



Mousehole School's Reading Curriculum

Intent

At Mousehole School, reading is a top priority and is a key focus for our curriculum. Reading is led by the English, Reading and Phonics lead – Alex Mullaney. It is our intention to ensure, that by the end of their primary education, children are confident, competent readers who enjoy reading a wide variety of texts. We therefore encourage all pupils to read for enjoyment, read-widely and that reading is a life skill that can provide a great deal of pleasure, whilst opening the door to accessing all areas of learning.

Implementation

How is reading prioritised at Mousehole School?

High expectations

At Mousehole School we aim to instil a love of reading from a young age. We believe that reading is an essential life skill which will lead each child on to great things. We envisage that all children will leave Mousehole as confident, capable readers.

Teaching of reading

We aim to achieve this through direct teaching of **decoding**, **prosody** and **comprehension** during **reading practise sessions**, **shared reading** and carefully supported **home reading** practise.

Early Reading is a priority

At Mousehole we kick-start early-reading straight away. From their first week in Reception, the children will start the Little Wandle Revised Letters and Sounds systematic, synthetic phonics programme.

Reading Spine

Each class has; the full collection of **Reading Spine** texts for their year group, a range of **project books** related to the learning in the class and those **banded books** that the children take home to read to an adult. Meanwhile, Mousehole School's **library** is visited by each class once a week and the children encouraged to borrow books that are of interest to them.



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Reading to children

Every day, every child in the school will be **read to by an adult**: from their first day in Mousehole Mice pre-school to their last term in year 6. Staff will engage in '**book talk**' about these texts - highlighting new and interesting vocabulary, pointing out literary and grammatical conventions and exploring how authors use language. In younger classes, texts will be read repeatedly over time to help embed language patterns and develop vocabulary skills.

How does Mousehole kick-start reading by teaching phonics?

We use **Little Wandle Revised Letters and Sounds** - a systematic synthetic phonics programme (SSP) to teach the foundations of reading. This programme starts right at the beginning of the reception year and is used with all reception and year 1 pupils: It includes: daily phonics sessions, regular small group reading practice sessions and keep-up sessions to ensure all children keep pace with the programme. The children will learn four sounds per week with a review day. When in Year 2, children move from Little Wandle phonics but continue to receive daily Phase 6 phonics teaching sessions.

How does Mousehole promote a life-long love of reading?

Celebrating reading

Reading success and effort is **celebrated** in classes through rewarding those that show regular engagement with reading inside and outside of school.

Mousehole School Library

The well-stocked **library** is visited once a week by every class, where the children are encouraged to exercise their freedom to dip into, become engrossed in, borrow and share books. Termly, **library-loan** boxes of project related books provide a means for the children to independently explore and research aspects of the class topic that have gripped them.

Reading Spine

Every class has a text, chosen from the Mousehole **Reading Spine** that is read to them daily. The Reading Spine is a core of books that create a living library inside a child's minds: a store of classics and essential reads that help children engage at a deeper level and enter the world of the story, fostering a love of reading from Nursery through to Year 6. The books in the Reading Spine were informed by the selection of Pie Corbett and personal favourites of the staff. They were carefully researched and chosen to include: **Classic texts, Non-linear time sequence, Complexity of the Narrator, Figurative and Symbolic texts** and **Protected Characteristics**. In addition, every child will have at least one poem read to them a week.



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Reading at home

Every child, from Reception to Year 6 will have a **fully decodable banded reading book** that they take home to be heard read out loud by an adult. (In Reception and Year 1, this is in addition to the Little Wandle, Reading Practise book that they will be able to read at 90% fluency). All children will also be encouraged to borrow a book from the library that they can share with an adult at home. It is expected that all children will read to an adult at least four times per week and support is provided where this is not happening.

Reading to an adult in school

In Reception and Years 1 and 2 the children will have their reading books changed for another banded fully decodable reading book twice weekly after checking their fluency.

In Years 3 and 4 we aim for the children to have finished a book each week and in Years 5 and 6, books are monitored weekly to ensure that no child remains stuck on the same text. Children are free to choose any book from their band in the class libraries and will only be moved onto the next level when they are assessed as fluent on their current level.

