St Gabriel's Catholic Primary School

Reading Curriculum 2026 - 2027

This document provides guidance on the progression of reading knowledge, skills and techniques taught across the school to support all children to achieve the curriculum end points outlined below *(National Curriculum English programmes of study: Key Stages 1 and 2 2013 & EYFS Statutory Framework 2023)*.

Word Reading			
End of Reception	**End of KS1**	**End of LKS2**	**End of UKS2**
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.	Continue to apply phonic knowledge and skills as the route to decoding words until automatic decoding has become embedded and reading is fluent. Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. Read accurately words of two or more syllables that contain the same graphemes, as above. Read words containing common suffixes. Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. Re-read these books to build up their fluency and confidence in word reading.	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 correspondence between spelling and sound, and where these occur in the word. ***Develop positive attitudes to reading and understanding of what they read by:*** Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Reading books that are structured in different ways and reading for a range of purposes. Using dictionaries to check the meaning of words that they have read. Increasing their familiarity with a wide range of books, including fairy stories, myths, legends, and retelling some of these orally. Identifying themes and conventions in a wide range of books. Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Discussing words and phrases that capture the reader's interest and imagination. Recognising some different forms of poetry.	Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet. ***Maintain positive attitudes to reading and understanding of what they read by:*** Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Reading books that are structured in different ways and reading for a range of purposes. Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Recommending books that they have read to their peers, giving reasons for their choices. Identifying and discussing themes and conventions in and across a wide range of writing. Making comparisons within and across books. Learning a wide 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.

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Comprehension			
End of Reception	**End of KS1**	**End of LKS2**	**End of UKS2**
Demonstrate understanding of what has been read to them by retelling stories and narratives sing their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	Participate in discussion about books, poems and other words that are read to them, and those that they can read for themselves, taking turns and listening to what others say. Explain clearly and discuss their understanding of what is read to them and material they read for themselves. ***Develop pleasure in reading. Motivation to read, vocabulary and understanding by:*** Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond at which they can read independently. Discussing the sequence of events in books and how items of information are related. Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. Being introduced to non-fiction books that are structured in different ways. Recognising simple recurring literary language in stories and poetry. Discussing and clarifying the meanings of words, linking new meanings to known vocabulary. Discussing their favourite words and phrases.	Retrieve and record information from non-fiction. 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. ***Understand what they read, in books they can read independently, by:*** Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Asking questions to improve their understanding of a text. 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 main ideas drawn from more than one paragraph and summarising these. 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 statements of fact and opinion. Retrieve, record and present information from non-fiction. Participate in discussions about books that are read ot them and those they can read for themselves, 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, maintaining a focus on the topic and using notes where necessary. Provide reasoned justifications for their views. ***Understand what they read by:*** Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Asking questions to improve their understanding. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

	Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. ***Understand both the books they can already read accurately and fluently and those they listen to:*** Drawing on what they already know or on background information and vocabulary provided by the teacher. Checking that the text makes sense to them as they read and correcting inaccurate reading. 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.		Predicting what might happen from details stated and implied. Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. Identifying how language, structure and presentation contribute to meaning.

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KS3 Reading		
Develop an appreciation and love of reading, and read increasingly challenging material independently through: Reading a wide range of fiction and non-fiction, including particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. The range will include high-quality works from: English literature, both pre-1914 and contemporary, including prose, poetry and drama Shakespeare (two plays) Seminal world literature Choosing and reading books independently for challenge, interest and enjoyment. Re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons.	***Understand increasingly challenging texts through:*** Learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries. Making inferences and referring to evidence in the text. Knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension. Checking their understanding to make sure that what they have read makes sense.	***Read critically through:*** Knowling how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning. Recognising a range of poetic conventions and understanding how these have been used. Studying setting, plot, characterisation, and the effects of these. Understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play. Making critical comparisons across texts. Studying a range of authors, including at least two authors in depth, each year.

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Reading Progression – Word Reading

With the National Curriculum at the core, we have shaped a reading curriculum identifies the key reading skills that combine to create successful readers. We build on knowledge and skills from one year to another. Reading is taught as two, interlinked elements: word reading and comprehension. The National Curriculum provides the required breadth through which the children are taught to read fluently, understand a variety of texts and to read for pleasure. The following tables map the progression of reading skills to support the children to become confident readers by the time they leave St Gabriel's in Year 6.

