Reading Progression at Beech Hill School

EYFS

Reading – Word reading

Objectives	What should be seen in the classroom?

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Phonics and decoding 30 – 50 months 40 – 60 months Early Learning Goals	• To enjoy rhyming and rhythmic activities. • To show an awareness of rhyme and alliteration. • To recognise rhythm in spoken words. • To continue a rhyming string. • To hear and say the initial sound in words. • To segment the sounds in simple words and blend them together and know which letter represents some of them. • To link sounds to letters, naming and sounding the letters of the alphabet. • To use phonic knowledge to decode regular words and read them aloud accurately.	**Nursery** ✓ Daily (morning and afternoon session of phonics, using Read, Write, Inc. Nursery guidance). ✓ RWI freeze frames (Set 1) clearly displayed at children's eye level ✓ Letter sound recognition activities ✓ Reading area and other CP areas with flashcards and key vocabulary. ✓ Range of books in continuous provision– link with topics and interests. ✓ Voting station – children vote for a book (choice of two) daily, to then be read during story time. Adults specifically pick the books to ensure coverage of different traditional tales /variety of authors/interests - using books from the nursery repeated text library. ✓ 'Borrow a Bed-Time Story' scheme in place for parents, with a guide for how to use the books. ✓ Weekly changing of home reading books – with regular entries into reading records. **Reception** ✓ Daily phonics teaching, using Read, Write, Inc. that is tracked using RWI assessments. ✓ Differentiated groups, whereby any child below their reading age is having

Common Exception Words/ HFW	• To read some common irregular words. (Read, Write, Inc. Red Words).	intervention, and where children above expected are being moved on.
Fluency 30 – 50 months 40 – 60 months Early Learning Goals	• To show interest in illustrations and print in books and print in the environment. • To recognise familiar words and signs such as own name and advertising logos. • To look and handle books independently (holds books the correct way up and turns pages). • To ascribe meanings to marks that they see in different places. • To begin to break the flow of speech into words. • To begin to read words and simple sentences. • To read and understand simple sentences.	✓ RWI freeze frames (Set 1) clearly displayed at children's eye level. ✓ RWI freeze frames (Set 2) clearly displayed at children's eye level – spring/summer term. ✓ Daily high frequency words (red words) ✓ Range of books in continuous provision – link with topics and interests ✓ CP areas with flashcards, key vocabulary and activities/challenges to support sound and word reading. ✓ Changing of home reading books with regular entries into reading records (These match the children's individual reading ability. Children only take home books which contain sounds they are able to recognise and apply in blending to read) ✓ Individual 1-1 reading weekly for every child + extra reads for target/SEN/PP children.

EYFS		
Reading – Comprehension		
Skills	Objectives - 30 – 50 months, 40 – 60 months, Early Learning Goals	What should be seen in the classroom?
Understanding and correcting inaccuraci	• To know that print carries meaning and, in English, is read from left to right and top to bottom. • To understand humour, • e.g. nonsense rhymes, jokes.	✓ Targeted questions for children during RWI sessions. ✓ Paired reading sessions (buddy in read RWI sessions). ✓ Key comprehension questions displayed in the reception reading area – to support adults in asking questions. ✓ Questions being asked to children during both whole class and individual reading sessions.
Connecting and becoming familiar with texts	• To listen to stories with increasing attention and recall. • To enjoy an increasing range of books. • To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. • To demonstrate understanding when talking with others about what they have read.	

