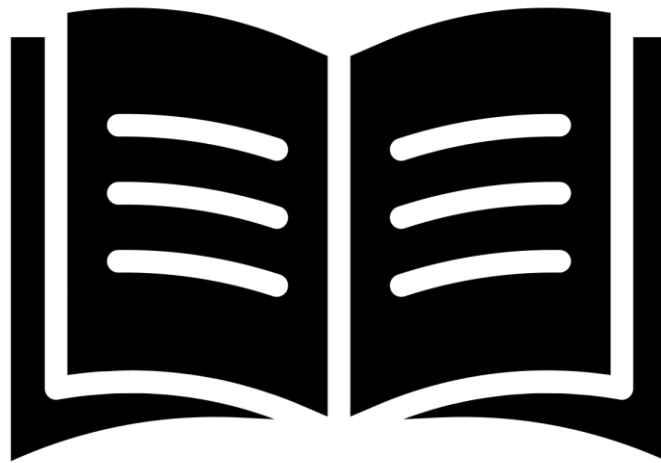




St Cecilia's
CHURCH OF ENGLAND PRIMARY SCHOOL

'Therefore encourage one another, and build each other up.'

How We Teach Reading



School vision

‘Therefore encourage one another, and build each other up.’

At St Cecilia’s our vision is to be a school community where we celebrate everyone’s gifts, and where everyone has a chance to flourish and grow. Our pupils will leave St Cecilia’s Church of England Primary ready for secondary school with a thirst for seeking knowledge, wisdom and understanding. Our pupils will gain high aspirations and the self confidence that they can lead a meaningful and fulfilling life, contributing positively to the community.

Education at St Cecilia’s Church of England Primary will be built on a firm foundation of Christian values with an expectation of high academic standards and pastoral care for all. The right foundations will mean unlocking future potential and enabling all in our school community to flourish. We want to give all our pupils ‘a good foundation for the future’. In partnership with parents, it is our ambition that all children will be independent, resilient and have a strong sense of moral responsibility.

Reading Intent



To **Inspire** so that children are motivated to read and have a genuine love of reading. They enjoy the challenge of reading increasingly sophisticated texts and have high aspirations of themselves.



To **Impart knowledge** so that children become fluent readers and they can confidently comprehend the text they are reading, understanding the themes and plot lines of stories.



To **Develop Communication** by providing children the opportunities to read allowed for a variety of purposes and audiences. Children learn that authors communicate with their audiences through the texts that they write.



To **Be Inclusive** so that all children can enjoy a range of narrative, non-fiction and poetry texts.



To **Promote Citizenship and Spirituality** by encouraging children to discuss and give opinions about a text and interpret what is read in a way each child finds meaningful. Children read books from a diverse range of cultures allowing them to connect with characters and themes at a deeper level.

Reading Implementation

Teaching and Learning Principles

To realise these aims we have core principles, based on extensive research, that drive curriculum design, teaching and learning in our school.

To inspire:

- We read aloud to the children every day and enjoy a story for the story's sake
- We select books that the children love and connect with
- We offer the children the opportunities to read a range of genres and support children to find texts they enjoy
- We challenge each reader to stretch themselves and recommend aspirational texts
- We set personalised goals for the children, which aim high, and value excellence
- We teach skills using engaging texts which relate to the interests of the children
- We celebrate the successes of each other and praise effort and perseverance
- We use quality texts which the children have access to
- We arrange for local authors to come to our school and read with the children
- We facilitate reading clubs

To Impart knowledge:

- We ensure that our curriculum places rich subject-specific knowledge at the heart of all learning.
- We organise our reading spine so that it is progressive not only with text difficulty but also the themes and plots that need to be comprehended
- We model reading to the children every day showing what quality reading looks like
- We explicitly teach the skills required to become strong readers (VIPERS)
- We guide children through an instructional framework and model expectations clearly
- We use high quality feedback to children through a collaborative dialogue
- We ask questions to deeper understanding
- We ensure teachers have strong subject knowledge through regular CPD
- We revisit key concepts regularly to ensure they enter the long-term memory.
- We teach key vocabulary met in the text

To develop communication:

- We place a high value on oracy and language development
- We ensure every classroom is a language rich environment
- We plan in opportunities for children to talk and listen to each other's views and ideas
- We teach children how to be good listeners
- Children have regular opportunities to read aloud to an audience
- Adults model good reading fluency and skills
- Voice 21 strategies and sentence stems are used in lessons
- We have a 'no hands up' policy so all children must engage with questions. Children have opportunities to discuss answers before answering focusing on the quality of responses.

To be Inclusive:

- We have clear routines and expectations of learning behaviours
- We model and scaffold learning so that it is accessible to all
- We ensure learning is broken down in to small steps.
- We ensure we are aware of the specific needs of every child in the classroom
- We ensure that adjustments are made to the text being read if appropriate
- We ensure questions are adjusted to support children with specific needs
- Individual reading scheme books are matched to the ability of the child
- Children have access to the same challenging texts during WCR
- We use pre-assessment techniques to inform teaching
- We celebrate success and progress for all children

To Promote Citizenship and Spirituality:

- We ensure children have opportunities to read books including themes which create a deeper understanding of the world including cultures and religions.
- We encourage children to give their views and opinions based on what has been read
- We ensure children have the opportunities to reflect on what they have read and how it impacts their own lives.
- We teach children to respect the views and opinions of others
- We encourage children to take responsibilities for their actions and for looking after the wider school environment and community
- We encourage children to contribute their thoughts and ideas to whole class discussions
- We teach children how to manage their feelings when they are evoked from a text
- We discuss how characters reconcile tensions and dilemmas
- We discuss the actions of characters and discuss whether it was the right way to act and the impact of character's actions
- We teach children and encourage them to lead active, healthy lifestyles
- We provide opportunities for children to read to wider audiences
- We provide opportunities to meet and talk to authors from the locality

Phonics

At St Cecilia's we place huge focus on the children's ability to read and therefore it is pivotal that the children get off to a good start when they enter Nursery/ Reception. For this to happen we use a well renowned scheme called Read Write Inc (RWI). To learn more about this scheme please read the school's phonics handbook.

