

Winnington Park Primary School and Nursery Reading Policy



Updated: Autumn 2026

Review date: Autumn 2027

Our School Vision

Our vision is of a community whose members: children, parents, teachers and staff work collaboratively towards achieving an exciting and inclusive school, with high expectations and standards for all, within a happy, caring and secure environment.

Our Curriculum Vision

At Winnington Park Community Primary School and Nursey we aim offer a creative and inclusive Curriculum which inspires, engages and challenges and in which children are partners in their own learning.

INTENT

We ensure that children are given opportunities to widen their knowledge and understanding of the world and learn and apply skills which will make them successful learners for life as well as enhancing their spiritual, moral, social and cultural development.

Children will become confident, independent and resilient learners who are willing to take risks. They will have high aspirations and be proud of their achievements. We aim to give everyone the opportunity to fulfil their highest potential, both academically and in respect of their wider interests and talents.

Our curriculum has clear end points and our lessons are sequenced so children's learning builds towards these. The children's new knowledge and skills builds on what they have been taught before and is designed for the children, families and community of Winnington Park.

IMPLEMENTATION

Our children learn through a knowledge-based curriculum which develops children's skills. We endeavour to engage our children and completely immerse them in their learning. Topics are progressive whilst being inclusive and challenging. They provide children with the knowledge and skills needed for the next stage in their learning and later life.

We celebrate and value all subjects and provide opportunities to apply key skills in all areas of learning. We have high expectations of achievement, progress, behaviour and presentation. Our children enjoy developing their learning through enhanced projects such as writing and reading weeks, art workshops, trips and residential.

IMPACT

The impact of our curriculum ensures children are prepared for the next stage of learning and later life. Children who attend Winnington Park achieve well and are equipped with the knowledge and cultural capital they need to succeed in life.

Aims

The overarching aim for the teaching of English at Winnington Park Primary School is to implement the aims of the National Curriculum and to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word. At Winnington Park Primary School, we want to foster and develop children's 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 a knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage

Statutory requirements and Dfe guidance

Statutory requirements for the teaching and learning of reading are laid out in the National Curriculum English Document (2014) and in the Early Years Foundation Stage Profile.

Guidance of best practise for reading is outlined in the Dfe Reading Framework July 2023, (updated September 2023).

Phonic and Early Reading

At Winnington Park Primary and Nursery School, we believe that all our children can become fluent readers and writers. This is why we teach reading through *Little Wandle Letters and Sounds Revised*, which is a systematic synthetic phonics programme. We start teaching Little Wandle Foundations in our Nursery and then, from Reception, we follow the [Little Wandle Letters and Sounds Revised progression](#), which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school. As a result, all our children are able to tackle any unfamiliar words as they read.

At Winnington Park Primary and Nursery School, we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

The Little Wandle phonics programme ensures:

- Consistent and rigorous teaching of synthetic phonics
- Daily phonics sessions with fully decodable books aligned to pupil progress
- Frequent assessment and intervention for pupils at risk of falling behind
- High-quality staff CPD and fidelity to the programme structure all of which are outlined as best practise in the Dfe Reading Framework (Sept 2023).

Comprehension

At Winnington Park Primary and Nursery School, we value reading as a crucial life skill. By the time children leave us, they read confidently for meaning and regularly enjoy reading for pleasure. Our readers are equipped with the tools to tackle unfamiliar vocabulary. We encourage our children to see themselves as readers for both pleasure and purpose.

Because we believe teaching every child to read is so important, we have a Reading Leader who drives the early reading programme in our school. This person is highly skilled in teaching phonics and reading, and

they monitor and support our reading team, so everyone teaches with fidelity to the *Little Wandle Letters and Sounds Revised* programme.

Foundations for Phonics in Nursery

We provide a balance of child-led and adult-led experiences for all children that meet the curriculum expectations for 'Communication and language' and 'Literacy'. These include:

- sharing high-quality stories and poems
- learning a range of nursery rhymes and action rhymes
- activities that develop focused listening and attention, including oral blending
- attention to high-quality language.

We ensure Nursery children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception.

Little Wandle Foundations is aligned to the non-statutory guidance on Development Matters and Birth to 5 Matters as well as the Early Years Foundation Stage (EYFS) statutory framework. We use it as part of our wider provision for Communication and Language, and Literacy. It supports children to:

- develop their phonological awareness, including rhyme, alliteration, syllables, initial and voice sounds, and oral blending

- love stories and rhymes, and learn by heart a bank of familiar favourites
- increase their vocabulary and confidence to talk
- improve their listening and ability to take part in back-and-forth conversations.

We believe that the priority in Nursery should be to build the foundations for phonics for all children. Research tells us that disadvantaged children start Nursery behind their more fortunate peers. By leaving formal phonics teaching to Reception, Foundations allows us to devote more time to working with children who need extra help to develop the skills and behaviours that underpin successful reading.

Language and nursery rhymes in Reception

Research tells us that nursery rhymes can support children to develop their language, their awareness of sounds within words and even their later reading ([Bryant et al. 1989](#)).

We use the Little Wandle Rhyme time videos and accompanying phonological awareness planning to complement and reinforce our Phase 2 teaching.

Daily phonics lessons in Reception and Year 1

We teach phonics for 30 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to full-length lessons as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers.

Children make a strong start in Reception: teaching begins in week 2 of the Autumn term.

We follow the [Little Wandle Letters and Sounds Revised expectations of progress](#):

- Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.

- Children in Year 1 review Phases 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

Daily Keep-up lessons ensure every child learns to read

Any child in Reception and Year 1 who needs additional practice has Daily Keep-up support and is taught by a fully trained adult.

Daily Keep-up lessons follow the Little Wandle progression and use the same procedures, resources and mantras, but in smaller steps with more repetition so that every child secures their learning.

Daily phonics and spelling in Year 2

Year 2 begins by using assessment to ensure that children have completed the Little Wandle Year 1 progression. Any gaps in teaching are addressed through daily phonics lessons until the programme is completed. Corresponding summative assessments are carried out to ensure this content is secure.

Once all Year 1 content has been taught and assessed, we teach a five-week Phase 5 review. This ensures that children secure the trickier elements of Phase 5 and can apply this alphabetic knowledge in both reading and spelling.

We use the Phase 5 review assessment before teaching in Year 2 to identify any children who may need more support when teaching. We reassess after teaching the Phase 5 review.

Once the Phase 5 review is secure, we teach the Bridge to spelling before moving to the Spelling units.

Children with larger gaps in their phonic knowledge than their peers have daily phonics teaching and follow the Rapid Catch-up programme.

Children in Year 2 to Year 6: Rapid Catch-up

We timetable daily phonics lessons for any child in Year 2 and above who is not at age-related expectations for reading or has not passed the Phonics Screening Check. These children urgently need to catch up, so the gap between themselves and their peers does not widen.

These short, sharp lessons last 15 to 20 minutes daily and have been designed to ensure children quickly catch up to age-related expectations in reading.

We assess children who are new to our school, new to the country or new to English using the Rapid Catch-up assessments to quickly identify their needs.

We use the Rapid Catch-up assessments to identify the gaps in children's phonic knowledge and teach these using the Rapid Catch-up resources – at pace.

We assess children every three weeks using the Rapid Catch-up summative assessments to assess progress and inform teaching.

Teaching reading: Reading practice sessions three times a week We teach reading practice sessions three times a week. These sessions: ○ are taught by a fully trained adult to small groups of approximately six children ○ use books matched to the children's secure phonic knowledge using the Little Wandle

Letters and Sounds Revised assessments, including the Little Wandle Online Assessment Tracker to identify the appropriate phase and book level, alongside the book matching grids on pages 11 to 20 of *Application of Phonics to Reading*.

- are monitored by the class teacher, who rotates and works with each group on a regular basis.

Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills: ○ decoding: teaching children to use phonic knowledge to read words ○ prosody: teaching children to read with understanding and expression ○ comprehension: using dialogic talk to help children to understand the text.

In Reception, these sessions start in week 4 of teaching at the latest. Initially, children will read wordless books. In these sessions, children review GPCs and are taught blending using teacher-led blending. Once children can blend, they progress onto decodable books matched to their secure phonic knowledge.

Children read each book three times to develop phonemic awareness, vocabulary and comprehension as well as book behaviours.

In Year 2, we ensure children complete reading the core programme decodable books (up to Phase 5 Set 5). To exit the programme, we complete the final fluency assessment to ensure children can read with adequate speed and accuracy: approximately 60 words per minute with 90%+ accuracy.

Reading in Rapid Catch-up lessons mirrors the core programme. Children following the Rapid Catch-up programme are taught to read using the 7+ fully decodable books. These follow the same progression as the core programme but are more appropriate for older readers.

