

## St Barnabas Reading Curriculum Progression of Skills- Oracy and Vocabulary

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Sentence Stems</b>	<b>Sentence Stems</b>	<b>Sentence Stems</b>	<b>Sentence Stems</b>	<b>Sentence Stems</b>	<b>Sentence Stems</b>	<b>Sentence Stems</b>
I like ...	I like/don't like...because...	I think...because...	An argument for/against is...	An argument for/against is...	In my opinion...	On the one hand...
I don't like ...		They are similar/different because...	It appears to be...	It appears to be...	I have two main reasons for...	I am convinced that...
One day...	I think ...happened because...		I enjoyed it because...	I understand your point of view, however...	In some way...	Given that...
In the end ...	I feel that...	I know this because...	My opinion is...	It was successful because...	Another feature...	Another feature they have in common...
I think...because...	Next time I...	I found ...	I remember that...	Due to the fact that...	However, they also differ...	The similarities /differences are significant because...
	First...Next...	It was interesting because...	Building on...	Subsequently...	Perhaps some people would argue...	Based on...
	I agree/disagree because...	I like the part where...			Furthermore they...	Having considered...
		I predict that ...			It is clear that...	This infers... This suggests...
					I deduce that...	This is supported by the fact that...
					In conclusion...	Possible improvements may include...
					Perhaps the reason...	Evidently...
					Therefore, in my opinion...	Owing to...
						In summary...
						The consequences of...

# Reading VIPERS

## VIPERS

Children are taught the skills of reading (outlined in the National Curriculum and the KS1 and KS2 test domains) through the use of VIPERS which were created by Rob Smith (The Literacy Shed).

The Reading Vipers can be used by both KS1 and KS2 with a little adaption. The main difference being in the S.

**Sequence – KS1**

**Summarise – KS2**

In KS1, 'Explain'; is not one of the content domains, rather it asks children why they have come to a certain conclusion, to explain their preferences, thoughts and opinions about a text.

In KS2, the Explain section covers the additional content domains of 2F, 2G and 2H which are not present in KS1.

## What are Vipers?

VIPERS is an anagram to aid the recall of the 6 reading domains as part of the UK's reading curriculum. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts.

VIPERS stands for:

The 6 domains focus on the comprehension aspect of reading and not the mechanics: decoding, fluency, prosody etc. As such, VIPERS is not a reading scheme but rather a method of ensuring that teachers ask, and students are familiar with, a range of questions. They allow the teacher to track the type of questions asked and the children's responses to these which allows for targeted questioning afterwards.

## Reading Vipers

**V**ocabulary

**I**nfer

**P**redict

**E**xplain

**R**etrieve

**S**equence or Summarise



## Key Stage 1

In Key Stage One children's reading skills are taught and practised using the VIPERS during whole class reading sessions.

### KS1 Content Domain Reference [VIPERS]

- 1a Draw on knowledge of vocabulary to understand texts **[Vocabulary]**
- 1b Identify/explain key aspects of fiction and non-fiction, such as characters, events, titles and information **[Retrieve]**
- 1c Identify and explain the sequences of events in texts **[Sequence]**
- 1d Make inferences from the text **[Infer]**
- 1e Predict what might happen on the basis of what has been read so far **[Predict]**

## Key Stage 2

In Key Stage Two children's reading skills are taught and practised using VIPERS during whole class reading sessions.

### KS2 Content Domain Reference [VIPERS]

- 2a Give/explain the meaning of words in context **[Vocabulary]**
- 2b Retrieve and record information/ identify key details from fiction and non-fiction **[Retrieve]**
- 2c Summarise main ideas from more than one paragraph **[Summarise]**
- 2d Make inferences from the text/ explain and justify inferences with evidence from the text **[Infer]**
- 2e Predict what might happen from details stated or implied **[Predict]**
- 2f Identify/explain how information/ narrative content is related and contributes to meaning as a whole **[Explain]**
- 2g Identify/explain how meaning is enhanced through choice of words and phrases **[Explain]**
- 2h Make comparisons within a text **[Explain]**

## Key Reading Skills: Stem Questions- EYFS, Year 1 and Year 2

Vocabulary Draw upon knowledge of vocabulary in order to understand the text.	Infer Make inferences from the text.	Predict Predict what you think will happen based on the information that you have been given.	Explain Explain your preferences, thoughts and opinions about the text.	Retrieve Identify and explain the key features of fiction and non-fiction texts such as characters, events, titles and information.	Sequence Sequences the key events in the story.
<p><b>Example questions:</b></p> <p>What does the word...mean in the sentence?</p> <p>What does this word or phrase tell you about...?</p> <p>Which word do you think is the most important? Why?</p> <p>Which of these words best describes the character/setting/mood etc?</p> <p>Why do you think...is repeated in this section?</p>	<p><b>Example questions:</b></p> <p>Why was ...feeling...?</p> <p>Why did ... happen?</p> <p>Why did ...say ...?</p> <p>Can you explain why...?</p> <p>What do you think the author intended when they said...?</p> <p>How does...make you feel?</p>	<p><b>Example questions:</b></p> <p>Look at the book cover/blurb – what do you think the book will be about?</p> <p>What do you think will happen next?</p> <p>What makes you think this?</p> <p>What is happening?</p> <p>What do you think happened before?</p> <p>What do you think the last paragraph suggests will happen next?</p>	<p><b>Example questions:</b></p> <p>Who is your favourite character? Why?</p> <p>Would you like to live in this setting? Why/why not?</p> <p>Is there anything you would change about this story?</p> <p>Do you like the text? What do you like about it?</p>	<p><b>Example questions:</b></p> <p>What kind of text is this?</p> <p>Who did...?</p> <p>Where did ...?</p> <p>When did ...?</p> <p>How many ...?</p> <p>What happened to...?</p>	<p><b>Example questions:</b></p> <p>Can you number these events 1-5 in the order that they happened?</p> <p>What happened after ...?</p> <p>What was the first thing that happened in the story?</p> <p>Can you summarise in a sentence the opening/middle/end of the story?</p>

## Key Stage 2

<b>Vocabulary</b> Find out and explain the meaning of words in context.	<b>Infer</b> Make and justify inferences using evidence from the text.	<b>Predict</b> Predict what you think will happen based on the details given and implied.	<b>Explain</b> Explain how content is related and contributed to the meaning as a whole. 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.	<b>Retrieve</b> Retrieve and record information and identify key details from fiction and non-fiction.	<b>Sequence</b> Summarise the main ideas from more than one paragraph.
<b>Example questions:</b>  What do the words...and ...suggest about the character, setting and mood?  Which word tells you that...?  Which key word tells you about the character/setting/mood?	<b>Example questions:</b>  Find and copy a group of words which show that...  How do these words make the reader feel? How does this paragraph suggest this?  How do the	<b>Example questions:</b>  From the cover what might this book be about?  What is happening now? What happened before this? What will happen after?  What does this	<b>Example questions:</b>  Why is the text arranged in this way?  What structures has the author used?  What is the purpose of the text feature?  Is the use	<b>Example questions:</b>  How would you describe this story/text? What genre is it? How do you know?  How did...?  How often...?  Who had...? Who	<b>Example questions:</b>  Can you number these events 1-5 in the order that they happened?  What happened after...?  What was the first thing that happened in the story?

<p>Find one word in the text which means...?</p> <p>Find and highlight the word that is closest in meaning to...?</p> <p>Find a word or phrase which shows/suggest that...?</p>	<p>descriptions of...show that they are...?</p> <p>How can you tell that...?</p> <p>What impression of...do you get from these paragraphs?</p> <p>What voice might these characters use?</p> <p>What was ...thinking when...?</p> <p>Who is telling the story?</p>	<p>paragraph suggest will happen next?</p> <p>What makes you think this?</p> <p>Do you think the choice of setting will influence how the plot develops?</p> <p>Do you think...will happen? Yes, no or maybe? Explain your answer using evidence from the text.</p>	<p>of...effective?</p> <p>The mood of the character changed throughout the text.</p> <p>Find and copy the phrases that show this.</p> <p>What is the author's point of view?</p> <p>What affect does...have on the audience?</p> <p>How does the author engage the reader here?</p> <p>Which words and phrases did...effectively?</p> <p>Which sections where the most interesting/exciting part?</p> <p>How are these sections linked?</p>	<p>is...? Who did...?</p> <p>What happened to?</p> <p>What does...do?</p> <p>What can you learn from ...from this section?</p> <p>Give one example of...</p> <p>The story is told from whose perspective?</p>	<p>Can you summarise in a sentence the opening/middle/end of the story?</p>
---	--	---	---	---	---

## Year 1 Vipers Reading Skills

### Reading Comprehension Year 1 National Curriculum Statements

**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 children can read independently.
- (E) Being encouraged to link what children read or hear read to their own experiences.
- (R) Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
- (R) Recognising and joining in with predictable phrases.
- (V) Learning to appreciate rhymes and poems, and to recite some by heart.
- (V) Discussing word meanings, linking new meanings to those already known.