	EYFS		KS1		KS2			
	Pre-School	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Phonics and Decoding	To enjoy rhyming and rhythmic activities. To show an awareness of rhyme and alliteration. To recognise rhythm in spoken words.	To continue a rhyming string. To hear and say the initial sound in words. To segment the sounds in simple words and blend them together and know which letter represents some of them. To link sounds to letters, naming and sounding the letters of the alphabet. To use phonic knowledge to decode regular words and read them aloud accurately.	To apply phonic knowledge and skills as the route to decode words. To blend sounds in unfamiliar words using the GPCs that they have been taught. To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes. To read words containing taught GPCs. To read words containing -s, -es, ing, -ed and -est endings. To read words with contractions, e.g. I'm, I'll and we'll.	To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. To accurately read most words of two or more syllables. To read most words containing common suffixes.*	To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.* To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, sion,-tion, -ssion and cian, to begin to read aloud.*	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, ent/-ence/-ency, able/-ably and ible/ibly, to read aloud fluently.*	To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.

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Common Exception Words		To read some common irregular words.	To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.	To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.	To begin to read Y3/Y4 exception words.*	To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word.	To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.	
Fluency	To show interest in illustrations and print in books and print in the environment. To recognise familiar words and signs such as own name and advertising logos. To look and handle books independently (holds books the correct way up and turns pages).	To ascribe meanings to marks that they see in different places. To begin to break the flow of speech into words. To begin to read words and simple sentences. To read and understand simple sentences.	To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words. To reread texts to build up fluency and confidence in word reading.	To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. To reread these books to build up fluency and confidence in word reading. To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.			

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Reading Progression – Comprehension

	EYFS		KS1		KS2			
	Pre-School	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Understanding and Correcting Inaccuracies	To know that print carries meaning and, in English, is read from left to right and top to bottom.	To understand humour, e.g. nonsense rhymes, jokes.	To check that a text makes sense to them as they read and to self-correct.	To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. To check that the text makes sense to them as they read and to correct inaccurate reading.				

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Comparing, Contrasting and Commenting	To listen to stories with increasing attention and recall. To anticipate key events and phrases in rhymes and stories. To begin to be aware of the way stories are structured. To describe main story settings, events and principal characters.	To enjoy an increasing range of books. To follow a story without pictures or props. To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. To demonstrate understanding when talking with others about what they have read.	To listen to and discuss a wide range of fiction, nonfiction and poetry at a level beyond that at which they can read independently. To link what they have read or have read to them to their own experiences. To retell familiar stories in increasing detail. To join in with discussions about a text, taking turns and listening to what others say. To discuss the significance of titles and events.	To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views. To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales. To discuss the sequence of events in books and how items of information are related. To recognise simple recurring literary language in stories and poetry. To ask and answer questions about a text. To make links between the text they are reading and other texts they have read (in texts that	To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. To use appropriate terminology when discussing texts (plot, character, setting).	To discuss and compare texts from a wide variety of genres and writers. To read for a range of purposes. To identify themes and conventions in a wide range of books. To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings). To identify how language, structure and presentation contribute to meaning. To identify main ideas drawn from more than one paragraph and summarise these.	To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types. To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. To identify main ideas drawn from more than one paragraph and to summarise these. To recommend texts to peers based on personal choice.	To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. To recognise more complex themes in what they read (such as loss or heroism). To 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. To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions. To draw out key information and to summarise the main ideas in a text.

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				they can read independently).				To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views. To compare characters, settings and themes within a text and across more than one text.
Words in Context and Author' s Choice	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 discuss word meaning and link new meanings to those already known.	To discuss and clarify the meanings of words, linking new meanings to known vocabulary. To discuss their favourite words and phrases.	To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. To discuss authors' choice of words and phrases for effect.	Discuss vocabulary used to capture readers' interest and imagination.	To discuss vocabulary used by the author to create effect including figurative language. To evaluate the use of authors' language and explain how it has created an impact on the reader.	To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.

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Inference and Prediction	To suggest how a story might end. 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 begin to make simple inferences. To predict what might happen on the basis of what has been read so far.	To make inferences on the basis of what is being said and done. To predict what might happen on the basis of what has been read so far in a text.	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.	To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text. To justify predictions from details stated and implied.	To draw inferences from characters' feelings, thoughts and motives. To make predictions based on details stated and implied, justifying them in detail with evidence from the text.	To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters). To discuss how characters change and develop through texts by drawing inferences based on indirect clues.