Non Fiction	• To know that information can be relayed in the form of print. • To know that information can be retrieved from books and computers.	✓ Voting station – children vote for a book (choice of two) daily, to then be read during story time. Adults specifically pick the books to ensure coverage of different traditional tales /variety of authors/interests - using books from the reception repeated text library ✓ 'Borrow a Bed-Time Story' scheme in place for parents, with a guide for how to use the books. ✓ Seesaw to share ideas.
Poetry and Performance	• To listen to and join in with stories and poems, one-to-one and also in small groups. • To join in with repeated refrains in rhymes and stories. • To use intonation, rhythm and phrasing to make the meaning clear to others. • To develop preference for forms of expression. • To play cooperatively as part of a group to develop and act out a narrative. • To express themselves effectively, showing awareness of listeners' needs.	
		Question Examples
Vocabulary	• To build up vocabulary that reflects the breadth of their experiences. • To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. • To use vocabulary and forms of speech that are increasingly influenced by their experiences of books.	• What does this word mean?
Inference	• To begin to understand 'why' and 'how' questions. • To answer 'how' and 'why' questions about their experiences and in response to stories or events.	• (Looking at pictures) What might they be feeling? How do you know?
Prediction	• To anticipate key events and phrases in rhymes and stories. • To suggest how a story might end.	• What might happen at the end of the story? What might happen in the story? What might happen next?
Retrieval	• To describe main story settings, events and principal characters.	• What did you find out? What can you see on the front cover?
Sequence	• To begin to be aware of the way stories are structured. • To follow a story without pictures or props.	• Can you order these parts of the story? What happened first, next….?

Year 1		
Reading – Word reading		
Skills	Objectives	What should be seen in the classroom?
Phonics and decoding	• To apply phonic knowledge to decode words • To speedily read all 40+ letters/groups for 40+ phonemes • To read accurately by blending taught GPC • To read common suffixes (-s, -es, -ing, -ed, etc.) • To read multisyllable words containing taught GPCs • To read contractions and understanding use of apostrophe • To read aloud phonically-decodable text	✓ Daily phonics teaching, using Read, Write, Inc. that is tracked using RWI assessments. ✓ Daily common exception words practised (red words – RWI) ✓ Daily reading with books appropriate to the reading age of the child – during RWI sessions. ✓ CP areas with flashcards, key vocabulary and activities/challenges to support sound and word reading. ✓ Obb and Bob games to support with real and nonsense words, in preparation for the phonics check. ✓ Year 1 statutory spelling lists available to all children to access in lessons ✓ Reading fluency practice takes place during either reading VIPER sessions or through English lessons to help improve children's reading fluency and accuracy. Strategies such as echo reading are used. ✓ Vocab rich environment with subject specific vocab on working walls to give children opportunities during lessons to practice their word reading. ✓ Weekly changing of home reading books– these are suited to children's individual reading ability – only take home books which contain sounds they are able to recognise & apply in blending – Read. Write. Inc. Book and RWI Book Bag Book ✓ Individual 1-1 reading weekly for every child + extra reads for target/SEN/PP children - entries made in reading records. ✓ 'Must Knows' for curriculum topics, science and maths ✓ Voting station – children vote for a book (choice of two) daily, to then be read during story time. Adults specifically pick the books to ensure coverage of different traditional tales /variety of authors/interests - using books from the Y1 repeated text library.
Common Exception Words/ HFW	• To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words. (embedded through RWI scheme – red words)	
Fluency	• To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words. • To reread texts to build up fluency and confidence in word reading.	

Year 1		
Reading – Comprehension		
Skills	Objectives	What should be seen in the classroom?
Understanding and correcting inaccuracies	• To check that a text makes sense to them as they read and to self- correct. • To draw on what they already know or on background information and vocabulary provided by the teacher. • To explain clearly their understanding of what is read to them.	✓ Targeted questions for children during RWI lessons. ✓ Paired reading sessions (buddy in read RWI sessions). ✓ Key comprehension questions displayed in the Y1 reading areas. ✓ Begin to teach VIPERS through: English lessons and across the wider curriculum – guided sessions ✓ Daily reading time where children read either their RWI book or book bag book. ✓ Some children begin to access Accelerated Reader and take quizzes, when ready. ✓ 'Borrow a Bed-Time Story' scheme in place for parents, with a guide for how to use the books. ✓ Seesaw to share ideas.
Connecting and becoming familiar with texts	• To become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • To recognise and join in with predictable phrases • Participate in discussion about what is read to them, taking turns and listening to what others say	
Non Fiction	• To discuss features and layout.	
Poetry and Performance	• learning to appreciate rhymes and poems, and to recite some by heart	
		Question Stems