Children are regularly heard to read

- In Reception and Year 1 all children are heard to read 4 times per week and those in the bottom 20% or Pupil Premium, heard 5 times.
- In Year 2, all children are heard to read 3 times per week and those in the bottom 20% or Pupil Premium, heard 5 times.
- In Year 3 to 6, all children are heard to read 2 times per week and those in the bottom 20% or Pupil Premium, heard 3 times, with an additional NTP Reading Practise Session for Year 6 children.

Supporting parents and carers

Mousehole School enjoys involving parents in children's reading through meetings, phonics activity guides and training for parent helpers. There is a phonics **meeting** in the first term for Reception parents, including detailed **guidance** on how we teach phonics through the Little Wandle Letters and Sounds Revised systematic, synthetic phonics programme and how parents can support their children in developing reading fluency. Phonics learning sheets and flashcards are sent home with tricky words.

Reading records and **Seesaw** are used to provide another means of communication with parents: Follow-ups are conducted in person when necessary. From Year 2-6, Parents are encouraged to use **VIPERS** question prompts to aid meaningful discussion around texts. These are stuck into every child's reading record. World Book Day always involves parents and children in collaborative activities.



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How is reading taught at Mousehole?

Reception and Year 1

In Reception and Year 1, in addition to phonics, the children are taught to read in **Reading Practise Sessions** that follow the Little Wandle programme. There are three sessions a week, using the same, fully decodable book that will only include the graphemes already learnt by the children in their phonics lessons. The sessions focus on **decoding**, **prosody** and **comprehension** (in that order) and then the same book is sent home at the end of the week with each child to consolidate practise at home. Reading practise sessions will start in the first term in Reception and straight away in all other year groups.

Year 2 - 6

In Years 2 – 6, teachers and TAs use VIPERS question prompts from the Literacy Shed resources to encourage textual discussion. These question types are shared with parents to support home reading. VIPERS questioning underpins how reading is planned, delivered and assessed by focussing on the fundamental skills of:

- Vocabulary
- Inference
- Prediction
- Explanation
- Retrieval
- Summary

In Year 2 there are three reading practise sessions per week for the weakest 20% of readers and two for all others.

In Years 3 - 6 reading is taught through VIPERS specific, differentiated reading practise sessions and shared reading.

Shared reading allows every child in a class to read and discuss the same book at the same pace. With an adult reading out-loud, all children, regardless of ability are able to follow the thread of the text and are exposed to the kind of aspirational age-related grammar and vocabulary that can often be missing in books written for lower abilities.

How is reading assessed at Mousehole?

By Reading Experts

All of Mousehole School's staff are aware of the required reading expectations for each year group as well as the end point for Key Stage and year group. Feedback from phonics and reading practise sessions is given to class teachers immediately after each lesson. This knowledge informs planning and next steps. The Reading Leader also conducts regular monitoring, at least twice every half term.



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Phonics is assessed formatively in each session and **keep-up** intervention sessions provided immediately, the same day for those children. At the end of each Phase there is a six-weekly assessment.

Reading is assessed formatively through reading sessions and by using a range of approved age-related comprehension questions and test papers, including NFER material.

What happens if a child falls behind in their reading?

Keep-up

Phonics is assessed formatively in each session and **keep-up** intervention sessions provided immediately, the same day for those children, in **one-to-one** sessions if they have gaps in their **grapheme/phoneme correspondence** and **group** sessions if they are struggling to blend.

Catch-up

Children with gaps in their phonics knowledge receive Little Wandle Rapid Catch-up intervention every day, until they reach the expected standard.

How are Mousehole staff trained to be reading experts?

All of Mousehole School's staff have received Little Wandle Revised, phonics and reading training. The Phonics and Reading Leader ensures that regular monitoring takes place.

Skills	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
TOPICS							
Decoding children should:	ELG 2021: Word Reading Children at the expected level of development will:	apply phonic knowledge to decode words read aloud phonically-decodable texts	apply phonic decoding until automatic and reading is fluent read common suffixes (-ed, -ing, -er,	apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to	apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand	apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning	apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning



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	Say a sound for each letter in the alphabet and at least 10 digraphs Read words consistent with their phonic knowledge by sound-blending Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	re-read books to build fluency and confidence read simple sentences and understand the meaning including what a pronoun is (extra) speedily read all 40+ letters /groups for 40+ phonemes including alternative sounds for graphemes read Year 1 common exception words noting unusual correspondences between spelling and sound (identifying where they appear) read polysyllabic words containing taught GPCs read common suffixes (-s, -es, -ing, -ed, -er and -est) read contractions and understand that the apostrophe represents the omitted letter(s) read accurately by blending taught GPCs develop some fluency and expression, pausing at full stops (extra)	-est, -y, -er, -ment, -ful, -ness, -less, -ly re-read books to build up fluency and confidence in word reading note punctuation to read with appropriate expression read accurately by blending, including alternative sounds for graphemes read Year 2 common exception words, noting unusual correspondences read aloud books matched to phonic knowledge by sounding out unfamiliar words automatically read polysyllabic words containing above graphemes read most words quickly & accurately without overt sounding and blending	understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	of new words that they meet	of new words that they meet
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Books/scheme Reading Spine A carefully selected library of books that are shared with the children by an adult.												
Books read by the children	In EYFS and KS1 children read colour banded Little Wandle (Big Cat) books that match their phonological knowledge						In KS2 children read colour banded Bug Club books that match their ability to fluently decode.					
Reading expectations	In Reception and Year 1 all children are heard to read 4 times per week and those in the bottom 20% or Pupil Premium, heard 5 times.			In Year 2, all children are heard to read 3 times per week and those in the bottom 20% or Pupil Premium, heard 5 times.			In Year 3 to 6, all children are heard to read 2 times per week and those in the bottom 20% or Pupil Premium, heard 3 times.					
Reading assessments	Phonics is assessed formatively in each session and keep-up intervention sessions provided immediately, the same day for those children with gaps in their understanding. At the end of each Phase there is a six-weekly, Little Wandle assessment.						Reading is assessed formatively during daily reading sessions and by using a range of approved age-related comprehension packs from the Literacy Shed (VIPERS focussed). NFER assessments are completed at the end of each term by all children from Year 2-6.					
Catch-up Interventions	Phonics is assessed formatively in each session and keep-up intervention sessions provided immediately, the same day for those children, in one-to-one sessions if they have gaps in their grapheme/phoneme correspondence and group sessions if they are struggling to blend.						Children with gaps in their phonics knowledge receive Little Wandle Rapid Catch-up intervention every day, until they reach the expected standard.					
Children joining the school												
Range of reading children should:	ELG 2021:Speaking Children at the expected level of development will: Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes	listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently	listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks read books that are structured in different ways and reading for a range of purposes e.g. cartoons like The Beano and Phoenix (to share plot concisely) chapter	listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks read books that are structured in different ways and reading for a range of purposes e.g. comparing online and paper texts (appeal to the reader) comparing	continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks read books that are structured in different ways and read for a range of purposes e.g. comparing different	continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks read books that are structured in different ways and read for a range of purposes e.g. timeslip stories, texts					



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	and poems when appropriate. ELG 2021: People, Culture and Communities Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.			books (to provide more detail) diaries (for viewpoint)	information books (provided by Cornwall Library Service project loan boxes)	approaches to recipes (formal/informal) autobiographies and biographies (viewpoint) make comparisons within and across books	that provide information about a theme/topic from the past, present and future make comparisons within and across books
Range of non-fiction and plays	Non-fiction	Non-fiction	Non-fiction	Non-fiction Plays Reference books Digital Literacy	Non-fiction Plays Reference books Digital Literacy	Non-fiction Plays Reference books Digital Literacy	Non-fiction Plays Reference books Digital Literacy



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Familiarity with texts children should:	ELG 2021: Comprehension Children at the expected level of development will: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary Understanding the World ELG: Past and Present Children at the expected level of development will: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.	recognise and join in with predictable phrases become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics Additional Sequencing VIPERS: Retell familiar stories orally e.g fairy stories and traditional tales. Sequence the events of a story they are familiar with. Begin to discuss how events are linked.	become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales recognise simple recurring literary language in stories and poetry Additional Sequencing VIPERS: Discuss the sequence of events in books and how items of information are related. Retell using a wider variety of story language. Order events from the text. Begin to discuss how events are linked focusing on the main content of the story.	increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally identify themes and conventions in a wide range of books Additional Summarising VIPERS: Identifying main ideas drawn from a key paragraph or page and summarising these. Begin to distinguish between the important and less important information in a text. Give a brief verbal summary of a story. Teachers begin to model how to record summary writing. Identify themes from a wide range of books. Make simple notes from one source of writing.	increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally identify themes and conventions in a wide range of books Additional Summarising VIPERS: Use skills developed in year 3 in order to write a brief summary of main points, identifying and using important information. Identifying main ideas drawn from more than one paragraph. Summarise whole paragraphs, chapters or texts Highlight key information and record it in bullet points, diagrams, maps etc	increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions identify and discuss themes and conventions in and across a wide range of writing Additional Summarising VIPERS: Summarising the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas. Make connections between information across the text and include this in an answer.	increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions identify and discuss themes and conventions in and across a wide range of writing Additional Summarising VIPERS: 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. Summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs.
Selected texts							



