

Edward Francis Primary School



READING

Word Reading Whole School Progression Map & Reading Comprehension Long Term Curriculum Map (VIPERS)

These documents should be used in conjunction with the phonic planning document where applicable.

EFPS Reading Comprehension VIPERS Progression

This document is to be seen as a guide/ prompt only. It would be expected that several VIPERS skills would likely be discussed and taught within reading lessons in a fluid way. For example, a lesson could include aspects of Vocabulary, Retrieval and Inference.

Year 1 VIPERS Progression of Reading Strategies and Skills

Year 1 National Curriculum Statements- Reading Comprehension	<i>Letters below refer to how each curriculum statement links to each of the VIPERS strands.</i> Develop pleasure in reading, motivation to read, vocabulary and understanding by: V: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently E: being encouraged to link what they read or hear read to their own experiences V: becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics V: recognising and joining in with predictable phrases V: learning to appreciate rhymes and poems, and to recite some by heart (see poetry progression map) V: discussing word meanings, linking new meanings to those already known Understand both the books they can already read accurately and fluently and those they listen to by: V: drawing on what they already know or on background information and vocabulary provided by the teacher R/S: checking that the text makes sense to them as they read and correcting inaccurate reading I/S: discussing the significance of the title and events I: making inferences on the basis of what is being said and done P: predicting what might happen on the basis of what has been read so far and participate in discussion about what is read to them, taking turns and listening to others E: explain clearly their understanding of what is read to them
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 Choral response – Encourage children to read as a group or popcorn ideas to share MTYT – Allow children to discuss in partners or read together

READING VIPERS

	Year 1- Key Reading Skills and Strategies (linked to National Curriculum Statements on previous page)	Question Stems
V	• 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 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?
I	• 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?
P	• predicting what might happen on the basis of what has been read so far in terms of story, character and plot • make simple predictions based on the story and on their own life experience • begin to explain these ideas verbally or through pictures.	• Looking at the cover and the title, what do you think this book is about? • Where do you think.....will go next? • What do you think... will say / do next? • What do you think this book will be about? Why? • How do you think that this will end? • Who do you think has done it? • What might.....say about that? • Can you draw what might happen next?
E	• give my opinion including likes and dislikes (not n/c 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?

R	• 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?
S	• retell familiar stories orally e.g fairy stories and traditional tales • sequence the events of a story they are familiar with • begin to discuss how events are linked	• What happens in the beginning of the story? • Can you number these events in the story? • How/where does the story start? • What happened at the end of the....? • Can you retell the story to me in 20 words or less? • What happened before that? • Can you sequence the key moments in this story?

Year 2 VIPERS Progression of Reading Strategies and Skills

Year 2 National Curriculum Statements- Reading Comprehension	<i>Letters below refer to how each curriculum statement links to each of the VIPERS strands.</i> Develop pleasure in reading, motivation to read, vocabulary and understanding by: V: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently S: discussing the sequence of events in books and how items of information are related S: becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales E: being introduced to non-fiction books that are structured in different ways V: recognising simple recurring literary language in stories and poetry V: discussing and clarifying the meanings of words, linking new meanings to known vocabulary V: discussing their favourite words and phrases Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear Understand both the books that they can already read accurately and fluently and those that they listen to by: V: drawing on what they already know or on background information and vocabulary provided by the teacher R: checking that the text makes sense to them as they read and correcting inaccurate reading I: making inferences on the basis of what is being said and done R: answering and asking questions P: predicting what might happen on the basis of what has been read so far I/R: participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say E: explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves
Activities to support reading	Relate spoken words to written words in context Encourage children to retell parts of the story from memory Transcribe the children's oral responses into written ones and model structures for answering question Always ask the children to explain their responses to questions – How do you know? Jump in – Encourage children to continue the story to the end of the punctuation in a known story Choral response – Encourage children to read as a group or 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

	Key Reading Skills and Strategies (linked to National Curriculum Statements on previous page)	Question Stems
V	• 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...?
I	• make inferences about characters' feelings using what they say and do • infer basic points and begin, with support, to pick up on subtle 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...?
P	• 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?
E	• explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves • 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?

