Shotley Bridge Primary School Reading Progression

Purpose of study

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

*Level of challenge in Y3/4 and 5/6 will come from text

	EYFS	Year 1	Year 2	Year 3*	Year 4*	Year 5*	Year 6*
Decoding	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.	Apply phonic knowledge to decode words Speedily read all 40+ letters/groups for 40+ phonemes Read accurately by blending taught GPCs Read common exception words Read common suffixes (-s, -es, -ing, -ed, etc.) Read multisyllable words containing taught GPCs Read contractions and understanding use of apostrophe Read aloud phonically decodable texts	Secure phonic decoding until reading is fluent Read accurately by blending, including alternative sounds for graphemes Read multisyllable words containing these graphemes Read common suffixes Read exception words, noting unusual correspondences Read most words quickly & accurately without overt sounding and blending	Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word		Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet	
Range of Reading		Listen to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently being encouraged to link what they read or hear read to their own experiences	Listen to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently	Listen to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Read books that are structured in different ways and reading for a range of purposes		Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Read books that are structured in different ways and reading for a range of purposes Make comparisons within and across books	
Familiarity with texts	Engage in story time	Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics Recognise and joining in with predictable phrases	Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales Recognise simple recurring literary language in stories and poetry	Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally Identifying themes and conventions in a wide range of books		Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions Identifying and discussing themes and conventions in and across a wide range of writing	
Poetry performance	Learn rhymes, poems and songs	Learning to appreciate rhymes and poems, and to recite some by heart	Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action Recognising 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	

Word meanings	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play	Discuss word meanings, linking new meanings to those already known	Discuss and clarifying the meanings of words, linking new meanings to known vocabulary Discussing their favourite words and phrases	Use dictionaries to check the meaning of words that they have read	
Understanding	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary	Draw on what they already know or on background information and vocabulary provided by the teacher Check that the text makes sense to them as they read and correcting inaccurate reading	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 Check that the text makes sense to them as they read and correcting inaccurate reading	Check that the text makes sense to them, discussing their understanding and explaining 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 summarising these	Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Ask questions to improve their understanding Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas
Inference		Discuss the significance of the title and events Making inferences on the basis of what is being said and done	Make inferences on the basis of what is being said and done Answering and asking questions	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
Prediction	Anticipate – where appropriate – key events in stories: explain what might happen	Predict what might happen on the basis of what has been read so far	Predict what might happen on the basis of what has been read so far	Predict what might happen from details stated and implied	Predict what might happen from details stated and implied
Authorial Intent				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, considering the impact on the reader
Non-fiction	Engage in non-fiction books. Use and understand recently introduced vocabulary during discussions about non-fiction		Being introduced to non-fiction books that are structured in different ways	Retrieve and record information from non-fiction	Distinguish between statements of fact and opinion Retrieve, record and present information from non- fiction

Discussing reading		Participate in discussion about what is read to them, taking turns and listening to what others say Explain clearly their understanding of what is read to them	Participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say. Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say	Recommend books that they have read to their peers, 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

Reading Comprehension at Shotley Bridge Primary School – VIPERS Focus

- VIPERS is the method we use to teach reading comprehension skills to pupils.
- The word VIPERS is a mnemonic for the main areas associated with reading comprehension within the National Curriculum.
- VIPERS has slightly different meanings between KS1 and KS2 which are detailed below:
  - KS1: Vocabulary, Inference, Predict, Explain, Retrieval and Sequence
  - KS2: Vocabulary, Inference, Predict, Explain, Retrieval and Summarise

	Vocabulary	Inference	Prediction	Explain	Retrieve	Sequence
EYFS	• To build up vocabulary that reflects the breadth of their experiences. • To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. • To use vocabulary and forms of speech that are increasingly influenced by their experiences of books.	• To begin to understand 'why' and 'how' questions. • To answer 'how' and 'why' questions about their experiences and in response to stories or events	• To anticipate key events and phrases in rhymes and stories • To suggest how a story might end. • To listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions.		• To describe main story settings, events and principal characters.	• To begin to be aware of the way stories are structured. • To follow a story without pictures or props.
EYFS Sample Question Stems	• What does this word mean?	• (Looking at the pictures) What might they be feeling? How do you know?	• What might happen at the end of the story? What might happen in the story? What might happen next?		• What did you find out? What can you see on the front cover?	• Can you order these parts of the story? What happened first, next....?