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VIPER Sequencing KS1 Summarising KS2	How did the story start? What happened next? How does the story end?	What happens in the beginning of the story? • Can you number these events in the story? • How/where does the story start? • What happened at the end of the....? • Can you retell the story to me in 20 words or less? • What happened before that? • Can you sequence the key moments in this story?	What happens in the story's opening? How/where does the story start? What happened at the end of the....? What is the dilemma in this story? How is it resolved? Can you retell the story to me in 20 words or less? Can you summarise in 3 sentences the beginning, middle and end of this story?	What is the main point in this paragraph? Sum up what has happened so far in X words or less. Which is the most important point in these paragraphs? Do any sections/paragraphs deal with the same themes? Have you noticed any similarities between this text and any others you have read? What do I need to jot down to remember what I have read?	What is the main point in this paragraph? Is it mentioned anywhere else? Sum up what has happened so far in X words/seconds or less. Which is the most important point in these paragraphs? Why? Do any sections/paragraphs deal with the same themes? How might I record this to ensure the best possible outcome?	What is the main point in this paragraph? Is it mentioned anywhere else? Sum up what has happened so far in... words/seconds or less. Which is the most important point in these paragraphs? Why? Do any sections/paragraphs deal with the same themes? Can you find a text with a similar theme?	What is the main point of the text? • Can you look in this paragraph? What does the author mean? Is it mentioned anywhere else? • Sum up what has happened so far in... words/seconds or less. • Can you read the text and summarise what has happened? • Which is the most important point in these paragraphs? Why? • Do any sections/paragraphs deal with the same themes?
Poetry and performance children should:	ELG: Being Imaginative and Expressive Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	learn to appreciate rhymes and poems, and to recite some by heart e.g. nursery rhymes, Surrounded by Noise (Ian Souter) The Horseman (Walter de la Mare)	continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear e.g. The Sound Collector (Roger McGough) Walking With My Iguana (Brian Moses) Daddy Fell into the Pond (Noyes)	prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action e.g. Waves (Jackie Kay) The King's Breakfast (AA Milne) Up on the Downs and The Boneyard Rap (Wes Magee) recognise some different forms of poetry	prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action to maintain the interest e.g. From A Railway Carriage (RL Stevenson) How to Persuade Your Parents to Give You More Pocket Money (Andrea Shavick) recognise some different forms of poetry	learn a wider range of poetry by heart, preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience e.g. Night Mail (Auden) The Highwayman (Noyes)	learn a wider range of poetry by heart, preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience and provokes a response. e.g. The Tyger (Blake) Stop All The Clocks (Auden) recital of well known speeches (Winston Churchill, Martin Luther King, Nelson Mandela)
Selected poetry and Poems by heart							