R	• 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?
S	• discuss the sequence of events in books and how items of information are related • retell using a wider variety of story language • order events from the text • begin to discuss how events are linked focusing on the main content of the story	• What happens in the story's opening? • How/where does the story start? • What happened at the end of the...? • What is the dilemma in this story? • How is it resolved? • Can you retell the story to me in 20 words or less? • Can you summarise in 3 sentences the beginning, middle and end of this story?

Year 3 VIPERS Progression of Reading Strategies and Skills

Year 3 National Curriculum Statements- Reading Comprehension	<i>Letters below refer to how each curriculum statement links to each strand of VIPERS.</i> E: develop positive attitudes to reading and understanding of what they read by identifying how language, structure, and presentation contribute to meaning E/S: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks E2: reading books that are structured in different ways and reading for a range of purposes V: using dictionaries to check the meaning of words that they have read E: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally E: identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action V: discussing words and phrases that capture the reader's interest and imagination E: recognising some different forms of poetry [for example, free verse, narrative poetry] <i>Links to our writing curriculum</i> V/S: understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding and V1: explaining the meaning of words in context I: asking questions to improve their understanding of a text I: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied S: identifying main ideas drawn from more than one paragraph and summarising these R: retrieve and record information from non-fiction E: participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say P: predicting what might happen from details stated and implied
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 the initial response 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

	Key Reading Skills and Strategies (linked to National Curriculum Statements on previous page)	Question Stems
V	• use dictionaries to check the meaning of words that they have read • discuss words that capture the reader's 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...?
I	• 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?
P	• 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?
E	• 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?

R	• 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?
S	• 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	• What is the main point in this paragraph? • Sum up what has happened so far in X words or less. • Which is the most important point in these paragraphs? • Do any sections/paragraphs deal with the same themes? • Have you noticed any similarities between this text and any others you have read? • What do I need to jot down to remember what I have read?

Year 4 VIPERS Progression of Reading Strategies and Skills

Year 4 National Curriculum Statements- Reading Comprehension	<i>Letters below refer to how each curriculum statement links to each strand of VIPERS.</i> E: develop positive attitudes to reading and understanding of what they read by identifying how language, structure, and presentation contribute to meaning E/S: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks E: reading books that are structured in different ways and reading for a range of purposes V: using dictionaries to check the meaning of words that they have read E: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally E: identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action V: discussing words and phrases that capture the reader's interest and imagination E: recognising some different forms of poetry [for example, free verse, narrative poetry] <i>Links to our writing curriculum</i> V/S: understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding and V1: explaining the meaning of words in context I: asking questions to improve their understanding of a text I: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied S: identifying main ideas drawn from more than one paragraph and summarising these R: retrieve and record information from non-fiction E: participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say P: predicting what might happen from details stated and implied
Activities to support reading	Transcribe the children's oral responses into written ones and model structures for answering question Always ask the children to justify their responses to questions – How do you know? 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 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 texts Model reading strategies – re-reading for clarity and understanding

	Key Reading Skills and Strategies (linked to National Curriculum Statements on previous page)	Question Stems
V	• using dictionaries to check the meaning of words that they have read • use a thesaurus to find synonyms (linked to writing curriculum) • 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...?
I	• 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?
P	• 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.
E	• 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?

R	• 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?
S	• 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?

Year 5 VIPERS Progression of Reading Strategies and Skills

In year 5, children read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts.

Year 5 National Curriculum Statements- Reading Comprehension	<i>Letters below refer to how each curriculum statement links to each strand of VIPERS.</i> <i>Maintain positive attitudes to reading and understanding of what they read by:</i> R: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks S: reading books that are structured in different ways and reading for a range of purposes E: increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books that they have read to their peers, giving reasons for their choices S: identifying and discussing themes and conventions in and across a wide range of writing Learning a wider range of poetry by heart <i>See poetry progression document</i> E: making comparisons within and across books S: preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience V: understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context I: asking questions to improve their understanding I: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied S: summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas E: identifying how language, structure and presentation contribute to meaning V/I: discuss and evaluate how authors use language, including figurative language, considering the impact on the reader E: distinguish between statements of fact and opinion E: retrieve, record and present information from non-fiction S: participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' E: explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary E: participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously and E: provide reasoned justifications for their views
Activities to support reading	Transcribe the children's oral responses into written ones and model structures for answering questions. 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 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 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

	Key Reading Skills and Strategies (linked to National Curriculum Statements on previous page)	Question Stems
V	• explore the meaning of words in context, confidently using a dictionary • discuss how the author's choice of language impacts the reader • evaluate the author's 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 • '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?
I	• 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?
P	• 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?
E	• 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?