RWI sessions will take place every day in the mornings and children will be placed in smaller group sessions so that learning can be focused on the needs of each child.

Children are given individual reading books which are linked to the RWI scheme and that are appropriate to the phonics phase they are learning.

Children in KS2 also benefit from RWI sessions, these interventions are planned and monitored every 6-8 weeks.

Whole Class Reading

Once children have completed the phonics scheme and are secure with phonological sounds, the teaching of reading progresses to Whole Class Reading (WCR). This entails the opportunity for class reading, a specifically chosen text that allows children to develop reading fluency and has themes and opportunities to develop comprehension and language understanding. We prioritise fluency and vocabulary strategies as they help students focus on understanding the content rather than struggling with individual words.

The structure of WCR is as follows:

- Half a term on a range of well-chosen extracts including poetry, non-fiction and fiction. This will be one extract a week.
- Half a term studying a text in depth – one chapter/section a week.

WCR sessions are time-tabled daily and last 30 minutes.

Monday	Tuesday	Wednesday	Thursday	Friday
Children get extracts and the teacher reads to the children	Children focus on strategies to understand the meaning of words	Reciprocal reading Children take on the roles of questioner, summariser and predictor	Modelled/Shared comprehension on selected VIPERS questions	Independent comprehension different set of VIPER questions
Fluency reading of the extract is modelled	Teacher selects vocabulary beforehand	They then share their findings with the rest of the groups/class	Teacher to focus on questions from informal assessments through the week	Questions marked/assessed
See fluency activities e.g. reading theatre	Clarifying vocabulary session			

WCR Weekly Session Structure

Monday – The teacher reads the text to the children checking for understanding and modelling fluency. There are opportunities for children to also read, this may be via echo or choral reading (see reading strategies document). Adults can listen to children read during this session and it will contribute towards listening to every child read once a week.

Tuesday – During this lesson the teacher will unpick vocabulary (before the lesson) to be analysed. Strategies such as reading around the sentence and using the word in a different context will be used, children will also have an opportunity to use dictionaries and other relevant strategies in appendix 1. At this stage it is recommended to unpick and display a word/words that may be applied during the week e.g. in English.

Wednesday – Children work in small groups to learn from one another, they take on the role of summariser, predictor and questioner and feedback back to the class/group. To begin with each skill will be taught by the teacher and the children will be grouped to focus on the same role, over time and in UKS2 each group will have a summariser, predictor and questioner.

Thursday – Modelled and shared comprehension on the extract/chapter. Teacher will lead on unpicking and answering the questions in full sentences. The questions relate to VIPERS and the teacher will choose which skills to focus on depending on assessments made through the week.

Friday – Children independently answer (VIPER) questions on the week's extract/chapter. Teacher to assess this piece and highlight areas of focus for the following week.

Detailed WCR on PPT

For activities that allow the children to engage with VIPERS can be found in Appendix 1

How Vipers matches the expectations of a progressive curriculum can be found in Appendix 2

Whole Class Reading texts

The texts chosen for the WCR sessions are carefully selected to support the children's reading development. When choosing the texts for each class we consider the following factors:

- 1) Lexile measure – words per sentence/ language complexity
- 2) Syntax – sentence type variation
- 3) Diversity of literature and Authors
- 4) Skills focus (VIPERS)
- 5) Child enjoyment
- 6) Curriculum links

See Appendix 3 for year group reading spines.

Individual Reading Scheme

At St Cecilia's, we use Accelerated Reader as our individual reading scheme. Each child is assessed and given a book rating (ZPD) based on their ability and then given a reading book that matches this level. Children record their quiz scores in their reading records and this is checked by an adult during their 1-1 reading session.

Each child in the school reads to an adult at least once a week with the lowest 20% of each class reading 3-5 times a week to an adult. A fluency checklist is provided for an adult to assess fluency. Words that children find difficult are also recorded in reading records so that they can be practised at home.

Children are expected to read at home for at least 20 minutes a day (4x a week) with a focus on reading fluency, speed and vocabulary.

Reading for pleasure

At St Cecilia's we value reading, not only as the doorway to the curriculum, but also as a means to improving well-being and reading for the pleasure. At the end of each day the class teacher and class choose a book they want to read, the children look forward to these short but effective reading sessions.

Reading teaching pedagogy

- Teaching takes in to account previous learning
- Instruction and explanation are clear and precise
- Subject matter of the text is understood by the learners so reading 'skills' can be the focus
- High standard of modelling by the adults
- Regular feedback is given to the individual
- Build on phonological awareness as a means to develop fluency
- Give children opportunities to engage with challenging texts increases reading age by 8 months

- Teaching of reading skills is explicit e.g. VIPERS
- Vocabulary is discussed every lesson so the text is accessible
- Children have regular opportunities to read aloud and reflect on the fluency

SEND

All pupils at St Cecilia's are entitled to a broad Reading curriculum. Adaptations are made to content delivery rather than diluting the content taught.

Effective modelling by teachers ensures that children are able to achieve their learning intentions, with misconceptions addressed within it.

Through using a range of assessment tools, differentiation/ scaffolding is facilitated by teachers, to ensure that each pupil can access the Reading curriculum.

If appropriate, children engage with pre-teaching sessions so that they have a stronger idea of what is being taught before the lesson starts.

Interventions are implemented where appropriate to support lower attaining children.

Reading at home

Children are expected to read at home on a regular basis with a focus on reading fluency, for at least 20 minutes a day 4 times a week. This is recorded in reading records or through myOn, our online reading platform.

We hold annual reading workshops around what this means and what it can look like at home.

Assessment

Formative Assessment

Teachers use AFL strategies on an ongoing basis, during WCR and Individual reading, so that misconceptions can be identified and addressed at the earliest point. Weekly feedback sheets record areas of focus in WCR sessions this information will inform planning. The fluency checklist appendix 5 is used to assess individual reading fluency. Difficult words are recorded in reading records for child to practise at home. Individual targets are set for each child and these are worked on during individual reading sessions.