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Poetry and Performance	To listen to and join in with stories and poems, one-to-one and also in small groups. To join in with repeated refrains in rhymes and stories. To use intonation, rhythm and phrasing to make the meaning clear to others. To develop preference for forms of expression.	To play cooperatively as part of a group to develop and act out a narrative. To express themselves effectively, showing awareness of listeners' needs.	To recite simple poems by heart.	To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.	To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. To begin to use appropriate intonation and volume when reading aloud.	To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry). To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.	To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.	To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.

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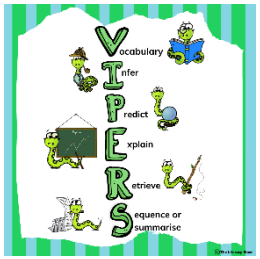
Non-Fiction	To know that information can be relayed in the form of print.	To know that information can be retrieved from books and computers.		To recognise that non- fiction books are often structured in different ways.	To retrieve and record information from non- fiction texts.	To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information. To use dictionaries to check the meaning of words that they have read.	To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.	To retrieve, record and present information from non-fiction texts. To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).

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

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Teachers at St. Gabriel's use VIPERS to support children's comprehension skills in whole class guided reading lessons in Year 2 – Year 6. Children are exposed to various elements of VIPERS during every session. The children then further develop the different aspects of VIPERS through carefully chosen question and tasks.



Vocabulary

KS1 Reading VIPERS	KS2 Reading VIPERS
Draw upon knowledge of vocabulary in order to understand the text.	Find and explain the meaning of words in context.

Year 2	Year 3	Year 4	Year 5	Year 6
Discuss the meanings of words; link new meanings to known vocabulary. Discuss favourite words and phrases. Recognise some repeating language in stories and poems.	Use dictionaries to check the meaning of words that they have read. Discuss words that capture the reader's interest or imagination. Identify how language choices help build meaning. Find the meaning of new words using substitutions (synonyms) within a sentence.	Use dictionaries to check the meaning of words that they have read. 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.	Explore the meaning of words in context, confidently using a dictionary and the context of the words. Discuss how the author's choice of language impacts the reader. Evaluate the author's 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.	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.

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Example Questions				
– Can you find a noun/adjective/verb that tells/shows you that...? – Why do you think that the author used the word... to describe...? – 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…?	– What does this word/ phrase/ sentence tell you about the character/ setting/ mood? – Can you find this word in the dictionary? – 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…?	– Can you find the meaning or a word with a similar meaning in a dictionary or thesaurus? – What does this word/phrase/sentence 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…?	– Can you quickly find…in the dictionary and thesaurus? – What does this word/phrase/sentence 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 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?	– What does this word/ phrase/ sentence tell you about the character/ setting/ mood? – By writing..., what effect has the author created? 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?

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Inference

KS1 Reading VIPERS	KS2 Reading VIPERS
Make inferences from the text.	Make and justify inferences using evidence from the text.

Year 2	Year 3	Year 4	Year 5	Year 6
Make inferences about characters' feelings using what they say and do. Infer simple points and begin, with support, to pick up on evidence. Answer, and ask, questions modifying answers as the story progresses. Use pictures or words to make inferences.	Infer characters' feelings, thoughts and motives from their stated actions. Justify inferences by referencing a specific point in the text. Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thought and motives. Make inferences about actions or events.	Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (I know this because questions). Infer characters' feelings, thoughts and motives from their stated actions. Consolidate the skill of justifying them using a specific reference point	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. 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 I am making. (PEE) Begin to draw evidence from more than one place across a text.	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. 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. Infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made. Draw evidence from different places across the text.
Example Questions				
– 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…?	– What do you think .. means? – Why do you think that? Could it be anything else? – I think .. ; do you agree? Why / why not? – How do you think ..? – Can you explain why .. ? – Can you explain why based on two different pieces of evidence?	– 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 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 ?

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	– How does the description of … show that they are…? – Who is telling the story? – Why has the character done this at this time?	– What do these words mean and why do you think that the author chose them? – Find and copy a group of words which show that… – What impression of …do you get from this paragraph?	– What do these words mean and why do you think that the author chose them? – How does the author make you feel? – What impression do you get from these paragraphs?	– What do these words mean and why do you think that the author chose them? – How do other people's descriptions of …show that…? – Where else in the text can we find the answer to this question?

Prediction

KS1 Reading VIPERS	KS2 Reading VIPERS
Predict what you think will happen based on the information that you have been given.	Predict what might happen from the details given and implied.