Vocabulary	• discussing word meanings, linking new meanings to those already known	Example questions • What does the word ………. mean in this sentence? • Find and copy a word which means ………. • What does this word or phrase tell you about ………? • Which word in this section do you think is the most important? Why? • Which of the words best describes the character/setting/mood etc? • Can you think of any other words the author could have used to describe this? • Why do you think ………. is repeated in this section?
Inference	• discussing the significance of the title and events • making inferences on the basis of what is being said and done • Developing inference though use of pictures	Example questions • Why was……. feeling……..? • Why did ………… happen? • Why did ………. say ……….? • Can you explain why……….? • What do you think the author intended when they said……….? • How does ………. make you feel?
Prediction	• predicting what might happen on the basis of what has been read so far	Example questions • Look at the book cover/blurb – what do you think this book will be about? • What do you think will happen next? What makes you think this? • How does the choice of character or setting affect what will happen next? • What is happening? What do you think happened before? What do you think will happen after? • What do you think the last paragraph suggests will happen next?
Explanation		Example questions • Who is your favourite character? Why? • Why do you think all the main characters are girls in this book? • Would you like to live in this setting? Why/why not? • Is there anything you would change about this story? • Do you like this text? What do you like about it?

Retrieval	• To develop their knowledge of retrieval through images.	Example questions • What kind of text is this? • Who did…..? • Where did…..? • When did…..? • What happened when…..? • Why did …….. happen? • How did …….? • How many…..? • What happened to……?
Sequence	• To retell familiar stories orally • To sequence the events of a story they are familiar with	Example questions • 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? • Can you summarise in a sentence the opening/middle/end of the story?

Year 2		
Reading – Word reading		
Skills	Objectives	What should be seen in the classroom?
Phonics and decoding	- To secure phonic decoding until reading is fluent. - To read accurately by blending, including alternative sounds for graphemes. - To read multisyllable words containing these graphemes - To read common suffixes. - To read exception words, noting unusual correspondences. - To read most words quickly & accurately without overt sounding and blending.	- Continue with daily phonics teaching, using Read, Write, Inc. that is tracked using RWI assessments until children no longer require it. - Daily common exception words practised (red words – RWI) - Daily reading with books appropriate to the reading age of the child – during RWI sessions. - Year 1/ 2 statutory spelling lists available to all children to access in lessons - Reading fluency practice takes place during either reading VIPER sessions or through English lessons to help improve children's reading fluency and accuracy. Strategies such as echo reading are used. - Weekly changing of home reading books– these are suited to children's individual reading ability – only take home books which contain sounds they are able to recognise & apply in blending – Read. Write. Inc. Books - Individual 1-1 reading weekly for every child + extra reads for target/SEN/PP children - entries made in reading records. - Vocab rich environment. Subject specific & cross-curricular vocab on working walls to give children opportunities during all lessons to practice their word reading. 'Must Knows' for curriculum topics, science and maths - Story time - using books from the Y2 repeated text library to ensure coverage of different traditional tales /variety of authors/interests.
Common Exception Words/ HFW	To read Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.	
Fluency	- To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. - To reread these books to build up fluency and confidence in word reading. - To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.	

Year 2		
Reading – Comprehension		
Skills	Objectives	What should be seen in the classroom?
Understanding and correcting inaccuracies	• To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. • To check that the text makes sense to them as they read and to correct inaccurate reading. • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correcting inaccurate reading	✓ Targeted questions for children during RWI lessons. ✓ Paired reading sessions (buddy in read RWI sessions) ✓ VIPERS through: discrete sessions, English lessons and across the wider curriculum. Teachers select texts matched to the attainment level of pupils; these texts promote subtle challenge and allow pupils to reinforce fluency, decoding and comprehension skills regularly. ✓ Daily reading time - children reading either their phonics book or ZPD books and taking quizzes on Accelerated Reader (depending on the individual child's reading ability). ✓ Personalised ZPD scores in reading records so children are reading books with an appropriate level of challenge. ✓ Individual 1-1 reading weekly for every child + extra reads for target/SEN/PP children - entries made in reading records. Children are asked different questions using the VIPER question stems as a guide. ✓ 'Borrow a Bed-Time Story' scheme in place for parents, with a guide for how to use the books. ✓ Seesaw to share ideas
Connecting and becoming familiar with texts	• becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • recognising simple recurring literary language in stories and poetry • participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say	

