SKILLS PROGRESSION IN READING

Reading Skills	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
DECODING Children should: **PHONICS TAUGHT IN CONJUNCTION WITH OUR READ WRITE INC. PROGRAMME**	Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Apply phonic knowledge to decode words. Read aloud phonically-decodable texts. Re-read books to build fluency and confidence. Read simple sentences and understand the meaning. Speedily read all 40+ letters /groups for 40+ phonemes including alternative sounds for graphemes. Read Year 1 common exception words noting unusual correspondences between spelling and sound. (identifying where they appear) Read polysyllabic words containing taught GPCs read common suffixes. (–s, –es, –ing, –ed, –er and –est) Read contractions and understand that the apostrophe represents the omitted letter(s). Read accurately by blending taught GPCs develop some fluency and expression, pausing at full stops	Apply phonic decoding until automatic and reading is fluent. Read common suffixes (-ed, -ing,-er, -est, -y, -er, -ment, -ful, -ness, -less, -ly) Re-read books to build up fluency and confidence in word reading. Note punctuation to read with appropriate expression. Read accurately by blending, including alternative sounds for graphemes. Read Year 2 common exception words, noting unusual correspondences. Read aloud books matched to phonic knowledge by sounding out unfamiliar words automatically. Read polysyllabic words containing above graphemes. Read most words quickly & accurately without overt sounding and blending.	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), 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.	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), 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.	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.
RANGE OF READING Children should:		Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.	Listen to, discuss and express 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.	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Read books that are structured in different ways and reading for a range of purposes.	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Read books that are structured in different ways and reading for a range of purposes.	Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Read books that are structured in different ways and read for a range of purposes. Make comparisons within and across books.	Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Read books that are structured in different ways and read for a range of purposes. Make comparisons within and across books.

FAMILIARITY WITH TEXTS Children should:	Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Listen to and talk about stories to build familiarity and understanding. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Recognise and join in with predictable phrases. Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.	Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales. Recognise simple recurring literary language in stories and poetry.	Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally. Identify themes and conventions in a wide range of books.	Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally. Identify themes and conventions in a wide range of books.	Increase 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. Identify and discuss themes and conventions in and across a wide range of writing.	Increase 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. Identify and discuss themes and conventions in and across a wide range of writing.
POETRY AND PERFORMANCE Children should:	Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.	Learn to appreciate rhymes and poems, and to recite some by heart.	Continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear.	Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Recognise some different forms of poetry.	Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Recognise some different forms of poetry.	Learn a wider range of poetry by heart, 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.	Learn a wider range of poetry by heart, 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.
NON-FICTION Children should:	Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Listen to and discuss a wide range of non-fiction at a level beyond that at which they can read independently.	Be introduced to non-fiction books that are structured in different ways.	Retrieve and record information from non-fiction texts.	Retrieve and record information from non-fiction texts.	Distinguish between statements of fact and opinion. Retrieve, record and present information from non-fiction texts.	Distinguish between statements of fact and opinion. Retrieve, record and present information from non-fiction texts.
VOCABULARY AND WORD MEANINGS Children should:	Learn new vocabulary. Use new vocabulary in different contexts.	Discuss word meanings and link new meanings to words already known.	Discuss and clarify the meanings of words and link new meanings to known vocabulary. Discuss their favourite words and phrases.	Use dictionaries (including electronic dictionaries) to check the meaning of words that they have read.	Use dictionaries (including electronic dictionaries) to check the meaning of words that they have read.	Use dictionaries (including electronic dictionaries) to check the meaning of words that they have read. Be able to find synonyms of words using a thesaurus or electronic equivalent.	Use dictionaries (including electronic dictionaries) to check the meaning of words that they have read. Be able to find synonyms of words using a thesaurus or electronic equivalent.
UNDERSTANDING Children should:	Listen to and talk about stories to build familiarity and understanding.	Draw on what they already know or on background information and vocabulary provided by the teacher. Be encouraged to link what they read or hear read to their own experiences. Check that the text makes sense to them as they read and correct inaccurate reading. Answer simple retrieval questions about a text and find evidence to support answers with help.	Discuss the sequence of events in books and how items of information are related. Draw on what they already know or on background information and vocabulary provided by the teacher. Make links between a current book and those already read. Check that the text makes sense to them as they read and correct inaccurate reading.	Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context. Ask questions to improve their understanding of a text. Identify main ideas drawn from more than one paragraph and summarise these. Identify morals and messages in a story.	Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context. Ask questions to improve their understanding of a text. Identify main ideas drawn from more than one paragraph and summarise these. Identify morals and messages in a story.	Check that the book makes sense to them, discuss their understanding and explore the meaning of words in context. Ask questions to improve their understanding. Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.	Check that the book makes sense to them, discuss their understanding and explore the meaning of words in context. Ask questions to improve their understanding. Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.
INFERENCE Children should:		Discuss the significance of the title and events. Make inferences on the basis of what is being said and done.	Make inferences on the basis of what is being said and done. Answer and ask questions.	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions. Justify inferences with evidence.	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions. Justify inferences with evidence.	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.
PREDICTION Children should:		Predict what might happen on the basis of what has been read so far.	Predict what might happen on the basis of what has been read so far.	Predict what might happen from details stated and implied.	Predict what might happen from details stated and implied.	Predict what might happen from details stated and implied.	Predict what might happen from details stated and implied.