Home reading

The decodable reading practice book is taken home to ensure success is shared with the family.

Reading for Pleasure (RfP) books also go home for parents to share and read to children. We share the research behind the importance and impact of sharing quality children's books with parents through workshops, leaflets and the Everybody read! resources.

We use the Little Wandle Letters and Sounds Revised parents' resources to engage our families and share information about phonics, the benefits of sharing books, how children learn to blend and other aspects of our provision, both online and through workshops.

Additional reading support for vulnerable children

Children in Reception and Year 1 who are receiving additional phonics Daily Keep-up sessions read their reading practice book regularly to an adult in school.

We prioritise children who may not have reading support at home or who may not have access to books. We ensure that they have individual reading times with volunteers and staff to share quality children's literature to promote a love of reading.

Ensuring consistency and pace of progress

Every teacher in our school has been trained to teach reading, so we have the same expectations of progress. We all use the same language, routines and resources to teach children to read so that we lower children's cognitive load.

Weekly content grids map each element of new learning to each day, week and term for the duration of the programme.

Lesson templates, prompt cards and 'How to' videos ensure teachers all have a consistent approach and structure for each lesson.

The Reading Leader and SLT use checklists and templates to regularly monitor and observe teaching; they use the summative data to identify children who need additional support and have gaps in learning.

Ensuring Reading for Pleasure

'Reading for pleasure is the single most important indicator of a child's success' (OECD 2002). 'The will influences the skill and vice versa' (OECD 2010).

We highly value RfP and work hard as a school to grow our RfP pedagogy.

We read aloud to children every day. We choose these books carefully as we want children to experience a wide range of books, including those that reflect the children at Winnington Park and our local community as well as books that open windows into other worlds and cultures.

Every classroom has an inviting book corner that encourages a love for reading. We curate these books and talk about them to entice children to read a wide range of books.

In Nursery/Reception, children have access to the reading corner every day in their free-flow time and the books are continually refreshed.

Children choose from our range of carefully chosen books to take home and share with an adult. We keep a record of the children's choices, so we get to know them as readers.

As children progress through school, we take time to get to know them as readers and ensure that we engage in meaningful conversations about the books that they have read. By doing this we can recommend authors and genres of books to expand their interests.

Assessment

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.

Assessment for Learning (AfL) is used: ○ daily within class to identify children who require Daily Keep-up support, as well as words and GPCs that need additional teaching

- to plan repeated practice throughout the day to ensure all children secure learning
- weekly in the Friday review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.

Summative assessments are uploaded onto the Assessment tracker for Reception and Year 1.

These are used: ○ to generate visual reports (pupil heatmaps, pupil trends and books levels, and a summary analysis) for individual children, classes and whole year groups

- by teachers, Reading Leaders and SLT who drill down and look at the data at GPC, word, tricky word and sentence level

- by SLT to scrutinise and plan how to narrow the attainment gaps between different groups of children and to put in place any additional support for teachers.

We assess: ○ every six weeks to assess progress and to identify gaps in learning that need to be reviewed or retaught

- to establish if learning is secure for more than 70% of children before new content is taught
- to identify any children needing additional support and to plan the Daily Keep-up support that they need.

Every three weeks, we reassess every child who is not on track.

Fluency assessments measure children's accuracy and reading speed in short one-minute assessments.

They are used: ○ in Year 1 and Year 2, when children are reading the Phase 5 Set 3, 4 and 5 books

- with children following the Rapid Catch-up programme in Years 2 to 6, when they are reading the Phase 5 Set 3, 4 and 5 books
- to assess when children are ready to exit their programme*
- for children in Year 2 and above who are taught Little Wandle Fluency. These assessments identify the best Fluency book level for each child. We assess the children every term (every 12 weeks or so).

*Year 2 children can exit the Rapid-Catch-up programme when they can read the final fluency assessment at 60-70+ words per minute. Older children can exit the Rapid Catch-up programme when they read the final fluency assessment at 90+ words per minute. At these levels, children should have sufficient fluency to tackle any book at age-related expectations. After exiting their programme, children do not need to read any more fully decodable books.

A **placement assessment** is used: ○ with any child new to the school in Reception and Year 1 to quickly identify any gaps in their phonic knowledge and to plan and provide appropriate extra teaching.

Statutory assessment

Children in Year 1 sit the Phonics Screening Check. Any child not passing the check resits it in Year 2.

Whole School Reading

Key Stage One and Key Stage Two

From Year 2 onwards, pupils transition to broader reading strategies, including fluency, comprehension, and vocabulary development, whilst phonics continues to support pupils who require it.

Teachers in Years 2 to 6 plan lessons using objectives from the School Reading Progression Map, which details National Curriculum objectives and reading skills appropriate for each age group. These objectives are used to target learning and assess progression and next steps teaching.

We use a blended approach to teach reading comprising of both Whole Class Reading and Guided Group Reading.

Guided Group Reading

Guided Group Reading is planned using the school planning carousel format. This ensures weekly opportunities for Guided Reading sessions with the class teacher and/or teaching assistant; follow up activities that focus upon the reading skills and objective taught that week; comprehension work using Ninja reading resource and reading for pleasure through independent reading and visits to our school libraries.

Guided Reading is evidenced in pupils' reading diaries and guided reading books.

Whole Class Reading

Whole Class Reading is delivered across EYFS, Key Stage 1 and 2 on a weekly basis. During these sessions, teachers model fluency and prosody, vocabulary development, reading strategies and how to answer a range of comprehension questions using the Reading VIPERS strategy. The VIPERS approach incorporates retrieval, inference, explanation, prediction, summarising and vocabulary, all of which promote a comprehensive understanding of texts.

Developing Fluency

Fluency is taught in both Whole Class and Guided Group reading lessons, and across the curriculum when and where appropriate.

Fluency is taught explicitly and includes:

- Choral, echo, paired and independent reading
- Regular re-reading of texts for accuracy, pace and prosody
- Modelling by the teacher/teaching assistant

The Fluency Rubric (see Appendix A) is used to assess pupils and plan for next steps teaching.

Planning Documents See Appendix B

Reading for Pleasure

We aim to create and promote a 'love of reading' culture and all children are able to choose books to read for pleasure. We ensure that all pupils have access to a wide range of high-quality texts that are available in the class book corners and our school libraires. Teachers read aloud daily to all year groups, exposing children to rich vocabulary and a variety of authors and themes. English lessons, topic books, World Book Day celebrations, book fairs, parent workshops, and support from the Educational Library Service all contribute to our love of reading culture.

Pupils record their reading for pleasure in their reading diary. Home-School diaries are used throughout the school and are brought into school every day. Pupils are expected to read at home every day to practise their reading skills. This is to be evidenced by parents/ an adult at home at least 4 times per week. Teachers monitor children's book choices and frequency of home reading.

Decodable Texts

Children in EYFS & Year 1 have fully decodable texts that match their current phonic phase and the Grapheme-Phoneme Correspondences that they have been taught. Only when ready do Year 2 children begin to take home texts of their choice (supported by the teacher) rather than or in addition to decodable texts. Decodable texts are also available to children in Key Stage 2 who need support with their phonic development.

Book Corners

Each classroom contains a well-organised, comfortable, and attractive book corner. Book choices reflect a diversity of authors, cultures, themes, and representations. Children are encouraged and supported by teachers to select the 'right' book for them and use the Five Finger Rule to support this. (See Appendix D)

Reading Spine

Our reading spine is designed to give every child a rich and enjoyable reading experience. It includes high quality texts studied in class, guided reading books to build fluency and comprehension and children's choices which are voted for by the children in each year group. In addition, each year group has a set of recommended reads, ensuring progress and breadth, while exposing pupils to a wide range of authors, genres, and themes. Together, these elements promote a love of reading and support the development of lifelong readers.

Equal Opportunities / SEND

Equality of opportunity at Winnington Park Primary School means that all children, taking account of gender, age, ability, disability, ethnic origin, faith, culture, social circumstances and sexual orientation have full access to all the curricular, pastoral and social opportunities offered by our science curriculum. We recognise and provide suitable learning opportunities for all children by matching the challenge of task to the child. This is achieved through a range of teaching and learning strategies. Some lessons have differentiated group work; while in others we ask children to work from the same starting point before moving on to develop their own ideas. SEND Children the SEND Co-ordinator will liaise with class teachers to ensure that the individual needs of pupils with special needs are met and that appropriate targets are set and are regularly reviewed.

