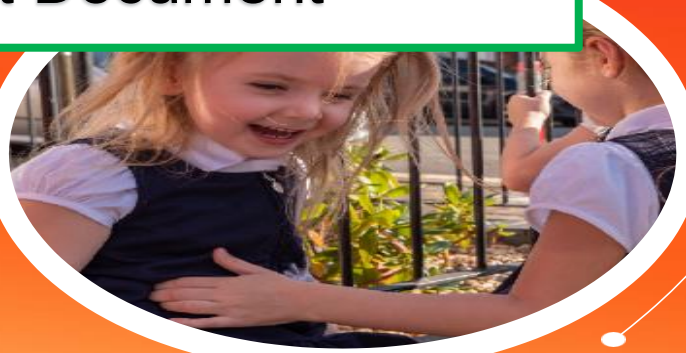
Hill Top Academy
Reading Intent Document



November 2022

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Introduction

Introduction

This document is the basis for planning and delivery within each year group. It outlines the knowledge that should be taught in reading and includes:

- A summary of the knowledge and principles that underpin our approach
- Progression of reading, including the core content and intended learning for developing the application of phonics, reading for pleasure (including poetry) and reading accurately, aligned to the National Curriculum and Exceed Learning Partnership's Reading Progression Document
- The VIPERS progression documents for Years 1 to 6.

Teachers should draw upon the statements in conjunction with the VIPERS progression grid and the class text when planning the reading teaching sequences. It is the embedding of these skills in particular which will have the greatest impact on pupil outcomes and allow them to make sure progress in their reading.

Intent

We have built our reading curriculum around the principles of evidence-led practice, including the recommendations from the EEF Improving Literacy Guidance Report. This is to ensure that pupils are equipped to successfully think, work and communicate like a reader. Our reading curriculum focuses on excellence by
learning from outstanding authors, and the intention is that exceptional teacher instruction inspires pupils to acquire knowledge as readers and skillfully apply their understanding. It is our intention that through studying a range of quality yet challenging fiction, non-fiction and poetry, pupils become more expert as they
progress through the curriculum, which develops pupils' language capabilities, supports pupils to develop fluent reading capabilities and teaches reading comprehension strategies through modelling and supported practice:

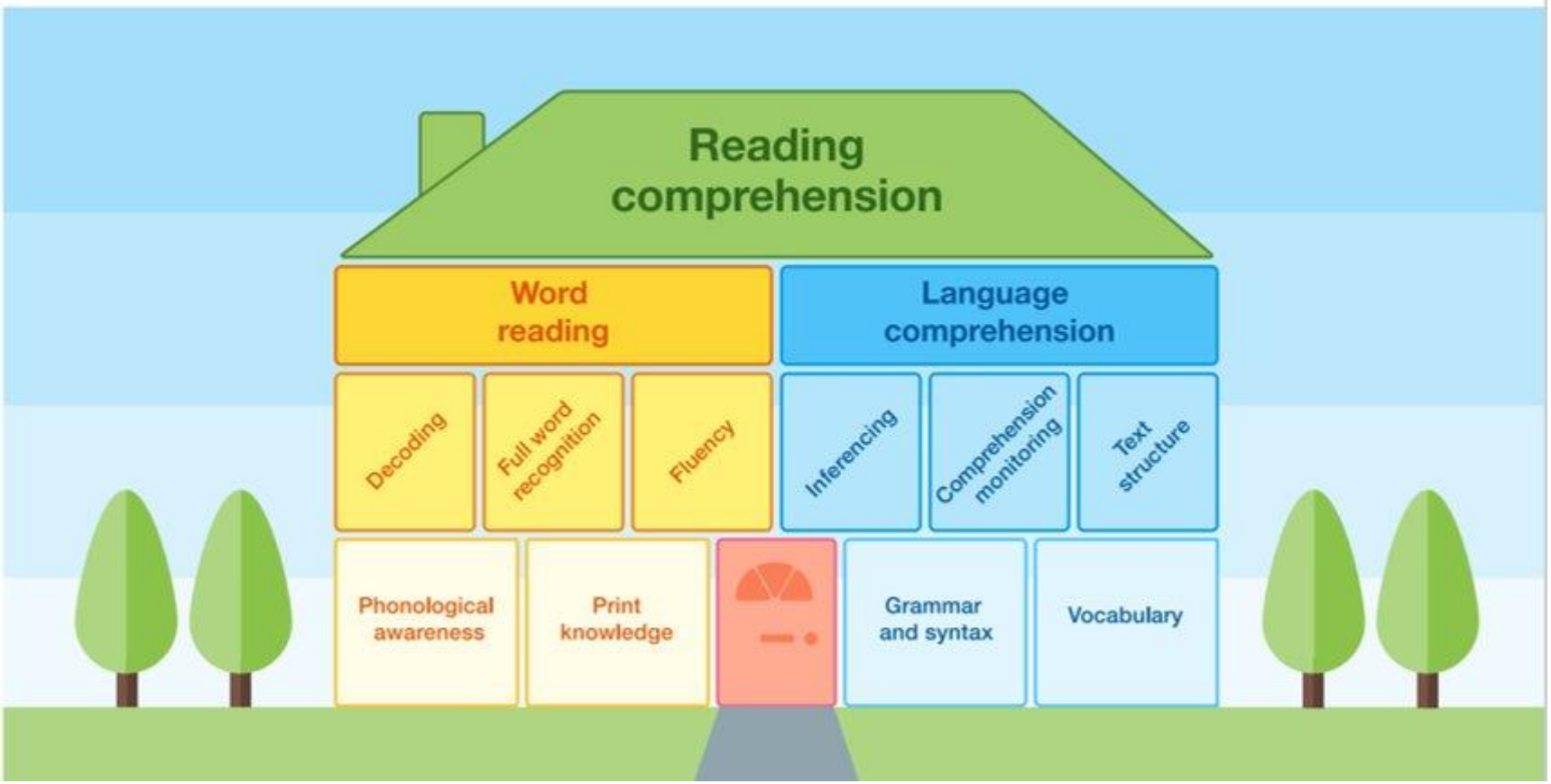
1. **Develop pupils' language capabilities**
    - Purposeful speaking and listening activities support pupils' language development. Purposeful activities include collaborative learning activities where pupils can share their thought processes; reading books aloud and discussing them, including use of structured questioning; and pupils articulating their ideas verbally.
    - Promote high-quality dialogue in the classroom, between the teacher and the pupils and between pupils, to support pupils to develop their thinking and use of language.
    - Extend pupils' vocabulary by explicitly teaching new words, providing repeated exposure to new words, and providing opportunities for pupils to use new words.

2. **Support pupils to develop fluent reading capabilities:**
    - Fluent reading supports comprehension because pupils' cognitive resources can be redirected from focusing on word recognition to comprehending the text.

- Develop pupils' fluency through guided oral reading instruction with teachers modelling fluent reading, then pupils read the same text aloud with appropriate feedback; and repeated reading where pupils re-read a short and meaningful passage a set number of times or until they reach a suitable level of fluency.
- Prioritise understanding pupils' current capabilities and teaching accordingly. Most pupils benefit from an emphasis on reading fluency in Key Stage 2 but some may continue to need support with foundational reading capabilities such as decoding.

3. **Teach reading comprehension strategies through modelling and supported practice**
    - Teach specific strategies that pupils can apply to monitor and overcome barriers to comprehension. These include: prediction (based on text content and context); questioning; clarifying; summarising; and activating prior knowledge.
    - Model and scaffold these strategies; then support pupils to increasingly use reading comprehension strategies independently, with less and less prompting from the teacher.
    - Texts should be carefully selected to support the teaching of these strategies.

Figure 2: Reading comprehension—the sum of many parts
Adapted from Hogan, Bridges, Justice, and Cain (2011)



We choose texts from our ambitious, bespoke reading spine: we have a duty to expose our children to a breadth of books and texts in order to open their eyes and minds to the world outside school – books are a really effective way to do this. Throughout the process of creating a whole school text map, certain considerations have been made: progression of text difficulty over the year; age-appropriate content; progression throughout the school; topic and cross-curricular links; breadth of authors (modern and classic; male and female); culture and diversity; and a balance of fiction/non-fiction/poetry.

Reading for Pleasure

Our curriculum deliberates supports pupils' reading for pleasure and draws on research conducted by The Open University and The UK Literacy Association (UKLA) in 2019. This found that a 'robust Reading for Pleasure pedagogy' encompasses four practices:

1. Reading Aloud
2. Informal book-talk and recommendations
3. Independent reading time
4. A highly social reading environment

In addition to this, the research also found that Reading for Pleasure pedagogy must be explicitly planned for and be learner-led, informal, social and supported by 'texts that tempt'.

Reading Fluency

'Fluency is reading with and for meaning, and any instruction that focuses primarily on speed with minimal regard for meaning is wrong.'
As explained in the EEF Updated 'Improving Literacy in KS2' guidance report, in the context of literacy, reading fluency is defined as reading with accuracy (reading words correctly), automaticity (reading words at an appropriate speed without great effort) and prosody (appropriate stress and intonation).