Non Fiction	• being introduced to non-fiction books that are structured in different ways	
Poetry and Performance	• continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	
VIPERS		**Question Stems**
Vocabulary	• discussing and clarifying the meanings of words, linking new meanings to known vocabulary • discussing their favourite words and phrases	Example questions • What does the word ………. mean in this sentence? • Find and copy a word which means ………. • What does this word or phrase tell you about ………? • Which word in this section do you think is the most important? Why? • Which of the words best describes the character/setting/mood etc? • Can you think of any other words the author could have used to describe this? • Why do you think ………. is repeated in this section?
Inference	• making inferences on the basis of what is being said and done • answering and asking questions	Example questions • Why was……. feeling……..? • Why did ………… happen? • Why did ………. say ………? • Can you explain why……….? • What do you think the author intended when they said……….? • How does ………. make you feel?

Prediction	• predicting what might happen on the basis of what has been read so far	**Example questions** • Look at the book cover/blurb – what do you think this book will be about? • What do you think will happen next? What makes you think this? • How does the choice of character or setting affect what will happen next? • What is happening? What do you think happened before? What do you think will happen after? • What do you think the last paragraph suggests will happen next?
Explanation	• explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	**Example questions** • Who is your favourite character? Why? • Why do you think all the main characters are girls in this book? • Would you like to live in this setting? Why/why not? • Is there anything you would change about this story? • Do you like this text? What do you like about it?
Retrieval	• Asking and answering retrieval questions	**Example questions** • What kind of text is this? • Who did…..? • Where did…..? • When did…..? • What happened when…..? • Why did …….. happen? • How did …….? • How many…..? • What happened to……?
Sequence	• To discuss the sequence of events in books and how items of information are related.	**Example questions** • 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? • Can you summarise in a sentence the opening/middle/end of the story? • In what order do these chapter headings come in the story? • Sequence the key events in the story

Year 3		
Reading – Word reading		
Skills	**Objectives**	**What should be seen in the classroom?**
Phonics and decoding	- To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). - To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.* - To apply their growing knowledge of root words and suffixes/word endings, including -ation,-ly, -ous, -ture, -sure, -sion,-tion, -ssion and -cian, to begin to read aloud.*	✓ Phonics teaching, for children still requiring it – through small intervention groups. ✓ Reading fluency practice takes place during either reading VIPER sessions or through English lessons to help improve children's reading fluency and accuracy. Strategies such as echo reading and text marking are used. ✓ Reading books (AR) with the appropriate level of challenge based on reading age. ✓ Personalised ZPD scores in reading records so children are reading books with an appropriate level of challenge. ✓ Year 3/ 4 statutory spelling lists available to all children to access in lessons.
Common Exception Words	To read Y3/4 common exception words	

Fluency		✓ Daily story time in class – using books from the Year 3 key text library. ✓ Vocab rich environment. Subject specific & cross-curricular vocab on working walls to give children opportunities during all lessons to practice their word reading. ✓ 'Must Knows' for curriculum topics, science and maths. ✓ Individual 1-1 reading weekly for every child + extra reads for target/SEN/PP children. ✓ Regular entries in reading records .

* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.

Year 3		
Reading - Comprehension		
Skills	Objectives	What should be seen in the classroom?

Understanding	- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context - asking questions to improve their understanding of a text - identifying main ideas drawn from more than one paragraph and summarising these
Connecting and becoming familiar with texts	- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context - asking questions to improve their understanding of a text - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally - identifying themes and conventions in a wide range of books - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - reading books that are structured in different ways and reading for a range of purposes - participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say
Non Fiction	retrieve and record information from non-fiction
Poetry and Performance	- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action - recognising some different forms of poetry

- ✓ Daily reading time (children reading their ZPD books and taking quizzes on Accelerated Reader).
- ✓ Personalised ZPD scores in reading records so children are reading books with an appropriate level of challenge.
- ✓ VIPERS through: discrete sessions, English lessons and across the wider curriculum. Teachers select texts matched to the attainment level of pupils; these texts promote subtle challenge and allow pupils to reinforce fluency, decoding and comprehension skills regularly.
- ✓ Individual 1-1 reading weekly for every child + extra reads for target/SEN/PP children - entries made in reading records. Children are asked different questions using the VIPER question stems as a guide.
- ✓ Seesaw to share ideas.