Summative assessment

In year 1

- Children complete termly Phonological awareness checks leading up to the statutory assessment in June.
- Children complete termly Assessments
- Children complete termly reading speed checks

In year 2

- children complete termly SATs papers leading up to the statutory assessment in May/ June
- Children who had not passed PAC do termly assessments leading up to retake

In KS2

- Children complete termly Accelerated Reader baselines
- Children complete termly NFER assessments
- Children complete Termly reading speed assessment
- Year 6 complete termly SATS papers leading up to statutory assessment in May.

Values in Reading



- Gratitude –** Children read a range of text types and show gratitude that they have the opportunity to read these and have the opportunities to share their reading experiences with one another.
- Kindness -** Children read books with varying themes and have the opportunity of discussing character actions etc. Children also read aloud often so children are encouraging, supportive and where appropriate constructive with feedback.
- Forgiveness -** Children read texts with a range of themes. Children notice when apologies are made in the text and how this helps the characters move on.
- Truthfulness -** Children are honest with themselves when they find things hard and need some help. They ask questions to deepen their understanding of the text that they are reading. Children are honest about how they engage with reading outside of the classroom.
- Perseverance -** Children will engage in texts which are challenging to read and have challenging themes and plot lines. Children are encouraged to persevere with books they are reading and understand where they can get support.
- Wisdom -** Children understand that reading is the doorway to the whole curriculum and opens up a wealth of knowledge.

Impact

Pupil voice shows that pupils are confident and able to talk about the books they have read. Pupil voice also demonstrates that pupils enjoy Reading and are able to recall their learning over time.

Pupils work demonstrates that Reading is taught at an age appropriate standard across each year group with opportunities planned in for pupils working at greater depth. Work is of good quality and demonstrates pupils are acquiring knowledge, skills and vocabulary in an appropriate sequence.

Evaluating the Reading curriculum

When evaluating our curriculum, we ask ourselves these questions which are derived from our curriculum aims:

Inspire

- To what extent do our children show independence, resilience and high aspirations in Reading?
- To what extent does our Reading curriculum provide new experiences and challenges?
- To what extent do the children engage with high quality texts?
- To what extent are children motivated to read?

Impart Knowledge

- To what extent do children retain the knowledge learnt in Reading?
- To what extent does the Reading curriculum build/ progress over time?
- To what extent do children make progress against milestones over time in Reading?
- To what extent does teacher's subject knowledge impact learning?
- To what extent to the VIPERS progress from year to year?

Develop communication

- To what extent does our Reading curriculum teach quality language?
- To what extent does the Reading curriculum provide opportunities to work collaboratively?
- To what extent does the Reading curriculum support children with oracy skills?

Inclusivity

- How well is learning broken down and scaffolded in Reading?
- How well is assessment used to inform planning in Reading?
- To what extent does the Reading curriculum meet the needs of all learners including SEND/ EAL etc?
- How effective are Reading interventions?

Citizenship and Spirituality

- To what extent does the Reading curriculum allow children to take responsibility for their learning?
- To what extent does our Reading curriculum allow for diversity?
- To what extent does the Reading curriculum offer opportunities to present work in creative ways?
- To what extent does Reading offer opportunities to utilise the skills of the wider community?
- To what extent do learners contribute to discussions and verbalise opinions?

Appendix 1 – VIPERS activities

VIPERS activities

Fluency, speed of reading and skim reading

1. Children to practise their skimming and scanning techniques by setting them mini challenges helps them to develop their retrieval skills.

In chapter one, please highlight:

1. The names of three different characters
2. Something someone said
3. Three words beginning with B

It is important to make it explicit to the children that to find a month of the year or a name involves looking for a capital letter at the beginning of a word. Looking for something that somebody has said means scanning for inverted commas.

2. **Stand up when you find a**

- Verb
- the word
- The date that

3. **Echo reading**

Teacher reads an extract and then the children repeat it with the same intonation and speed.

4. **Paired reading**

One pupil reads the paragraph followed by their partner. Discuss how this should be read.

5. **Timed reading**

Children are timed when they read the text

Vocabulary

Vocabulary activities should give the children the opportunities to give and suggest meaning in context (Content domain 2a)

Example questions

- 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.....

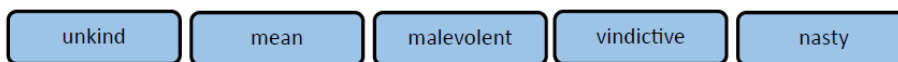
Vocabulary activities

1. Vocabulary Ranking

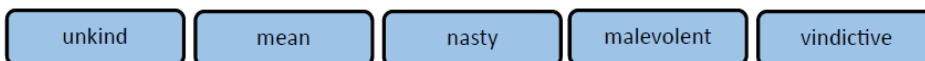
In this activity, children are given a selection of related words. These words could link to characters/scenes in books or genres they have been reading. The children have to decide on a suitable order for these words and justify their decisions.

Example:

When reading about Miss Trunchbull in Matilda, the children were given the following words which could relate to the character:



Children then have to rank these words based on the strength of the emotion the word evokes. An order for these words might be as follows:



This develops a strong understanding of what the word means.

2. Word Diagrams

Using the diagram below, children have to investigate a word. They are asked to write a definition of the word; write synonyms and antonyms; write the word in a sentence and write a definition of the word. The words chosen could be unfamiliar words from the class text they are studying.

Definition of the word:	Synonyms and antonyms of the word:
The word is:	
The word in a sentence:	A picture of the word:

3. Pre-teaching Vocabulary

Having a quick session pre-teaching tricky vocabulary that is coming up in a chapter greatly aids children's understanding of the content. This can be done through a quick dictionary session or through a matching activity like the one below. It is also useful if these definitions are displayed in the classroom for use by the children.

revenge	pulled out with force
wrenched	showing hate
pitted	an indent
hank	getting your own back
scorn	a length of hair/rope/wool

Match the words to the definitions.

4. Sentences

Write the word in a sentence to show understanding. Can you write a different sentence which would change the meaning of the word?