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Vocabulary Word meanings children should:	ELG: Comprehension Children at the expected level of development will: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. ELG: Speaking Children at the expected level of development will: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;	discuss word meanings and link new meanings to words already known vocabulary Additional VIPERS: Draw upon knowledge of vocabulary in order to understand the text. Join in with predictable phrases. Use vocabulary given by the teacher Discuss his/her favourite words and phrases	discuss and clarify the meanings of words and link new meanings to known vocabulary discuss their favourite words and phrases Additional VIPERS: Recognise some recurring language in stories and poems.	use dictionaries to check the meaning of words that they have read Additional VIPERS: Discuss words that capture the readers interest or imagination. Identify how language choices help build meaning. Find the meaning of new words using substitution within a sentence.	use dictionaries to check the meaning of words that they have read Additional VIPERS: Use a thesaurus to find synonyms. Discuss why words have been chosen and the effect these have on the reader. Explain how words can capture the interest of the reader. Discuss new and unusual vocabulary and clarify the meaning of these. Find the meaning of new words using the context of the sentence.	use dictionaries to check the meaning of words that they have read Additional VIPERS: Explore the meaning of words in context, confidently using a dictionary. Discuss how the author's choice of language impacts the reader. Evaluate the authors use of language. Investigate alternative word choices that could be made. Begin to look at the use of figurative language. Use a thesaurus to find synonyms for a larger variety of words. Re-write passages using alternative word choices. Read around the word and explore its meaning in the broader context of a section or paragraph.	use dictionaries to check the meaning of words that they have read Additional VIPERS: Evaluate how the authors' use of language impacts upon the reader. Find examples of figurative language and how this impacts the reader and contributes to meaning or mood. Discuss how presentation and structure contribute to meaning. Explore the meaning of words in context by 'reading around the word' and independently explore its meaning in the broader context of a section or paragraph.
Oracy							
Vipers vocabulary Question Stems	What does the word mean? Find a word that means the same as...	What does the word mean in this sentence? Find and copy a word which means	Can you find a noun/adjective/verb that tells/shows you that...? Why do you think that the author used the word... to describe...?	What does this word/phrase/sentence tell you about the character/setting/mood? Can you find this word in the dictionary?	Can you find the meaning or a word with a similar meaning in a dictionary or thesaurus? What does this word/phrase/sentence	Can you quickly find...in the dictionary and thesaurus? What does this word/phrase/sentence tell you about the	What does this word/phrase/sentence tell you about the character/setting/mood? By writing..., what effect has the author created?



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	Which words tell us about how the character is feeling? Can you use another word that means...?	Which word in do you think is the most important? Why? Which of the words best describes the character or setting? • Which word in this part do you think is the most important? • Why do you think they repeat this word in the story?	Which other word on this page means the same as...? Find an adjective in the text which describes... Which word do you think is most important in this section? Why? Which word best describes...?	By writing in this way, what effect has the author created? What other words/phrases could the author have used here? How has the author made you feel by writing...? Which word tells you that...? Find and highlight the word that is closest in meaning to...	tell you about the character/setting/mood? By writing..., what effect has the author created? Do you think they intended to? What other words/phrases could the author have used here? Why? How has the author...? Which word is closest in meaning to...?	character/setting/mood? By writing..., what effect has the author created? Do you think they intended to? What other words/phrases could the author have used here? Why? How has the author made you/this character feel by writing...? Why? Find and highlight the word which is closest in meaning to ... Find a word which demonstrates... Can you rewrite this in the style of the author using your own words? How have simile and metaphor been used here to enhance the text?	Do you think they intended to? Can you find examples of simile, metaphor, hyperbole or personification in the text? Why has the text been organised in this way? Would you have done it differently? What other words/phrases could the author have used here? Why? How has the author made you/this character feel by writing...? Why?
Understanding children should:	ELG 2021: Listening, Attention and Understanding Children at the expected level of development will: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-	draw on what they already know or on background information and vocabulary provided by the teacher be encouraged to link what they read or hear read to their own experiences check that the text makes sense to them as they read and correct inaccurate reading answer simple retrieval questions about a text and find evidence to support answers (Extra) Additional VIPERS Retrieval:	discuss the sequence of events in books and how items of information are related draw on what they already know or on background information and vocabulary provided by the teacher make links between a current book and those already read check that the text makes sense to them as they read and correct inaccurate reading Additional VIPERS Retrieval: Independently read and answer simple questions	check that the text makes sense to them, discuss their understanding and explain the meaning of words in context ask questions to improve their understanding of a text identify main ideas drawn from more than one paragraph and summarise these identify morals and messages in a story Additional VIPERS Retrieval: Use contents page and subheadings to locate information.	check that the text makes sense to them, discuss their understanding and explain the meaning of words in context ask questions to improve their understanding of a text identify main ideas drawn from more than one paragraph and summarise these identify morals and messages in a story Additional VIPERS Retrieval:	check that the book makes sense to them, discuss their understanding and explore the meaning of words in context ask questions to improve their understanding summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas Additional VIPERS Retrieval: Confidently skim and scan, and also use the skill of reading before and after to retrieve information.	check that the book makes sense to them, discuss their understanding and explore the meaning of words in context ask questions to improve their understanding summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas Additional VIPERS Retrieval: Children confidently skim and scan, and also use the skill of reading before and after to retrieve information.