AUTHORIAL INTENT Children should:				Discuss words and phrases that capture the reader's interest and imagination. Identify how language, structure, and presentation contribute to meaning.	Discuss words and phrases that capture the reader's interest and imagination. Identify how language, structure, and presentation contribute to meaning.	Identify how language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language, including figurative language and consider the impact on the reader.	Identify how language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language, including figurative language and consider the impact on the reader.
DISCUSSING READING Children should:	Engage in story times.	Participate in discussion about what is read to them by taking turns and listening to what others say. Explain clearly their understanding of what is read to them.	Participate in discussion about books, poems & other works that are read to them & those that they can read for themselves by taking turns and listening to what others say. Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.	Participate in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say. Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.	Participate in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say. Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.	Recommend books that they have read to their peers and giving reasons for their choices. Participate in discussions about books, building on their own and others' ideas and challenging views courteously. Explain and discuss their understanding of what they have read, including through formal presentations and debates. Provide reasoned justifications for their views.	Recommend books that they have read to their peers and giving reasons for their choices. Participate in discussions about books, building on their own and others' ideas and challenging views courteously. Explain and discuss their understanding of what they have read, including through formal presentations and debates. Provide reasoned justifications for their views.

YEAR 1 VIPERS COMPREHENSION PROGRESSION GRID

Y1 NC STATEMENTS – READING COMPREHENSION	ACTIVITIES TO SUPPORT READING	
Develop pleasure in reading, motivation to read, vocabulary and understanding by: • 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. • discussing the sequence of events in books and how items of information are related. • becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. • being introduced to non-fiction books that are structured in different ways. • recognising simple recurring literary language in stories and poetry. • discussing and clarifying the meanings of words, linking new meanings to known vocabulary. • 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 they can already read accurately and fluently and those they listen to by:** • drawing on what they already know or on background information and vocabulary provided by the teacher. • checking that the text makes sense to them as they read and correcting inaccurate reading. • making inferences on the basis of what is being said and done. • answering and asking questions. • predicting what might happen on the basis of what has been read so far. **Participate in discussion about what is read to them, taking turns and listening to what others say.** **Explain clearly their understanding of what is read to them.**	✓ Model and demonstrate directionality and correct book handling. ✓ Relate spoken words to written words in context. ✓ Words of the Week – Choose a handful of words from the text for children to look out for and then challenge them to read around the word to define it. ✓ 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/word wave ideas to share. ✓ TTYP/MTYT – Allow children to discuss in partners or read together.	

KEY READING SKILLS		SUGGESTED QUESTION STEMS FOR WHOLE CLASS READING	
Y1 - 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?	
Y1 - 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?	

Y1 - 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?	
Y1 - EXPLANATION	▪ 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?	
Y1 - RETRIEVAL	▪ answer a question about what has just happened in a story. ▪ develop their knowledge of retrieval through images. ▪ recognise characters, events, titles and information. ▪ recognise 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?	
Y1 - SEQUENCE	➢ retell familiar stories orally e.g fairy stories and traditional tales. ➢ sequence the events of a story they are familiar with. ➢ begin to discuss how events are linked.	▪ What happens in the beginning of the story? ▪ Can you number these events in the story? ▪ How/where does the story start? ▪ What happened at the end of the….? ▪ Can you retell the story to me in 20 words or less? ▪ What happened before that? ▪ Can you sequence the key moments in this story?	