**Understand both the books they can already read accurately and fluently and those they listen to by:**

- (V) Drawing on what children already know or on background information and vocabulary provided by the teacher.
- (S) Checking that the text makes sense to children as they read and correcting inaccurate reading.
- (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; participate in discussion about what is read to children, taking turns and listening to what others say.
- (E) Children to 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.
- Encourage children to continue the story to the end of the punctuation in a known story.
- Encourage children to give choral responses, read as a group or in pairs and discuss their ideas.

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



<b>Explain</b>	<ul style="list-style-type: none"> <li>• Children to give their opinion including likes and dislikes and why. <ul style="list-style-type: none"> <li>• Link what children read or hear to their own experiences.</li> <li>• Children to explain clearly their understanding of what has been read to them.</li> <li>• Express views about events or characters.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Is there anything you would change about this story?</li> <li>• What do you like about this text? Who is your favourite character? Why?</li> </ul>
<b>Retrieve</b>	<ul style="list-style-type: none"> <li>• Answer a question about what has just happened.</li> <li>• Develop knowledge of retrieval through images. <ul style="list-style-type: none"> <li>• Recognise characters, events, titles and information.</li> <li>• Recognise differences between fiction and non-fiction.</li> <li>• Retrieve information by finding a few key words.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Who is your favourite character?</li> <li>• Why do you think all the main characters are ... in this book? <ul style="list-style-type: none"> <li>• Would you like to live in this setting? Why/why not?</li> <li>• Who is/are the main character(s)?</li> <li>• When/where is this story set?</li> <li>• Which is your favourite/worst/ funniest/scariest part of the story?</li> </ul> </li> <li>• Is this a fiction or a non-fiction book? How do you know?</li> </ul>
<b>Sequence</b>	<ul style="list-style-type: none"> <li>• Retell familiar stories orally e.g fairy stories and traditional tales.</li> <li>• Sequence the events of a familiar story. <ul style="list-style-type: none"> <li>• Begin to discuss how events are linked.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• What happens in the beginning of the story?</li> <li>• Can you number these events in the story?</li> <li>• How/where does the story start? <ul style="list-style-type: none"> <li>• What happened at the end of the....?</li> <li>• Can you retell the story to me in 20 words or less?</li> <li>• What happened before that?</li> <li>• Can you sequence the key moments in this story?</li> </ul> </li> </ul>

## Year 2 VIPERS Reading Skills

### Reading Comprehension National Curriculum Statements

**Develop pleasure in reading, motivation to read, vocabulary and understanding by:**

- (V/E) 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 children can read independently.
- (S) Discussing the sequence of events in books and how items of information are related.
- (S/R) Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.
- (E/I) 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/R) Children to discuss their favourite words and phrases.
- (S/R) 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) Children to draw on what they already know or on background information and vocabulary provided by the teacher.
- (R/I) Children to check 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) Children to 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) Children to explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

	<p><b>Activities to Support Reading</b></p> <ul style="list-style-type: none"> <li>• Relate spoken words to written words in context.</li> <li>• Encourage children to retell parts of the story from memory.</li> <li>• Transcribe the children's oral responses into written ones and model structures for answering question.</li> <li>• Always ask the children to explain their responses to questions – How do you know?</li> <li>• Encourage children to continue the story to the end of the punctuation in a known story.</li> <li>• Encourage children to give choral responses, read as a group or in pairs and share ideas to questions asking for deeper responses when needed.</li> <li>• Ask children to become Reading Detectives and search for clues within texts.</li> <li>• Model reading strategies, e.g. re-reading for clarity and understanding.</li> </ul>
--	---

	Key Reading Skills	Suggested question stems for whole class and guided reading
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Discussing and clarifying the meanings of words; link new meanings to known vocabulary.</li> <li>• Children to discuss their favourite words and phrases.</li> <li>• Recognise some recurring language in stories and poems.</li> </ul>	<ul style="list-style-type: none"> <li>• Can you find a noun/adjective/verb that tells/shows you that...?</li> <li>• Why do you think that the author used the word... to describe...?</li> <li>• Which other word on this page means the same as...?</li> <li>• Find an adjective in the text which describes...</li> <li>• Which word do you think is most important in this section? Why?</li> <li>• Which word best describes...?</li> </ul>

<b>Infer</b>	<ul style="list-style-type: none"> <li>• Children to make inferences about a character's feelings using what they say and do.</li> <li>• Infer basic points and begin, with support, to pick up on subtler references.</li> <li>• Answering and asking questions and modifying answers as the story progresses.</li> <li>• Use pictures or words to make inferences.</li> </ul>	<ul style="list-style-type: none"> <li>• What do you think.... means?</li> <li>• Why do you think that?</li> <li>• Why do you think...?</li> <li>• How do you think...?</li> <li>• When do you think...?</li> <li>• Where do you think...?</li> <li>• How has the author made us think that...?</li> </ul>
<b>Predict</b>	<ul style="list-style-type: none"> <li>• Predicting what might happen on the basis of what has been read in terms of plot, character and language so far.</li> <li>• Children to make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them.</li> </ul>	<ul style="list-style-type: none"> <li>• Where do you think...will go next?</li> <li>• What do you think... will say/do next?</li> <li>• What do you think this book will be about? Why?</li> <li>• How do you think that this will end? What makes you say that?</li> <li>• Who do you think has done it?</li> <li>• What might... say about that?</li> <li>• How does the choice of character affect what will happen next?</li> </ul>
<b>Explain</b>	<ul style="list-style-type: none"> <li>• Children to explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li> <li>• Children to express their own views about a book or poem.</li> <li>• Discuss some similarities between books.</li> <li>• Listen to the opinion of others.</li> </ul>	<ul style="list-style-type: none"> <li>• What is similar/different about two characters?</li> <li>• Explain why... did that...</li> <li>• Is this as good as...?</li> <li>• Which is better and why?</li> <li>• Does the picture help us? How?</li> <li>• What would you do if you were...?</li> <li>• Would you like to live in this setting? Why?</li> <li>• Is there anything you would change about this story?</li> <li>• Do you agree with the author's...? Why?</li> </ul>

<b>Retrieve</b>	<ul style="list-style-type: none"> <li>• Independently read and answer simple questions about text.</li> <li>• Draw on previously taught knowledge. Remember significant event and key information about the text that they have read. <ul style="list-style-type: none"> <li>• Monitor children's reading, checking words that they have decoded, to ensure that they fit within the text they have already read.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Who is/are the main character(s)?</li> <li>• When/where is this story set? How do you know?</li> <li>• Which is your favourite/worst/funniest/ scariest part of the story? Why?</li> <li>• Tell me three facts you have learned from the text.</li> <li>• Find the part where...</li> <li>• What type of text is this?</li> <li>• What happened to ... in the end of the story?</li> </ul>
<b>Sequence</b>	<ul style="list-style-type: none"> <li>• Discuss the sequence of events in books.</li> <li>• To discuss how items of information are related. <ul style="list-style-type: none"> <li>• Retell using a wider variety of story language.</li> <li>• Order events from the text.</li> <li>• Begin to discuss how events are linked focusing on the main content of the story.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• What happens in the story's opening?</li> <li>• How/where does the story start? What happened at the end of the...? What is the dilemma in this story?</li> <li>• How is it resolved?</li> <li>• Can you retell the story to me in 20 words or less?</li> <li>• Can you summarise in 3 sentences the beginning, middle and end of this story?</li> </ul>

## Year 3 VIPERS Reading Skills

### Reading Comprehension National Curriculum Statements

- (E) Children to develop positive attitudes to reading and understanding of what they read by identifying how language, structure, and presentation contribute to meaning.
- (E/R) 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) Children using dictionaries to check the meaning of words that they have read.
- (E) Children to increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.
- (E/R) 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].
- (V/S) Children to understand what they read in books they can read independently, by checking that the text makes sense to them, discussing their understanding.
- (V/S) Explaining the meaning of words in context.
- (I) Children to ask questions to improve their understanding of a text.
- (I) Drawing inferences such as inferring a character's feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- (P) 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.