Teachers may provide support in English through:

- Using texts that children can read and understand

- Using visual and written materials in different formats
- Using ICT, other technological aids and audio materials
- Using alternative communication such as signs and symbols

Intervention Programmes

Where the class teacher feels a pupil may benefit from some form of intervention they will liaise with the Special Educational Needs Co-ordinator. Our provision addresses the needs of both individual and groups of children. Support may be short or long term, individual or within a group.

Assessment of pupil will take place before and at the end of intervention. This will initially provide strengths and weaknesses information, and also measure progress over period of intervention.

Assessment, recording and reporting

The progress of all pupils is monitored from their starting points. Progress and attainment is discussed and evaluated termly at pupil progress meetings and actions are planned for those pupils who are not on track for expected attainment. Work will be assessed in line with the Assessment Policy and Marking Statement of Practice (see separate assessment documents). Marking will vary according to individual needs, age and purpose of work set and will follow the school Marking Policy We use a range of Formative & Summative assessment at Winnington Park: Formative assessment- monitors pupils' learning and provides ongoing feedback for both pupil & teacher.

- Whole Class Reading notes (WCR)
- Guided Reading notes (GR)
- I:I Reading notes
- Fluency Rubric
- Words Per Minute Activities
- Little Wandle Fluency assessments

- Phonics lesson notes
- Responses during story time
- PIRA tests- scores & analysis
- Phonic Screening
- Intervention reports/feedback
- SATS
- Phonics tracking

For Assessment Guideline See Appendix C

Appendix



Appendix A

The Fluency Rubric (adapted from Zutell and Rasinski 1991)

	Expression and volume	Phrasing	Smoothness	Pace
4	Reads with good expression and enthusiasm throughout the text. Varies expression and volume to match his or her interpretation of the passage.	Generally reads with good phrasing, mostly in clause and sentence units, with adequate attention to expression.	Generally reads smoothly with some breaks, but resolves word and structure difficulties quickly, usually through self-correction.	Consistently reads at conversational pace; appropriate rate throughout reading.
3	Make text sound like natural language throughout the better part of the passage. Occasionally slips into expressionless reading. Voice volume is generally appropriate throughout the text.	Reads with a mixture of run-ons, mid-sentence pauses for breath, and some choppieness, reasonable stress and intonation.	Occasionally breaks smooth rhythm because of difficulties with specific words and/or structures.	Reads with an uneven mixture of fast and slow pace
2	Begins to use voice to make text sound like natural language in some areas of the text but not in others. Focus remains largely on pronouncing the word. Still reads in a quiet voice.	Frequently reads in two and three-word phrases, giving the impression of choppy reading; improper stress and intonation fail to mark ends of sentences and clauses.	Experiences several 'rough spots' in text where extended pauses or hesitations are more frequent and disruptive.	Reads moderately slowly.
1	Reads words as if simply to get them out. Little sense of trying to make text sound like natural language.	Reads in a monotone with little sense of boundaries; frequently reads word-by-word.	Makes frequent extended pauses, hesitations, false starts, sound outs, repetitions, and/or multiple attempts.	Reads slowly and laboriously.

Appendix B

Winnington Park Reading Planning & Assessment



Year group: _____

Teacher: _____

Text: Genre:		Group:		Date:	
Focus: NC I can.....					
Questions: 1. 2. 3. 4. 5.					
Pupil	Fluency Score or Fluency Focus	New Sounds/Words	Comprehension	Home Reads	Next Steps
1					
2					
3					
4					
4					
5					
6.					



Task:

Winnington Park Community Primary School and Nursery Whole School Progression of Reading Skills

VIPERS	Year Group	National Curriculum	Skill	Activities
Vocabulary – word reading	EYFS 1 Nursery		- Shows interest in illustrations and print in books and print in the environment. - Recognises sounds in the environment. - Begin to hear 'sound talk' when words are broken into phonemes by the teacher.	Sound talk games: e.g. Simone Says, "Put your hands on your <i>h-ea-d</i> " Listening games, e.g. name that sounds, <i>drum, bell, animal noises, etc.</i>
	EYFS 2 Reception	Say a sound for each letter in the alphabet and at least 10 digraphs. Read simple words using phonics.	- Shows interest in illustrations and print in books and print in the environment. - Recognises familiar words and signs such as own name and advertising logos. - Can segment the sounds in simple words and blend them together and knows which letters represent some of them. - Begins to read words and simple sentences. - Children read and understand simple sentences. - They use phonic knowledge to decode regular words and read them aloud accurately. - They also read some common irregular words	Reading activities in continuous provision. Access to books. Text rich environment.
	1	Apply phonic knowledge; read common exception words.	**See Little Wandle progression of skills	Phonics and reading lessons.
	2	Read age-appropriate books fluently and accurately.	- 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 graphemes taught so far. - Read words containing common suffixes. - Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.	Phonics and reading lessons.

			• Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. • Re-read books to build up their fluency and confidence in word reading. • Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.	
	3	Read with fluency and expression.	• Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix I, 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.	Phonics and reading lessons
	4	Read with appropriate intonation.	• Knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix I, 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.	Reading Lessons Performance reading
	5	Read and understand a wide range of texts.	• Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix I, both to read aloud and to understand the meaning of new words that they meet	Reading Lessons Performance reading
	6	Read with fluency and comprehension.	• Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix I, both to read aloud and to understand the meaning of new words that they meet.	Reading Lessons Performance reading

VIPERS	Year Group	National Curriculum	Skill	Questions
Vocabulary – meaning of words	EYFS 1 Nursery		Listens to stories, poems and nursery rhymes with sustained concentration, using pictures or actions to help understanding.	
	EYFS 2 Reception	Use and understand new vocabulary during discussions and stories.	- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. - Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.	

I	Discuss word meanings, linking new meanings to known words.	• Draw on vocabulary provided by the teacher to understand books. • Discuss word meanings, linking new meanings to those already known. • Recognise and comment on repeating patterns of language e.g. rhymes and predictable phrases. • Pick out some key phrases in fairy stories and traditional tales e.g. repetition, once upon a time, fee fi fo fum. • With support pick out some key words in a text e.g. Find a word that tells us how the character is feeling, find a word that tells us about the house. • Read aloud their own writing clearly enough to be heard by their peers and teachers.	Which word tells you that the character is happy/sad/worried etc? Point to the word that shows... Find a word that tells us about the...(setting e.g. house, woods, bridge etc) Can you think of another word for...? (Give examples of synonyms) Can you find the rhyming word? What other words rhyme with this? Predict the pattern. Which words tell us this is a story? Which words have you seen in stories before? Can you find any patterns in the words? Are any repeated? Write down one word... Tick one box... Match a line to...	

	2	Clarify and discuss word meanings; favourite words.	• Discuss and clarify the meanings of words linking new meanings to known vocabulary. • Draw on vocabulary provided by the teacher to understand books. • Identify and discuss favourite words and phrases. • Identify how vocabulary choice affects meaning. • Pick out key words or phrases in a text e.g. First/Next, Once upon a time, suddenly • Read aloud what they have written with appropriate intonation to make the meaning clear.	Find and copy two words which tell you how the character....? Find and copy one word that shows the character is upset/angry/happy etc What makes character feel....? Find and copy one word that tells you Circle two words in the text that tell you... Select a word that shows... What do the words (quote from text) mean? What does (quote from text) tell you about the character / setting? What does the word.... tell you about...? What are the repeated phrases in this story/ text? Why is it repeated? Can you think of another word for ____? Which word on this page means the same as....? What does... mean in this sentence? Which keyword(s) tell you about the character and/or setting?
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3	Use dictionaries; discuss interesting vocabulary.	• Identify how language, structure and presentation contribute to meaning. • Discuss understanding and identify the meaning of words in context. • Identify specific techniques, e.g. simile, alliteration, repetition. • Use dictionaries to check the meanings of words they have read. • Discuss words and phrases that capture the reader's interest and imagination • Read aloud their own writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Find and copy one word which shows that... What does... mean in this sentence? What do the words ... mean? Which word is closest in meaning to ____? (Give options) Find and copy one word which means... What does the word ____ tell you about...? Choose the best words to match the description (multiple choice x 4) Find and copy one word that shows the character is upset/angry/happy etc Circle two words in the text that tell you... Select a word that shows... Which keyword(s) tell you about the character and/or setting? Use the dictionary to find the meaning of the word... Use the dictionary to find other words that mean the same as
4	Clarify meaning using context and discuss the impact of language.	• Identify how language, structure and presentation contribute to meaning. • Discuss understanding and identify the meaning of words in context. • Identify specific techniques, e.g. simile, alliteration, repetition and exaggeration; explaining the effect on the reader. • Use dictionaries to check the meanings of words they have read. • Discuss words and phrases that capture the reader's interest and imagination. • Read aloud their own writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. • Show understanding through intonation, tone, volume and action when performing poems or play scripts.	Find and copy one word which shows that... What does... mean in this sentence? Find and copy a group of words that means the same as ... What do the words ... mean? Which word is closest in meaning to ____? (Give options) Find and copy one word which means... Why is the word ____ in inverted commas? What does the word ____ tell you about...? Choose the best words to match the description (multiple choice x 4) Use the dictionary to find the meaning of the word... Use the dictionary to find other words that mean the same as