5. Analysing Vocabulary Choice

In this activity, the children focus on a section of the text. A character description or setting description work really well. The teacher then highlights key words in the section and challenges children to substitute these words with synonyms.

Taken from Matilda by Roald Dahl

She was above all a most **formidable** **female**. She had once been a famous athlete, and even now the muscles were still clearly in evidence. You could see them in the bull-neck, in the **big** shoulders, in the thick arms, in the sinewy wrists and in the **powerful** legs. Looking at her, you got the feeling that this was someone who could bend iron bars and **tear** telephone directories in half. Her face, I'm afraid, was neither a thing of beauty nor a joy for ever. She had an obstinate chin, a **cruel** mouth and small arrogant eyes. As for her clothes...they were, to say the least, extremely **odd**. She always had on a brown cotton smock which was pinched around the waist and a wide leather belt. The belt was fastened at the front with an enormous silver buckle. The **massive** thighs which **emerged** out of the smock were **encased** in a pair of extraordinary **breeches**, **bottle green** in colour and made of **coarse** twill.

Inference

Inference activities should give the children the opportunity to make inferences from a text and then explain and justify their thoughts using evidence from the text.

Example questions

- 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?

Inference activities

1. **Role on wall** drawing and describing characters from inferences made.

2. **Highlighting Evidence to Show a Character Trait**

Give the children a list of colour-coded character traits pertaining to one of the main characters in the story. Get them to read through a chapter/extract from the text, highlighting evidence for that character trait in the relevant colour.

Highlight a phrase that makes Miss Trunchbull seem:

RUDE
A BULLY
SCARY
STRONG
MAD
HUGE

3. **Show not Tell reading**

During this activities, the children/teacher chooses a character from the book to analyse. Firstly, the children find “show quotes” in the text which describe the character’s physical appearance and their behaviour. They also find incidences of the character’s speech and author’s narration of the character. They then explain what this “tells” them about the character.

	Quotation (Evidence)	Explanation
Physical description		
Action / behaviour		
Speech / dialogue		
Narration		

Chapter Five

We can find information about key characters from several elements of the text. We will use these headings to draw up a character profile for some of the main characters in the text.

Your task is to work as a group to find an example of each of these, and explain it, for X-ray, Armpit or Mr. Pendanski.

4. Thinking Deeper Questions

For these questions the children have to think a little deeper about their reading and there is often no right or wrong answer. The children have to use their inference skills to form their own judgement.

Example 1: The Highwayman by Alfred Noyes

Who is responsible for the Highwayman's death?

Here the children will have to rank the main characters in the poem from most responsible to least responsible, justifying their decisions using evidence from the text. However, there is lots of evidence to consider:

- The Highwayman was shot by the King George's men
- The Highwayman was committing crimes which were punishable by death
- We think Tim the Ostler may have informed King George's men of the Highwayman's whereabouts
- The Highwayman wouldn't have been travelling back to the inn if it wasn't for Bess.

Example 2

Peter, Edmund, Susan and Lucy should have returned to their world via the wardrobe as soon as they found out about Mr Tumnus being taken by the White Witch

Here children are asked to explain why they agree, disagree or why they are unsure making references to events in the text.

Prediction

Predict what might happen from the details stated and implied.

Example questions

- 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.

1. Predicting Events in the Story

Getting children to predict what they think will happen next in the story, justifying their views using evidence from the text is an excellent way to develop inference skills.

Explaining

Identify/explain how information/narrative content is related and contributes to the meaning as a whole. Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within the text

Example questions

- Why is the text arranged in this way?
- What structures has the author used?
- What is the purpose of this text feature?
- Is the use of effective?
- The mood of the character changes throughout the text. Find and copy the phrases which show this.
- What is the author's point of view?
- What affect does have on the audience?
- How does the author engage the reader here?
- Which words and phrases did effectively?
- Which section was the most interesting/exciting part?
- How are these sections linked?

Explaining activities

1. Explaining specific word choice

Getting children to explain what the specific choice of adverb, adverbial phrase or adjective tells us about a character helps them to develop their understanding of the vocabulary the author has chosen.

Example:

An activity based on *The Demon Headmaster* by Gillian Cross

Selecting adverbs

Look at these sentences taken from Chapter 14. For each of the sentences, copy out the adverb (or adverbial phrase) that describes the action, and then write an explanation of what it tells us about the character. Your explanation should not use the same root word as the adverb.

The example has been done for you.

- a. Then the headmaster said, very quietly, "Put the fuses back."

Quietly – this adverb shows that the headteacher is feeling calm and in control of the situation, because he does not panic or raise his voice.

2. Charting the change of characters across a chapter or a book

During this activity, the children are asked to explain how the reader's views changes towards a character over the course of a chapter or story, and to explain this change in viewpoint using evidence to support this.

Example: *Charlotte's Web*, Chapter 5.

Children read Chapter 5 and discussed with their teacher how their feelings towards Charlotte changed over the course of the chapter. They then came up with three main headings for the beginning, middle and end of the chapter which were: Like Charlotte, changing to fear of Charlotte, changing to understanding Charlotte. They then highlighted words and phrases to support these headings and created sentences:

At the end of Chapter 4, I really liked Charlotte because she said things like, "I'll be a friend to you Wilbur." In the middle of Chapter 5, I changed my mind because it becomes clear that Charlotte is quite a bloody-thirsty

character. She describes how she eats flies and says things like “I drink their blood. I love blood.” At the end of Chapter 5, I began to understand that this is just Charlotte’s nature as a spider as she says things like, “I am not entirely happy about my diet of flies and bugs but it is the way I am made.”

3. Investigating author word choice

Give the children an extract of text and give them a mood word, e.g. tension, fear, suspense, excitement. Get them to highlight words and phrases in the text which help to create this mood.

What words does Chris Van Allsburg create fear in his writing?