### 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.
- Encourage children to give choral responses, read as a group or in pairs to share ideas to questions asking for deeper responses after the initial response.
- Ask children to become Reading Detectives and search for clues within texts.
- Model reading strategies – rereading for clarity and understanding

	Key Reading Skills	Question Stems
<b>Vocabulary</b>	<ul style="list-style-type: none"><li>• Children to use dictionaries to check the meaning of words that they have read.</li><li>• Discuss words that capture the readers interest or imagination.</li><li>• Identify how language choices help build meaning.</li><li>• Find the meaning of new words using substitution within a sentence.</li></ul>	<ul style="list-style-type: none"><li>• What does this word/phrase/sentence tell you about the character/setting/mood?</li><li>• Can you find this word in the dictionary?</li><li>• By writing in this way, what effect has the author created?</li><li>• What other words/phrases could the author have used here?</li><li>• How has the author made you feel by writing...?</li><li>• Which word tells you that...?</li><li>• Find and highlight the word that is closest in meaning to...?</li></ul>

<b>Infer</b>	<ul style="list-style-type: none"> <li>• Children can infer a character's feelings, thoughts and motives from their stated actions.</li> <li>• Justify inferences by referencing a specific point in the text.</li> <li>• Ask and answer questions appropriately, including some simple inference questions based on a character's feelings, thoughts and motives.</li> <li>• Make inferences about actions or events.</li> </ul>	<ul style="list-style-type: none"> <li>• What do you think.... means?</li> <li>• Why do you think that?</li> <li>• Why do you think...?</li> <li>• How do you think...?</li> <li>• Can you explain why...?</li> <li>• What do these words mean and why do you think that the author chose them?</li> <li>• Find and copy a group of words which show...?</li> <li>• How does the description of ... show that they are...?</li> <li>• Who is telling the story?</li> <li>• Why has the character done this at this time?</li> </ul>
<b>Predict</b>	<ul style="list-style-type: none"> <li>• Justify predictions using evidence from the text.</li> <li>• Use relevant prior knowledge to make predictions and justify them.</li> <li>• Use details from the text to form further predictions.</li> </ul>	<ul style="list-style-type: none"> <li>• Can you think of another story with a similar theme?</li> <li>• Which stories have openings like this?</li> <li>• Do you think that this story will develop the same way?</li> <li>• Why did the author choose this setting? Will that influence the story?</li> <li>• What happened before this and what do you think will happen after?</li> <li>• Do you think the setting will have an impact on plot moving forward?</li> </ul>
<b>Explain</b>	<ul style="list-style-type: none"> <li>• Discussing the features of a wide range of fiction, poetry, plays, non-fiction and reference books.</li> <li>• Identifying how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts.</li> <li>• Recognise authorial choices and the purpose of these.</li> </ul>	<ul style="list-style-type: none"> <li>• What is similar/different about two characters?</li> <li>• Explain why... did that.</li> <li>• Describe different characters' reactions to the same event.</li> <li>• Is this as good as...?</li> <li>• Which is better and why?</li> <li>• Why do you think they chose to order the text in this way?</li> <li>• What is the purpose of this text and who do you think it was written for?</li> <li>• What is the author's viewpoint? How do you know?</li> <li>• How are these two sections in the text linked?</li> </ul>



<b>Retrieve</b>	<ul style="list-style-type: none"> <li>• Use contents page and subheadings to locate information. <ul style="list-style-type: none"> <li>• Learn the skill of 'skim and scan' to retrieve details.</li> <li>• Begin to use quotations from the text.</li> <li>• Retrieve and record information from a fiction text.</li> <li>• Retrieve information from a non-fiction text.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Who are the characters in this text?</li> <li>• When / where is this story set? How do you know?</li> <li>• Which part of the story best describes the setting?</li> <li>• What do you think is happening here?</li> <li>• What might this mean?</li> <li>• How might you find the information quickly? <ul style="list-style-type: none"> <li>• What can you use to help me navigate this book?</li> <li>• How would you describe the story?</li> <li>• Whose perspective is the story told from?</li> </ul> </li> </ul>
<b>Summarise</b>	<ul style="list-style-type: none"> <li>• Identifying main ideas drawn from a key paragraph or page.</li> <li>• Summarising key events and begin to distinguish between the important and less important information in a text.</li> <li>• Give a brief verbal summary of a story and teacher to model how to record summary writing. <ul style="list-style-type: none"> <li>• Identify themes from a wide range of books make simple notes from one source of writing.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• What is the main point in this paragraph?</li> <li>• Sum up what has happened so far in X words or less.</li> <li>• Which is the most important point in these paragraphs?</li> <li>• Do any sections/paragraphs deal with the same themes?</li> <li>• Have you noticed any similarities between this text and any others you have read?</li> <li>• What do you need to jot down to remember what I have read?</li> </ul>

## Year 4 VIPERS Reading Skills

### Reading Comprehension National Curriculum Statements

- (E/R) Children to develop positive attitudes to reading and understanding of what they read by identifying how language, structure, and presentation contribute to meaning.
- (E/R) 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) Children to use dictionaries to check the meaning of words that they have read.
- (E/R) Children to increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.
- (E/R) 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].
- (V/S) Children to understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding.
- (V) Explaining the meaning of words in context.
- (I) Children to ask questions to improve their understanding of a text.
- (I) Drawing inferences such as inferring a character's 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.

### 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.
- Encourage children to give choral responses and to read as a group or in pairs sharing ideas to questions asking for deeper responses after the initial response.
- Ask children to become Reading Detectives and search for clues within texts.
- Model reading strategies – rereading for clarity and understanding.

	Key Reading Skills	Question Stems
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Children to use dictionaries to check the meaning of words that they have read.</li> <li>• Use a thesaurus to find synonyms.</li> <li>• Children to discuss why words have been chosen and the effect these have on the reader.</li> <li>• Explain how words can capture the interest of the reader.</li> <li>• Discuss new and unusual vocabulary and clarify the meaning of these.</li> <li>• Find the meaning of new words using the context of the sentence.</li> </ul>	<ul style="list-style-type: none"> <li>• Can you find the meaning or a word with a similar meaning in a dictionary or thesaurus?</li> <li>• What does this word/phrase/sentence tell you about the character/setting/mood?</li> <li>• By writing..., what effect has the author created?</li> <li>• Do you think they intended to?</li> <li>• What other words/phrases could the author have used here? Why? How has the author...?</li> <li>• Which word is closest in meaning to...?</li> </ul>
<b>Infer</b>	<ul style="list-style-type: none"> <li>• Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (I know this because questions)</li> <li>• Infer a character's feelings, thoughts and motives from their stated actions.</li> <li>• Consolidate the skill of justifying answers by using a specific reference point in the text.</li> <li>• Children to draw on more than one piece of evidence to justify their answer .</li> </ul>	<ul style="list-style-type: none"> <li>• What do you think.... means?</li> <li>• Why do you think that? Could it be anything else?</li> <li>• I think....; do you agree? Why / why not?</li> <li>• How do you think...?</li> <li>• Can you explain why...?</li> <li>• Can you explain why based on two different pieces of evidence?</li> <li>• What do these words mean and why do you think that the author chose them?</li> <li>• Find and copy a group of words which show that...</li> <li>• What impression of ...do you get from this paragraph?</li> </ul>

<b>Predict</b>	<ul style="list-style-type: none"> <li>Justify predictions using evidence from the text.</li> <li>Use relevant prior knowledge as well as details from the text to form predictions and to justify them.</li> <li>Teacher to monitor children's predictions and compare them with the text as they read on.</li> </ul>	<ul style="list-style-type: none"> <li>Can you think of another text with a similar theme? How do their plots differ?</li> <li>Which stories have openings like this? Do you think that this story will develop the same way?</li> <li>Why did the author choose this setting? Will that influence the story?</li> <li>What does this paragraph suggest what will happen next?</li> <li>Do you think ... will happen? Explain your answers with evidence from the text.</li> </ul>
<b>Explain</b>	<ul style="list-style-type: none"> <li>Discussing words and phrases that capture the reader's interest and imagination.</li> <li>Identifying how language, structure, and presentation contribute to meaning recognise authorial choices and the purpose of these.</li> </ul>	<ul style="list-style-type: none"> <li>• • • • • 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?</li> <li>• How does the author engage the reader here?</li> <li>• Which section was the most ...? Why?</li> </ul>
<b>Retrieve</b>	<ul style="list-style-type: none"> <li>Confidently skim and scan texts to</li> <li>record details, Children to use relevant quotes to support their answers to questions. <ul style="list-style-type: none"> <li>Retrieve and record information from a fiction or non-fiction text.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• • • • • Find the... in this text. Is it anywhere else?</li> <li>• When/where is this story set? How do you know?</li> <li>• 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?</li> </ul>

<b>Summarise</b>	<ul style="list-style-type: none"> <li>• Use skills developed in Year 3 in order to write a brief summary of main points, identifying and using important information.</li> <li>• Identifying main ideas drawn from more than one paragraph. Identify themes from a wide range of books.</li> </ul> <p>Summarise whole paragraphs, chapters or texts.</p> <ul style="list-style-type: none"> <li>• Highlight key information and record it in bullet points, diagrams, maps etc</li> </ul>	<ul style="list-style-type: none"> <li>• • • • What is the main point in this paragraph? Is it mentioned anywhere else?</li> <li>• Sum up what has happened so far in X words/seconds or less.</li> </ul> <p>Which is the most important point in these paragraphs? Why?</p> <p>Do any sections/paragraphs deal with the same themes? How might you record this to ensure the best possible outcome?</p>
------------------	--	--

## Reading Comprehension National Curriculum Statements

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

- (R/E) 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.
- (R) Children to 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 recommending books that they have read to their peers, giving reasons for their choices.
- (S/R/E) Identifying and discussing themes and conventions in and across a wide range of writing.
- (S) Learning a wider range of poetry by heart.
- (E/R) 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) Children to understand what they have read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- (I) Children to ask questions to improve their understanding.
- (I/P) Drawing inferences such as inferring a character's 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/R) 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/R) Retrieve, record and present information from non-fiction.