At Exceed academies we teach reading fluency because it helps pupils to understand how print works, how to develop and consolidate automatic decoding skills, and how to bring a text to life from print to prosody.

All pupils will benefit from an emphasis on the explicit teaching of fluency as part of a multi-faceted approach to teaching reading. Through assessment some pupils may require additional support with reading fluency beyond whole class reading lessons. A fluency scale rubric, like the one adapted from Zutell and Rasinski (1991), will be used to assess and evaluate this. (English Appendix 1) Reading fluency interventions will be implemented to close these gaps and ensure that pupil's have the building blocks to comprehension skills.

EEF Guidance- Readers theatre.

Figure 6: A guide to Reader's Theatre

Step 1: Adult as model	Step 2: Echo reading	Step 3: Text allocation
The adult reads the selected passage of the class text aloud as an 'expert model' of fluency whilst pupils follow the text with their own copy. This may be repeated multiple times as necessary.	Children echo back the section read by the adult, emulating their intonation, tone, speed, volume, expression, movement, use of punctuation, etc.	Children work in pairs or triads. Each group may: 1. all have the exact same short section of text, or 2. a longer section might be split into short parts, so that each group has a different piece.
Step 4: Repeated choral reading	**Step 5: Close reading**	**Step 6: Text marking**
In their groups, children read their section aloud, echoing the initial reading by the adult.	In their pairs/triads children make a close reading of their section of text and think about meaning, audience, and purpose. This requires children to look closely at the writer's use of language and consider characterisations, etc.	Each child has a copy of the text to annotate in order to inform their performance. This is discussed and agreed as a group. Prompts are provided to direct their reading.
Step 7: Practise	**Step 8: Perform**	**Step 9: Reflect**
Time is provided for groups to rehearse their reading. They may decide to change or add to their performance slightly as a result of their rehearsal.	Each group performs their rehearsed piece. (Adult may record so that children can appraise their own performance).	Children evaluate their own and/ or others' performances and give feedback. They may use a reading fluency rubric or the prompts as success criteria to support articulation of evaluations.

Implementation

We implement our intended reading curriculum through several deliberate and strategically planned approaches:

- **Reading aloud:** Time to read aloud is found every day. Whether reading a storybook, news article or poetry, it's a wonderful opportunity for staff to offer a model for independent reading and to demonstrate their own enthusiasm for books. Each class has a class reader, which provides more challenge than texts children could access independently. These texts are shared purely for enjoyment and are uninterrupted by frequent questioning. These books are then placed within the class reading area for the children to re-read and enjoy at their leisure. Reading aloud is strongly encouraged at home as well as at school. Children in the early years and KS1 take home a 'sharing book' for their parents or carers to read to them in addition to a decodable book.
- **Informal book-talk and recommendations:** Reading needs to be vocal as well as visible. By encouraging our children to talk to each other about their current reading, we hope to create a culture which will enable spontaneous child-led text talk. We recognise that as educators, it is our responsibility to try and keep up to date with new publications in children's literature so we can provide children with recommendations tailored to their interests, reflecting reader identities within each classroom.
- **Independent reading time:** We build in as many opportunities for reading as possible within our school day, both for purpose and for pleasure. For children to develop as self-reliant readers, they need to be able to select a book and sustain their concentration. With a reported decrease in the time children spend reading at home, it is especially important that children can read for a sustained period at school. Children are encouraged to read a book that they can connect with and enjoy. FS and KS1 children are encouraged to read independently through the provision of attractive and welcoming book corners with a range of texts displayed for children to help themselves too. The children are encouraged to handle books carefully and try to retell familiar stories to their friends or to toys.
- **A highly social reading environment:** Reading displays (and areas) can be powerful and provide a focus for favourite books, reading recommendations and reading behaviours. As well as being aesthetically pleasing, we recognise that reading displays should be purposeful and the children should have some ownership of them. For example, by being involved in the creative process or by adding to displays with post-its or reviews. In our reading areas, books are accessible, appealing, and changed often. Where appropriate, they are organised and labelled by genre or even author. It's important for children to realise that reading is linked to everything, so books may be found within the continuous provision in the Early Years, or to support maths, science or contexts in other classrooms. Reading can happen anywhere! We are working on making our school a reading-rich environment and giving children opportunities to read beyond the classroom, whether in the hall, library or playground.
- **Learner-led:** By being learner-led, our reading for pleasure pedagogy allows children to exercise their rights as readers. We understand that children need the chance to build their stamina as readers but will only do so if they want to read. We give our children opportunities to select what we read in class; choose a book to take home; ask for new books for our school; and read in different places.

- **Whole Class Shared Reading Approach:** We also implement our intent using the Exceed Learning Partnership shared reading teaching sequence. Teachers should use this document as a direct reference to support the planning and assessment of reading, building these into the reading sequence. The National Curriculum statements have been fully broken down into small steps to enable coverage to be progressive and thorough. The reading curriculum is taught using the VIPERS approach within shared reading. These align with the reading domains, but the acronym enables the children to recall the reading skills needed to fully comprehend a piece of text with ease and understanding. The VIPERS progression document ensures progression and challenge throughout the school.

Planning the Sequence of Shared Reading

- An underlying principle of shared reading is that the text is re-visited through sequential lessons so that pupils gradually take on more responsibility for reading the text.
- Teachers should purposefully plan for these sequential learning experiences to build on the previous day's learning. The focus of instruction may change, depending on whether it is the initial reading of the text or a subsequent reading. Use of VIPERS should be incorporated into lessons.
- With multiple instructional foci spread over several consecutive days, compressing the learning into a single shared reading lesson can be avoided.

Area of instructional Focus

- Each shared reading lesson must have a clear instructional focus or Learning Objective
- The areas of instructional focus for shared reading are based on the skills and strategies of the reading process, as well as on the assessment of pupil needs using VIPERS
- Comprehension strategies, word solving, and possible text obstacles are among the many areas that may be addressed in shared reading experiences.
- Reading skills are taught and practised using the VIPERS during whole class reading sessions.
- Shared reading will also support the development of reading through modelling fluency
- Fiction and non-fiction are to be covered in the lessons taught.
- Teachers plan key questions based on the content domain/VIPER focus

Text Focus

- The selection of appropriate texts is one of the most important aspects of reading instruction. Teachers need to plan ahead to select instructional texts and determine which texts to use for which purposes.
- During shared reading, the text must be large enough to be clearly visible to all students (by using an interactive whiteboard, a poster, individual copies of the text, or other large print text).
- As shared reading is most often a whole class learning experience, the selected text should be challenging to most students in the class (the level of challenge of the text may stem from the complexity of the written text and vocabulary, text features, genre, layout, content and subject matter, and students' confidence and familiarity with the selected strategy or skill.)
- In addition to considering level of engagement, text visibility, and level of difficulty, teachers also need to select a text that supports the teaching of necessary strategies and skills by providing a variety of opportunities for addressing the selected teaching points.

In Key Stage 1, 'Explain' is not one of the content domains; rather it asks children why they have come to a certain conclusion, to explain their preferences, thoughts and opinions about a text. In Key Stage 2, the 'explain' section covers the additional content domains of 2F, 2G and 2H.

Early Years - ELG: Comprehension	Key Stage 1 Content Domain Reference	Key Stage 2 Content Domain Reference	VIPERS
Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; Anticipate – where appropriate – key events in stories; Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	1a: draw on knowledge of vocabulary to understand texts	2a: give/explain the meaning of words in context	Vocabulary
	1b: identify/explain key aspects of fiction and non-fiction, such as characters, events, titles and information.	2b: retrieve and record information/ identify key details from fiction and non/fiction	Retrieve
	1c: identify and explain the sequences of events in texts	2c: summarise main ideas from more than one paragraph	Summarise
	1d: make inferences from the text	2d: make inferences from the text/ explain and justify inferences with evidence from the text	Infer
	1e: predict what might happen on the basis of what has been read so far	2e: predict what might happen from details stated or implied	Predict
		2f: identify/explain how information/ narrative content is related and contributes to meaning as a whole	Explain
		2g: identify/explain how meaning is enhanced through choice of words and phrases	
		2h: make comparisons within a text	

Shared Reading Sequence

Early Years and Y1 - Shared Reading should take place 5 x 15 minutes a week. Sessions may vary depending on the need and focus. Shared reading may be incorporated into the daily teaching of phonics.