“Peter,” she whispered, “turn around very, very slowly.”
The boy turned in his chair. He couldn’t believe his eyes. Lying on the piano was a lion, staring at Peter and licking his lips.
The lion roared so loud it knocked Peter right off his chair. The big cat jumped to the floor. Peter was up on his feet running through the house with a lion a whisker’s length behind. He ran upstairs and dived under a bed. The lion tried to squeeze under, but got his head stuck. Peter scrambled out, ran from the bedroom, and slammed the door behind him. He stood in the hall with Judy gasping for breath.
“I don’t think,” said Peter in between gasps of air, “that I want...to play...this game...anymore.”
“But we have to,” said Judy as she helped Peter back downstairs. “I’m sure that’s what the instructions mean. That lion won’t go away until one of us wins the game.”

4. Annotate the text from a success criteria

Children investigate a piece of writing and discuss how the author has adapted it to suit the purpose, e.g. How has the author persuaded people to give money to charity in this piece?

The teacher and students create a success criteria for this purpose of writing and colour code it. The children are then given a copy, highlighting in the appropriate colour when they find an example of the success criteria.

Highlight an example of:

A rhetorical question

Alliteration

Positive adjectives

Facts and statistics

The views of others

3. Using Film to Support Choice Work

Film is great for introducing children to the fact that authors and directors make conscious decisions to impact on the reader/viewer. This is something that often takes children by surprise. Looking at short films and discussing choice of music and colour to reflect mood opens children’s eyes to authorial intent and better prepares them for finding it in the text.

Example

How does the director use colour to reflect the mood in the film?

Using the Gatoraid advert, The Boy who Learned to Fly



Retrieval

Retrieve and record key information/key details from fiction and non-fiction

Example questions

- How would you describe this story/text? What genre is it? How do you know?
- How did...?
- How often...?
- Who had...? Who is...? Who did...?
- What happened to...?
- What does.... do?
- How is?
- What can you learn from from this section?
- Give one example of.....
- The story is told from whose perspective?

Retrieval activities

1. Ordering Sections Give the children key events from a whole story or chapter. Get them to use their retrieval skills to put them into the order they occur in the text.

Example

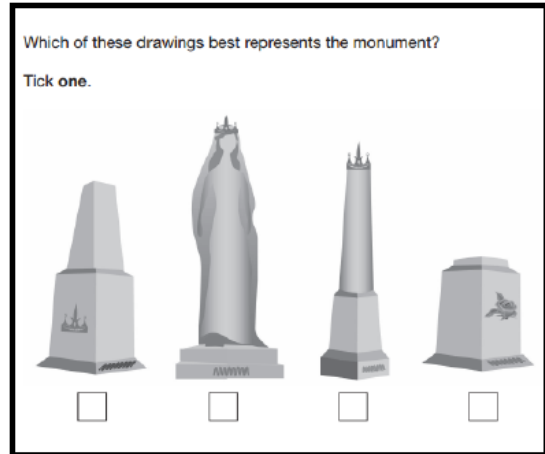
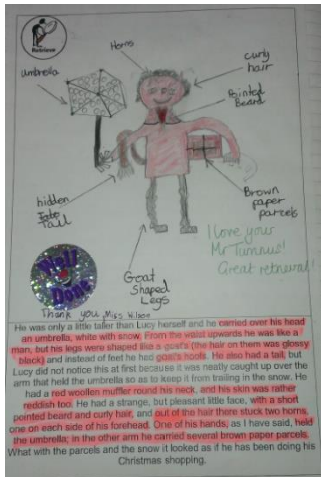
This example uses the beginning of Chapter One: The Dolls from *The Daydreamer* by Ian McEwan. Children cut up these key events and arrange them into the correct order once they have found the evidence in the text.

The Bad Doll started to climb up the bed.
He went into Kate's room.
Peter gave a gasp because the Bad Doll was hobbling across the room.
All the other dolls start to move across the carpet.
Peter thought he heard a rustling and thought he saw something move.
Peter felt sick and bored
The dolls on the shelf start muttering things like, "He's doing it."
The Bad Doll waves to the crowd.

2. Drawing Characters and Scenes

Give the children a character description or scene setting from the text and get them to use their retrieval skills to draw what it should look like. Challenge children to annotate their drawings with quotes from the text.

In the 2016 Reading Paper, children had to use their retrieval skills to select which was the correctly drawn statue. Teachers or children could create their own multiple choice questions based on text descriptions.



3. True or False or Multiple Choice answers

Phrasing retrieval questions as true or false or as multiple choice questions provides children with a speedy way of practising retrieval skills. Encourage the children to highlight where they got their evidence from to support their answer.

Mr Tumnus was wearing a purple scarf	
TRUE	FALSE
Mr Tumnus carried an umbrella under his arm	
TRUE	FALSE

What was Lucy given as a gift from Aslan?	
A.	A potion to heal the sick and wounded
B.	A shield
C.	A bow and arrow
D.	A sword

4. Hot-seating Characters

Children are given a chapter to read and prepare factual interview questions for one of the characters in the story, e.g. What time did you catch the bus? A child is then interviewed in the role of this character. They may only answer using their knowledge of the facts from the chapter.

NB: This could also be done as an inference activity too, with children using supporting evidence from the text in their answers, e.g. *How did you feel when you first saw Doctor Kalmenius?*

5. Retrieval from Songs

Songs, especially songs which tell a story, are great vehicles for children practising their retrieval skills. The children have a copy of the lyrics in front of them and highlight the evidence to answer retrieval questions. Songs from musicals are great for this!

Under the Sea from The Little Mermaid Lower KS2

According to Sebastian, where is the seaweed greener?

Can you find the word in the song that rhymes with fate?

Why are the fish on the land not happy?

What instrument does the newt play?

7. Writing using Retrieval

Get children to produce a short piece of writing using their retrieval skills such as a diary entry from a character's point of view detailing the events of the last chapter. Before they begin to write, get them to read back through the chapter and highlight some key events that they wish to include.

Example:

Writing instructions for how to catch a dragon based on the text from How to Train Your Dragon. *Lower ability pupils have to find the correct word from the text to fit the instructions.*

<u>Instructions for catching your Dragon</u>	
1)	_____ quietly through the _____.
2)	Next steal one _____ dragon.
3)	_____ the dragon _____ from the rock.
4)	After place the dragon in your _____.
5)	Spend time _____ your dragon, it is _____ to get the correct size.
6)	Choose the _____ creature that will fit into your _____.