YEAR 2 VIPERS COMPREHENSION PROGRESSION GRID

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<td rowspan="2">Y2 NC STATEMENTS – READING COMPREHENSION</td>
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Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- 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.
- discussing the sequence of events in books and how items of information are related.
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.
- being introduced to non-fiction books that are structured in different ways.
- recognising simple recurring literary language in stories and poetry.
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary.
- 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 they can already read accurately and fluently and those they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher.
- checking that the text makes sense to them as they read and correcting inaccurate reading.
- making inferences on the basis of what is being said and done.
- answering and asking questions.
- predicting what might happen on the basis of what has been read so far.

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.

Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

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<td>ACTIVITIES TO SUPPORT READING</td>
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- ✓ 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 questions.
- ✓ 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 word wave/popcorn ideas to questions asking for deeper responses when needed.
- ✓ TTYP/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.
- ✓ Words of the Week – Choose a handful of words from the text for children to look out for and then challenge them to read around the word to define it.

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KEY READING SKILLS		SUGGESTED QUESTION STEMS FOR WHOLE CLASS READING	
Y2 - 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...?	**READING VIPERS** **Vocabulary** **Find and explain meaning of words in context** - What do the words ...... and ...... suggest about the character, setting and mood? - Which word tells you that....? - Which keyword tells you about the character/setting/mood? - Find one word in the text which means...... - Find and highlight the word that is closest in meaning to...... - Find a word or phrase which shows/suggests that......

Y2 - 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...?	
Y2 - 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?	
Y2 - EXPLANATION	- 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?	
Y2 - 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?	
Y2 - SEQUENCE	- discuss the sequence of events in books and how items of information are related. - retell using a wider variety of story language. - order events from the text. - begin to discuss how events are linked focusing on the main content of the story.	- What happens in the story's opening? - How/where does the story start? - What happened at the end of the...? - What is the dilemma in this story? - How is it resolved? - Can you retell the story to me in 20 words or less? - Can you summarise in 3 sentences the beginning, middle and end of this story?	

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<tr><td rowspan="2">Y3 NC STATEMENTS – READING COMPREHENSION</td>
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Develop positive attitudes to reading and understanding of what they read by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and
- reference books or 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 stories,
- myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- Statutory requirements
- preparing poems and play scripts to read aloud and to perform, showing
- understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and
- imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]

Understand what they read, in books they can read independently, by:

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
- asking questions to improve their understanding of a text.
- 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.
- identifying main ideas drawn from more than one paragraph and summarising these.
- identifying how language, structure, and presentation contribute to meaning.

Retrieve and record information from non-fiction.

Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what other say.

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<td>ACTIVITIES TO SUPPORT READING</td>
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- ✓ Transcribe the children's oral responses into written ones and model structures for answering questions.
- ✓ 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 word wave/popcorn ideas to questions asking for deeper responses after the initial response.
- ✓ TTYP/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.
- ✓ Words of the Week – Choose a handful of words from the text for children to look out for and then challenge them to read around the word to define it.

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KEY READING SKILLS	SUGGESTED QUESTION STEMS FOR WHOLE CLASS READING

| **Y3 - 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…? |

Y3 - 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...? - How do you think....? - Can you explain why....? - What do these words mean/ 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?
Y3 -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?
Y3 - EXPLANATION	- 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?
Y3 - 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?
Y3 - SUMMARISE	- 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?

Y4 NC STATEMENTS – READING COMPREHENSION

Develop positive attitudes to reading and understanding of what they read by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and
- reference books or 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 stories,
- myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- Statutory requirements
- preparing poems and play scripts to read aloud and to perform, showing
- understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and
- imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]

Understand what they read, in books they can read independently, by:

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
- asking questions to improve their understanding of a text.
- 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.
- identifying main ideas drawn from more than one paragraph and summarising these.
- identifying how language, structure, and presentation contribute to meaning.

Retrieve and record information from non-fiction.

Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what other say.

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.
- ✓ TTYP/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
- ✓ Words of the Week – Choose a handful of words from the text for children to look out for and then challenge them to read around the word to define it.