- 10 – 15 mins daily

  Key focus each day followed by independent reading and phonology

Monday	Tuesday	Wednesday	Thursday	Friday
Introduction Title, author, front cover, back cover. Read blurb and make a connection. EYFS- Use floor book to record children's responses.	**Re-read the story** (2nd read) MTYT for favourite phrases in the story.	**Re-read the story** (3rd read) MTYT for favourite phrases in the story.	**Re-read and join in the story** (4th read) Re-read the story. Pause slightly before the favourite phrases to prompt participation.	**Read the story and perform together** (5th read) Re-read the story with the children's help.
Read the story aloud (1st read) No asides, let the story weave its own magic.	**Choral reading** Have planned asides to show reactions and explain the meanings of words (tell, don't ask).	**Favourite Phrases** Try to use them throughout the day in provision.	**Questions to talk about and answer** Plan retrieval and some inference questions to ask and use TTYP. Model and expect full sentence answers.	**Sequencing** Show about 5 key pictures to sequence the story with the children. MTYT key sentences… *At the beginning…* *In the middle…* *At the end…*
What's the problem? Explain the problem…	**How was the problem solved?** *What is the problem in the story? How is the problem solved?*	**Vocabulary** Have planned slides to show and explain the meanings of the words (tell, don't ask). Create actions and say sentences using MTYT.	**Alternatives** *Which is the right sentence / true or false?* MTYT for two sentences linked to the text. Which one is correct? *Nice or not nice?* How do you know they are nice/not? Do they change? Use floor book to record children's responses.	**Freeze Frame Feelings** (may choose one of the sequencing pictures) Children in role as character. Freeze frame expressions for each situation. *You look…* *We are…* Use floor book to record children's responses/take photo of drama with speech bubble.

Stage 1: EYFS – Year 1	Stage 2: Year 1 Summer	Stage 3: Year 2	Stage4: Year 3 - 4	Stage 5 – Year 5	Stage 6: Year 6
10- 15 minutes daily Reading the text daily. **Monday** – Shared Reading Whole Class session. Prediction and new vocabulary. **Tuesday** – Shared Reading Whole Class – Vocabulary recap, Teacher models text prosody, echo reading. **Wednesday –** Little Wandle guided reading session (all children to be read with) focus on decoding and vocabulary. **Thursday –** Little Wandle guided reading session (all children to be read with) focus on fluency and prosody. **Friday –** Shared Reading Whole Class Session – Recap on vocab, continuation of echo reading. Home time story daily.	20-25 minutes daily Reading and re-reading an extract from the text each day. **Monday** – Shared Reading Whole Class session. Prediction and new vocabulary. **Tuesday** – Shared Reading Whole Class – Vocabulary recap, Teacher models text prosody, echo reading. **Wednesday –** Little Wandle guided reading session (all children to be read with) focus on decoding and vocabulary. **Thursday –** Little Wandle guided reading session (all children to be read with) focus on prosody and fluency. **Friday –** Shared Reading Whole Class Session – Recap on vocab, continuation of echo reading into choral reading. Reading comprehension every Friday. Home time story daily.	25 - 30 minutes daily 25 - 30 minutes daily **Whole class shared reading** **Monday**: Introduce text. Whole class shared read using a variety of reading techniques. Focus on aspects from fluency rubric. **Tuesday:** Memory recap, re-read text. Vocabulary focus. **Wednesday:** Comprehension focusing on different VIPERS skill each week. **Thursday:** Fluency focus – alternative text within wider curriculum lessons **Friday:** Fluency focus – alternative text within wider curriculum lessons Daily stories during snack and home times.	30 mins x 3 – shared reading 15 min x 2 - fluency **Whole class shared reading** **Monday**: Shared Reading **–** Learn new vocabulary (2a) and rapid retrieval (2b). Teacher reads the text modelling prosody **Tuesday:** Recap and oral prediction (2e) - Fluency focus **Wednesday:** Shared Reading - Summarise and Explain (2f)/ Inference (2d) **Thursday:** Fluency focus – alternative text **Friday:** Shared Reading – alternative text - application lesson of VIPERS Daily story time	30 mins daily x 2 – Shared Reading 60 minutes x 1 - comprehension **Whole class shared reading** **Monday:** Shared Reading (Text led)) – Vocab starter and Fluency skills focus before application of VIPER. **Wednesday:** Shared Reading (Text Led) – (focus on a different skill each week) – Vocab starter before application of VIPER **Friday:** Comprehension Lesson based on alternative text with links to SATs questions application of skills focused on VIPERS and fluency. Daily story time	30 mins daily x 2 – Shared Reading 60 minutes x 1 - comprehension **Whole class shared reading** **Tuesday:** Shared Reading (Alternate Text – focus on a different Skill each week) – Vocab starter and Fluency skills focus before application of VIPER. **Wednesday:** Shared Reading (Text Led) – (focus on a different skill each week) – Vocab starter before application of VIPER **Friday:** Comprehension Lesson based on text with links to SATs questions application of skills focused on VIPERS and fluency. Daily story time

Progression Overview

Early Years

Comprehension:

From EYFS, children are exposed to a wide range of texts including stories, poems and non-fiction pieces and given opportunities to respond to these texts in a variety of ways. Developing communication skills is vital to a child's progress, cognitively, socially and linguistically, therefore our approach to teaching reading begins with a spoken discussion.

By the end of Nursery pupils should understand

- Print has meaning
- Print has different purposes
- We read English text from left to right, top to bottom

Pupils should be able to,

- name the different parts of a book
- Page sequencing
- Engages in conversations about stories, learning new vocabulary

By the end of Reception pupils should be able to,

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play

Little Wandle Letters and Sounds. (EYFS and Year 1)

When pupils first enter in early years, they robustly follow the Little Wandle phonics scheme of learning. This is followed until Year 1 and is taught progressively. Children, who are within Early Years and Key Stage 1, are taught daily phonics lessons. In Nursery the children learn 'Foundations for Phonics'. There is scope for children who are confident and secure with oral and auditory blending skills to be exposed to phase 2 graphemes to stretch and challenge them even more. Children in Reception begin phonics lessons from week 2 of Autumn Term. The children begin with Phase 2 until the end of term 1, then they start phase 3 with phase 2 intertwined within the learning for repeated practice. At the beginning of Term 3 children in reception are exposed to longer

words such as ccvc, cvcc, ccvcc words.

When children begin in Year 1 they will have robustly followed the Little Wandle Scheme meaning that the skills and routines are now fully embedded ready for the children to review phase 2 and 3, phase 4 words and begin to learn Phase 5 alternative GPC's. The children take their Phonics Screening Check in Summer term and continue to learn to read until the very last day.

- Children who are not keeping up are quickly identified undertake daily keep up and catch-up interventions.
- Children in FS1 are assessed every 6 weeks for oral and auditory blending skills.
- FS2 and Y1 are assessed every 6 weeks for new GPC's, tricky words and decodable words.
- Y1 complete a fluency assessment every 6 weeks. Year 1 complete a practise phonics screening check every 6 weeks.
- Children beyond Year 1 with any phonic gaps use the Rapid Catch-Up Programme to help them catch up rapidly.

The Phonics/Reading Leader oversees the teaching of the scheme by carrying out side-by-side coaching throughout the week. Teachers and Teaching Assistants attend weekly training sessions to ensure that their skills are constantly being developed. Where needed, children will be given focus 1-2-1 or small group support to help develop their knowledge of the sounds or word blending.

Assessments and results are quality assured.

Little Wandle Letters and Sounds	Phases Taught	Decodable Books
Nursery	Phase 1	Wordless books
Reception	Phase 2,3,4	Autumn - Phase 2 Spring - Phase 2/3 Summer - Phase 3/4
Year 1	Phase 5	Autumn – Phase 4/5 Spring - Phase 5 Summer - Phase 5
Year 2 and KS2	Rapid Catch up	Year 2 Autumn Term - Phase 5 Rapid Catch Up 7+ books matched to early reading phase.

We expect our children to meet the following milestones in terms of their phonological development through EYFS and Key Stage 2:

EYFS

End of Foundation 1	Oral blending CVC words
End of Foundation 2	At least 80% secure in phase 2 and 3 Can read at least 80% of words with clusters or blends from phase 4 100% Aspirational Target for all academies

Year 1 Phonics Screening Check * to be completed at the end of each half term

We particularly closely monitor children making the slowest progress. Children in danger of falling behind, or who are working under expected levels (lower 20%), are swiftly identified and enough additional support is provided to enable them to keep up. We give catch up support by providing group interventions. The content of these sessions is determined by on-going gap analyses and our in-depth knowledge of each child. Children experiencing significant difficulty are provided with intensive, individual support to reach the required standard.

Baseline Data	Review on entry data in phonics
Autumn A	Expected Standard 10+/40 in Phonics screening check
Autumn B	Expected Standard 20+/40 in Phonics screening check
Spring A	Expected Standard 23+/40 in phonics screening check
Spring B	Expected Standard 26+ / 40 in phonics screening check
Summer- Phonics Screening Check	Expected Standard 32+ / 40 in phonics screening check 90% + Aspirational Target for all academies

Key Stage 1

During year 1:

-ensure pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills

-pupils continue to learn new grapheme- phoneme correspondences (GPCs) and revise and consolidate those learnt earlier.