	5	Explore the meaning of words	Identify how language, structure and presentation contribute to meaning.	Find and copy one word which shows that... Find two words or phrases that make the passage seem... What does... mean in this sentence? Find and copy a group of words that means the same as ...
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		in context including figurative language.	• Discuss and evaluate the intended impact of the language used with reference to the text. • Use dictionaries to check the meanings of words they have read. • Use a thesaurus. • Show understanding through intonation, tone, volume and action when performing poems or play scripts so that the meaning is clear to an audience. • Perform their own compositions using appropriate intonation, volume and movement so that meaning is clear.	What do the words ... mean? Which word is closest in meaning to ____? (Give options) Find and copy one word which means... Why is the word ____ in inverted commas? What does the word ____ tell you about...? Choose the best words to match the description (multiple choice x 4) The writer has used the simile / metaphor... What does this mean? How can we describe... using similes/ metaphors? Which keyword(s) tell you about the character/ setting/ mood? Find similar words that (different) authors use to convey information (non-fiction texts). What other words or phrases could the author have used?
	6	Analyse vocabulary, including figurative and nuanced meaning.	• Identify how language, structure and presentation contribute to meaning. • Evaluate how authors use language, including figurative language, considering the impact on the reader. • Explore a similar theme or topic written in a different genre. • Use dictionaries to check the meanings of words they have read. • Use a thesaurus. • Show understanding through intonation, tone, volume and action when performing poems or play scripts so that the meaning is clear to an audience. • Perform their own compositions using appropriate intonation, volume and movement so that meaning is clear.	Find and copy one word which shows that... Find two words or phrases that make the passage seem... What does... mean in this sentence? Find and copy a group of words that means the same as ... What do the words ... mean? Which word is closest in meaning to ____? (Give options) Find and copy one word which means... Why is the word ____ in inverted commas? What does the word ____ tell you about...? Choose the best words to match the description (multiple choice x 4) The writer has used the simile / metaphor... What does this mean? How can we describe... using similes/ metaphors? Which keyword(s) tell you about the character/ setting/ mood? Find similar words that (different) authors use to convey information (non-fiction texts). What other words or phrases could the author have used?

VIPERS	Year Group	National Curriculum	Skill	Questions
Inference	EYFS 1 Nursery		.	
	EYFS 2 Reception	Demonstrate understanding of texts; anticipate key events.	Implied through: - Listening to and discussing stories. - Answering questions and making comments about stories and texts. - Joins in with repeated refrains. - Anticipates key events and phrases in rhymes and stories.	
	1	Make simple inferences based on what is said/done.	- Give some reasons why things happen or characters change. - Begin to express a view and use evidence in the text to explain reasons. - Make simple deductions with prompts and help from the teacher (e.g. what in the text suggests that A is not very happy? What does this tell us about how A is feeling?)	Match thoughts and feelings to the story event. How did _____ feel? How can you tell that? How did (character) react when....? Why did (character) do _____? In which part of the story did (character) feel happy? Which is your favourite part of the story/text? Explain why. Who is your favourite character and why? What in the text suggests that (character) is not very happy? What does this tell us about how (character) is feeling?
	2	Make inferences based on text and illustrations.	- Talk about and infer what characters might be thinking or feeling using clues in the text. - Discuss the reasons for events in a story; use evidence to make some reasoned conclusions. - Discuss why certain words or phrases make a story funny, scary, exciting.	How did (character) feel when...? What did (character) describe as ...? Why did...? Look at page... Why was (character) sad/happy/laughing? How can you tell? How do we know...? Why is ... important? Quote. What does this tell us about how the character is feeling? Quote. What else in the text tells us...? What suggests that...? Give two things. How does the story show that (character) was clever/ angry/ happy?

			Which words in this story make it funny?
	3	Infer feelings, thoughts, motives and actions.	Discuss the actions and relationships of the main characters and justify views using evidence from the text. How did (character) feel when...? What did (character) describe as ...? Why was (character) sad/happy/laughing? How can you tell? What impression do you get of....?

			• Discuss the relationship between characters based on dialogue. Use clues from action, dialogue and description to establish meaning. • Identify themes and conventions in a range of books	How do you feel about (character)? Why? What is the relationship between (character) and (character)? “Speech quote” – what does this say about the character? “Speech quote” – what does this say about the relationship between the two characters? How did (character) feel at (point in the story)? How does (character) feel in this setting? Choose words which support your view. What suggests / implies that... Give two things. What is the mood in this setting? Which words suggest this? What is the main theme in this story? (e.g. good over evil, weak over strong, friendship, magic) What is the main theme of this information? What are the magical objects in these stories? What is similar/different? How can you tell that... Explain two ways... using evidence from the text to explain your answer.
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	4	Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence	• Empathise with different characters' points of view (implicit and explicit). • Identify the use of descriptive and expressive language to build a fuller picture of a character. • Discuss the way that characters respond in a dilemma and make deductions about their motives and feelings. Discuss the relationship between what characters say and do - do they always reveal what they are thinking? • Discuss, moods, feelings and attitudes using inference and deduction. Identify themes and conventions in a wide range of books.	(Quote) What else in the text tells us that...? What impression do you get of...? How do you feel about (character)? Why? How was the character feeling at (point in the story) and how do you know? (Quote) Why does she (action)? What dilemma did (character) face in the beginning/middle/end of the story? What did he/she decide to do? Why? What would you do? How did (character) respond in the dilemma? How did (character) feel in the dilemma? What is the relationship between (character) and (character)? "Speech quote" – what does this say about the character? "Speech quote" – what does this say about the relationship between the two characters? What attitude does (character) have towards (character)? What suggests / implies that... Give two things. What is the mood in this setting? Which words suggest this?
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				Who is the hero/villain/victim/champion in the story? How do you know? How can you tell that... Give one piece of evidence. Give two reasons... Explain two ways... using evidence from the text to support your answer fully.
	5	Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence	• Identify evidence of characters changing in a story and discuss possible reasons. • Discuss what a character's actions say about their character. • Recognise that characters may have different perspectives on events in stories. • Distinguish between statements of fact and opinion. • Identify and discuss themes and conventions in and across a wide range of writing.	(Quote) What else in the text tells us that...? What makes / How does the author make us think...? What impressions do you get of...? How do you feel about (character)? Why? (Quote) Why does she/he...? What impressions do you get of the relationship between _____ and _____? (Word) What does this tell us about how the character is feeling/acting/reacting? Match an event to a character's feeling. (Event) How did (character) react? Did (character) react the same or in a different way? What suggests / implies that... Give two things. How can you tell... Give one piece of evidence. What do you learn about the writer's attitude towards...? How does the writer try to...?

	6	Make reasoned inferences (inferring characters' feelings, thoughts and motives from their actions); with supporting evidence	• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justify inferences with evidence. Identify • characteristics of stock characters in a variety of genres. Identify evidence of • characters that challenge stereotypes and surprise the reader. Recognise that authors can use dialogue at certain points in a story to explain plot, show character and relationships, convey mood or create humour.	What is (character) thinking about after... What does it mean when she says this? What impressions do you get of the relationship between _____ and _____? Tick one box to show whether each box is a fact or opinion. What other impressions do you get (after a more obvious one has been stated)? Explain what the writer/poet finds/weird/different/exciting etc about 'section of text'. Why does she 'hesitate'? What is one thing that does not change through.....? Tick two sections/verses that are about What suggests that (setting) was not well looked after?
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| | | | <ul style="list-style-type: none"> • Make inferences about the perspective of the author from what is written and implied Distinguish between statements of fact and opinion. • Identify and discuss themes and conventions in and across a wide range of writing. | <p>How can you tell that (character) was determined to?</p> <p>Give two reasons why he does/doesn't want.....</p> <p>How can you tell that there was something strange about.....?</p> |
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VIPERS	Year Group	National Curriculum	Skill	Questions
Prediction	EYFS 1 Nursery			
	EYFS 2 Reception	Demonstrate understanding of texts; anticipate key events.	Implied through: • Listening to and discussing stories. • Answering questions and making comments about stories and texts. • Joins in with repeated refrains. • Anticipates key events and phrases in rhymes and stories.	
	I	Predict what might happen based on what has been read so far	• Make predictions based on what has been read so far or their own experiences. • Discuss the blurb and title of a book. • Predict events and endings and how characters will behave. • Look through a variety of fiction and nonfiction texts with growing independence to predict content, layout, and story development	Predict from the cover/ title/ blurb. Cover: Who is the main character? What is the setting? What might happen here? What will happen to (character) in this story? What places might the character visit? What events might happen in this story? What might make the character upset/angry/happy/puzzled? Will this story have a happy ending? What might happen to the character in the end? Why did the character change in this story? How might they act at the end?