### Activities to Support Reading

- Transcribe the children's oral responses into written ones and model structures for answering question. Ensure that a full answer is modelled to the children (3 marks Qs).
- Always ask the children to justify their responses to questions – How do you know? Ask children to keep a running response in their reading journal.
- Create comparison grids for different fiction and non-fiction texts.
- Create semantic grids of texts to help to categorise key information.
- Write information gained from the text into a different context.
- Change part of the text from fiction to non-fiction and vice-versa.
- Fully develop skimming and scanning techniques – faster finger first – to find particular parts of the text.
- Relate the text type back to the writing the children have completed.
- Teacher to model how to construct a summary of a text.
- Encourage children to give choral responses and to read as a group or in pairs sharing ideas to questions asking for deeper responses after the initial response.
- 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	Question Stems
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Explore the meaning of words in context, confidently using a dictionary.</li> <li>• Discuss how the author's choice of language impacts the reader.</li> <li>• Evaluate the authors use of language.</li> <li>• Investigate alternative word choices that could be made.</li> <li>• Begin to look at the use of figurative language.</li> <li>• Use a thesaurus to find synonyms for a larger variety of words.</li> <li>• Re-write passages using alternative word choices.</li> <li>• Read around the word and explore its meaning in the broader context of a section or paragraph.</li> </ul>	<ul style="list-style-type: none"> <li>• Can you quickly find...in the dictionary and thesaurus?</li> <li>• What does this word/phrase/sentence tell you about the character/setting/mood?</li> <li>• By writing..., what effect has the author created? Do you think they intended to?</li> <li>• What other words/phrases could the author have used here? Why?</li> <li>• How has the author made you/this character feel by writing...? Why?</li> <li>• Find and highlight the word which is closest in meaning to ...</li> <li>• Find a word which demonstrates...</li> <li>• Can you rewrite this in the style of the author using your own words?</li> <li>• How have simile and metaphor been used here to enhance the text?</li> </ul>
<b>Infer</b>	<ul style="list-style-type: none"> <li>• Drawing inferences such as inferring a character's feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>• Make inferences about actions, feelings, events or states.</li> <li>• Use figurative language to infer meaning.</li> <li>• Give one or two pieces of evidence to support the point they are making.</li> <li>• Begin to draw evidence from more than one place across a text.</li> </ul>	<ul style="list-style-type: none"> <li>• What do you think... means? Why do you think that? Could it be anything else?</li> <li>• I think....; do you agree? Why/why not?</li> <li>• Why do you think the author? decided to...?</li> <li>• Can you explain why...? Can you give me evidence from somewhere else in the text?</li> <li>• What do these words mean and why do you think that the author chose them?</li> <li>• How does the author make you feel?</li> <li>• What impression do you get from these paragraphs?</li> </ul>

<b>Predict</b>	<ul style="list-style-type: none"> <li>• Predicting what might happen from details stated and implied.</li> <li>• Support predictions with relevant evidence from the text.</li> <li>• Confirm and modify predictions as they read on.</li> </ul>	<ul style="list-style-type: none"> <li>• Can you think of another story with a similar theme? How do their plots differ?</li> <li>• Which stories have openings like this? Do you think that this story will develop the same way?</li> <li>• Why did the author choose this setting? Will that influence the story?</li> </ul>
<b>Explain</b>	<p>Children to provide an increasingly reasoned justification for their views.</p> <ul style="list-style-type: none"> <li>• Children to recommend books for peers in detail and give reasons for authorial choices.</li> <li>• Begin to challenge points of view.</li> <li>• Begin to distinguish between fact and opinion identifying how language, structure and presentation contribute to meaning.</li> <li>• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</li> <li>• Children to explain and discuss their understanding of what they have read, including through formal presentations and debates.</li> </ul>	<ul style="list-style-type: none"> <li>• What is similar/different about two characters? Did the author intend that?</li> <li>• Explain why... did that.</li> <li>• Describe different characters' reactions to the same event.</li> <li>• Does this story have a moral?</li> <li>• Which is better and why?</li> <li>• How is the text organised and what impact does this have on you as a reader?</li> </ul> <p>Why has the text been written this way?</p> <ul style="list-style-type: none"> <li>• How can you tell whether it is fact and opinion?</li> <li>• How is this text similar to the writing we have been doing?</li> <li>• How does the author engage the audience?</li> </ul>
<b>Retrieve</b>	<ul style="list-style-type: none"> <li>• Confidently skim and scan, and also use the skill of reading before and after to retrieve information.</li> <li>• Use evidence from across larger sections of text.</li> <li>• 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.</li> </ul> <p>Children to ask their own questions and follow a line of</p>	<ul style="list-style-type: none"> <li>• Find the... in this text. Is it anywhere else?</li> <li>• When/where is this story set? Find evidence in the text.</li> <li>• Find the part of the story that best describes the setting.</li> <li>• What do you think is happening here? Why?</li> <li>• Who is telling this story? <ul style="list-style-type: none"> <li>• Can you skim/scan quickly to find the answer?</li> </ul> </li> </ul>

	enquiry.	
<b>Summarise</b>	<ul style="list-style-type: none"> <li>Summarising the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas. <ul style="list-style-type: none"> <li>Make connections between information across the text and include this is an answer.</li> </ul> </li> <li>Discuss the themes or conventions from a chapter or text identify themes across a wide range of writing.</li> </ul>	<ul style="list-style-type: none"> <li>What is the main point in this paragraph? Is it mentioned anywhere else?</li> <li>Sum up what has happened so far in... words/seconds or less.</li> <li>Which is the most important point in these paragraphs? Why?</li> </ul> <p>Do any sections/paragraphs deal with the same themes?</p> <p>Can you find a text with a similar theme?</p>

## Year 6 VIPERS Reading Skills

### Reading Comprehension National Curriculum Statements

#### 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.
- (E/R) Children to 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 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.
- (R/S) Learning a wider range of poetry by heart.
- (E/R) 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) Children to 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 a character's feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- (P) Predicting what might happen from details stated and implied.
- (S) Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
- (V/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/R) Retrieve, record and present information from non-fiction.

### Activities to Support Reading

- Transcribe the children's oral responses into written ones and model structures for answering question. Ensure that a full answer is modelled to the children (3 marks Qs).
- Always ask the children to justify their responses to questions – How do you know?
- 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 categorise key information.
- Write information gained from the text into a different context.
- Change part of the text from fiction to non-fiction and vice-versa.
- Fully develop skimming and scanning techniques – fastest finger first – to find particular parts of the text.
- Relate the text type back to the writing the children have completed.
- Teacher to model how to construct a summary of a paragraph, text, story.
- Encourage children to give choral responses and to read as a group or in pairs sharing ideas to questions asking for deeper responses after the initial response.
- 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

Question Stems

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

<b>Explain</b>	<ul style="list-style-type: none"> <li>• Children to provide increasingly reasoned explanations giving justification for their views. <ul style="list-style-type: none"> <li>• Recommend books for peers and give detailed reasons for authorial choices.</li> <li>• Begin to challenge points of view.</li> <li>• Begin to distinguish between fact and opinion identifying how language, structure and presentation contribute to meaning.</li> <li>• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</li> <li>• Children to explain and discuss their understanding of what they have read, including through formal presentations and debates.</li> <li>• Distinguish between fact, opinion and bias explaining how they know this.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• What is similar/different about two characters? Did the author intend that?</li> <li>• Explain why... did that. <ul style="list-style-type: none"> <li>• Describe different characters' reactions to the same event.</li> <li>• Does this story have a moral?</li> </ul> </li> <li>• Can you identify where the author has shown bias towards a particular character? <ul style="list-style-type: none"> <li>• Is it fact or is it opinion? How do you know?</li> <li>• How does the author make you feel at this point in the story? Why did they do that?</li> </ul> </li> </ul>
<b>Retrieve</b>	<ul style="list-style-type: none"> <li>• Children confidently skim and scan, and also use the skill of reading before and after to retrieve information. <ul style="list-style-type: none"> <li>• They use evidence from across whole chapters or texts.</li> </ul> </li> <li>• Read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts.</li> <li>• Retrieve, record and present information from a wide variety of non-fiction texts. <ul style="list-style-type: none"> <li>• Ask my own questions and follow a line of enquiry.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Find the... in this text. Is it anywhere else?</li> <li>• Can you skim the next... and find me the answer to...?</li> <li>• When/where is this story set? Find evidence in the text. <ul style="list-style-type: none"> <li>• Find the part of the story that best describes the setting.</li> <li>• What do you think is happening here? Why?</li> <li>• Who is telling this story?</li> <li>• What genre is...?</li> <li>• Can you look at these other texts and find me what is similar and what is different?</li> </ul> </li> </ul>