-pupils need to develop the skill of blending the sounds into words for reading and establish the habit of applying this skill whenever they encounter new words. -

-children should hear, share and discuss a wide range of high-quality books to develop a love of reading.

-pupils should be helped to read words without overt sounding and blending after a few encounters.

By the beginning of year 2 Pupil should be able to:

- read all common graphemes.
- read unfamiliar words containing these graphemes, accurately and without undue hesitation.
- read many common words containing GPCs taught so far without needing to blend the sounds out loud first.
- read common exception words securely.
- read with increased fluency and automaticity.
- retell familiar stories that have been read to and discussed with them

During year 2, pupils should be able to:

- develop their accurate and speedy word reading skills.
- listen to and discuss a wide range of stories, poems, plays and information books.

Lower Key Stage 2

By the beginning of year 3, pupils should be able to:

-read books written at an age-appropriate interest level.

-read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words.

-decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently.

-develop their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently.

-develop their knowledge and skills in reading non-fiction about a wide range of subjects.

-justify their views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4.

Upper Key Stage 2

By the beginning of year 5, pupils should be able to:

-read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace.

-read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly.

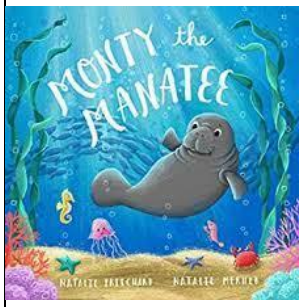
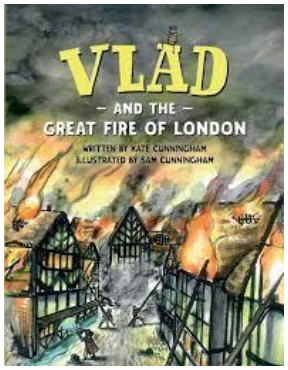
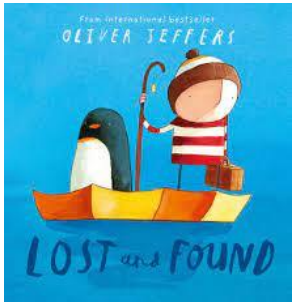
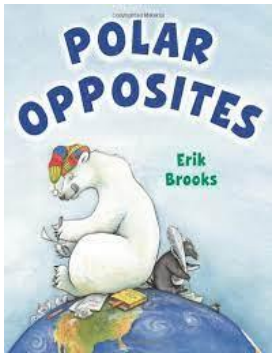
-prepare readings, with appropriate intonation to show their understanding,

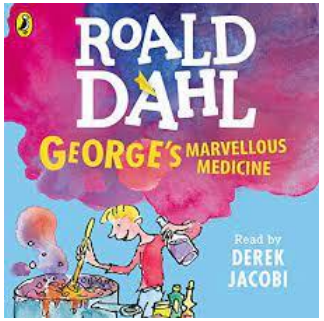
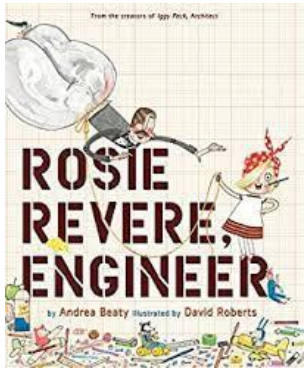
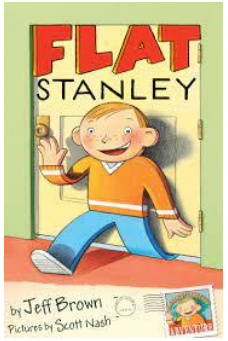
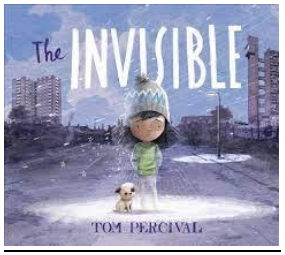
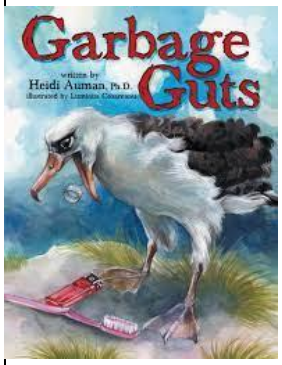
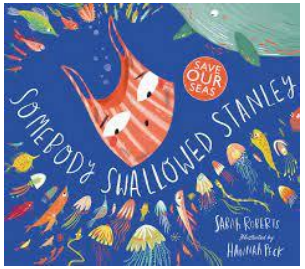
- summarise and present a familiar story in their own words.

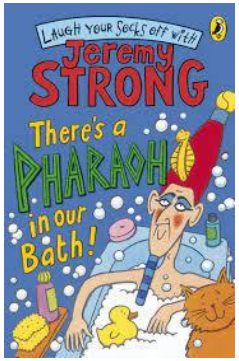
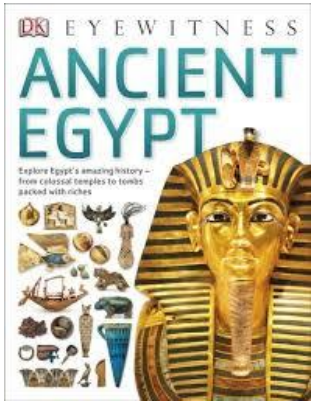
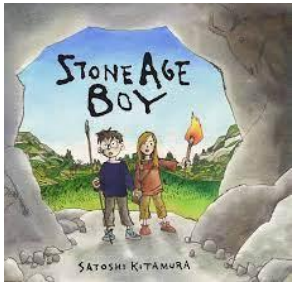
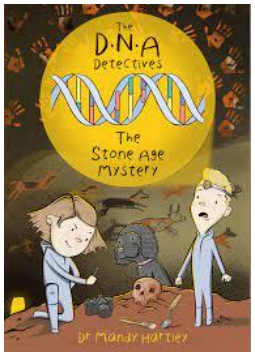
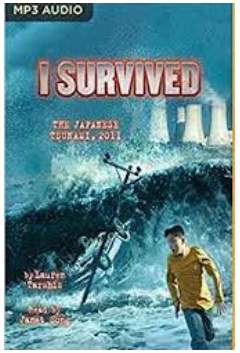
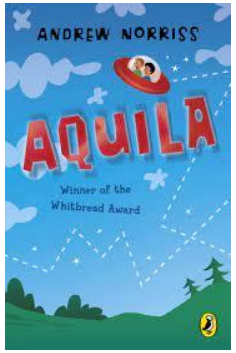
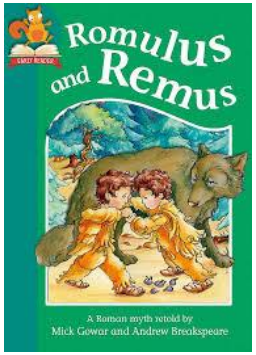
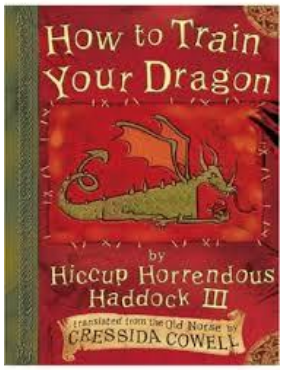
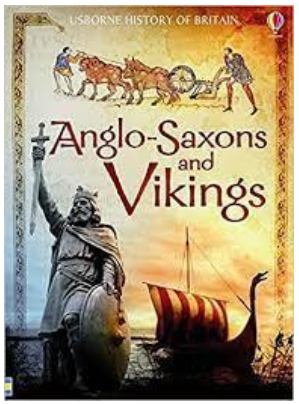
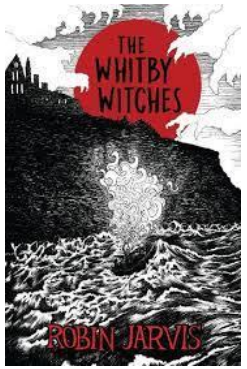
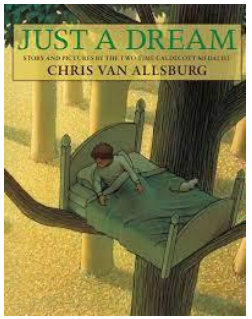
-reading widely and frequently, outside as well as in school, for pleasure and information. T