Summarising

Summarise main ideas from more than one paragraph

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?

Summarising activities

1. Summarising the Text

Challenge children to summarise the main events of the chapter or book in five bullet points. Get the children to see if their ideas agree with what the rest of the group think and then discuss.

Appendix 2 – Curriculum coverage for VIPERS

Year 1

Decoding, reading fluency and developing a love of reading					
1. Apply phonic knowledge and skills to decode words by responding speedily, matching all 40+ graphemes to their phonemes (Phase 3); where applicable, alternative sounds for graphemes (Phase 5). 2. Apply phonic knowledge and skills to decode words by reading common words using phonic knowledge accurately, blending sounds in unfamiliar words based on known grapheme-phoneme correspondences. 3. Read phonically decodable texts with confidence and accuracy. 4. Read common exception words ('tricky words'). 5. Read words of more than one syllable which contain taught grapheme-phoneme correspondences. 6. Read words containing taught grapheme-phoneme correspondences and the following endings: s, es, ing, ed, er, est. 7. Read words with contractions (eg I'm, we'll); understand apostrophe represents omitted letter(s). 8. Recognise and use the repetition of words and rhymes to aid reading. 9. Re-read to build up fluency. 10. Talk about their responses in a group. 11. Listen to and discuss a range of texts – narrative, non-fiction and poems – at a level beyond that at which they can read independently. 12. Experience poems and rhymes. 13. Begin to use punctuation to vary pace and expression when reading aloud eg pauses at full stops, asks questions with different intonation. 14. Learn some poems and rhymes by heart.					
Vocabulary	Inference	Predicting	Explaining	Retrieval	Sequencing/ Summarising
Discuss and clarify word definitions, linking new meanings to known vocabulary. Identify narrative language.	Begin to draw inferences from the text and / or the illustrations. Link what they read or hear read to their own experiences to support inference and empathy, for example. Use context and vocabulary provided to understand texts.	Make predictions based on the events in the text.	Explain what they understand about a text. Understand the difference between fiction and non-fiction. Say what they like or dislike about a text.		Re-tell main events. Understand and talk about the main characteristics of the key stories known. Be very familiar with some key stories, including traditional and fairy tales. Retell key stories orally using narrative language.

Year 2

Decoding, reading fluency and developing a love of reading

1. continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
2. read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
3. read accurately words of two or more syllables that contain the same graphemes as above
4. read words containing common suffixes
5. read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
6. Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
7. read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
8. Read for meaning, checking that the text makes sense and correcting inaccurate reading.
9. Understand both the books / texts that they can read accurately and fluently and those they listen to.
10. Make links between spellings, punctuation and grammar that has been taught.
11. Develop pleasure in reading, motivation to read, vocabulary and understanding.
12. Become increasingly familiar with a wider range of stories, fairy stories and traditional tales.
13. Use punctuation to vary pace eg pauses appropriately at full stops and commas.
14. Retell orally key stories (a range, including fairy stories and traditional tales) using narrative language.
15. Begin to use punctuation to vary expression eg questions with different intonation (?), character voices (" ").
16. Increase repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.

Vocabulary	Inference	Predicting	Explaining	Retrieval	Sequencing/ Summarising
<p>Discuss and clarify word definitions, linking new meanings to known vocabulary.</p> <p>Know and recognise simple recurring literary language in stories and poetry.</p> <p>Talk about favourite words and phrases.</p> <p>Use prior knowledge and context and vocabulary explored to understand texts.</p>	<p>Draw simple inferences from illustrations and text on the basis of events, character's actions, speech.</p> <p>Answer appropriate questions about inferred events and characters.</p> <p>Ask appropriate questions about inferred events and characters.</p>	<p>Make predictions on the basis of what has been read so far.</p>	<p>Explain and discuss understanding of books, poems and other material, both those read aloud and those read independently.</p> <p>Ask appropriate questions about events and characters.</p> <p>Be aware that non-fiction books (and other texts) are structured in different ways.</p> <p>Answer and ask appropriate questions about writer's choice.</p>	<p>Locate information using contents and index.</p> <p>Discuss the sequence of events in books (and other texts) and how items of information are related.</p>	<p>Recounts main themes and events by showing understanding of the main points of the text.</p> <p>Talk about and give an opinion on the above range of texts.</p> <p>Discuss books, poems and other works that are read aloud and independently, expressing opinions and listening to others' opinions eg plot, settings, characters.</p>

Year 3

Decoding, reading fluency and developing a love of reading

- Can fluently read a set text appropriate for their age.
- Apply phonic knowledge and skills to read unfamiliar words.
- Apply knowledge of root words, prefixes and suffixes to read aloud and to understand meaning of unfamiliar words.
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
- Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.
- Begin to understand that narrative books are structured in different ways eg quest stories and stories with dilemmas.
- Make links between spellings, punctuation and grammar that has been taught.
- Orally re-tell some known stories.
- Prepare poems and scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- Read aloud with intonation, tone, volume to show awareness of characters' speech and punctuation.
- Develop pleasure in reading, motivation to read, vocabulary and understanding.
- Experience and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- Know a wider range of stories, including fairy stories and legends.
- Begin to recognise some different forms of poetry – list poems, shape poems, free verse
- Orally re-tell some known stories.
- Prepare poems and scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- Read aloud with intonation, tone, volume to show awareness of characters' speech and punctuation.