<b>Summarise</b>	<ul style="list-style-type: none"> <li>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.</li> </ul> <p>Summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs.</p>	<ul style="list-style-type: none"> <li>What is the main point of the text? <ul style="list-style-type: none"> <li>Can you look in this paragraph? What does the author mean? Is it mentioned anywhere else?</li> </ul> </li> <li>Sum up what has happened so far in... words/seconds or less. <ul style="list-style-type: none"> <li>Can you read the text and summarise what has happened?</li> <li>Which is the most important point in these paragraphs? Why?</li> <li>Do any sections/paragraphs deal with the same themes?</li> </ul> </li> </ul>
------------------	---	--

## Decode/word-reading: phonics/tricky words/alphabet/use of dictionary

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Recognises familiar words and signs such as own name and advertising logos (30-50 months)	<p>Apply phonic knowledge and skills for all 40+ phonemes</p> <p>Read accurately by</p>	Children to continue to apply phonic knowledge as the route to decode words until automatic decoding	Children apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to	As for Y3, children apply their growing knowledge of morphology, both to read aloud and to understand the	Work out any unfamiliar words by applying their growing knowledge of root	Apply their growing knowledge of root prefixes and suffixes (morphology and



<p>Hears and says initial sound in words (40-60 months)</p> <p>Can segment the sounds in simple words and blend them together and knows which letters represent some of them (40-60 months)</p> <p>Links sounds to letters, naming and sound the letters of the alphabet (40-60 months)</p> <p>Begins to read words and simple sentences (40-60 months)</p> <p>Children read and understand simple sentences (ELG)</p> <p>They use phonic knowledge to decode regular words and read them aloud</p>	<p>blending sounds in unfamiliar words using the GPCs they know</p> <p>Read the common exception words for Y1</p> <p>Read words of more than one syllable that contain the taught GPCs</p> <p>300-600 words</p> <p>Read contractions and words containing a range of endings e.g. -es, -er, -ing.</p> <p>Read aloud accurately books that are consistent with their developing phonic knowledge, and that do not require other strategies to work out words</p> <p>Re-read books to gain confidence with word reading;</p>	<p>has become embedded and reading is accurate and fluent. 850-1,500 words</p> <p>Focus especially on recognising alternative sounds for graphemes, including words of two or more syllables which contain those graphemes</p> <p>Read many common exception words in the Y2 POS; read most words without overt sounding and blending, when those words have been frequently encountered</p> <p>Read aloud books closely matched to their improving phonic knowledge – texts include more sophisticated and challenging</p>	<p>understand the meaning of new words they meet.</p> <p>Read further exception words (some from Y3-4 list), noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>They should be able to decode most new words outside their spoken language, making a good approximation of the word's pronunciation. 1,500-2,000 words.</p>	<p>meaning of new words they meet. They read a wide range of exception words (Y3-4 list and similar)</p> <p>As decoding becomes more secure, children should become independent, fluent and enthusiastic readers. &gt;2,000 words.</p>	<p>prefixes and suffixes (morphology and etymology). To read some of the exception words (Y5-6 list).</p> <p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual clues. &gt;2,000 words.</p> <p>To read most of Y5/Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>etymology), both to read aloud and to understand the meaning of new words that they meet.</p> <p>To read a wide range of exception words including the year 5-6 list and similar words which occur in the texts they read. &gt;2,000 words</p>
---	--	---	---	--	--	---

accurately (ELG)  They also read some common irregular words (ELG)  80-120 words	page count increases to encourage reading stamina	vocabulary				
---	--	------------	--	--	--	--

## Comprehend, locate and retrieve:

### Vocabulary/characters/settings/events/information/justify using texts

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Listens to stories with increasing attention and recall (30-50 months)</p> <p>Handles books carefully (30-50 months)</p> <p>Knows information can be relayed in the form of print (30-50 months)</p> <p>Holds books the correct way up and turns pages (30-50 months)</p> <p>Knows that print carries meaning and, in English, is read from left to right and top to bottom (30-50 months)</p>	<p>Use visual literacy</p> <p>Use their growing phonic knowledge and vocabulary knowledge to recognise words and phrases which locate information found explicitly in the text</p> <p>Talk about the title and how it relates to the events in the text</p> <p>Explain key facts about what is read to them from a variety of texts, including poems, non-fiction and stories e.g. key characters, places and events; retrieve</p>	<p>Children begin to scan for key words in the text order to locate answers</p> <p>Begin to analyse the wording of a question in order to choose what to look for e.g. What did the princess do first when she arrived at the castle? Key words: first, princess, castle</p> <p>Sometimes can find the answers where the question word does not match the text word</p> <p>Learn to navigate different paragraphs of</p>	<p>Children develop their reading retrieval skills, working across a wider range of text types with growing familiarity.</p> <p>They work with texts of increasing length, to retrieve information across the whole text as well as at a local level.</p> <p>Children can skim a whole text first to select which paragraph or section of text an answer may be located in; they then scan the paragraph or</p>	<p>Children develop their reading retrieval skills, working across a wider range of text types with growing familiarity.</p> <p>They work with texts of increasing length, to retrieve information across the whole text as well as at a local level.</p> <p>Children can skim a whole text first to select which paragraph or section of text an answer may be located in; they then scan the paragraph or</p>	<p>Discuss their understanding and explore the meaning of words in context</p> <p>Ask questions that develop their understanding; retrieve key details and begin to find quotations from a whole text</p> <p>Learning to locate the author or poet's viewpoint</p> <p>Understand some challenging vocabulary and its meaning within context, sometimes supported by using a dictionary or</p>	<p>During text-discussion, children can use notes when necessary</p> <p>Independently locate information and provide reasoned justification for their views</p> <p>Routinely find accurate quotations from a whole text</p> <p>Retrieve and summarise details to support opinions and predictions</p> <p>Using skimming, scanning and text-marking to support answers to questions which</p>

<p>Shows an interest in illustrations and print in books and print in the environment (30-50 months)</p> <p>Knows that information can be retrieved from books and computers (40-60 months)</p>	<p>answers to simple literal who, what, where, when, which, who and how</p>	<p>information texts, locating the most suitable paragraph e.g. by reading sub-headings or using other visual information, in order to retrieve solutions</p> <p>Recognise simple recurring literary language</p> <p>Locate and discuss favourite words and phrases</p> <p>Read (and recite) a repertoire of poems including classical poetry</p> <p>Draw on vocabulary-knowledge to understand texts and solve problems; check the text makes sense as they read</p>	<p>section to retrieve the information they need, using the text to support their answer where necessary.</p>	<p>section to retrieve the information they need, using the text to support their answer where necessary.</p>	<p>thesaurus. Skills to support successful retrieval: Scanning, skimming, text marking, find and copy, use of evidence.</p> <p>To participate in discussions about books that are read to them and those they can read for themselves.</p> <p>To identify main ideas drawn from more than one paragraph and to summarise these.</p> <p>To recommend texts to peers based on personal choice.</p> <p>To discuss/evaluate vocabulary used by the author to create effect including figurative language; how it has created an impact on the reader</p>	<p>require analysis e.g. of mood/setting/characters and to support own viewpoint</p>
---	---	---	---	---	--	--

## Inferential understanding: prediction/sequencing events/summary/ nuanced vocabulary

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories (30-50 months)</p> <p>Beginning to be aware of the way stories are structured (30-50 months)</p> <p>Suggests how stories might end (30-50 months)</p> <p>Listens to stories with increasing attention and recall (30-50 months)</p> <p>Describes main story setting, events and principal characters (30-50 months)</p>	<p>Discuss the significance of the title and events</p> <p>Make simple inferences when a book is read to them e.g. how each of the bears feel when they discover Goldilocks, or why Jack is called 'lazy'; why the title 'Upside Down' might be suitable for an information text about bats; why the ugly sisters might feel jealous</p> <p>Predict what might happen next in a sequenced story, based on what has been read so far</p> <p>Begin to explain</p>	<p>Make some inferences, answering 'how' and 'why' questions which may reach beyond the text; guess feelings of characters and the reasons for these feelings, particularly when based on the child's personal experiences e.g. why Owl might be afraid of the dark</p> <p>Predict what might happen next, on the basis of what has been read so far</p> <p>Explain their understanding of what is read to</p>	<p>Children learn to – with support, identify themes across the text; draw inferences such as characters' feelings, thoughts and motives for their actions; begin to justify their inferences by locating textual evidence; predict what might happen from other stories they know</p> <p>In support of inference skills, children use dictionaries to check meanings of new vocabulary; with support, they talk about what</p>	<p>With growing confidence, gathering experience from texts, children learn to – identify themes across the text; draw inferences such as inferring characters' feelings, thoughts and motives for their actions; justify their inferences with textual evidence, as a familiar exercise; predict what might happen from details</p> <p>In support of inference skills, children use dictionaries with growing</p>	<p>Draw inferences independently, often justifying with textual evidence; make predictions from implied details, both before and after events; identify and discuss themes.</p> <p>Discuss and explore the precise meaning of words and phrases in context.</p> <p>To draw inferences from characters' feelings, thoughts and motives.</p> <p>To make predictions based on details stated and implied,</p>	<p>With confidence, fluency and independence, children draw hidden inferences, justifying with textual evidence, including quotations which illustrate</p> <p>Make reasoned predictions from implied details</p> <p>Identify and discuss themes across a wide range of texts</p> <p>Summarise main ideas across whole text, note developments e.g. of a character or relationship</p>