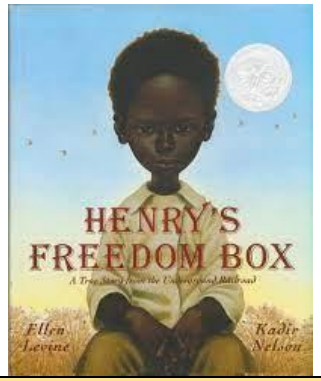
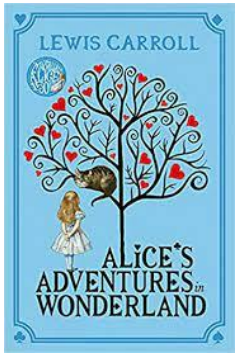
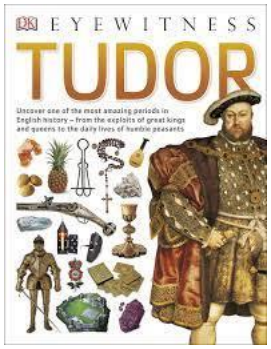
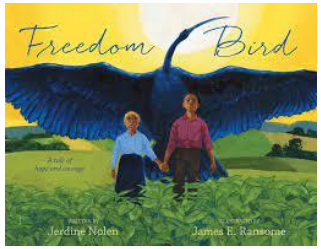
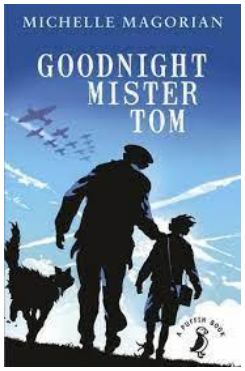
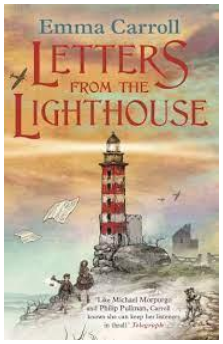
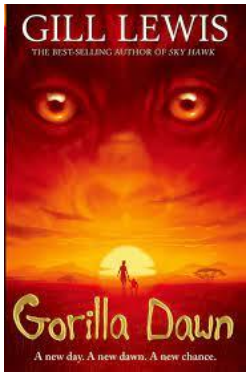
-read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read.

Excellence in **Reading** - Long Term Sequence

Year 1 Texts		
Autumn	Spring	Summer
Global Theme: Kindness in the community Identity and Diversity	Global Theme: Power and Governance Social Justice, Rich and Poor	Global Theme: Human Impact on the Environment and Sustainability
<u>Me and My Community</u>  	<u>The Great Fire of London</u>  	<u>Polar Regions</u>  

Year 2 Texts		
Autumn	Spring	Summer
Global Theme: Identity and Diversity	Global Theme: Power and Governance Social Justice, Rich and Poor	Global Theme: Human Impact on the Environment and Sustainability
<u>Inventors who changed the world</u>  	<u>Mining</u>  	<u>Oceans</u>  

Year 3 Texts		
Autumn	Spring	Summer
Global Theme: Power and Governance Human Rights and Social Justice	Global Theme: Inheritance and Gender Roles in History	Global Theme: Human Impact on the Environment and Human Rights
<u>Ancient Egypt</u>  	<u>The Stone Age</u>  	<u>Natural Disasters</u> 
Year 4 Texts		
Autumn	Spring	Summer
Global Theme: Power and Governance Human Rights	Global Theme: Inheritance, Peace and Conflict	Global Theme: Human Impact on the Environment and Sustainability
<u>The Romans</u>  	<u>The Vikings</u>  	<u>Whitby</u>  

Year 5 Texts		
Autumn	Spring	Summer
Global Theme: Identity, Diversity and Social Justice	Global Theme: Power and Governance, Peace and Conflict	Global Theme: Human Impact on the Environment and Sustainability
Black Lives Matters and the impact of Harriet Tubman 	Tudor Dynasty  	Australia – The Great Barrier Reef
Year 6 Core Texts		
Autumn	Spring	Summer
Global Theme: Power and Governance, Human Rights, Diversity and Equality	Global Theme: Peace and Conflict, Human Rights	Global Theme: Human Impact on the Environment and Sustainability
American Civil Rights 	World War 2  	Deforestation 

Excellence in **Reading** - Nursery

Phonics **Knowledge** Read Write Inc.	- Learn the 1st letter of their name. - Learn some initial sounds for everyday words/ nouns. - Learn nursery rhymes. - Spot print in books and the environment. - Begin to learn picture cards for RWI. Experience and learn stories through role play, storytelling, small world and art. - Identify and describe different sounds and noises in the environment. - Experience and develop awareness of sounds with instruments and noise makers - Develop awareness of sounds and rhythms using body percussion. - Articulate words correctly in rhythm. - Listen to sounds and know which are the same and different (beginning or end).	- Continue to learn nursery rhymes and explicitly spot rhyming pairs. - Learn initial sounds for everyday items and nouns. - Learn the first 10 single letter sounds. - Learn to track words left to right - Continue to recognise print, logos, titles of books. - Answer simple retrieval questions and inference questions from stories which are read to them. - Experience and learn stories through role play, storytelling, small world and art. - Be able to re-tell a range of stories using pictures and story maps.	- Continue to learn nursery rhymes and explicitly spot rhyming pairs and strings. - Identify initial sounds and groups of objects with the same initial sound. - Continue to learn single letter sounds. - Learn to track words left to right. - Continue to recognise print, logos, titles of books - Learn to orally blend 3 sound words. - Answer simple retrieval questions and inference questions from stories which are read to them. - Experience and learn stories through role play, storytelling, small world and art. - Be able to re-tell a range of stories using pictures and story maps. Begin to adapt these stories and create their own. - Introduce non-fiction books to children.
Phonics **Knowledge** Little Wandle Letters and Sounds	- Children to find their name using their picture - Children learn to hear the same initial sound for words and names of objects. - Learn nursery rhymes. - Spot print in books and the environment. - Begin to learn picture cards for LW (snake, astronaut, tiger, penguin, iguana, net). - Experience and learn stories through role play, storytelling, small world and art. - Identify and describe different sounds and noises in the environment. - Experience and develop awareness of sounds with instruments and noise makers. - Develop awareness of sounds and rhythms using body percussion. - Articulate words correctly in rhythm.	- Children learn to recognise the initial sound of their name - Teach children to recognise the capital letter that starts their name - Continue to learn nursery rhymes and explicitly spot rhyming pairs. - Learn initial sounds for everyday items and nouns. - Learn to track words left to right - Continue to recognise print, logos, titles of books. - Answer simple retrieval questions and inference questions from stories which are read to them. - Experience and learn stories through role play, storytelling, small world and art. - Be able to re-tell a range of stories using pictures and story maps.	- Continue to learn nursery rhymes and explicitly spot rhyming pairs and strings. - Identify initial sounds and groups of objects with the same initial sound. - Continue to learn single letter sounds. - Learn to track words left to right. - Continue to recognise print, logos, titles of books - Learn to orally blend 3 sound words. - Answer simple retrieval questions and inference questions from stories which are read to them. - Experience and learn stories through role play, storytelling, small world and art. - Be able to re-tell a range of stories using pictures and story maps. Begin to adapt these stories and create their own. - Introduce non-fiction books to children.

	- Listen to sounds and know which are the same and different (beginning or end). - Teach phonemic awareness and oral blending every day to build children's focused listening and attention. - Daily Foundations for phonics lessons *Pupils within Foundation 1 who are secure in Phase 1 are given opportunities to access the beginning of phase 2 GPC's. (only when the oral and auditory assessment for the child is secure)*	- Daily foundations for phonics lessons - Continue to learn picture cards for LW (mouse, duck, goat, octopus, cat, kite, elephant, umbrella, rainbow, helicopter, bear, flamingo, lollipop, jellyfish) *Pupils within Foundation 1 who are secure in Phase 1 are given opportunities to access the beginning of phase 2 GPC's. (only when the oral and auditory assessment for the child is secure)*	- Daily foundation for phonics lessons - Continue to learn picture cards for LW (volcano wave yo-yo zebra queen cherries) - Children to match their name to their picture. *Pupils within Foundation 1 who are secure in Phase 1 are given opportunities to access the beginning of phase 2 GPC's. (only when the oral and auditory assessment for the child is secure)*

Excellence in **Reading** - Reception

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
I wonder what is wonderful about me…	**I wonder….what are rhymes and special times?**	**I wonder….all about bear adventures**	**I wonder….who can help ?**	**I wonder…. What is growing in the garden?**	
Core Texts					
You Choose The colour Monster In my heart Invisible String Me and My Map Fabulous Frankie The pirate Mums The Boy in the dress The Family Tree This is our House	Wow! Said the Owl We're going on a leaf hunt! Gingerbread man Dear Santa The Jolly Postman The Christmas Story Nursery rhymes	The everywhere Bear Brown bear, Brown bear We're going on a bear hunt Teddy bear teddy bear - rhyme	Little red riding hood Three Little pigs Goldilocks and the three bears Super Daisy Super Duck	Jasper's Beanstalk The Very Hungry Caterpillar Titch Oliver's Vegetables Sam Plants a Sunflower Ready, Steady, Grow! Vegetable Soup Little red Hen It's Not a Stick!	Dear Zoo Handa's Surprise