	2	Predict what might happen based on what has been read so far.	• Predict what might happen based on what has been read so far. • Predict the events of a story based on the setting described in the opening. • Predict how characters might behave from what they say and do and from their appearance.	Predict from the cover/ title/ blurb. What has made you think that? What is happening now? What happened before this? What might happen next? Is it similar to any other stories you have read? What will happen next based on what happened in the story you know? Do you think...will happen? Explain reasons. Can you predict what the character might do next (based on action/dialogue/appearance)? What details tell us about the opening? How might the character behave here? What might they do next? Can you predict the events of the story based on the setting described in the opening? Can you predict how characters might behave from what they say and do and from their appearance? Is ____ similar to any other characters you know of? How would they have acted? What would they have done next?
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	3	Predict what might happen from details stated and implied.	• Make predictions about characters' actions and look for evidence of change as a result of events. • Identify settings and predict events that are likely to happen	Predict from the cover/ blurb/ inside cover. What is happening now? What happened before this? What might happen next? Do you think...will happen? Explain reasons. What might (character) do in this story? Will (character) behave the same way in the beginning and the end? Event: what will happen to the character now? What will they do next? Is the character similar to any other characters / people you know? How would they behave in this situation? Setting (place, time, weather, atmosphere): what might happen here? Which settings will the character be scared/unhappy/content/friendly in? What will happen next? (following a chapter, setting or event).
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	4	Predict character actions or story outcomes based on what has been read so far.	• Discuss the way that descriptive language and small details are used to build an impression of an unfamiliar place. • Make predictions about how characters might behave in such a setting.	Predict from the cover/ blurb/ inside cover. What is happening now? What happened before this? What might happen next? Use evidence from the text to support. Do you think...will happen? Explain reasons. What might (character) do in this story? Will (character) behave the same way in the beginning and the end? Event: what will happen to the character now? What will they do next? Is the character similar to any other characters / people you know? How would they behave in this situation? Which details tell us about the setting/mood/atmosphere? What might happen here? Have you been to a setting like this before? Have you read about a similar setting in another story? How will the character behave here? What is your impression of this place? How might the character react/behave here?
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	5	Predict what might happen using contextual knowledge.	• Make predictions for how a character might change during a story and change predictions as events happen. • Refer to the text to support predictions and opinions.	Predict from the cover/ blurb/ inside cover. What is happening now? What happened before this? What might happen next? Use evidence from the text to support. Do you think...will happen? Explain reasons. How might characters change throughout this story? Adapt predictions as the story unfolds. Is the character similar any other characters / people you know? How would they behave in this situation? Do you know another story which deals with the same issues, e.g. social, cultural, moral issues? Could this story end in a similar way? Do you know other stories that start in a similar way? Do you know any stories with a similar theme / setting? Predict the text from titles and sub-heading. Predict vocabulary and text features.
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	6	Predict what might happen using contextual knowledge	• Predict using more complex narratives e.g. narratives with flashback, narratives with different viewpoints, narrative with two parallel threads in it. • Refer to the text to support predictions and opinions.	Predict from the cover/ blurb/ inside cover. What is happening now? What happened before this? What might happen next? Use evidence from the text to support. Do you think...will happen? Explain reasons. How might characters change throughout this story? Adapt predictions as the story unfolds. Is the character similar any other characters / people you know? How would they behave in this situation? Do you know another story which deals with the same issues, e.g. social, cultural, moral issues? Could this story end in a similar way? Do you know other stories that start in a similar way? Will both characters go on the same journey in this story? What will happen to them both? What will the plot of this story be? What is the structure of this narrative? Predict from key words throughout the text – use to predict plot. Predict plotlines from headlines. Predict content. Predict vocabulary. Predict text type – what features will you see in this text? Predict plot from sentences about events.
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VIPERS	Year Group	National Curriculum	Skill	Questions
Explain/evaluate	EYFS 1 Nursery		.	
	EYFS 2 Reception	Express opinions during discussions.	Implied through: • Listening to and discussing stories. • Shows and interest in illustrations and print in books and the environment. • Use vocabulary and forms of speech that are increasingly influenced by their experience of books. • Enjoys an increasing range of books.	
	I	Express opinions about texts.	• Develops pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what they read or hear read, to their own experiences. • Distinguish between fiction and nonfiction texts. • Understand the way that information texts are organised and use this when reading simple texts. • Understand and use correctly terms referring to conventions of print: book, cover, beginning, end, page, word, letter, line.	Find the labels, title, diagram, page, book cover, information on... What is the title for? Match the sub-heading to the sentence/photographs Where would you find information about...? Practise using the contents page with support. Which page has information on____? Discuss whether a book is fiction or non-fiction. Use terminology – can you find a photograph? A picture?

	2	Discuss sequence of events and character actions.	• Participate in discussions about books, poems and non-fiction texts. • Show awareness of the structure of different text types and begin to understand that they have different purposes (e.g. story, recount, lists, instructions). • Discuss titles of book and poems. Pick out features used to organise books. • Compare the layout of different texts/books and discuss why they are set out in different ways. • Read the title, contents page and illustrations and predict what a book is about. • Pick out features that will help to locate information and explain them. • Pick out and discuss how punctuation helps to organise text. • Recognise and use the alphabet to help to locate information in some books.	Find the labels, title, subheadings, diagram, contents page, information on... How has the author helped us to be able to read this book? (structure and lay-out) What are the ____ for? How do the sub-headings make the text easier to read? Match the sub-heading to the section. Where would you find information about...? Why is the word ____ in bold print / italics? Read the information on _____. Tick 3 facts that are true about_____. Practise using alphabet to use index and glossary. Read information texts structured in different ways.
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			Recognise the openings and closings of different stories.	
	3	Read books that are structured in different ways. Identify how language, structure, and presentation contribute to meaning.	- Listen to and discuss a wide range of fiction, poetry, plays and non-fiction. - Identify the features of some non-fiction text types. - Identify and discuss the use of contents and index pages to locate information in non-fiction texts. - Begin to understand the purpose of the paragraph and how they help to group information. - Discuss why the author has chosen a range of vocabulary to describe a character or a setting. - Begin to use specific vocabulary and ideas expressed in the text to support own views.	Find the labels, title, subheadings, diagram, contents page, index, glossary, information on... How has the author helped us to be able to read this book? (structure and lay-out) Why has it been organised like this? What are the ____ for? Match the sub-heading to the paragraph. Can you explain how information is related in this book? Where would you find information about...? What is one (name) that _____ have been called? Why is the word ____ in bold print / italics? What features could a ____ text have? Use alphabet to use index and glossary. Explain why the author used _____ (noun phrases, vocabulary) to describe a character. Explain why the author used _____ (noun phrases, vocabulary) to describe a setting. How does the writer make it interesting / engaging/ exciting in the first paragraph/ ending? Explain how the paragraph gives a positive / negative impression of the setting.