Vocabulary	Inference	Predicting	Explaining	Retrieval	Summarising
<p>Explain the meaning of words in context.</p> <p>Use dictionaries to check the meaning of unfamiliar words.</p>	<p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, beginning to justify these inferences with evidence eg how characters relate to each other.</p> <p>Ask questions to improve understanding of a text.</p>	<p>Predict what may happen using previous events</p>	<p>Explain and discuss understanding of books, poems and other material, both those read aloud and independently.</p> <p>Discuss and record words and phrases that writers use to engage and impact on the reader eg what choice of verb has been used?</p> <p>Begin to realise that literary conventions in text types can influence a writer's choice / style.</p> <p>Discuss responses to text.</p>	<p>Retrieve and record information from non-fiction.</p> <p>Begin to recognise some of the literary conventions in text types covered</p> <p>Know that non-fiction books / other texts are structured in different ways and be able to use them effectively.</p>	<p>Know which words are essential to retain meaning in order to begin to summarise.</p> <p>Predict what might happen from details stated and implied.</p> <p>Begin to recognise themes / ideas in text types covered.</p>

			Identify how structure and presentation contribute to the meaning of texts		
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Year 4

Decoding, reading fluency and developing a love of reading

- Can fluently read a set text appropriate for their age.
- Apply phonic knowledge and skills to read unfamiliar words.
- Apply knowledge of root words, prefixes and suffixes (see National Curriculum, Appendix 1, Y3,4 list) to read aloud and to understand the meaning of unfamiliar words.
- Apply knowledge of morphology and etymology to read and understand words.
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
- Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.
- Discuss texts that are read aloud and independently, explaining ideas and opinions, giving reasons.
- Discuss texts that are read aloud and independently, listening to others' opinions and reasons.
- Develop pleasure in reading, motivation to read, vocabulary and understanding.
- Begin to build on others' ideas and opinions about a text in discussion.
- Raise queries about texts.
- Experience and discuss a range of fiction, poetry, plays, non-fiction and reference / textbooks.
- Know a wider range of stories, including fairy stories, traditional tales and myths.
- Recognise some different forms of poetry – list poems, free verse, rhyming verse, etc.
- Make connections between other similar texts.
- Make connections with prior knowledge and experience.
- Read aloud and perform poems and scripts, showing understanding through intonation, tone, volume and action.
- Read aloud with intonation, tone, volume to show awareness of characters' speech, punctuation and some grammatical features (eg an embedded subordinate clause).

Vocabulary	Inference	Predicting	Explaining	Retrieval	Summarising
<p>Check the text is meaningful, discussing understanding and explaining the meaning of words in context.</p> <p>Use dictionaries to check the meaning of unfamiliar words.</p> <p>Identify some text type language features eg narrative, explanation, persuasion.</p>	<p>Infer meanings and justify them with evidence from the text eg inferring characters' feelings, thoughts, motives from their actions.</p>	<p>Predict what might happen from details stated and implied (deduced information).</p>	<p>Begins to explain the (non-literal) meaning of words in context eg 'My heart raced'.</p> <p>Ask questions to improve understanding of a text.</p> <p>Know and recognise themes in text types covered.</p> <p>Understand and explain that narrative books are structured in different ways eg historical stories, fantasy stories.</p>	<p>Retrieve and record information from non-fiction by beginning to skim and scan.</p> <p>Know non-fiction books / texts are structured in different ways and be able to use them effectively.</p> <p>Know and recognise some of the literary conventions in text types covered.</p> <p>Identify some text type organisational features eg</p>	<p>Identify and summarise main ideas / theme of a text (more than one paragraph).</p> <p>Know which books (and other texts) to select for specific purposes, especially in relation to science, history and geography learning.</p> <p>Begin to understand simple themes in books (and other texts).</p> <p>Orally re-tell some known stories.</p>

<p>Discuss and record words and phrases that writers use to engage and impact on the reader.</p> <p>Identify how the writer has used precise word choices for effect to impact on the reader.</p>			<p>Explain why text types are organised in a certain way.</p> <p>Show understanding that literary conventions in text types can influence a writer's choice / style.</p> <p>Identify how a sentence can be changed by altering word order, tense, punctuation or by adding / deleting words.</p>	<p>narrative, explanation, persuasion.</p>	
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Year 5

Decoding, reading fluency and developing a love of reading

- Can fluently read a set text appropriate for their age.
- Apply phonic knowledge and skills to read unfamiliar words.
- Apply growing knowledge of root words, prefixes and suffixes (see National Curriculum, Appendix 1, Y5,6 list) to read aloud and to understand the meaning of unfamiliar words.
- Apply knowledge of morphology and etymology to read and understand words.
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
- Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.
- Read books (and other texts) that are structured in different ways.
- Participate in discussions about books (and other texts) that are read to them and those they can read for themselves.
- Recommend books (and other texts) to peers, giving reasons for their choices.
- Read for a range of purposes.
- Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference / text books
- Increase familiarity with a range of books from our literary heritage and books from other cultures and traditions.
- Make connections and comparisons different versions of a text, other texts, prior knowledge and experience.
- Raise queries about texts.
- Present an oral overview or summary of a text.
- Read aloud and perform poems and plays, showing understanding through intonation, tone, volume and action.
- Learn poems by heart eg narrative verse, haiku.
- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.

Vocabulary	Inference	Predicting	Explaining	Retrieval	Summarising
Distinguish between statements of fact and opinion. Identify purpose and comment on word choice and grammatical features of a text. Discuss and comment on the writer's use of language for effect, including figurative	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions. Justify inferences with evidence from the text. Raise queries about texts and ask questions to improve understanding.	Make predictions from details stated and implied information	Understand books (and other texts) read independently, checking that text is meaningful and discuss what has been understood. Use meaning – seeking strategies to explore the meaning of idiomatic and figurative language. Read non-fiction texts and identify purpose, presentation	Identify significant ideas, events and characters and discuss their significance. Use scanning to find and identify key information. Read and re-read ahead to check for meaning Retrieve, record and present information from more than one source of non-fiction eg when carrying out research.	Summarise the main points / ideas drawn from a text (more than one paragraph), identifying key details that support the main ideas. Identify and discuss themes and conventions in and across a wide range of writing.