VIPERS	Question Stems
Vocabulary · using dictionaries to check the meaning of words that they have read	• What do the words ...... and ...... suggest about the character, setting and mood? • Which word tells you that....? • Which keyword tells you about the character/setting/mood? • Find one word in the text which means...... • Find and highlight the word that is closest in meaning to....... • Find a word or phrase which shows/suggests that.......
Inference · To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.	• 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 descriptions of ...... show that they are .... ? • How can you tell that...... ? • What impression of ...... do you get from these paragraphs? • What voice might these characters use? • What was .... thinking when..... ? • Who is telling the story?
Prediction · To justify predictions using evidence from the text.	• From the cover what do you think this text is going to be about? • What is happening now? What happened before this? What will happen after? • What does this paragraph suggest will happen next? What makes you think this? • Do you think the choice of setting will influence how the plot develops? • Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.

Explanation	• discussing words and phrases that capture the reader's interest and imagination • identifying how language, structure, and presentation contribute to meaning	• Why is the text arranged in this way? • What structures has the author used? • What is the purpose of this text feature? • Is the use of ..... effective? • The mood of the character changes throughout the text. Find and copy the phrases which show this. • What is the author's point of view? • What effect does ..... have on the audience? • How does the author engage the reader here? • Which words and phrases did ..... effectively? • Which section was the most interesting/exciting part? • How are these sections linked?
Retrieval	• To retrieve and record information from a fiction text.	How would you describe this story/text? What genre is it? How do you know? • How did...? How often...? Who had...? Who is...? Who did....? • What happened to...? • What does.... do? • How ..... is ....? • What can you learn about ...... from this section? • Give one example of...... • The story is told from whose perspective?
Sequence/ summaries	• identifying main ideas drawn from more than one paragraph and summarising these	• 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? • Can you summarise in a sentence the opening/middle/end of the story? • In what order do these chapter headings come in the story?

Year 4		
Reading – Word reading		
Skills	Objectives	What should be seen in the classroom?
Phonics and decoding	• To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). • To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.* • To apply their growing knowledge of root words and suffixes/word endings, including -ation,-ly, -ous, -ture, -sure, -sion,-tion, -ssion and -cian, to begin to read aloud.*	✓ Phonics teaching, for children still requiring it – through small intervention groups ✓ Reading fluency practice takes place during either reading VIPER sessions or through English lessons to help improve children's reading fluency and accuracy. Strategies such as echo reading and text marking are used. ✓ Reading books (AR) with the appropriate level of challenge based on reading age. ✓ Personalised ZPD scores in reading records so children are reading books with an appropriate level of challenge. ✓ Year 3/ 4 statutory spelling lists available to all children to access in lessons. ✓ Daily story time in class – using books from the Year 4 key text library ✓ Vocab rich environment. Subject specific & cross-curricular vocab on working walls to give children opportunities during all lessons to practice their word reading. ✓ 'Must Knows' for curriculum topics, science and maths.
Common Exception Words	• To read Y3/4 common exception words	
Fluency	• At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.	

* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.

Year 4
Reading - Comprehension

Skills	Objectives	What should be seen in the classroom?
Understanding	• checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • asking questions to improve their understanding of a text • identifying main ideas drawn from more than one paragraph and summarising these	✓ Daily reading time (children reading their ZPD books and taking quizzes on Accelerated Reader). ✓ Personalised ZPD scores in reading records so children are reading books with an appropriate level of challenge. ✓ VIPERS through: discrete sessions, English lessons and across the wider curriculum. Teachers select texts matched to the attainment level of pupils; these texts promote subtle challenge and allow pupils to reinforce fluency, decoding and comprehension skills regularly. ✓ Individual 1-1 reading weekly for every child + extra reads for target/SEN/PP children - entries made in reading records. Children are asked different questions using the VIPER question stems as a guide. ✓ Seesaw to share ideas.
Connecting and becoming familiar with texts	• checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • asking questions to improve their understanding of a text • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identifying themes and conventions in a wide range of books • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say	
Non Fiction	• retrieve and record information from non-fiction	