	4	Read books that are structured in different ways. Evaluate use of language, presentation and structure.	• Recognise the conventions of different types of writing such as a diary written in the first person, the greeting in letters and presentational features in nonfiction texts. • Identify and discuss the use of nonfiction features to find information from the text (index, contents, headings and subheadings, illustrations) • Understand how paragraphs can organise ideas around a theme and can build up ideas across a text.	Find the features in different types of writing – letters, diary writing, non-fiction features (labels, title, subheadings, diagram, contents page, index, glossary) What features could a ____ text have? How has the author helped us to be able to read this book? (structure and lay-out) Why has it been organised like this? What are the ____ for? Match the sub-heading to the paragraph. Can you explain how information is related in this book? Where would you find information about...? What is one (name) that _____ have been called?
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			- Describe, with examples, how the author has chosen a range of vocabulary to convey different moods, feelings and attitudes. - Use specific vocabulary and ideas express in the text to support own views.	Why is the word ____ in bold print / italics? Use alphabet to use index and glossary. Use the first 2 or 3 letters of words to order alphabetically. Explain why the author used _____ (noun phrases, vocabulary) to describe a character's feeling or attitude. Explain why the author used _____ (noun phrases, vocabulary) to convey a mood. How does the writer make it interesting / engaging / exciting in the first paragraph/ending? Explain how the paragraph gives a positive / negative impression of the setting.
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	5 Read books that are structured in different ways. Evaluate author's language and intent.	- Identify and discuss the structural devices the author has used to organise the text. - Identify vocabulary chosen to convey different messages, moods, feelings and attitudes. - Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect. Describe and compare the styles of individual writers and poets, providing evidence. - Comment and compare the language choices the author has made to convey information over a range of non-fiction texts. - Recommend books that they have read, giving reasons for their choices.	Name two of the difficulties (character) had in the story. Explain how they dealt with them. Explain how the text has been arranged to support the reader. Why? Can you explain how writers have similar/ contrasting styles? Explain how figurative language (similes, metaphors, personification) contributes to meaning. Explain why the author used _____ (noun phrases, figurative language) to describe a character's feeling or attitude. Explain why the author used _____ (noun phrases, figurative language) to convey a mood. Do you agree with the way the problem was solved/ story ended? Explain How do the sub-headings make the article easier to read? What are the ____ for? What is the purpose of...? How does ... create an atmosphere of ...? Were there any clues that... would happen? How does... prepare the reader for the ending? Explain why... has been placed at the beginning What is the purpose of the text? How do you know? How does the writer make it interesting / engaging / exciting? Explain how the passage gives a positive / negative impression of... Explain how this text is suitable for.....
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	6	Read books that are structured in different ways. Evaluate author's intent and impact.	• Comment on the structural choices the author has made when organising the text. • Explain how the structural choices support the writer's theme and purpose. Analyse how the author has chosen a range of vocabulary to convey different messages, moods, feelings and attitudes. • Describe and evaluate the styles of individual writers and poets, providing evidence and justifying interpretations. Compare, contrast and explore the styles of writers and poets, providing evidence and explanations. • Identify and discuss irony and its effect. •	Name two of the difficulties (character) had in the story. Explain how he/she dealt with them. Explain how the text has been arranged to support the reader. Why? Can you explain how writers have similar/ contrasting styles? Explain how figurative language (similes, metaphors, personification) contributes to meaning. Do you agree with the way the problem was solved/ story ended? What are the ____ for? What is the purpose of...? How does ... create an atmosphere of ...? Were there any clues that... would happen? How does... prepare the reader for the ending? Explain why... has been placed at the beginning Explain how section ... is different from others. What is the purpose of the text? How do you know? How does the writer make it interesting / engaging / exciting? Explain how the whole of... has the effect of... Explain how the passage gives a positive / negative impression of...
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VIPERS	Year Group	National Curriculum	Skill	Questions
Retrieval	EYFS 1 Nursery		.	
	EYFS 2 Reception	Answer simple questions about stories.	- Listens to and joins in with stories, poems, one-to-one and also in small groups. - Joins in with repeated refrains.	What is...? When did....? Who....? Where...?
			Finds key information, using illustrations to support.	
	I	Explain clearly their understanding of what is read to them. Answer questions about key details.	- Draw on what they already know or on background information from the teacher to understand books. - Identify the main character in a story or the subject of a non-fiction text. Talk about the themes and characteristics of simple texts becoming familiar with key stories, fairy stories and traditional tales. - Identify main events or key points in texts. Answer literal retrieval questions about the text.	Who is/are...? Who is the main character? What is...? What is this information book about? What happened to... at the end? What happened when...? Where did...go? Name two places. Which two...? Write one... List... Match... Can you tell us about your favourite book / part of the book? Explain why you like it. Are these statements true or false?

	2	Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. Discuss how items of information are related.	• Draw on what they already know or on background information from the teacher to understand books. • Ask questions and find the answers to simple questions in the text. • Answer literal retrieval questions about the text. • Use a range of question prompts to generate relevant questions about the text. • Recall simple points from familiar texts. • Identify main events or key points in texts.	Which two...? List... Match... Underline / highlight... Choose... Give one reason... Find a description of... Can you tell us about your favourite book / part of the book? Explain why you like it. Why did...? What did...? Where did...? When did...? Who are the characters? Who is telling the story? Who did...? Where are/do...? Where is the story set? What happened...? What did / do / does / are...? Does this story remind you of any others?
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				Have you read any other stories that have similar... to this one? What did the story remind you of? Are there similar themes? (naughty characters, castles, good characters) Can you explain what has happened? Do you think this book is trying to give the reader a message? What is it? Are these statements True or False? Can you explain what has been read to you? What are the ____ for? Match the sub-heading to the section. Where would you find information about...?
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	3	Ask questions to improve their understanding of a text. Retrieve and record information from nonfiction.	• Ask questions and find answers to simple questions in a text. • Retrieve and record information from non-fiction. • Answer literal retrieval questions and locate the information in the text. Locate information using skimming. • Use a contents page and an index page to locate information.	List... Match... Underline / highlight... Choose... What is...? Why had...? Who else...? What event...? Why do...? Why has...? Where is? Where is the contents page/ index/ chapter on...? Give one reason... Find a description of... Can you tell us about your favourite book / part of the book? Explain why you like it. What are the ____ for? How do the sub-headings make the text easier to read? Match the sub-heading to the paragraph Can you explain how information is related in this book? Where would you find information about...? What is one (name) that _____ have been called? Why is the word ____ in bold print / italics? What features could a ____ text have?
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	4	Ask questions to improve their understanding of a text Retrieve and record information from non-fiction	• Ask questions and find answers to simple questions in a text. Retrieve and record information from non-fiction. • Extract information from the text. • Locate information using skimming and scanning. • Decide on a question that needs answering and locate the answer in a non-fiction book. • Use non-fiction features to find information from the text (index, contents, headings and sub-headings, illustrations)	Which two...? What is...? Why had...? Who else...? What event...? Why do...? Why has...? Where is? List... Match... Underline / highlight... Choose... Where is the contents page/ index/ chapter on...? Find a description of/ a piece of text relating to... Find and copy two things... What are the ___ for? How do the sub-headings make the text easier to read? What is the purpose of the illustrations/diagrams/fact boxes? Match the sub-heading to the paragraph. Can you explain how information is related in this book? Where would you find information about...? What is one (name) that _____ have been called? Why is the word ____ in bold print / italics? What features could a ____ text have? Number these facts in order of importance.
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	5	Ask questions to improve their understanding. Retrieve, record and present information from non-fiction	• In non-fiction, retrieve, record and present information. • Ask questions and find the answers to questions in a text. • Extract increasingly complex information from the text. • Plan what information needs to be found with guidance. • Make simple notes. • Apply information retrieval skills across the curriculum.	What is...? Why had...? Who else...? What event...? Why do...? Why has..? Give one... Name two... Explain why... Which words would best complete (statement) What is happening after/before...? True or false – table of 4 statements What is the name of _____? Why is it important for... ? tick one
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				Complete the table (headings with a series of bullet points requiring retrieval from the text) Where did (character) find the? Give two pieces of evidence that... Number these (5) facts in the order that they happen. How didreact when....? What was one effect of...?
	6	Ask questions to improve their understanding. Retrieve, collate and compare information.	• In non-fiction, retrieve, record and present information. • Ask questions and find the answers to questions in a text. • Extract complex information from the text. • Use quotations to illustrate ideas. • Plan and decide independently what information needs to be searched for. • Make appropriate notes from research using a variety of sources. • Apply information retrieval skills across the curriculum.	What is...? Why had...? Who else...? What event...? Why do...? Why has..? Give one... Name two... Explain why... What conclusion does ... draw from this? How do people feel about the...? Which words would best complete (statement) What is happening after/before...? True or false – table of 4 statements Why is it important for... ? Where did (character) find the? What do _____ spend time doing? Give two pieces of evidence that... Number these (5) facts in the order that they happen. How did _____ react when....? What was one effect of...? What does the poet ask....? What evidence is there that this was written for...? How does the writer show they had mixed feelings about...?

VIPERS	Year Group	National Curriculum	Skill	Questions
Summarise/Sequence	EYFS 1 Nursery			
	EYFS 2 Reception	Retell familiar stories.	- Beginning to be aware of the way stories are structured. - Retell the story they have listened to or read themselves/in a group. - Listen to stories with increasing attention and recall. - Demonstrate understanding when talking about what they have read.	
	I	Retell key stories, fairy stories and traditional tales, and consider their particular characteristics.	- Sequence a simple story or event and use this to re-enact and retell. - Identify main events or key points in Texts.	Order events – beginning, middle end. Sequence pictures from the story. Sequence sentences from the story. Freeze frame main events in order. Use props and prompts to retell the story. Who is the main character? List 3 things that happen to the character. Match pictures to simple summaries. What is the main event? What is the information telling us?