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	forth exchanges with their teacher and peers. ELG: Speaking Children at the expected level of development will: Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;	Answer a question about what has just happened in a story. Develop their knowledge of retrieval through images. Recognize characters, events, titles and information. Recognize differences between fiction and non-fiction texts. Retrieve information by finding a few key words. Contribute ideas and thoughts in discussion	about what they have just read. Asking and answering retrieval questions . Draw on previously taught knowledge. Remember significant event and key information about the text that they have read. Monitor their reading, checking words that they have decoded, to ensure that they fit within the text they have already read.	Learn the skill of 'skim and scan' to retrieve details. Begin to use quotations from the text. Retrieve and record information from a fiction text. Retrieve information from a non-fiction text.	Confidently skim and scan texts to record details. Using relevant quotes to support their answers to questions. Retrieve and record information from a fiction or non-fiction text.	Use evidence from across larger sections of text. Read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts. Retrieve, record and present information from non-fiction texts. Ask my own questions and follow a line of enquiry.	They use evidence from across whole chapters or texts Read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts. Retrieve, record and present information from a wide variety of non-fiction texts. Ask my own questions and follow a line of enquiry.
VIPERS: Retrieval Question stems	What is this book about? Who did... Where did... What did you find out about...?	Who is your favourite character? Why do you think all the main characters are ... in this book? Would you like to live in this setting? Why/why not? Who is/are the main character(s)? When/where is this story set? Which is your favourite/worst/funniest/scariest part of the story? Is this a fiction or a non-fiction book? How do you know?	Who is/are the main character(s)? When/where is this story set? How do you know? Which is your favourite/worst/funniest/scariest part of the story? Why? Tell me three facts you have learned from the text. Find the part where... What type of text is this? What happened to ... in the end of the story?	Who are the characters in this text? When / where is this story set? How do you know? Which part of the story best describes the setting? What do you think is happening here? What might this mean? How might I find the information quickly? What can I use to help me navigate this book? How would you describe the story? Whose perspective is the story told from?	Find the... in this text. Is it anywhere else? When/where is this story set? How do you know? Find the part of the story that best describes the setting. What do you think is happening here? Why? What might this mean? Whose perspective is the story told by and how do you know? How can you use the subheading to help you here?	Find the... in this text. Is it anywhere else? When/where is this story set? Find evidence in the text. Find the part of the story that best describes the setting. What do you think is happening here? Why? Who is telling this story? Can you skim/scan quickly to find the answer?	Find the... in this text. Is it anywhere else? Can you skim the next... and find me the answer to...? When/where is this story set? Find evidence in the text. Find the part of the story that best describes the setting. What do you think is happening here? Why? Who is telling this story? What genre is...? Can you look at these other texts and find me what is similar and what is different?
Inference children should:	ELG: Speaking Children at the expected level of development will: Offer explanations for why things might	discuss the significance of the title and events	make inferences on the basis of what is being said and done e.g. I think something bad will happen to Hansel and	draw inferences such as inferring characters' feelings, thoughts and motives from their actions	draw inferences such as inferring characters' feelings, thoughts and motives from their actions	draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence	draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence



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	happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	make inferences on the basis of what is being said and done e.g. I think Red Riding Hood was scared because the wolf was frightening Additional VIPERS: children make basic inferences about characters' feelings by using what they say as evidence.	Gretal because they've been left on their own answer and ask questions Additional Vipers: answer and ask questions and modify answers as the story progresses Infer basic points and begin, with support, to pick up on subtler references	e.g. I think the boy really misses his dad because he cries when he sees his friends with their dads justify inferences with evidence Additional Vipers: Make inferences about actions or events	e.g. I think Leon volunteers because he wants to prove that magic is real justify inferences with evidence Additional Vipers: Consolidate the skill of justifying them using a specific reference point in the text. Use more than one piece of evidence to justify their answer.	themes and characters' and authors' viewpoints e.g. Tom is scared to move house because he doesn't pack; he leaves his favourite toy behind on purpose and he's always anxious Additional Vipers: Make inferences about actions, feelings, events or states. Use figurative language to infer meaning. Give one or two pieces of evidence to support the point they are making. Begin to draw evidence from more than one place across a text.	Draw inferences across texts about characters' viewpoints, authors' viewpoints and themes e.g. soldiers were disillusioned with the war because the reality was different from what they'd been told. Additional Vipers: drawing inferences such as inferring Discuss how characters change and develop through texts by drawing inferences based on indirect clues. Make inferences about events, feelings, states backing these up with evidence.
VIPERS Inference Question stems	Why was ... feeling...? Why did ... happen? Can you tell me about ...? How does ... make you feel?	What do you think....means? Why do you think that? How do you think. ...? When do you think. ...? Where do you think. ? How does make you feel? Why did happen?	What do you think.... means? Why do you think that? Why do you think...? How do you think....? When do you think...? Where do you think...? How has the author made us think that...?	What do you think.... means? Why do you think that? Why do you think...? How do you think....? Can you explain why....? What do these words mean and why do you think that the author chose them? Find and copy a group of words which show....? How does the description of ... show that they are...? Who is telling the story?	What do you think.... means? Why do you think that? Could it be anything else? I think....; do you agree? Why/why not? Why / why not? How do you think....? Can you explain why....? Can you explain why based on two different pieces of evidence? What do these words mean and why do you think that the author chose them?	What do you think... means? Why do you think that? Could it be anything else? I think....; do you agree? Why/why not? Why do you think the author? decided to...? Can you explain why...? Can you give me evidence from somewhere else in the text? What do these words mean and why do you think that the author chose them?	What do you think... means? Why do you think that? Could it be anything else? I think....; do you agree? Why/why not? Why do you think the author decided to...? Can you explain why...? What do these words mean and why do you think that the author chose them? How do other people's descriptions of ...show that...?



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				Why has the character done this at this time?	Find and copy a group of words which show that... What impression of ...do you get from this paragraph?	How does the author make you feel? What impression do you get from these paragraphs?	Where else in the text can we find the answer to this question?
Prediction children should:	ELG 2021: Comprehension Children at the expected level of development will: Anticipate – where appropriate – key events in stories.	predict what might happen on the basis of what has been read so far Additional VIPERS: Predicting what might happen on the basis of what has been read so far in terms of story, character and plot. Make simple predictions based on the story and on their own life experience. Begin to explain these ideas verbally or through pictures.	predict what might happen on the basis of what has been read so far Additional VIPERS: Predict what might happen on the basis of what has been read in terms of plot, character and language so far. Make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them.	predict what might happen from details stated and implied Additional VIPERS: Justify predictions using evidence from the text. Use relevant prior knowledge to make predictions and justify them. Use details from the text to form further predictions.	predict what might happen from details stated and implied Additional VIPERS: Justify predictions using evidence from the text. Use relevant prior knowledge as well as details from the text to form predictions and to justify them. Monitor these predictions and compare them with the text as they read on.	predict what might happen from details stated and implied Additional VIPERS: Support predictions with relevant evidence from the text. Confirm and modify predictions as they read on.	predict what might happen from details stated and implied Additional VIPERS: Support predictions by using relevant evidence from the text. Confirm and modify predictions in light of new information.
VIPERS Prediction Question Stems	What do you think the book is about? What is happening? What do you think will happen next? Why do you think that?	Looking at the cover and the title, what do you think this book is about? Where do you think.....will go next? What do you think... will say / do next? What do you think this book will be about? Why? How do you think that this will end? Who do you think has done it? What might.....say about that? Can you draw what might happen next?	Where do you think.... will go next? What do you think... will say/do next? What do you think this book will be about? Why? How do you think that this will end? What makes you say that? Who do you think has done it? What might.... say about that? How does the choice of character affect what will happen next?	Can you think of another story with a similar theme? Which stories have openings like this? Do you think that this story will develop the same way? Why did the author choose this setting? Will that influence the story? What happened before this and what do you think will happen after? Do you think the setting will have an impact on plot moving forward?	Can you think of another text with a similar theme? How do their plots differ? Which stories have openings like this? Do you think that this story will develop the same way? Why did the author choose this setting? Will that influence the story? What does this paragraph suggest what will happen next? Do you think ... will happen? Explain your answers with evidence from the text.	Can you think of another story with a similar theme? How do their plots differ? Which stories have openings like this? Do you think that this story will develop the same way? Why did the author choose this setting? Will that influence the story?	Can you think of another story with a similar theme? How do their plots differ? Which stories have openings like this? Do you think that this story will develop the same way? Why did the author choose this setting? Will that influence the story?