Poetry and Performance	• preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • recognising some different forms of poetry	

		Question Stems
Vocabulary	• using dictionaries to check the meaning of words that they have read	• What do the words ...... and ...... suggest about the character, setting and mood? • Which word tells you that....? • Which keyword tells you about the character/setting/mood? • Find one word in the text which means...... • Find and highlight the word that is closest in meaning to....... • Find a word or phrase which shows/suggests that.......
Inference	• To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.	• 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 descriptions of ...... show that they are .... ? • How can you tell that...... ? • What impression of ...... do you get from these paragraphs? • What voice might these characters use? • What was .... thinking when..... ? • Who is telling the story?
Prediction	• To justify predictions using evidence from the text.	• From the cover what do you think this text is going to be about? • What is happening now? What happened before this? What will happen after? • What does this paragraph suggest will happen next? What makes you think this? • Do you think the choice of setting will influence how the plot develops? • Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.

Skills	Objectives	What should be seen in the classroom?
Explanation	• discussing words and phrases that capture the reader's interest and imagination • identifying how language, structure, and presentation contribute to meaning	• Why is the text arranged in this way? • What structures has the author used? • What is the purpose of this text feature? • Is the use of ..... effective? • The mood of the character changes throughout the text. Find and copy the phrases which show this. • What is the author's point of view? • What effect does ..... have on the audience? • How does the author engage the reader here? • Which words and phrases did ..... effectively? • Which section was the most interesting/exciting part? • How are these sections linked?
Retrieval	• To retrieve and record information from a fiction text.	How would you describe this story/text? What genre is it? How do you know? • How did...? How often...? Who had...? Who is...? Who did....? • What happened to...? • What does.... do? • How ..... is ....? • What can you learn about ...... from this section? • Give one example of...... • The story is told from whose perspective?
Sequence/ summaries	• identifying main ideas drawn from more than one paragraph and summarising these	• 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? • Can you summarise in a sentence the opening/middle/end of the story? • In what order do these chapter headings come in the story?

Year 5
Reading – Word reading

Skills	Objectives	What should be seen in the classroom?

Phonics and decoding	• apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet	✓ Phonics teaching, for children still requiring it – through small intervention groups ✓ Reading fluency practice takes place during either reading VIPER sessions or through English lessons to help improve children's reading fluency and accuracy. Strategies such as echo reading and text marking are used. ✓ Reading books (AR) with the appropriate level of challenge based on reading age. ✓ Personalised ZPD scores in reading records so children are reading books with an appropriate level of challenge.
Common Exception Words	• To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.	✓ High frequency words mats in the classroom for children to use during lessons – recap y3/4 statutory word list and moving onto y5/6 list.
Fluency	• At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.	✓ Daily storytime in class – using books from the Year 5 key text library ✓ Vocab rich environment. Subject specific & cross-curricular vocab on working walls to give children opportunities during all lessons to practice their word reading. ✓ 'Must Knows' for curriculum topics, science and maths. ✓ Individual 1-1 reading weekly for every child + extra reads for target/SEN/PP children. ✓ Regular entries into reading records

	Year 5	
	Reading - Comprehension	
Skills	Objectives	What should be seen in the classroom?
Understanding	• checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • asking questions to improve their understanding • provide reasoned justifications for their view	✓ Daily reading time (children reading their ZPD books and taking quizzes on Accelerated Reader. ✓ Personalised ZPD scores in reading records so children are reading books with an appropriate level of challenge. ✓ VIPERS through: English lessons and across the wider curriculum. Teachers select texts matched to the attainment level of pupils; these texts promote subtle challenge and allow pupils to reinforce fluency, decoding and comprehension skills regularly. ✓ Individual 1-1 reading weekly for every child + extra reads for target/SEN/PP children - entries made in reading records. Children are asked different questions using the VIPER question stems as a guide. ✓ Seesaw to share ideas
Connecting and becoming familiar with texts	• continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • making comparisons within and across book • increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • identifying and discussing themes and conventions in and across a wide range of writing	
Non Fiction	• distinguish between statements of fact and opinion • retrieve, record and present information from nonfiction	
Poetry and Performance	• learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	