Texts that celebrate diversity				
BAME main characters	**Cultural diversity**	**Neurodiversity**	**Physical Disabilities**	**Different families**
So much Astro Girl Lulu's first day Baby goes to market Mommy saying Full, full full of love 15 things not to do with a puppy Jabari jumps Izzy gizmo Little people big dreams books	The big book of families Maisie's scrapbook Hats of faith The jasmine sneeze Golden domes & silver lanterns	We're all wonders Perfectly Norman Incredible you I see things differently Mr Gorski I think I have the wiggle fidgets Because What makes me a me? The unbudgable curmudgeon	Its ok to be different When Charlie met Emma Only one you Don't call me special Happy to be me Millie gets her super ears	My pirate mums My two grandads The girl with two dads We are family More people to love me Our class is a family Love makes a family Heather has two mummies

Components	Core Content and Intended Learning
Phonics **Knowledge** **Little Wandle Letters and Sounds**	<table><tr><th>Phase 2 Graphemes</th><th>Tricky Words</th></tr><tr><td>Autumn A: s a t p i n m d g o c k ck e u r h b f l</td><td>is I the</td></tr><tr><td>Autumn B: ff ll ss j v w x y z zz qu ch sh th ng nk • words with –s /s/ added at the end (hats sits) • words ending in s /z/ (his) and with –s /z/ added at the end (bags sings)</td><td>as and has his her go no to into she push* he of we me be</td></tr></table> - Answer simple retrieval questions and inference questions from stories which are read to them. - Experience and learn stories through role play, storytelling, small world and art. - Be able to re-tell a range of stories using pictures and story maps. Begin to adapt these stories and create their own. - Explore and have non-fiction books read to them. - Read short captions and sentences. <table><tr><th>Phase 3 Graphemes</th><th>Tricky Words</th></tr><tr><td>Spring A: ai ee igh oa oo oo ar or ur ow oi ear air er • words with double letters • longer words</td><td>was you they my by all are sure pure</td></tr><tr><td>Spring B: Review Phase 3 • words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words • words with s /z/ in the middle • words with –s /s/ /z/ at the end • words with –es /z/ at the end</td><td>Review all taught so far</td></tr></table> - Learn to blend words containing digraphs - Blending VC, CVC, CCVC and CVCC words - Answer simple retrieval questions and inference questions from stories which are read to them. - Learn the meaning of new vocabulary as they read or hear stories. - Be able to re-tell a range of stories using pictures and story maps and <table><tr><th>Phase 4</th><th>Tricky Words</th></tr><tr><td>Summer A: Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suf-xes: –ing, –ed /t/, –ed /id/ /ed/, –est</td><td>said so have like some come love do were here little says there when what one out today</td></tr><tr><td>Summer B: Phase 3 long vowel graphemes with adjacent consonants • CVCC CCVC CCCVC CCV CCVCC • words ending in suf-xes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est • longer words</td><td>Review all taught so far</td></tr></table> - Learn to blend 4 and 5 sound words. - Blending VC, CVC, CCVC and CVCC words. - Read sentences and short stories. - Learn the meaning of new vocabulary as they read. - Answer simple retrieval questions and inference questions from stories which are read to them and begin to answer - questions about stories they have read.

	- 3 Group Reading sessions a week on decoding, prosody and comprehension.	props. - Create and retell their own stories. - Begin to understand features of non- fiction texts and hear these read by an adult/ enjoy looking at them. - 3 Group Reading sessions a week on decoding, prosody and comprehension. -	- Begin to read some words fluently and apply this to reading books matched to their ability with increasing fluency. - Be able to re-tell a range of stories using pictures and story maps and props. - Create and retell their own stories. - Begin to understand features of non- fiction texts and hear these read by an adult/ enjoy looking at them. - 3 Group Reading sessions a week on decoding, prosody and comprehension. -

Components	EYFS - Core Content and Intended Learning
Reading for Pleasure	- Listen to others one to one or in small groups when conversation interests them. - Enjoys rhyming and rhythmic activities. - Listens to stories with increasing attention and recall. - Shows interest in illustrations and print in books and print in the environment. - Listens to and joins in with stories and poems, one-to-one and also in small groups.
Reading Accurately, with fluency and with understanding	– Routinely incorporate rich opportunities for children to sing songs, recite rhymes and learn poems by heart during story time. These can be rehearsed over and over, with and without a copy of the text. – Read aloud from picture books with repeated refrains so that children can start to join in and emulate prosodic reading. For example, an adult might read 'I Want My Hat Back' by Jon Klassen daily with the children, sweeping their finger under the phrases to model expert prosody and pausing so that all children can chorally recite the refrain and practise using good prosody. – For children at the upper end of Early Years, find opportunities for them to re-read familiar books so that they can apply the skills of fluent reading with little difficulty. For example, an adult might ask a child to use their story- telling voice to re-read their familiar book to a partner, pretending to be the teacher. – Use echo reading to model the prosody required to bring the text to life and re-read sentences until a good level of fluency is achieved by the child.

Excellence in **Reading** - Year 1

<table>
<tr><th>Components</th><th colspan="4">Core Content and Intended Learning</th></tr>
<tr><td></td><td colspan="2">Term 1</td><td colspan="2">Term 2</td><td colspan="2">Term 3</td></tr>
<tr><td>Core Text</td><td colspan="2">Grandpa's Secret Giant – David Litchfield
What we'll build – Oliver Jeffers
On the way Home – Jill Murphy
The Paper Dolls – Julia Donaldson
Here we are – Oliver Jeffers
A little stuck – Oliver Jeffers
One snowy night – Nick Butterworth</td><td colspan="2">Vlad and the Great Fire of London – Kate Cunnigham and Sam Cunningham
Toby and the great fire of London – Margaret Nash and Jane Cope
The Baker's Boy and the Great Fire of London – Tom Bradman and Tony Bradman</td><td colspan="2">Lost and Found – Oliver Jeffers
How to catch a star – Oliver Jeffers
Up and down – Oliver Jeffers
The great paper caper – Oliver Jeffers</td></tr>
<tr><td>Poetry Spine</td><td colspan="2">Each peach, pear, plum – Janet and Allan Ahlberg
The puffin book of fantastic first poems – June Crebbin
Poems out loud – Laurie Stransfield
Here's a little poem – Jane Yolen and Andrew Fusek Peters
Hey little bug – James Carter</td><td colspan="2">Poems to perform – Julia Donaldson</td><td colspan="2">Revolting rhymes – Roald Dahl
A-Z – Michael Rosen
Poems from a green and blue planet – Sabrina Mahfouz</td></tr>
<tr><td rowspan="3">Phonics

Knowledge

Little Wandle Letters and Sounds</td><td>Review and Phase 5</td><td>Tricky Words</td><td>Phase 5- alternative spellings</td><td>Tricky Words</td><td>Phase 5- alternative spellings</td><td>Tricky Words</td></tr>
<tr><td>Autumn A:
Review Phase 3 and 4
Phase 5 /ai/ ay play
/ow/ ou cloud
/oi/ oy toy
/ea/ ea each</td><td>Phases 2–4:</td><td rowspan="2">Spring A:
/ee/ y funny
/e/ ea head
/w/ wh wheel
/oa/ oe ou toe shoulder
/igh/ y fly
/oa/ ow snow
/j/ g giant
/f/ ph phone</td><td rowspan="2">any many again
who whole where two school call different thought through friend</td><td colspan="2">Summer 1: Phonics screening check review – no new GPCs or tricky words</td></tr>
<tr><td>Autumn B:
/ur/ ir bird
/igh/ ie pie</td><td>their people oh your</td><td>Summer 2:
/ai/ eigh aigh ey ea eight straight grey break
/n/ kn gn knee gnaw
/m/ mb thumb
/ear/ ere eer here deer
/zh/ su si treasure vision</td><td>busy beautiful pretty hour move improve parents</td></tr>
</table>

/oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw	Mr Mrs Ms could would should our house mouse water want	

- Read books matched to their ability with increased fluency.
- Learn alternative spellings for phonemes.
- 3 Group Reading sessions a week on decoding, prosody and comprehension.

/l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup	work
Spring B: /ur/ or word /oo/ u oul awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor	once laugh because eye

- Read books matched to their ability with increased fluency.
- Learn to read multi-syllabic words.
- Learn alternative spellings for phonemes.

/j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more	shoe

- Read books matched to their ability fluently.
- Know all digraphs from phase 2,3,5.
- Read multisyllabic words.
- Pass the Phonics Screening Check.
- 3 Group Reading sessions a week on decoding, prosody and comprehension.

		- 3 Group Reading sessions a week on decoding, prosody and comprehension.	

Excellence in **Reading** - Year 1

Components	Core Content and Intended Learning
Reading for Pleasure	– Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. – Being encouraged to link what they read or heard read to their own experiences. – Becoming very familiar with key stories, fairy tales and traditional tales, retelling them and considering their particular characteristics. – Recognising and joining in with predictable phrases. – Learning to appreciate rhymes and poems and to recite by heart.
Word Reading - Decoding	– Read aloud accurately books 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. – Children apply phonic knowledge and skills as the route to decode unfamiliar words until automatic decoding and word reading has become embedded, and reading is fluent.