<p>language, considering impact eg precisely chosen adjectives, similes and personification.</p> <p>Identify formal and informal language.</p> <p>Explore the meaning of words in context, eg by using meaning-seeking strategies</p>			<p>and structures and evaluate how effective they are eg how much they contribute to the meaning of a text.</p> <p>Explain a personal point of view, giving reasons for their view.</p> <p>Present the author's viewpoint of a text.</p> <p>Identify the effect of the context on a text eg historical or other cultures.</p>	<p>Use knowledge of structure of text type to find key information.</p>	
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Year 6

Decoding, reading fluency and developing a love of reading

- Can fluently read a set text appropriate for their age.
- Apply phonic knowledge and skills to read unfamiliar words.
- Apply knowledge of root words, prefixes and suffixes (see National Curriculum, Appendix 1, Y5,6 list) to read aloud (attempting pronunciation) and to understand the meaning of unfamiliar words.
- Use combined knowledge of phonemes and word derivations to pronounce words correctly (eg arachnophobia, audience)
- Read fluently, using punctuation to inform meaning.
- Apply knowledge of morphology and etymology to read and understand words.
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
- Read books (and other texts) that are structured in different ways.
- Identify and discuss the conventions of different text types.
- Recognise texts that contain features from more than one text type.
- Present a counter-argument in response to others' points of view.
- Participate in discussions about books / texts that are read to them and those they can read for themselves.
- Express a personal point of view about a text (eg about organisation, presentation, writers' choice), giving reasons linked to evidence from texts.
- Build on others' ideas and opinions about a text in discussion.
- Recommend books (and other texts) to peers, giving reasons for their choices.
- Read non-fiction texts to support other curriculum areas.
- Read and discuss a range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.
- Become familiar with a range of books, including modern fiction, poetry, plays.
- Raise queries about texts.
- Ask questions to extend understanding.
- Read aloud and perform poems and plays, showing understanding through intonation, tone, volume and action.
- Learn poems by heart eg narrative verse, sonnet.

Vocabulary	Inference	Predicting	Explaining	Retrieval	Summarising
Explore meanings of unfamiliar words and idiomatic and figurative language, eg by using meaning-seeking strategies. Distinguish between statements of fact and opinion.	Collate and organise information / points / evidence appropriately. Draw inferences eg inferring characters' feelings, thoughts and motives from their actions.	Predict what might happen from details stated and implied from across a text.	Explain the main purpose of a text. Explain and comment on explicit and implicit points of view. Present and explain the author's viewpoint in a text.	Retrieve relevant information by skimming and scanning, taking notes / highlighting to record key points. Identify, comment (with consideration of impact) and back up views on how language, structure and presentation contribute to the meaning and effectiveness of a text (eg is it	Understand books (and other texts) read independently, ensuring that the book is meaningful and discuss what has been understood. Summarise the main ideas drawn from a text (more than one paragraph), identifying key details that support the main ideas.

<p>Identify, comment (with consideration of impact) and back up views on writer's choice of vocabulary.</p> <p>Identify, comment (with consideration of impact) and back up views on writer's craft, including figurative language, grammatical features, text structure eg the use of short sentences to build tension.</p>	<p>Develop explanations to justify inferences.</p> <p>Raise queries about texts.</p> <p>Ask questions to extend understanding.</p>		<p>Compare and contrast books (and other texts): within and across texts (including by different authors who may have different views and comparison of different versions).</p> <p>Identify and explain the effect of the context on a text. For example, historical or geographical.</p> <p>Make connections between reading and prior knowledge and experience; explain the links.</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p>	<p>clear, attractive, easy to fact-find).</p>	<p>Present an oral overview or summary of a text.</p>
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Year 3

Term	Title	Author	Text Type	Rationale
Autumn	Ironman	Ted Hughes	Narrative	The book does not require strong previous knowledge to access. Descriptive language and themes of kindness and friendship as well as isolation. Has a high Lexile rating providing significant challenge to pupils reading fluency.
Spring	The BFG	Roald Dahl	Narrative	Well-developed characters and expressive use of language. Themes of being different and good overcoming bad. Appropriate Lexile rating.
Summer	The boy who grew dragons	Andy Shepherd	Narrative	Exciting and humorous story. Themes of perseverance, family and love. Has a high Lexile rating providing significant challenge to pupils reading fluency.

Year 4

Term	Title	Author	Text Type	Rationale
Autumn	Why the Whales Came	Michael Morpurgo	Narrative	The book does not require strong previous knowledge to access. Has a high Lexile rating providing significant challenge to pupils reading fluency.
Spring	Artemis Fowl – Opal Deception	Eoin Colfer	Narrative	This text has varying sentence lengths which supports the development of fluency. The text has a high Lexile rating and offers children a range of new vocabulary
Summer	Charlotte’s Web	E.B White	Narrative	This text is considered a classic and provides rich varied vocabulary . Themes of life and death whilst emphasising the importance of love and friendship.

Year 5

Term	Title	Author	Text Type	Rationale
Autumn	Wonder	R.J Palacio	Narrative - PSHE	Strong SMSC links. This book has a high challenge rating based on the Lexile and AR ratings. Gives children the opportunity to explore disability and diversity linked to PSHE topics. Increase sentence challenge and increased challenge of vocabulary. Many opportunities to develop inference around characterisation.
Spring	Cosmic	Frank Cottrell- Boyce	Narrative	This text is linked to the topic of space studied in the previous half term. The children will use the background knowledge of space to access this text. Although the text has a lower AR rating and Lexile rating it challenges the children through inference opportunities.
Summer	Beowulf	Michael Morpurgo	Narrative - Historical	This text builds on the History topics learnt from the previous terms

Year 6 <https://theteachingbooth.wordpress.com/2020/06/28/a-ks2-reading-curriculum/>

Term	Title	Author	Text Type	Rationale
Autumn	Letters from a Lighthouse	Emma Carroll	Narrative - Historical	This text builds on the knowledge learnt in previous half term (WW2). The language complexity and themes give a high level of challenge and offers many opportunities to rehearse key reading skills within VIPERS particularly vocabulary and inference.
Spring	Skellig	David Almond	Narrative	This text has a lower challenge This text offers great opportunities to develop inference. This text is a Pie Corbett suggested read.
Summer	Journey to the River Sea	Eva Ibbotson	Narrative - Geography	This text links to the topic of South America the half term before and therefore challenges the children to retrieve information from that unit. This text has chapters that have high Lexile counts which offers a challenge in term of sentence structure, vocabulary and comprehension.