VIPERS	Question Stems
Vocabulary	• What do the words ...... and ...... suggest about the character, setting and mood? • Which word tells you that....? • Which keyword tells you about the character/setting/mood? • Find one word in the text which means...... • Find and highlight the word that is closest in meaning to....... • Find a word or phrase which shows/suggests that.......
Inference • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	• 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 descriptions of ...... show that they are .... ? • How can you tell that...... ? • What impression of ...... do you get from these paragraphs? • What voice might these characters use? • What was .... thinking when..... ? • Who is telling the story?
Prediction • predicting what might happen from details stated and implied	• From the cover what do you think this text is going to be about? • What is happening now? What happened before this? What will happen after? • What does this paragraph suggest will happen next? What makes you think this? • Do you think the choice of setting will influence how the plot develops? • Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.

Explanation	• identifying how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • explain and discuss their understanding of what they have read, including through formal presentations and debates,	• Why is the text arranged in this way? • What structures has the author used? • What is the purpose of this text feature? • Is the use of ..... effective? • The mood of the character changes throughout the text. Find and copy the phrases which show this. • What is the author's point of view? • What effect does ..... have on the audience? • How does the author engage the reader here? • Which words and phrases did ..... effectively? • Which section was the most interesting/exciting part? • How are these sections linked?
Retrieval		How would you describe this story/text? What genre is it? How do you know? • How did...? How often...? Who had...? Who is...? Who did....? • What happened to...? • What does.... do? • How ..... is ....? • What can you learn about ...... from this section? • Give one example of...... • The story is told from whose perspective?
Sequence/ summaries	• summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas	• 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? • Can you summarise in a sentence the opening/middle/end of the story? • In what order do these chapter headings come in the story?

Year 6		
Reading – Word reading		
Skills	Objectives	What should be seen in the classroom?

Phonics and decoding	• apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet	✓ Phonics teaching, for children still requiring it – through small intervention groups. ✓ Reading fluency practice takes place during either reading VIPER sessions or through English lessons to help improve children's reading fluency and accuracy. Strategies such as echo reading and text marking are used. ✓ Reading books (AR) with the appropriate level of challenge based on reading age. ✓ Personalised ZPD scores in reading records so children are reading books with an appropriate level of challenge.
Common Exception Words	• To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.	✓ High frequency words mats in the classroom for children to use during lessons. ✓ Year 3/ 4 and year 5/6 statutory spelling lists available to all children to access in lessons
Fluency	• At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.	✓ Daily story time in class – using books from the Year 6 key text library ✓ Vocab rich environment. Subject specific & cross-curricular vocab on working walls to give children opportunities during all lessons to practice their word reading. ✓ 'Must knows' for curriculum topics, science and maths. ✓ Individual 1-1 reading weekly for every child + extra reads for target/SEN/PP children. ✓ Regular entries into reading records

Year 6		
Reading - Comprehension		
Skills	Objectives	What should be seen in the classroom?
Understanding	• checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • asking questions to improve their understanding	✓ Daily reading time (children reading their ZPD books and taking quizzes on Accelerated Reader). ✓ Personalised ZPD scores in reading records so children are reading books with an appropriate level of challenge. ✓ VIPERS through: discrete sessions, English lessons and across the wider curriculum. Teachers select texts matched to the attainment level of pupils; these texts promote subtle challenge and allow pupils to reinforce fluency, decoding and comprehension skills regularly. ✓ Seesaw to share ideas. ✓ Practice SATS papers ✓ Individual 1-1 reading weekly for every child + extra reads for target/SEN/PP children - entries made in reading records. Children are asked different questions using the VIPER question stems as a guide. ✓ Reading Plus to support reading fluency and comprehension
Connecting and becoming familiar with texts	• continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • making comparisons within and across book • increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • identifying and discussing themes and conventions in and across a wide range of writing	
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		Question Stems
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Inference	• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • To discuss how characters change and develop through texts by drawing inferences based on indirect clues.	• 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 descriptions of ...... show that they are .... ? • How can you tell that...... ? • What impression of ...... do you get from these paragraphs? • What voice might these characters use? • What was .... thinking when..... ? • Who is telling the story?
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