Excellence in **Reading** - Year 1 VIPERS Progression Grid

Components	Core Content and Intended Learning	
	Key Reading Skills	Suggested questions for whole class reading
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 - Use vocabulary given by the teacher - Discuss his/her favourite words and 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? - 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 though 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?

Excellence in **Reading** - Year 1 VIPERS Progression Grid

Components	**Core Content and Intended Learning**	
	Key Reading Skills	Suggested questions for whole class reading
Explaining	- 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?
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?

Components	**Core Content and Intended Learning**
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 popcorn ideas to share - MTYT – Allow children to discuss in partners or read together.

Excellence in **Reading** - Year 2

Components	**Core Content and Intended Learning**		
	Term 1	Term 2	Term 3

Core Text	**Fiction:** Georges Marvelous Medicine – Roald Dahl The Marvellous Granny Jinks and me - Serena Holly Marge in Charge – Isla Fisher **Non-Fiction:** The Big Book of the UK (Imagine Russell Williams) A street through time The Easter Story (Brian Wildsmith)	**Fiction:** Health Heroes (Emily Sharratt) **Non-Fiction**: Life Savers: Spend a day with 12 real life emergency service heroes (Eryl Nash) The extraordinary life of Mary Seacole (Naida Redgrave)	**Fiction:** Flat Stanley Invisible I ate sunshine for breakfast - Michael Holland & Philip Gordana **Non-Fiction:** Do you love bugs? Little Leaders Bold women in black history - Vashti Harrison Amazing animal homes - Chris Packham Little People Big Dreams, David Attenborough - Isabel Vegara A Seed is Sleepy - Dianna Aston & Sylvia Long	**Fiction:** Garbage Guts - Clean up - Nathan Bryon **Non-Fiction:** The big book of blooms - Yuval Zommer
Poetry Spine	tbc			
Phonics Little Wandle Letters and Sound **Knowledge**	Every child in Year 2 or above who cannot read at age-related expectations needs urgent targeted support so that they can access the curriculum and enjoy reading as soon as possible. Little Wandle Rapid Catch-up is a complete catch-up programme that mirrors the main phonics programme but has a faster pace. It has been created to help children catch up quickly. The programme ensures plenty of repeated practice in blending, word reading and spelling, intertwined in each lesson, using a range of activities such as 'Change it, Match the words to the pictures and Mix it up'. Children also need to learn the meaning of the words that they read, which is why we provide simple definitions or contextualising sentences for words.			

Day 1	20-minute phonics lesson
Day 2	20-minute phonics lesson
Day 3	Review day: A quick review of the teaching from days 1 and 2 10-minute phonics lesson plus 10- to 15-minute Reading practice session. In Phases 2 and 3, you will use the blending practice books for this session.
Day 4	10- to 15-minute Reading practice session
Day 5	10- to 15-minute Reading practice session

Excellence in **Reading** - Year 2

Components	Core Content and Intended Learning
Reading for Pleasure	– Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and nonfiction at a level beyond that at which they can read independently – Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales – Being introduced to non-fiction books that are structured in different ways. – Recognising simple recurring literacy language in stories and poetry – Continuing to build up a repertoire of poems learnt by heart appreciating these and reciting some, with appropriate intonation to make the meaning clear.

Word Reading – Fluency	- 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 same graphemes as above. - Read words containing common suffixes. - Read further common exception words, noting unusual correspondence 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. - Re-read these books to build up their fluency and confidence in word reading.

Excellence in **Reading** - Year 2 VIPERS Progression Grid

Components	**Core Content and Intended Learning**	
	Key Reading Skills	Suggested questions for whole class reading
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	- 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	- 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?

Excellence in **Reading** - Year 2 VIPERS Progression Grid

Components	**Core Content and Intended Learning**	
	Key Reading Skills	Suggested questions for whole class reading

Explaining	- 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?
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/end of this story?
Components	**Core Content and Intended Learning**	

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 popcorn ideas to questions asking for deeper responses when needed - MTYT – 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.

Excellence in **Reading** - Year 3

Components			
	Term 1	Term 2	Term 3
Core Text	**Fiction:** There's a pharaoh in our bath – Jeremy Strong The Egyptian Cinderella – Shirley Climo **Non-Fiction:** Egypyt Magnified – History of the World in 25 cities Wild Cities The Big Book of the UK	**Fiction:** Stone Age Boy – Satoshi Kitimura Stig of the Dump – Clive King Ug – Raymond Briggs Wolf Brother – Michelle Paver **Non-Fiction:** The Stone Age: Hunters, Gatherers and Woolly Mammoths – Marcia Williams A day in the life of a caveman, a queen and everything in between	**Fiction:** I survived the Japanese Tsunami – Lauren Tarshis Flood – Alvaro F Villa **Non-Fiction** Extreme Weather – National Geographic Volcanologist – Hugh Tuffen Earth Shattering Events – Robin Jacobs
Poetry Spine	**Poetry:** The Lost Words – Jackie Morris	**Poetry:** I was Born in the Stone Age – Michel Rosen	**Poetry** Book of nature poetry – national geographic

Phonics **Application** **Little Wandle Letters and Sounds**	Every child in Year 2 or above who cannot read at age-related expectations needs urgent targeted support so that they can access the curriculum and enjoy reading as soon as possible. Little Wandle Rapid Catch-up is a complete catch-up programme that mirrors the main phonics programme but has a faster pace. It has been created to help children catch up quickly. The programme ensures plenty of repeated practice in blending, word reading and spelling, intertwined in each lesson, using a range of activities such as 'Change it, Match the words to the pictures and Mix it up'. Children also need to learn the meaning of the words that they read, which is why we provide simple definitions or contextualising sentences for words.

Day 1	20-minute phonics lesson
Day 2	20-minute phonics lesson
Day 3	Review day: A quick review of the teaching from days 1 and 2 10-minute phonics lesson plus 10- to 15-minute Reading practice session. In Phases 2 and 3, you will use the blending practice books for this session.
Day 4	10- to 15-minute Reading practice session
Day 5	10- to 15-minute Reading practice session

Excellence in **Reading** - Year 3

Components	Core Content and Intended Learning

Reading for Pleasure	- Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books to textbooks. - Reading books that are structured in different ways and reading for a range of purposes. - Using dictionaries to check the meaning of words that they have read. -Increasing their familiarity with a wide range of books, including fairy tales, myths and legends and retelling some of these orally. - Identify themes and conventions in a wide range of books English. - Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. - Recognising some different forms of poetry (for example free verse, narrative poetry).
Word Reading - Fluency and Decoding	– Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. – Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word – Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. – 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. – Re-read these books to build up their fluency and confidence in word reading. – In Age Appropriate books: read words accurately without overt sounding and blending, e.g., at over 90 words per minute.

Excellence in **Reading** - Year 3 VIPERS Progression Grid

	Core Content and Intended Learning

Components	Key Reading Skills	Suggested questions for whole class reading
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.	- 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…?
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. - Make inferences about actions or events.	- 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?
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.	- 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?

Components	Core Content and Intended Learning	
	Key Reading Skills	Suggested questions for whole class reading
Explaining	- 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	- 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?
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	- 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?
Sequence	- 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	- 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?
Components	**Core Content and Intended Learning**	

Activities to support reading	- 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? - Model creating story maps of events and speech bubbles to demonstrate characters actions, thoughts and feelings 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 initial responses - MTYT – 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.

Excellence in **Reading** - Year 4

Components			
	Term 1	Term 2	Term 3
Reading Spine	**Fiction:** Aquila - Andrew Norris **Non-Fiction:** Kay's Anatomy – Adam Kay Everything You Know About Dinosaur's is Wrong – Dr Nick Crumpton The Book of Animal Superheroes – Dr Jess French Where Football Explains the World - Alex Bellos	**Fiction:** How to train a dragon - Cressida Cowell **Non-Fiction:** Doctor Academy – Steve Martin You Can Explore the Universe – Tom Kerss	**Fiction:** Whitby Witches **Non-Fiction:** The story of planet Earth – Anne Rooney The Invisible World of Germs – Isabel Thomas
Poetry Spine	**Poetry:** Fire Burn and Cauldron Bubble – Paul Cookson Moo - Sharon Creech	**Poetry:** Sid – James Carter The Highwayman – Alfred Noyes	**Poetry:** There Came a Wave – Dana Loader

<table>
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- Identify themes and conventions in a wide range of books English.
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The programme ensures plenty of repeated practice in blending, word reading and spelling, intertwined in each lesson, using a range of activities such as ‘Change it, Match the words to the pictures and Mix it up’. Children also need to learn the meaning of the words that they read, which is why we provide simple definitions or contextualising sentences for words.