	Vocabulary	Inference	Prediction	Explain	Retrieve	Sequence
Year 1	• Discussing word meanings, linking new meanings to those already known	• Discussing the significance of the title of a book, • Discussing events from a book and making inferences on the basis of what is being said and done • Developing inference though use of pictures	• Predicting what might happen on the basis of what has been read so far • Predict whether a book will be story or non- fiction based upon the cover and title		• To develop their knowledge of retrieval through images.	• To retell familiar stories orally • To sequence the events of a story they are familiar with
Year 1 Sample Question Stems	• What does the word…. mean in this sentence? • Which word in this section do you think is the most important? Why? • Can you think of any other words the author could have used to describe this?	• Why was…….feeling? • Why did…..happen? • How does..make you feel?	• Look at the book cover/blurb –what do you think this book will be about? • What do you think will happen next? What makes you think this? • What is happening? What do you think happened before? What do you think will happen after?	• Who is your favourite character? Why? • Would you like to live in this setting? Why/why not? • Do you like this text? What do you like about it?	• Who did…..? • Where did…..? • When did…..? • Why did… happen? • How did… ? • How many ? • What happened to……?	• 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? • Sequence the key events in the story

	Vocabulary	Inference	Prediction	Explain	Retrieve	Sequence
Year 2	• Discussing and clarifying the meanings of words, linking new meanings to known vocabulary, • Discussing their favourite words and phrases.	• Making inferences on the basis of what is being said and done • Answering and asking questions	• Predicting what might happen on the basis of what has been read so far	• Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	• Asking and answering retrieval questions	• To discuss the sequence of events in books and how items of information are related.
Year 2 Sample Question Stems	• Find and copy a word which means ………. • What does this word or phrase tell you about ………? • Which of the words best describes the character/setting/mood etc? • • Why do you think is repeated in this section?	• Why did………. say. ? • Can you explain why ? • What do you think the author intended when they said… .?	• How does the choice of character or setting affect what will happen next? • What do you think the last paragraph suggests? What will happen next?	• Why do you think all the main characters are girls in this book? • Is there anything you would change about this story?	• What kind of text is this? • Who did…..? • Where did…..? • When did…..? • What happened when…..? • Why did… happen? • How did… ? • How many ? • What happened to……?	• Can you summarise in a sentence the opening/middle/end of the story? • In what order do these chapter headings come in the story? • What are the key events in the story? Can you sequence them in relation to… ○ chronology> ○ importance? ○ character involvement> Etc.

	Vocabulary	Inference	Prediction	Explain	Retrieve	Summarise
Year 3/4	• Using dictionaries to check the meaning of words that they have read	• To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.	• To justify predictions using evidence from the text.	• Discussing words and phrases that capture the reader's interest and imagination Identifying how language, structure, and presentation contribute to meaning	• To retrieve and record information from a fiction text.	• Identifying main ideas drawn from more than one paragraph and summarising these
Year 3/4 Sample Question Stems	• Which word tells you that ? Find one word in the text which means...... • Find and highlight the word that is closest in meaning to	• Find and copy a group of words which show that... • How do these words make the reader feel? • How can you tell that ? • What voice might these characters use? • Who is telling the story?	• 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 makes you think this?	• Why is the text arranged in this way? • What is the purpose of this text feature? • What is the author's point of view? • Which words and phrases did effectively? • Which section was the most interesting/exciting part? • How are these sections linked?	• How did...? How often...? Who had...? Who is...? Who did...? • What happened to ? • What does do? • How ..... is ? • Give one example of......	• 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?

	Vocabulary	Inference	Prediction	Explain	Retrieve	Summarise
Year 5/6	• Understanding vocabulary from texts/wider curriculum • Using words in context to understand their meaning.	• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	• Predicting what might happen from details stated and implied	• Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • Explain and discuss their understanding of what they have read, including through formal presentations and debates,	• Retrieval to aid in explaining, prediction and inference	• Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas
Year 5/6 Sample Question Stems	• What do the words …… and …suggest about the character, setting and mood? • Which keyword tells you about the character/setting/mood? • Find a word or phrase which shows/suggests that…….	• How does this paragraph suggest this? • How do the descriptions of show that they are …….. ? • What impression of …… do you get from these paragraphs? • What was thinking when . ?	• 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.	• Is the use of ….. effective? The mood of the character changes throughout the text. Find and copy the phrases which show this. • What is the author's point of view? • What effect does ….. have on the audience? • How does the author engage the reader here?	• How would you describe this story/text? What genre is it? How do you know? • How ……………… is ……..? What can you learn about…from this section? • The story is told from whose perspective?	• Can you summarise in a sentence the opening/middle/end of the story? • In what order do these events come in the chapter?