KEY READING SKILLS	SUGGESTED QUESTION STEMS FOR WHOLE CLASS READING

Y4 - 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…?
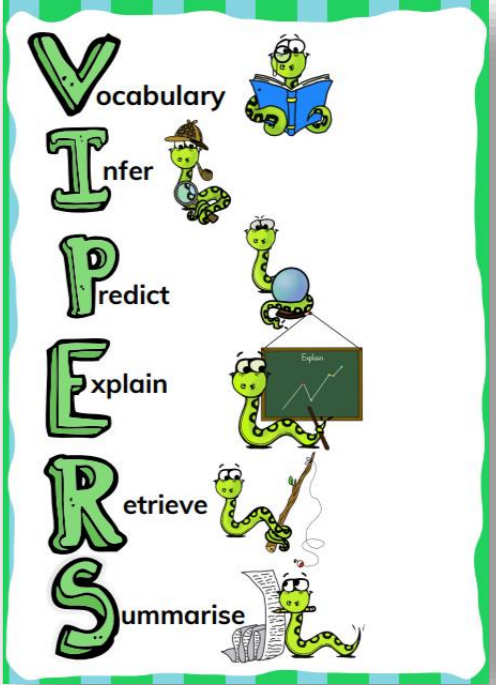- Which word is closest in meaning to…?

Y4 - 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?	**READING VIPERS** **Infer** **Make and justify inferences using evidence from the text.** • Find and copy a group of words which show that... • How do these words make the reader feel? • How do the descriptions of ...... show... • How can you tell that...... • What impression of ...... do you get from these paragraphs? • What voice might these characters use? • What was .... thinking when...... • Who is telling the story?
Y4 - 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.	**READING VIPERS** **Predict** **Predict what might happen from the details given and implied** • From the cover what do you think this text is going to be about? • What is happening now? What happened before this? • What will happen after? • What does this paragraph suggest will happen next? What makes you think this? • Do you think the choice of setting will influence how the plot develops? • Do you think... will happen? Explain your answer using evidence from the text.
Y4 - EXPLANATION	▪ 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?	**READING VIPERS** **Explain** • Explain how content is related and contributes to the meaning • Explain how meaning is enhanced through choice of language. • Explain the themes and patterns that develop across the text. • Explain how information contributes to the overall experience. • Why is the text arranged in this way? • What structures has the author used? • What is the purpose of this text feature? • Is the use of .... effective? • The mood of the character changes throughout the text. Find and copy the phrases which show this. • What is the author's point of view? • What affect does ..... have on the audience? • How does the author engage the reader here? • Which words and phrases did .... effectively? • Which section was the most interesting/exciting part? • How are these sections linked?
Y4 - 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?	**READING VIPERS** **Retrieve** **Retrieve and record information and identify key details.** • How would you describe this story/text? What genre is it? How do you know? • How did...? • How often...? • Who had...? Who is...? Who did...? • What happened to...? • What does.... do? • How .... is ....? • What can you learn from ...... from this section? • Give one example of....... • The story is told from whose perspective?
Y4 - SUMMARISE	➢ 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?	**READING VIPERS** **Summarise** **Summarise the main ideas from more than one paragraph** • Below are some summaries of different paragraphs from the text, number them to show the order in which they appear in the text. • What is the main message of the text? • Using information from the whole text, identify which statements are true. • Which of the following would be the most suitable summary of the whole text? • Which statement is the best summary for the whole of page.... • Look at the first two paragraphs. Which sentence below best describes the....

Y5 NC STATEMENTS – READING COMPREHENSION

Maintain positive attitudes to reading and understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- 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.
- identifying and discussing themes and conventions in and across a wide range of writing.
- making comparisons within and across books.
- learning a wider range of poetry by heart.
- 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.

Understand what they read, in books they can read independently, by:

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
- asking questions to improve their understanding of a text.
- 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.
- identifying main ideas drawn from more than one paragraph and summarising these.
- identifying how language, structure, and presentation contribute to meaning.

Retrieve and record information from non-fiction.

Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what other say.

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.
- ✓ TTYP/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
- ✓ Words of the Week – Choose a handful of words from the text for children to look out for and then challenge them to read around the word to define it.

KEY READING SKILLS	SUGGESTED QUESTION STEMS FOR WHOLE CLASS READING

Y5 - VOCABULARY

KEY READING SKILLS

- 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.