	2	Discuss the sequence of events in books and how items of information are related Retell a wider range of stories, fairy stories and traditional tales.	- Identify main events or key points in texts. - Sequence a range of stories or events and use this to re-enact and retell.	Think about the whole story... Can you retell the story? Sequence pictures from the story. Retell the events in one sentence per picture. Can you tell the main events from the story in ____ sentences / words? What happened first? Which event happened first? What happens next? What were the main events? Discuss their importance. What is the main event in the story? Can you order the main events? Number the event in order. What are the key points in this information text? What is this paragraph of information telling us?
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				Sum up in one sentence. Highlight the text every time you see the word _____.
	3	Identify main ideas in paragraphs.	Identify main ideas within a text or within a paragraph and summarise these.	Can you number these events 1-3 in the order that they happened? Can you order these 4 sections of text? Retell the 3 main events in the story. List 3 words to describe what the story is about. List 3 words about the character. Match one word to a section of text. What does the first sentence in the paragraph/sub-heading/title tell us? 1 minute timer. Highlight the text every time you see the word..... Match the sub-heading to the main text
	4	Summarise ideas from paragraphs.	Identify main ideas within a text or within a paragraph and summarise these.	Can you number these events 1-4 in the order that they happened? Order the sections of text. Retell the negative/positive events in the story. Can you summarise in a sentence what this paragraph tells us? Match one word to summarise each paragraph? Use 5 words to describe what the story is about. Can you summarise the character in three words? Match one word to a section of text. What does the first sentence in the paragraph/subheading/headline tell us? Match the sub-heading to the main text. 1 minute timer. Highlight the text every time you see the word.....

	5	Summarise across paragraphs.	Use the skills of skimming and scanning to identify key ideas.	Can you number these events 1-5 in the order that they happened? Can you summarise in a sentence each section / paragraph of the story/ text? Can you choose one word to summarise each paragraph? Can you summarise the story in ___ words? Can you summarise the character in three words?
--	---	------------------------------	--	---

				Match one word to a section of text. What does the first sentence in the paragraph tell us? Scan the text for _____(word) What can you tell about _____? What is the main idea? Skim the paragraph (read quickly and only the important words) Give a 10 word summary of the paragraph. Choose 5 words which summarise the meaning of the text/paragraph.
	6	Summarise key ideas and themes.	Use the skills of skimming, scanning, text marking and note taking to identify key Ideas.	Which section of the text is likely to inform readers that... Which of the following would be the most suitable summary of the whole text? (give options to choose from) Can you number these events 1-5 in the order that they happened? Can you summarise in a sentence each section / paragraph of the story/ text? Can you choose one word to summarise each paragraph? Can you summarise the story in ___ words? The character in three words? Skim the text. Start with sub-heading/headlines/titles/topic sentences. What is this text about? Scan the text for e.g. dates/character names/setting names etc. What does this section of text tell us about.....?

Reading Lessons Organisation – Quick Guide and Helpful Tips

Guided Reading is taught 4 times a week at 10am-10:30am where your timetable allows. This time may change due to PPA/PE/French/assembly.

Whole Class Reading is taught once a week.

You can link your Whole Class reading to your Guided Reading – this works well with non-fiction and poetry.

E.g. Use text from the Science Scheme PP slides as your whole class reading text.

When teaching fiction, consider texts linked to your guided groups.
E.g. an author focus, a 'theme' focus, etc. so that it is purposeful and not just a 'one off' lesson.

Guided Reading follows a carousel model and must include:

- Guided Reading session with the teacher/TA.
- Follow up task
- Comprehension using Ninja resources – link these to curriculum areas where possible.
- Reading for Pleasure

Reading for Pleasure

Make a big fuss!

Promote reading for pleasure and celebrate children who read regularly at home.

Encourage children to recommend and share books they have enjoyed.

Have a 'Read Me' shelf or basket where children can add books they wish to recommend.

Make sure book corners contain books that reflect children's interests and abilities.

Record children's book using agreed system -KS1 Teacher Record, KS2 Pupil Record in a Class Book.

Example timetable:

Year 4 AH/CA Reading Timetable Autumn Term 1 2025

Groups	Monday	Tuesday	Wednesday	Thursday	Friday
1	Whole Class Reading	Guided Reading AH	Follow Up Task	Comprehension	Read for Pleasure
2		Read for Pleasure	Guided Reading AH	Follow Up Task	Comprehension
3		Comprehension	Read for Pleasure	Guided Reading CA	Follow Up Task
4		Follow Up Task	Comprehension	Read for Pleasure	Guided Reading CA
Daily Readers	WCR supported by MO	Daily Reading 1-4 Guided Reading with MO	Daily Reading 1-4 Guided Reading with MO	Daily Reading 1-4 Comprehension supported by MO	Daily Reading 1-4 Read for Pleasure supported by MO

Book Corner Check List

- Attractive, comfy and inviting
- Well organised using school labels and tidy
- Range of genres
- Books reflect a diversity of authors, cultures, theme and representations
- Books labelled and easily accessible by the children
- A book for all abilities

Home Reading

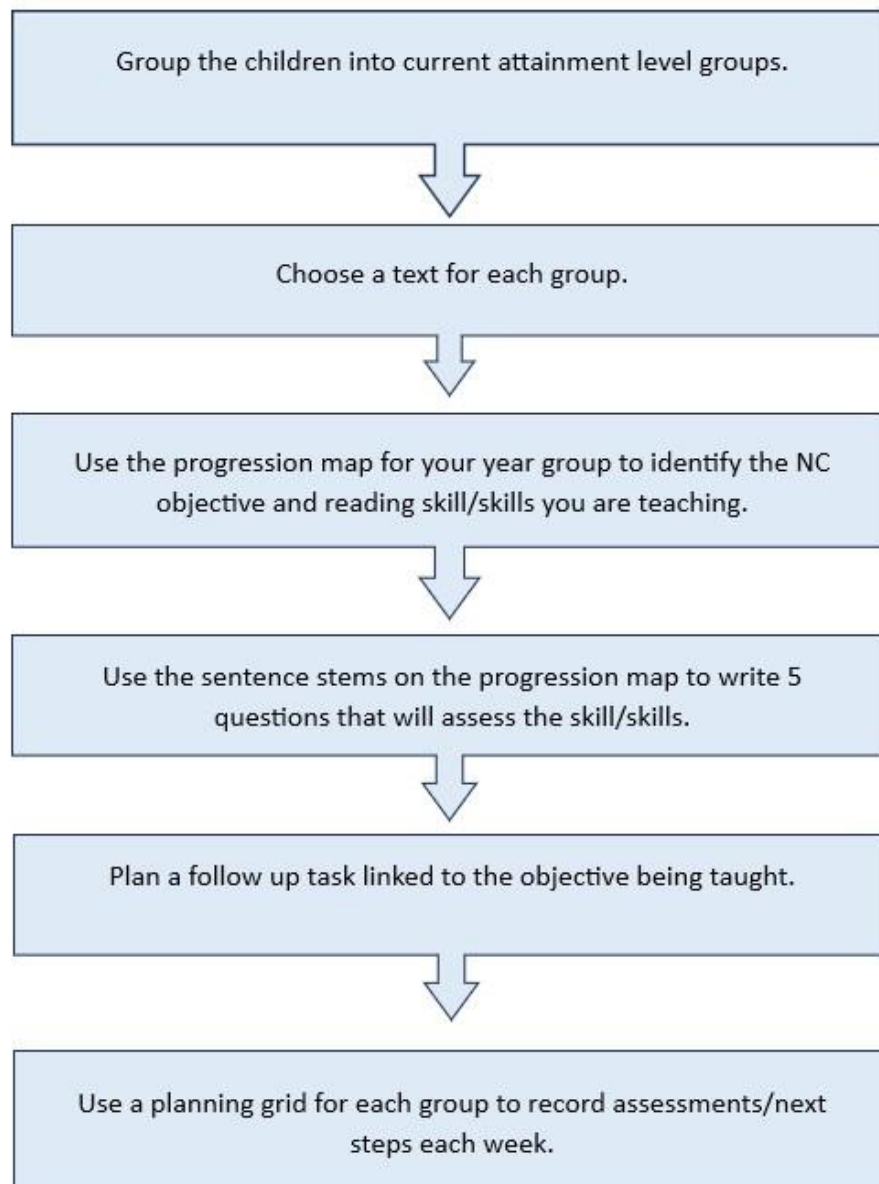
Children need to read to an adult at least 4 times a week, every week!