months)	<p>their understanding of what is read to them, beyond that which is explicitly stated</p> <p>Discuss word meanings, linking new meanings to those already known</p> <p>Draw on what they already know or on background information and vocabulary provided by the teacher</p>	<p>them, beyond that which is explicitly stated e.g. make a sequence of events, or explain a moral or message; learn about cause and effect e.g. what has prompted a character's behaviour</p> <p>Children discuss and clarify the meanings of words, linking new meanings to known vocabulary provided by the teacher</p>	words mean in context	independence, to define new vocabulary; they discuss and explain words and phrases to explore meanings in context	justifying them in detail with evidence from the text	Make comparisons within and across texts, using evaluative skills; work out the nuanced meanings of words and phrases in context
---------	--	--	-----------------------	---	---	--

## Respond to text: evaluation/ response to author/authorial effect and intent/effect of vocabulary

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Listens to and joins in with stories and poems, one to one and also in small groups (30-50 months)</p> <p>Looks at books independently (30-50 months)</p> <p>Handles books carefully (30-50 months)</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experience of books (40-60 months)</p> <p>Enjoys and increasing range of books (40-60)</p>	<p>Listen to, share and discuss a wide range of high-quality books (poetry/picture books/stories/information texts) to develop a love of reading</p> <p>To learn to read by themselves</p> <p>Teacher to read aloud to them and listen to new words in texts that broaden their vocabulary; talk about words they know and like</p> <p>Participate in discussion about the text, taking turns and listening</p>	<p>Develop their pleasure in reading by listening to, discussing and expressing views about a wide range of texts, including contemporary and classic poetry, stories and non-fiction at a level beyond their independent reading ability</p> <p>Participate in discussion about texts that are read to them and those they read for themselves, taking turns and listening to others</p> <p>Discuss the sequence of events</p>	<p>Children 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/text books.</p> <p>Participate in discussion about texts, sometimes listening to others.</p> <p>Increase their familiarity with texts including fairy stories, myths and legends; retell some of these orally; discuss words and phrases</p>	<p>With growing confidence, and gathering experience from a wider range of texts, children build positive attitudes to reading, by listening and discussing a wide range of fiction, poetry, plays, non-fiction and reference/text books; they listen to others; develop their familiarity with texts including myths and legends; retell some of these orally.</p> <p>With increasing awareness of authorial choice,</p>	<p>Discuss and evaluate how authors use language, considering the impact on the reader; begin to understand figurative language e.g. metaphor, personification.</p> <p>How does this text make you feel?</p> <p>What do you think of this character?</p> <p>Which part do you prefer? Can you explain why? How does the way this is set out on the page help us to find information?</p>	<p>With confidence and familiarity, children participate in discussion about books that are read to them and those they read independently, building on their own and others' ideas and challenging others' views courteously</p> <p>Discuss and evaluate how authors use language, talking readily about the effect of words and phrases on the reader</p> <p>Identify and talk about figurative language and its</p>

months)	<p>to others</p> <p>Draw links between the text and some of their own experiences</p> <p>To be shown some ways to find information in non-fiction texts</p> <p>Can discuss the significance of the title or events</p> <p>Learn to appreciate poems and rhymes, beginning to express reasons for preferences</p>	<p>in stories; retell these events orally, once the story has become familiar; talk about how different items of information in non-fiction texts are related</p> <p>Recognise simple recurring literary language e.g. once, long ago; far, far away; we shall have snow</p>	<p>which capture their interest; begin to identify how language, structure and presentation contribute to meaning; may express preferences for text type.</p>	<p>discuss words and phrases which capture their interest; identify language, paragraph structure and layout contribute to meaning.</p>		<p>impact</p> <p>Distinguish between fact and opinion</p> <p>Explain and discuss their understanding of what they have read, expressing their point of view; provide reasoned justification for views</p>
---------	--	--	---	---	--	---



## Fluency and Phrasing

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Reading at 90% accuracy without overt segmenting and blending/automaticity phrasing /appropriate meaning – reading 25 wpm</b></p> <p>Recognises familiar words and signs such as own name and advertising logos (30-50 months)</p> <p>Can segment the sounds in simple words and blend them together and knows which letters represent some of them (40-60 months)</p> <p>Links sounds to letters, naming and sound the letters of</p>	<p><b>Reading at 90% accuracy without overt segmenting and blending/automaticity phrasing /appropriate meaning - reading 70 wpm</b></p> <p>Recite some familiar complete rhymes and songs by heart; use body percussion or instruments to hold the beat; recognise and join in with predictable phrases</p> <p>Read on sight the CE words for Y1</p> <p>Say or sing the alphabet in sequence</p> <p>Sound and blend unfamiliar printed</p>	<p><b>Reading at 90% accuracy without overt segmenting and blending/automaticity phrasing /appropriate meaning - reading 90 wpm</b></p> <p>Continue to apply phonemic knowledge and skills until automatic decoding has become embedded and reading is fluent</p> <p>Read unfamiliar words containing all common graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to word reading knowledge</p> <p>Recite familiar poems</p>	<p><b>Reading at 90% accuracy without overt segmenting and blending/automaticity phrasing /appropriate meaning – reading 110 wpm</b></p> <p>Children can recite some poems (or songs) by heart, in groups and sometimes alone, building confidence and fluency.</p> <p>Read age-appropriate books accurately and at a speed that is sufficient for them to focus on understanding, rather than on decoding</p>	<p><b>Reading at 90% accuracy without overt segmenting and blending/automaticity phrasing /appropriate meaning – reading 110 wpm</b></p> <p>Children can recite some poems (or songs) by heart, in groups and sometimes alone, building confidence and fluency.</p> <p>Read age-appropriate books accurately and at a speed that is sufficient for them to focus on understanding, rather than on decoding</p>	<p><b>Reading at 90% accuracy without overt segmenting and blending/automaticity phrasing /appropriate meaning - reading 150 wpm</b></p> <p>Read aloud a wider range of age-appropriate poetry and other texts with accuracy and at a reasonable speaking pace; read most words effortlessly and work out how to pronounce unfamiliar written words with increasing automaticity.</p> <p>Prepare readings</p>	<p><b>Reading at 90% accuracy without overt segmenting and blending/automaticity phrasing /appropriate meaning - reading 150-200 wpm</b></p> <p>Read age-appropriate texts fluently and with confidence</p> <p>Learn and recite a wider range of poetry, sometimes by heart</p> <p>Read aloud and perform poems and plays, showing understanding through intonation, tone and volume so that the meaning is clearer to the</p>

<p>the alphabet (40-60 months)</p> <p>Begins to read words and simple sentences (40-60 months)</p> <p>Children read and understand simple sentences (ELG)</p> <p>They use phonic knowledge to decode regular words and read them aloud accurately (ELG)</p>	<p>words quickly and accurately using their phonemic knowledge and skills</p> <p>Read aloud, checking that it 'sounds right' and that the text makes sense to them</p> <p>With support, notice sentence punctuation</p> <p>Re-read favourite books to themselves, to gain confidence with word reading and fluency</p>	<p>by heart</p> <p>Read many CE words automatically by sight</p> <p>Read most words quickly and accurately when they have been frequently encountered, without overt sounding and blending</p> <p>Check that the text makes sense to them as they read, and correct inaccurate reading</p> <p>Use expression appropriately to support the meaning of sentences, including those which use subordination</p>	<p>individual words.</p> <p>Read new words outside their spoken vocabulary, making a good guess at pronunciation.</p> <p>When reading aloud, speak audibly and with growing fluency.</p> <p>Read on sight all Y2 words and some further exception words for Y3-4.</p> <p>Gradually internalise the reading process to read silently.</p>	<p>individual words.</p> <p>Read new words outside their spoken vocabulary, making a good guess at pronunciation.</p> <p>When reading aloud, speak audibly and with growing fluency.</p> <p>Read on sight all Y2 words and some further exception words for Y3-4.</p> <p>Gradually internalise the reading process to read silently.</p>	<p>using appropriate intonation to show their understanding; notice more sophisticated punctuation e.g. parenthesis, and use expression accordingly; read silently and then discuss what they have read; sight-read all Y3-4 exception words and some Y5-6 words with automaticity.</p>	<p>audience</p> <p>Notice and respond to punctuation and phrasing when reading aloud; gain, maintain and monitor the interest of the listener</p> <p>Automatically read a wide range of exception words, including the Y5-6 list and similar words which occur in texts</p>
---	--	---	--	--	---	---