SUGGESTED QUESTION STEMS FOR WHOLE CLASS READING

- 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?
- 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?

Y5 – 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 the author chose them? - How does the author make you feel? - What impression do you get from these paragraphs?	READING VIPERS **Infer** Make and justify inferences using evidence from the text.
Y5 –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?	READING VIPERS **Predict** Predict what might happen from the details given and implied
Y5 – EXPLANATION	- 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?	READING VIPERS **Explain**
Y5 – 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?	READING VIPERS **Retrieve** Retrieve and record information and identify key details.
Y5 – SUMMARISE	- summarising the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas. - make connections between information across the text and include this is an answer. - discuss the themes or conventions from a chapter or text. - identify themes across a wide range of writing.	- What is the main point in this paragraph? 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?	READING VIPERS **Summarise** Summarise the main ideas from more than one paragraph

YEAR 6 VIPERS COMPREHENSION PROGRESSION GRID

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<tr>
<td rowspan="2">Y6 NC STATEMENTS – READING COMPREHENSION</td>
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Maintain positive attitudes to reading and understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- 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.
- identifying and discussing themes and conventions in and across a wide range of writing.
- making comparisons within and across books.
- learning a wider range of poetry by heart.
- 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.

Understand what they read, in books they can read independently, by:

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
- asking questions to improve their understanding of a text.
- 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.
- identifying main ideas drawn from more than one paragraph and summarising these.
- identifying how language, structure, and presentation contribute to meaning.

Retrieve and record information from non-fiction.

Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what other say.
</td>
<td rowspan="2">ACTIVITIES TO SUPPORT READING</td>
<td>
- 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 mark 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.
- 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.
- 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.
- TTYP/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
- Words of the Week – Choose a handful of words from the text for children to look out for and then challenge them to read around the word to define it.
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<td colspan="2">KEY READING SKILLS</td>
<td colspan="2">SUGGESTED QUESTION STEMS FOR WHOLE CLASS READING</td>
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<tr>
<td>Y6 – VOCABULARY</td>
<td>
- 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.
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<td colspan="2">
- 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?
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Y6 – 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?	**READING VIPERS** **Infer** **Make and justify inferences using evidence from the text.** • Find and copy a group of words which show that… • How do these words make the reader feel? • How do the descriptions of …… show… • How can you tell that…… • What impression of …… do you get from these paragraphs? • What voice might these characters use? • What was …. thinking when…… • Who is telling the story?
Y6 –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?	**READING VIPERS** **Predict** **Predict what might happen from the details given and implied** • From the cover what do you think this text is going to be about? • What is happening now? What happened before this? • What will happen after? • What does this paragraph suggest will happen next? What makes you think this? • Do you think the choice of setting will influence how the plot develops? • Do you think… will happen? Explain your answer using evidence from the text.
Y6 – EXPLANATION	➢ 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?	**READING VIPERS** **Explain** • Explain how content is related and contributes to the meaning • Explain how meaning is enhanced through choices of language. • Explain the themes and patterns that develop across the text. • Explain how information contributes to the overall experience. • Why is the text arranged in this way? • What structures has the author used? • What is the purpose of this text feature? • Is the use of … effective? • The mood of the character changes throughout the text. Find and copy the phrases which show this. • What is the author's point of view? • What effect does … have on the audience? • How does the author engage the reader here? • Which words and phrases did … effectively? • Which section was the most interesting/exciting part? • How are these sections linked?
Y6 – 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?	**READING VIPERS** **Retrieve** **Retrieve and record information and identify key details.** • How would you describe this story/text? • What genre is it? How do you know? • How did…? • How often…? • Who had…? Who is…? Who did…? • What happened to…? • What does… do? • How … is ……? • What can you learn from …… from this section? • Give one example of…… • The story is told from whose perspective?
Y6 – SUMMARISE	➢ 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?	**READING VIPERS** **Summarise** **Summarise the main ideas from more than one paragraph** • Below are some summaries of different paragraphs from the text, number them to show the order in which they appear in the text. • What is the main message of the text? • Using information from the whole text, identify which statements are true. • Which of the following would be the most suitable summary of the whole text? • Which statement is the best summary for the whole of page… • Look at the first two paragraphs. Which sentence below best describes the…