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Authorial intent children should:				discuss words and phrases that capture the reader's interest and imagination identify how language, structure, and presentation contribute to meaning	discuss words and phrases that capture the reader's interest and imagination identify how language, structure, and presentation contribute to meaning	identify how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language and consider the impact on the reader	identify how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language and consider the impact on the reader
Non-fiction children should:	listen to a wide range of non-fiction at a level beyond that at which they can read independently (Y1 NC)	listen to and discuss a wide range of non-fiction at a level beyond that at which they can read independently	be introduced to non-fiction books that are structured in different ways	retrieve and record information from non-fiction texts	retrieve and record information from non-fiction texts	distinguish between statements of fact and opinion retrieve, record and present information from non-fiction texts	distinguish between statements of fact and opinion retrieve, record and present information from non-fiction texts
Discussing reading children should:	ELG 2021: Speaking Children at the expected level of development will: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. ELG 2021: Comprehension Children at the expected level of development will: - Use and understand recently introduced vocabulary during discussions about	participate in discussion about what is read to them by taking turns and listening to what others say explain clearly their understanding of what is read to them Additional VIPERS: Give my opinion including likes and dislikes (not nc objective). Link what they read or hear to their own experiences. Express views about events or characters.	participate in discussion about books, poems & other works that are read to them & those that they can read for themselves by taking turns and listening to what others say Additional VIPERS: Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. Express my own views about a book or poem. Discuss some similarities between books. Listen to the opinion of others.	participate in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say Additional VIPERS: Discussing the features of a wide range of fiction, poetry, plays, non-fiction and reference books. Identifying how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts. Recognise authorial choices and the purpose of these.	participate in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say Additional VIPERS: Discussing words and phrases that capture the reader's interest and imagination. Identifying how language, structure, and presentation contribute to meaning. Recognise authorial choices and the purpose of these.	recommend books that they have read to their peers and giving reasons for their choices participate in discussions about books, building on their own and others' ideas and challenging views courteously explain and discuss their understanding of what they have read, including through formal presentations and debates provide reasoned justifications for their views Additional VIPERS: Begin to distinguish between fact and opinion.	recommend books that they have read to their peers and giving reasons for their choices participate in discussions about books, building on their own and others' ideas and challenging views courteously explain and discuss their understanding of what they have read, including through formal presentations and debates provide reasoned justifications for their views Additional VIPERS: Give reasons for authorial choices.



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	stories, non-fiction, rhymes and poems and during role-play.					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.	Begin to distinguish between fact and opinion. Identifying how language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Distinguish between fact, opinion and bias explaining how they know this.
VIPERS Explain	Who do you like best? Why? Would you like to be in the story? Why or why not? Would you like to change the story?	Is there anything you would change about this story? What do you like about this text? Who is your favourite character? Why?	What is similar/different about two characters? Explain why... did that.. Is this as good as...? Which is better and why? Does the picture help us? How? What would you do if you were...? Would you like to live in this setting? Why? Is there anything you would change about this story? Do you agree with the author's...? Why?	What is similar/different about two characters? Explain why... did that. Describe different characters' reactions to the same event. Is this as good as...? Which is better and why? Why do you think they chose to order the text in this way? What is the purpose of this text and who do you think it was written for? What is the author's viewpoint? How do you know? How are these two sections in the text linked?	What is similar/different about two characters? Did the author intend that? Explain why... did that. Describe different characters' reactions to the same event. Is this as good as...? Which is better and why? What can you tell me about how this text is organised? Why is the text arranged in this way? What is the purpose of this text and who is the audience? How does the author engage the reader here? Which section was the most ...? Why?	What is similar/different about two characters? Did the author intend that? Explain why... did that. Describe different characters' reactions to the same event. Does this story have a moral? Which is better and why? How is the text organised and what impact does this have on you as a reader? Why has the text been written this way? How can you tell whether it is fact and opinion? How is this text similar to the writing we have been doing? How does the author engage the audience?	What is similar/different about two characters? Did the author intend that? Explain why... did that. Describe different characters' reactions to the same event. Does this story have a moral? Which is better and why? Can you identify where the author has shown bias towards a particular character? Is it fact or is it opinion? How do you know? How does the author make you feel at this point in the story? Why did they do that? Can you explain it in a different way?