# Texts and Genres

<p>EYFS</p> <p><b>Fiction</b></p> <p><b>The Rainbow Fish</b> by Marcus Pfister</p> <p><b>The Little Red Hen</b></p> <p><b>Goldilocks and the Three Bears</b></p> <p><b>Jack and the Beanstalk</b></p> <p><b>The Three Billy Goat's Gruff</b></p> <p><b>The Magic Porridge Pot</b></p> <p><b>The Precious Pearl</b> by Nick Butterworth</p> <p><b>Kipper's Toy Box</b> by Mick Inkpen</p> <p><b>Dear Zoo</b> by Rod</p>	<p>Year 1</p> <p><b>Fiction</b></p> <p><b>Journey</b> by Aaron Becker</p> <p><b>The Dot</b> by Peter Reynolds</p> <p><b>We are going on a Bear Hunt</b> by Michael Rosen</p> <p><b>Where the Wild Things</b> are by Maurice Sendak</p> <p><b>We are going on a leaf Hunt</b> by Steve Metzger</p> <p><b>Quest</b> by Aaron Becker (extension to Journey)</p> <p><b>The Gruffalo</b> by Julia Donaldson</p> <p><b>The Word</b></p>	<p>Year 2</p> <p><b>Fiction</b></p> <p><b>Toby and the Great Fire of London-</b> Margaret Nash</p> <p><b>The Tunnel-</b> Anthony Browne</p> <p><b>The Legend of King Arthur</b></p> <p><b>The Paper Bag Princess-</b> Robert Munsch</p> <p><b>Home: A Collaboration of Thirty Authors &amp; Illustrators</b></p> <p><b>How Tiger Got His Stripes: A Folktale from</b></p>	<p>Year 3</p> <p><b>Fiction</b></p> <p><b>How to Wash a Woolly Mammoth</b> by Michelle Robinson</p> <p><b>Stone Age Boy</b> by Satoshi Kitamura</p> <p><b>Ug</b> by Raymond Briggs</p> <p><b>King of the Sky</b> by Nicola Davies</p> <p><b>Perfect</b> by Nicola Davies</p> <p><b>The Miraculous Journey of Edward Tulane</b> by Kate DeCamillo</p> <p><b>The Egyptian Cinderella</b> by</p>	<p>Year 4</p> <p><b>Fiction</b></p> <p><b>The Magic Finger</b> by Roald Dahl</p> <p><b>The Iron Man</b> by Ted Hughes</p> <p><b>Varjak Paw</b> by SF Said</p> <p><b>Danny the Champion of the World</b> by Roald Dahl</p> <p><b>The Boy Who Grew Dragons</b> by Andy Shepherd</p> <p><b>Beowulf</b> by Rob Lloyd Jones</p> <p><b>Beowulf</b> by</p>	<p>Year 5</p> <p><b>Fiction</b></p> <p><b>The Lion, The Witch and The Wardrobe</b> by C.S. Lewis</p> <p><b>Street Child</b> by Berlie Doherty</p> <p><b>Far From Home:</b> The Sisters of Street by Berlie Doherty</p> <p><b>UFO Diary</b> by Satoshi Kitamura</p> <p><b>Cosmic</b> by Frank Cottrell Boyce</p> <p><b>Rain Player</b> by David Wisniewski</p> <p><b>Oliver Twist</b> (retold by Pauline Francis) by Charles Dickens</p>	<p>Year 6</p> <p><b>Fiction</b></p> <p><b>Who Let the Gods Out?</b> By Maz Evans</p> <p><b>The Boy in the Striped Pyjamas</b> by John Boyle</p> <p><b>Once</b> by Morris Gleitzman</p> <p><b>Wonder</b> by RJ Palacio</p> <p><b>The Odyssey</b> by Homer/Gillian Cross</p> <p><b>Greek myths and legends</b></p> <p><b>The Iliad</b> by Homer/Gillian Cross</p> <p><b>The Gods and</b></p>
--	---	---	---	---	---	--

<p>Campbell</p> <p><b>The Colour Monster</b> by Anna Llenas</p> <p><b>Funny Bones</b> by Janet and Allen Alberg</p> <p><b>Little Rabbit Foo Foo</b> by Michael Rosen</p> <p><b>Rosie's Walk</b> by Pat Hutchins</p> <p><b>Mr Big</b> by Ed Vere</p> <p><b>Mog's Christmas</b> by Judith Kerr</p> <p><b>Mr Wolf's Pancakes</b> by Jan Fearnley</p> <p><b>Mr Wool's Week</b> by Jan Fearnley</p> <p><b>Six Dinner Sid</b> by Inga Moore</p>	<p><b>Collector</b> by Peter Reynolds</p> <p><b>You Be You</b> by Linda Kranz</p> <p><b>Stickman</b> by Julia Donaldson</p> <p><b>Mog's Christmas</b> by Judith Kerr</p> <p><b>Be You</b> by Peter Reynolds</p> <p><b>Only One You</b> by Linda Kranz</p> <p><b>Look Up</b> by Nathan Bryon</p> <p><b>You're Called What?</b> by Kes Gray</p> <p><b>One Year with Kipper</b> by Mick Inkpen</p> <p><b>A Superhero Like You</b> by Dr. Ranj Singh</p>	<p><b>Vietnam</b></p> <p><b>Into the Forest-</b> Anthony Browne-</p> <p><b>South and North, East and West: The Oxfam Book of Children's Stories-</b> Michael Rosen</p> <p><b>The Tin Forest-</b> Helen Ward</p> <p><b>Tell Me Dragon-</b> Jackie Morris- Dylan Sheldon</p> <p><b>Fantastic Mr Fox-</b> Roald Dahl</p> <p><b>Charlie and The Chocolate Factory-</b> Roald Dahl</p> <p><b>The Witches-</b></p>	<p>Shirley Climo</p> <p><b>Flat Stanley: The Great Egyptian Grave Robbery</b> by Jeff Brown</p> <p><b>Ancient Egypt: Tales of Gods and Pharaohs</b> by Marcia Williams</p> <p><b>Cinderella of the Nile</b> by Beverley Naidoo</p> <p><b>Katie in London</b> by James Mayhew</p> <p><b>Paddington's London Treasury</b> by Michael Bond</p>	<p>Michael Morpurgo</p> <p><b>Escape from Pompeii</b> by Christina Balit</p> <p><b>The Great Kapok Tree</b> by Lynne Cherry</p> <p><b>Where the Forest Meets the Sea</b> by Jeannie Baker</p> <p><b>Greta and the Giants</b> by Zoe Tucker</p> <p><b>The Worst Witch/The Worst Witch the Rescue/The Worst Witch Strikes Again</b> by Jill Murphy</p> <p><b>Robinson</b></p>	<p><b>Great Expectations</b> (retold by Marcia Williams) by Charles Dickens</p> <p><b>The Selfish Giant</b> by Oscar Wilde</p> <p><b>How the Whale became and other stories</b> by Ted Hughes</p> <p><b>Tales told in Tents Stories from Central Asia</b> by Sally Pomme Clayton and Sophie Herxheimer Picture books -</p> <p><b>Window</b> by Jeannie Baker and</p> <p><b>Flotsam</b> by David Weisner;</p> <p><b>Journey to the</b></p>	<p><b>Goddesses of Olympus</b> by Alik</p> <p><b>Diary of a Witch</b> by Sybil Leek</p> <p><b>Rose Blanche</b> by Robert Innocenti</p> <p><b>The Viewer</b> by Gary Crew and Sean Tan</p>
---	--	--	---	---	---	---

<p><b>The Very Hungry Caterpillar</b> by Eric Carle</p> <p><b>The Snowman</b> by Raymond Briggs</p> <p><b>Dinosaurs Love Underpants</b> by Claire Freedman</p> <p><b>Aliens Love Underpants</b> by Claire Freedman</p> <p><b>The Paper Dolls</b> by Julia Donaldson</p> <p><b>Freddie and the Fairy</b> by Julia Donaldson</p> <p><b>Meg and Mog</b> by Helen Nicoll</p> <p><b>The Space Tortoise</b> by Ross Montgomery</p> <p><b>The Night Pirates</b></p>	<p><b>Traction Man is Here</b> by Mini Grey</p> <p><b>Superhero ABC</b> by Bob McLeod</p> <p><b>I went to the Supermarket</b> by Paul Howard</p> <p><b>The Enormous Crocodile</b> by Roald Dahl</p> <p><b>Traction Man meets Turbo Dog</b> by Mini Grey</p> <p><b>Traction Man and the Beach Odyssey</b> by Mini Grey</p> <p><b>Superworm</b> by Julia Donaldson</p> <p><b>The Great Explorer</b> by Chris Judge</p> <p><b>Jasper's Beanstalk</b> by</p>	<p>Roald Dahl</p> <p><b>The Twits-</b> Roald Dahl</p> <p><b>The Witches-</b> Roald Dahl</p> <p><b>Georges' Marvellous Medicine</b></p> <p><b>Matilda-</b> Roald Dahl</p> <p><b>The Giraffe the Pelly and Me</b> by Roald Dahl</p> <p><b>Herb the Vegetarian Dragon-</b> Jules Bass-</p> <p><b>The Lonely Beast-</b> Chris Judge-</p> <p><b>Sunshine Makes the Seasons-</b> Dr.</p>		<p><b>Crusoe</b> retold by Pauline Francis</p> <p><b>Treasure Island</b> retold by Fiona Macdonald</p>	<p><b>River Sea</b> by Eva Ibbotson</p>	
--	--	--	--	--	---	--