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Excellence in **Reading** - Year 4

Components	Core Content and Intended Learning
Word Reading - Fluency and Decoding	- Apply their growing knowledge of root words, prefix and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. - Read further exception words, noting the 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 fluency and understanding, sounding out unfamiliar words accurately, automatically and without undue hesitation. - In Age Appropriate books: read words accurately and fluently without overt sounding and blending, e.g., at over 90 words per minute. - Prepare readings with appropriate intonation to show their understanding. - Read silently and discuss what they have read. - Attempt to match what they decode to words they have already heard but may not have seen in print.

Excellence in **Reading** - Year 4 VIPERS Progression Grid

Components	Core Content and Intended Learning	
	Key Reading Skills	Suggested questions for whole class reading
Vocabulary	- 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.	- 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…?

Inference	- 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	- 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?
Prediction	- 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	- 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.

Excellence in **Reading** - Year 4 VIPERS Progression Grid

Components	Core Content and Intended Learning	
	Key Reading Skills	Suggested questions for whole class reading
Explaining	- 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? 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?
Retrieval	- 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.	- 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?
Sequence	- 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.	- 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?
Components	**Core Content and Intended Learning**	

Activities to support reading	- 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? - Model creating story maps of events and speech bubbles to demonstrate characters actions, thoughts and feelings 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 initial responses. - MTYT – 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.

Excellence in **Reading** - Year 5 VIPERS Progression Grid

Components	**Core Content and Intended Learning**		
	Term 1	Term 2	Term 3
Core Text	Fiction: Boy in the girls bathroom The Boy at the Back of the Class Non-Fiction: I am proud of me This book is antiracist I am not A label British Museum: A History of the World in 25 Cities Young gifted black	Fiction: Alice in Wonderland Cosmic – giant leap Non-Fiction: The sun and our solar system Forces Rise Up: Ordinary Kids with Extraordinary Stories Horrible Histories: Terrible Tudors Great Adventurers Real-life mysteries	Fiction: Orphan of the tide The haunting of Aveline jones A pinch of magic Non-Fiction: Explorer travel guides – Seas Rise Up: Ordinary Kids with Extraordinary Stories Moth: An Evolution Story Shackleton's Journey Blue planet II The Big Book of the Blue: Yuval Zommer

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Inside out & back again</td><td>Poetry:

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The programme ensures plenty of repeated practice in blending, word reading and spelling, intertwined in each lesson, using a range of activities such as ‘Change it, Match the words to the pictures and Mix it up’. Children also need to learn the meaning of the words that they read, which is why we provide simple definitions or contextualising sentences for words.

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Excellence in **Reading** - Year 5

Components	Core Content and Intended Learning
Word Reading - Fluency and Decoding	- Apply 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. - Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. - Read aloud books closely matched to their improving fluency and understanding, sounding out unfamiliar words accurately, automatically and without undue hesitation. - In Age Appropriate books: read words accurately and fluently without overt sounding and blending, e.g., at over 90 words per minute. - Prepare readings with appropriate intonation to show their understanding. - Read silently and discuss what they have read. - Use combined knowledge of phonemes and word derivations to pronounce words correctly, for example: arachnophobia, audience. - Read fluently, using punctuation to inform meaning.

Excellence in **Reading** - Year 5 VIPERS Progression Grid

Components	Core Content and Intended Learning	
	Key Reading Skills	Suggested questions for whole class reading
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 - Re-write passages using alternative word choices - Read around the word' and *explore its meaning in the broader context of a section or paragraph.	- 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?
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.	- 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.	- 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?

Excellence in **Reading** - Year 5 VIPERS Progression Grid

Components	Core Content and Intended Learning	
	Key Reading Skills	Suggested questions for whole class reading
Explaining	- 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.	- 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?
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?
Sequence	- 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? 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?

Components	Core Content and Intended Learning
Activities to support reading	- Transcribe the children's oral responses into written ones and model structures for answering question. - Ensure that a full answer is modelled to the children (3 marks Qs) - Always ask the children to justify their responses to questions – How do you know? - Ask children to keep a running response in their reading journal. - Create comparison grids for different fiction and non-fiction texts - Create semantic grids of texts to help to categorise key information - Write information gained from the text into a different context - Change part of the text from fiction to non-fiction and vice-versa. - Fully develop skimming and scanning techniques – faster 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 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 - MTYT – Allow children to discuss in partners or read together - Ask children to become Reading Detectives and search for clues within text - Create Venn diagrams to demonstrate similarities and differences between plots, characters, settings etc.

Excellence in **Reading** - Year 6

Components	Core Content and Intended Learning		
	Term 1	Term 2	Term 3
Core Text	Stella By Starlight Holes – Louis Sachar Millions Noughts and crosses – Malorie Blackman The 1,00 year old boy – Ross Welford No ballet shoes in Syria – Catherine Bruton	Goodnight Mr Tom Arrival – Shaun Tan The Machine Gunners – Robert Westall The girl of ink and stars – Kiran Millweed Hargrave The Skylarks' War – Hilary Maclay	Fiction: Gorilla Dawn Amari and the night brothers – BB Alston Letters from the lighthouse – Emma Carroll Survivors Clockwork – Phillip Pullman

<table>
<tr><td></td><td>Non-Fiction:
Black and British – David Olusoga
Amulet -
I am not a label – wide eyed
The bacteria book – Steve Mould
Suffragette the battle for equality – David Roberts</td><td>When stars are scattered- Victoria Jamieson
The Journey – Francesca Sanna
Carrie’s War
Street child
Pax – Sara Pennypacker
Wisp a story of hope – Zana Fraillon and Grahame Baker-Smith
Private Peaceful</td><td>Non-Fiction:
Amazon River – Sangma Francis - Flying Eye Books
Earth Heroes – Lily Dyu</td></tr>
<tr><td>Poetry Spine</td><td></td><td></td><td></td></tr>
<tr><td>Reading for Pleasure</td><td colspan="3">Continuing to read and discuss an increasingly wide range of fiction, poetRy and non-ficition</td></tr>
<tr><td>Phonics Little Wandle Letters and Sounds Application</td><td colspan="3">Every child in Year 2 or above who cannot read at age-related expectations needs urgent targeted support so that they can access the curriculum and enjoy reading as soon as possible.
Little Wandle Rapid Catch-up is a complete catch-up programme that mirrors the main phonics programme but has a faster pace. It has been created to help children catch up quickly.
The programme ensures plenty of repeated practice in blending, word reading and spelling, intertwined in each lesson, using a range of activities such as ‘Change it, Match the words to the pictures and Mix it up’. Children also need to learn the meaning of the words that they read, which is why we provide simple definitions or contextualising sentences for words.

<table><tr><td>Day 1</td><td>20-minute phonics lesson</td></tr><tr><td>Day 2</td><td>20-minute phonics lesson</td></tr><tr><td>Day 3</td><td>Review day: A quick review of the teaching from days 1 and 2
10-minute phonics lesson plus 10- to 15-minute Reading practice session.
In Phases 2 and 3, you will use the blending practice books for this session.</td></tr><tr><td>Day 4</td><td>10- to 15-minute Reading practice session</td></tr><tr><td>Day 5</td><td>10- to 15-minute Reading practice session</td></tr></table></td></tr>
</table>

Excellence in **Reading** - Year 6

Components	Core Content and Intended Learning
Word Reading - Fluency and Decoding and Reading stamina	-Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. -Read further exception words, noting the 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 fluency and understanding, sounding out unfamiliar words accurately, automatically and without undue hesitation. -In Age-appropriate books: read words accurately and fluently without overt sounding and blending, e.g., at over 90 words per minute. -Prepare readings with appropriate intonation to show their understanding. -Read silently and discuss what they have read. -Attempt to match what they decode, to words they have already heard but may not have seen in print.

Excellence in **Reading** - Year 6 VIPERS Progression Grid

Components	Core Content and Intended Learning	
	Key Reading Skills	Suggested questions for whole class reading
Vocabulary	- 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.	- 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?
Inference	- 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	- 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?
Prediction	- 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.	- 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?

Excellence in **Reading** - Year 6 VIPERS Progression Grid

Components	Core Content and Intended Learning	
	Key Reading Skills	Suggested questions for whole class reading
Explaining	- 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.	- 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?
Retrieval	- 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.	- 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?
Sequence	- Summarise information from across a text and link information by analysing and evaluating ideas between sections of the text. - Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas - Make comparisons across different books. - Summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs.	- 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?

Components	Core Content and Intended Learning
Activities to support reading	- Transcribe the children's oral responses into written ones and model structures for answering question. - Ensure that a full answer is modelled to the children (3 marks Qs) - Always ask the children to justify their responses to questions – How do you know? - Ask children to keep a running response in their reading journal. - Create comparison grids for different fiction and non-fiction texts - Create semantic grids of texts to help to categorise key information - Write information gained from the text into a different context - Change part of the text from fiction to non-fiction and vice-versa. - Fully develop skimming and scanning techniques – faster 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 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 - MTYT – Allow children to discuss in partners or read together - Ask children to become Reading Detectives and search for clues within text - Create Venn diagrams to demonstrate similarities and differences between plots, characters, settings etc.