Year 2	Year 3	Year 4	Year 5	Year 6
Predict what might happen on the basis of what has been read in terms of plot, character and language so far. Make predictions using my own knowledge as well as what has happened so far.	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.	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. Support predictions with relevant evidence from the text. Confirm and modify predictions as I read on.	Predict what might happen from details stated and implied. Support predictions by using relevant evidence from the text. Confirm and modify predictions in light of new information.
Example Questions				
– 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?	– 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?	– 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?	– 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?	– 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?

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– Who do you think has done it? – What might ... say about that? – How does the choice of character affect what will happen next?	– 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?	– 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.	– Why did the author choose this setting? Will that influence the story?	– Why did the author choose this setting? Will that influence the story?

Explain

KS1 Reading VIPERS	KS2 Reading VIPERS
Explain your preferences, thoughts and opinions about the text.	Explain how content is related and contributes to the meaning as a whole. Explain how meaning is enhanced through choice of language. Explain the themes and patterns that develop across the text. Explain how information contributes to the overall experience.

Year 2	Year 3	Year 4	Year 5	Year 6
Explain and discuss understanding of narrative, information books and poems. Express own views about a book or poem. Discuss some similarities between books. Listen to the opinion of others.	Discuss the features of a wide range of fiction, poetry, plays, non-fiction and reference books. Identify how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts. Recognise authorial choices and the purpose of these.	Discuss words and phrases that capture the reader's interest and imagination. Identify how language, structure, and presentation contribute to meaning. Recognise authorial choices and the purpose of these.	Provide increasingly reasoned justification for my views. Recommend books for peers in detail. Give reasons for authorial choices. Begin to challenge points of view. Begin to distinguish between fact and opinion. Identify how language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language, including figurative	Provide increasingly reasoned justification for my views. Recommend books for peers in detail. Give reasons for authorial choices. Begin to challenge points of view. Begin to distinguish between fact and opinion. Identify how language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language, including figurative

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			language, considering the impact on the reader. Explain and discuss their understanding of what they have read, including through formal presentations and debates.	language, considering the impact on the reader. Explain and discuss their understanding of what I have read, including through formal presentations and debates. Distinguish between fact, opinion and bias explaining how they know this.
Example Questions				
– 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?

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Retrieval

KS1 Reading VIPERS	KS2 Reading VIPERS
Identify and explain the key features of fiction and non-fiction texts such as: characters, events, titles and information,	Retrieve and record information and identify key details from fiction and non-fiction.

Year 2	Year 3	Year 4	Year 5	Year 6
Independently read and answer simple questions about what they have just read. Ask and answer retrieval questions. Draw on previously taught knowledge to find the cue in the questions. Remember significant events 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.	Use contents pages and subheadings to locate information. 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, Use relevant quotes to support my answers to questions. Retrieve and record information from a fiction or non-fiction text as well as poetry. Confidently find the cue in the question to support skimming.	Confidently skim and scan, and also use the skill of reading before and after to retrieve information. 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 questions and follow a line of enquiry.	Confidently skim and scan, and also use the skill of reading before and after to retrieve information. 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 questions and follow a line of enquiry.
Example Questions				
– 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...	– 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?	– 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?	– 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?

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– What type of text is this? – What happened to … in the end of the story?	– What can I use to help me navigate this book? – How would you describe the story? – Whose perspective is the story told from?	– Whose perspective is the story told by and how do you know? – How can you use the subheading to help you here?		– What genre is…? – Can you look at these other texts and find me what is similar and what is different?

Sequence / Summarise

KS1 Reading VIPERS	KS2 Reading VIPERS
Sequence the key events in the story.	Summarise the main ideas from more than one paragraph.

Year 2	Year 3	Year 4	Year 5	Year 6
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.	Identify main ideas drawn from a key paragraph or page and summarise these. Being to locate important and less important information in a text. Give a brief verbal summary of a story. Know how to record summary writing, with teacher support. Identify themse from a wide range of books. Mae simple notes from one source of writing.	Use skills developed in year 3 in order to write a brief summary of main points, identifying and using important information. Identify main ideas drawn from more than one paragraph. Identify themes from a wide range of books. Summarise whole paragraphs, chapters or texts. Highlight key information and record it in bullet points, diagrams, maps etc.	Summarise 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 is an answer. Discuss the themes or conventions from a chapter or text. Identify themes across a wide range of writing.	Summarise information from across a text and link information by analysing and evaluating ideas between sections of the text. Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas. Make comparisons across different texts and genres. Summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs.
Example Questions				

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– 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	– 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?