R	• 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 • 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?
S	• 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?

Year 6 VIPERS Progression of Reading Strategies and Skills

In year 6, children read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts.

Year 6 National Curriculum Statements- Reading Comprehension	<i>Letters below refer to how each curriculum statement links to each strand of VIPERS.</i> Maintain positive attitudes to reading and understanding of what they read by: R: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks S: reading books that are structured in different ways and reading for a range of purposes Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books that they have read to their peers, giving reasons for their choices S: identifying and discussing themes and conventions in and across a wide range of writing Learning a wider range of poetry by heart <i>See poetry progression document</i> E: making comparisons within and across books S: preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience V: understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context I: asking questions to improve their understanding I: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied S: summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas E: identifying how language, structure and presentation contribute to meaning V/I: discuss and evaluate how authors use language, including figurative language, considering the impact on the reader E: distinguish between statements of fact and opinion E: retrieve, record and present information from non-fiction S: participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' E: explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary E: participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously and E: provide reasoned justifications for their views
Activities to support reading	Transcribe the children's oral responses into written ones and model structures for answering questions. 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? Summarise each of the main characters and return and add to these as reading progresses. Create comparison grids for different fiction and non-fiction texts Write information gained from the text into a different context Change part of the text from fiction to non-fiction and vice-versa within writing Fully develop skimming and scanning techniques – fastest finger first – to find particular parts of the text Relate the text type back to the writing the children have completed Model how to construct a summary of a paragraph, text, story Jump in – Encourage children to continue the story to the end of the punctuation in a known story Choral response – Encourage children to read as a group or popcorn ideas to questions asking for deeper responses after the initial response MTYT – Allow children to discuss in partners or read together Create Venn diagrams to demonstrate similarities and differences between plots, characters, settings etc.

	Key Reading Skills and Strategies (linked to National Curriculum Statements on previous page)	Question Stems
V	• 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?
I	• 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?
P	• 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?

E	• provide increasingly reasoned justification for my views • recommend books for peers in detail • give reasons for authorial choices • begin to challenge points of view • 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?
R	• 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 • 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?
S	• 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?

EFPS Word Reading Whole School Progression Map

The programmes of study for reading at key stages 1 and 2 consist of 2 dimensions: word reading and comprehension (both listening and reading)

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each. *Please see our VIPERS progression documents above for comprehension progression.*

EYFS	KS1		KS2			
Three and Four-Year-Olds Reception Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in words - recognise words with the same initial sound, such as money and mother Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending.	To apply phonic knowledge and skills as the route to decode words. To blend sounds in unfamiliar words using the GPCs that they have been taught. To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes. To read words containing taught GPCs. To read words containing -s, -es, -ing, -ed and -est endings. To read words with contractions, e.g. I'm, I'll and we'll.	To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. To accurately read most words of two or more syllables. To read most words containing common suffixes.*	To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.* To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.*	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. To apply their growing knowledge of root words, prefixes and suffixes/word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.*	To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.

Common Exception Words:

Three and Four-Year-Olds Reception Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Read a few common exception words matched to the school's phonic programme. To read some common irregular words.	<i>Anima Phonics scheme of work-</i> <i>'Rainbow Words'</i>		To begin to read Y3/Y4 exception words.*	To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word.	To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.	

Fluency

Three and Four-Year-Olds Reception Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understand the five key concepts about print: print has meaning - the names of different parts of a book - print can have different purposes - page sequencing we read English text from left to right and from top to bottom Blend sounds into words, so that they can read short words made up of letter-sound correspondences. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words. To reread texts to build up fluency and confidence in word reading. (In line with Anima Phonics)	To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. To reread these books to build up fluency and confidence in word reading. To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts. (In line with Anima Phonics)	Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency and comprehension as readers. At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.			