<p>by Peter Harris</p> <p><b>Lost and Found</b> by Oliver Jeffers</p> <p><b>Mr Pusskins</b> by Sam Lloyd</p> <p><b>The Queen's Knickers</b> by Nicholas Allen</p> <p><b>Superworm</b> by Julia Donaldson</p> <p><b>Stick Man</b> by Julia Donaldson</p> <p><b>Stuck</b> by Oliver Jeffers</p> <p><b>Non-fiction</b> Information texts about tadpoles, frogs,</p>	<p>Nick Butterworth</p> <p><b>I am the happiest</b> by Anna Shuttlewood</p> <p><b>Stories from other faiths (RE)</b></p> <p><b>The Snail and the Whale</b> by Julia Donaldson</p> <p><b>Blown Away</b> by Rob Biddulph</p> <p><b>The Storm Whale</b> by Benji Davies</p> <p><b>Meerkat Mail</b> by Emily Gravett</p> <p><b>The Koala who Could</b> by Rachel Bright</p> <p><b>Tiddler</b> by Julia Donaldson</p> <p><b>Non-Fiction</b></p> <p><b>A Hero Like You: A book</b></p>	<p>Franklyn M. Branley</p> <p><b>Jack's Fantastic Voyage-</b> Michael Foreman-</p> <p><b>Window-</b> Jeannie Baker</p> <p><b>Traction Man-</b> Mini Grey-</p> <p><b>Zog/Zog and the Flying Doctors-</b> Julia Donaldson Journey and Quest- Aaron Becker</p> <p><b>The Day the Crayon's Quit-</b> by Drew Daywalt</p> <p><b>Meerkat Mail-</b> Emily Gravett</p>				
				<p><b>Non-Fiction</b> You Wouldn't Want to be a</p>	<p><b>Non-fiction</b> Your Place in the Universe by</p>	<p><b>Non-fiction</b></p>

<p>caterpillars, bugs and butterflies</p> <p>Christmas</p> <p>Chinese New Year</p> <p>Diwali</p>	<p>about everyday heroes and how you can be one by Nikki Rogers</p> <p>Texts about Florence Nightingale.</p> <p>Texts about animal groups.</p> <p>Here We Are by Oliver Jeffers</p> <p>Information text about different continents</p>	<p><b>Non-fiction</b></p> <p>The Great Fire of London- Emma Adams</p> <p>Frost Fair- Carol Ann Duffy</p> <p>Samuel Pepys (Fact Cat: History)- Izzi Howell</p> <p>Knights and Castles- Rachel Firth</p> <p>Vietnam (All Around the World) Kristine Spanier</p> <p>Materials- Joanna Brundle</p> <p>Materials (BOOM! Science)- Georgia Amson-</p>	<p><b>Non-fiction</b></p> <p>Various non-fiction books about the Stone Age, including instructions to make a paper mammoth.</p> <p>Non-fiction text regarding Howard Carter and Tutankhamun</p> <p>Non-fiction books about Ancient Egypt</p> <p>A Street in Time by Anne Millard</p> <p>Atlases</p> <p>Non-fiction books/internet research about the physical and human</p>	<p>Roman Gladiator by John Malam</p> <p>The Vanishing Rainforest by Richard Platt</p> <p>Information texts about the Roman Empire</p> <p>Non-fiction texts on Vikings and Anglo Saxons:</p> <p>How to Build a Human Body by Tom Jackson</p> <p>See Inside Your Body - Usborne</p> <p>Dear Greenpeace by Simon James</p>	<p>Jason Chin</p> <p>Information books about Earth and Space.</p> <p>Mrs Beeton's Simple Cookery</p> <p>You Wouldn't Want to Be a Victorian Schoolchild by John Malam</p> <p>You Wouldn't Want to Be a Victorian Miner by John Malam</p> <p>Atlases</p> <p>Shackleton's Journey by William Grill</p> <p>Ice Trap! Shackleton's Incredible</p>	<p>Newspaper articles and soldiers' letters from WW1</p> <p>Information texts on WW1</p> <p>The Diary of Anne Frank</p> <p>Eyewitness accounts, letters and newspaper articles from WW2</p> <p>Information books on WW2</p>
--	--	---	---	---	---	---

<p><b>Poetry</b>  <b>Squash and Squeeze</b> by Julia Donaldson</p> <p><b>The Ugly Five</b> by</p>	<p><b>Poetry</b>  <b>I Opened a Book</b> by Julia Donaldson (Poem)</p>	<p>Bradshaw</p> <p><b>Habitats-</b> Rob Colson (Author), Jon Richards (Author)</p> <p><b>Who Eats What? Food Chains and Food Webs-</b> Patricia Lauber  Life cycles- Grace Jones</p> <p><b>This Thing Called Life-</b> Christian Borstlap</p> <p><b>All about Vietnam: Stories, Songs, Crafts and Games for Kids-</b> Tran Phuoc Thi Minh</p> <p><b>The Battle of Hastings (Why do we</b></p>	<p><b>geography of the UK</b></p> <p><b>Non-fiction books/internet research about the physical and human geography of the UK</b></p> <p><b>The Week Junior (Newspaper)</b></p>	<p><b>Kids Fight Plastic</b> by Martin Dorey</p> <p><b>A Planet Full of Plastic</b> by Neal Layton</p> <p><b>Let's Investigate Plastic Pollution</b> by Ruth Owen</p> <p><b>How the Weather Works</b> by Chistinean Donan</p>	<p><b>Expedition</b> by Meredith Hooper</p> <p><b>Information books about Rivers, Seas and Oceans; Plants and Animals; The Titanic and newspaper articles about the Titanic.</b></p> <p><b>Poetry</b>  Space Poems from <b>A First Poetry Book</b> complied by</p>	<p><b>Poetry</b>  <b>Silver</b> (poem) by Walter de la Mare</p> <p><b>The Sentry</b> by</p>
---	--	---	--	---	--	---



<p>Julia Donaldson</p> <p><b>Room on the Broom</b> by Julia Donaldson</p> <p><b>We're Going on a Bear Hunt</b> by Michael Rosen</p> <p><i>*See Drawing Club Document for additional texts</i></p>	<p><b>The Rhythm of Life</b> by Michael Rosen (Poem)</p> <p><b>The Sound Collector</b> by Roger McGough (Poem)</p> <p><b>Oi Frog</b> by Kes Gray</p> <p><b>The Owl and the Pussy Cat</b> by Edward Lear (Poem)</p> <p><b>Song for Exploding Stars</b> by Cecilia</p>	<p><b>remember?)-</b> Claudia Martin</p> <p><b>Poetry</b></p> <p><b>Bananas in My Ears: A Collection of Nonsense Stories, Poems, Riddles, and Rhymes</b> Michael Rosen</p> <p><b>A Great Big Cuddle: Poems for the Very Young-</b> Michael Rosen</p>	<p><b>Poetry</b></p> <p><b>The Lost Words</b> by Robert MacFarlane</p> <p><b>Michael Rosen's A to Z: The Best Children's Poetry from Agard to Zephaniah</b></p>	<p><b>Poetry</b></p> <p><b>Poetry Train</b> by the Poetry Society</p> <p><b>Collected Poems for Children</b> by Ted Hughes</p>	<p>Pie Corbett and Gaby Morgan</p> <p><b>Poems about Space</b> compiled by Brian Moses.</p> <p><b>A Rocketful of Space Poems</b> by John Foster</p> <p><b>Fearnought: Poems for Southwell Workhouse</b> by Mario Petrucci</p> <p><b>The Owl and the Pussycat</b> by Edward Lear</p> <p><b>Poems by the Sea</b> edited by JD McClatchy (classic sea poetry)</p> <p><b>Under the Moon and Over the Sea</b> edited by John Agard and Grace Nichols</p>	<p>Wifred Owen</p> <p><b>Dulce et decorum est</b> by Wilfred Owen</p> <p><b>Dead Man's Dump</b> by Isaac Rosenberg</p> <p><b>In Flanders' Fields</b> by John Mcrae</p>
---	--	--	---	--	---	--

					<b>The Lost Words</b> (Poetry about the natural world) Jackie Morris and Robert Macfarlane	
--	--	--	--	--	--	--