Promote and praise regular home reading, give proud cards, make a note in their yellow diaries.

If children are not reading at home, open a conversation firstly with the child, then with parents. What support can we give?

Write a note in yellow reading diaries to remind the child/parent to record reading each night.

Guided Reading Planning – Quick Guide and Helpful Tips



Notes/Explanations

Use PIRA assessments and Teacher assessment to help group the children. These groups should be fluid and children can move groups when and if needed throughout the term/year.

Texts should be at a slightly higher level to independent reading so that they are challenging, yet still accessible. Ensure you cover a range of genres over the term/year – these could link to your writing genre.
E.g. if you are writing poems, read poems. They can also link across the curriculum for non-fiction focus.

Remember to identify challenging vocabulary to introduce before reading.

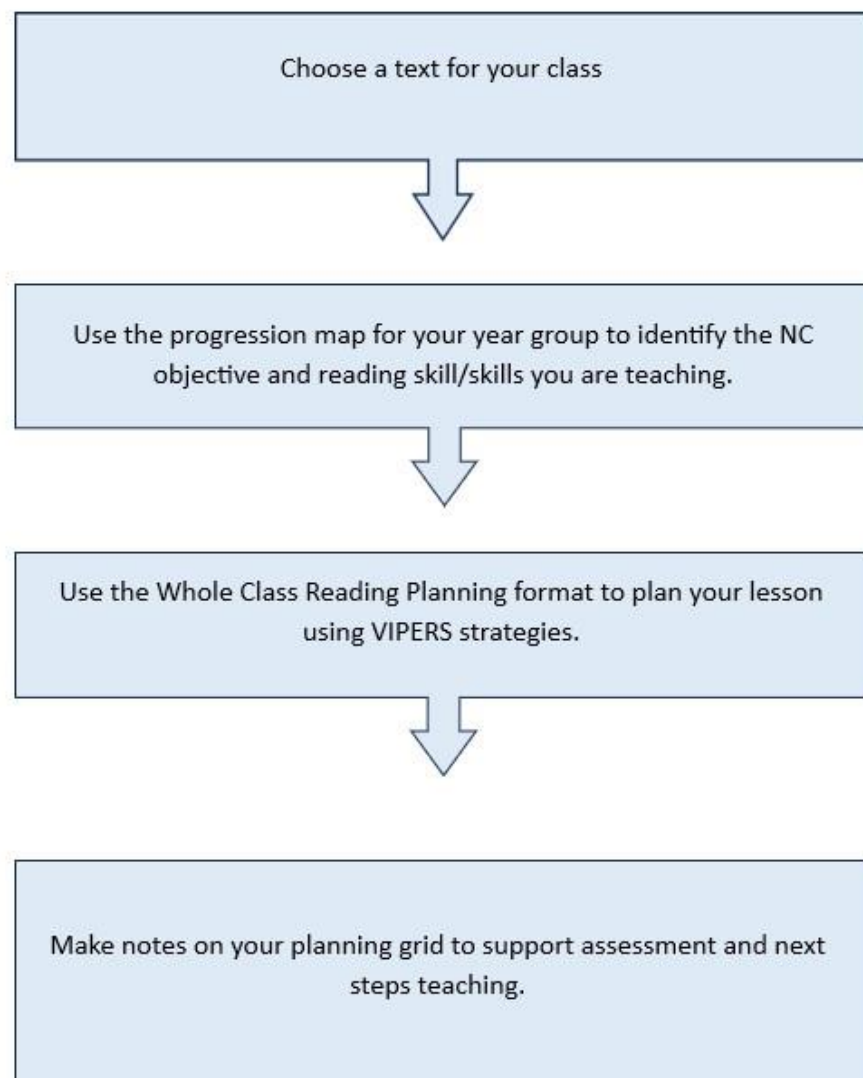
Depending on the NC objective, one or more skills could be taught. Remember to think about how you will 'explicitly teach' that skill so that you can assess it easily. Link objectives to genre -some apply only to fiction. Use the year group below if you need to adapt learning for SEND/Below children.

Print each question onto A4 paper and fold in half – use the planning template to create these if needed. Children can then read the questions and write their answers. Remember to ask them to add their name. Use these to discuss as a group at the end of the session and for assessment.

Print the follow up task and Learning Objective (I can) for children to stick in books. Ensure the task links to the NC objective and skill being taught. Ensure the task can be completed independently.

Use the grid to make notes on useful information that will inform next steps planning. Record number of home reads each week and praise if at least 4 times. Give proud cards for consistent reading at home each night!
Record the Guided Session by writing: Guided Reading with (Teacher) in children's yellow books. You can also add a note to request home reading if needed.

Whole Class Reading Planning – Quick Guide and Helpful Tips



Notes/Explanations

Texts should be at a slightly higher level to independent reading so that they are challenging, yet still accessible. Ensure you cover a range of genres over the term/year – these could link to your writing genre.

E.g. if you are writing poems, read poems. They can also link across the curriculum for non-fiction focus. You may need to support your low ability readers.

Remember to identify challenging vocabulary to introduce before reading.

Depending on the NC objective, one or more skills could be taught. Remember to think about how you will 'explicitly teach' that skill so that you can assess it easily. Link objectives to genre -some apply only to fiction. Use the year group below if you need to adapt learning for SEND/Below children.

Use the question stems on the progression maps to write a question for each area of VIPERS.
(vocabulary, inference, predict, evaluate/explain, retrieve, summarise)

Your notes do not need to be detailed, just do anything you feel may help with assessment and planning. Keep annotated plans in your class reading file.

VIPERS

Vocabulary
Inference
Predict
Evaluate/explain
Retrieve
Summarise

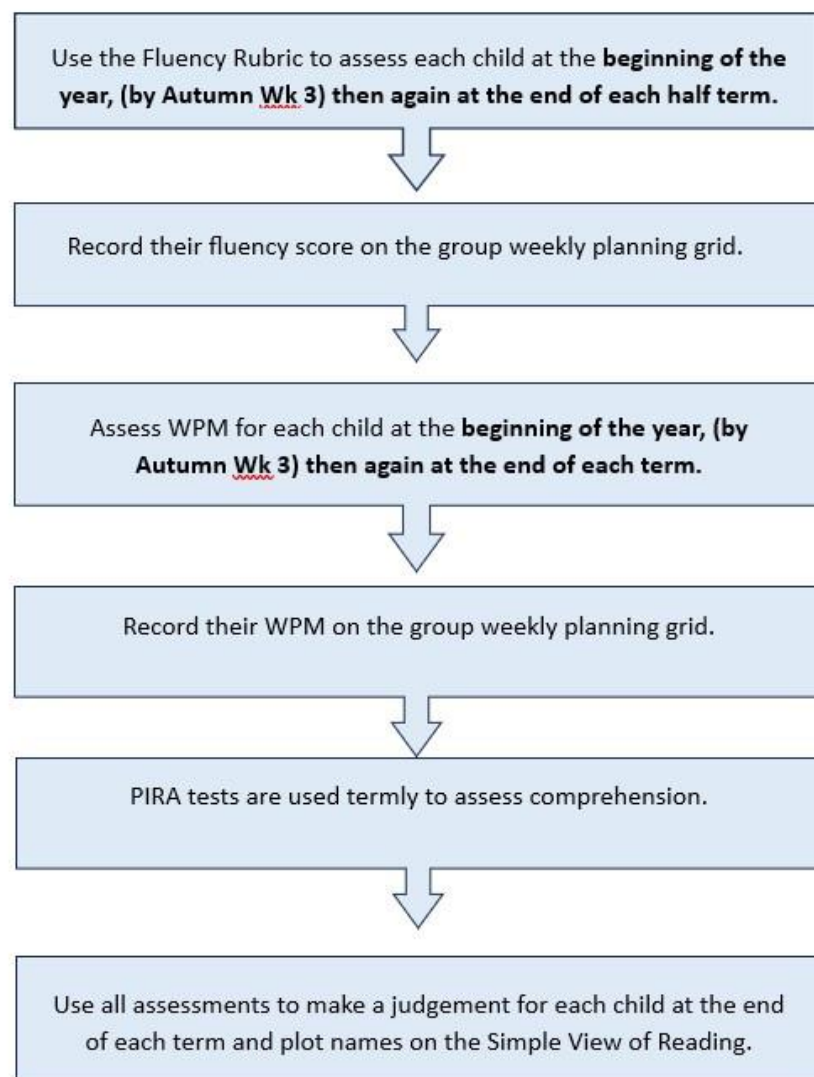
Whole Class Reading Planning

Class: AH/CA/CW Year 4 Term: Autumn 1 Date:

National Curriculum LO:	To read with appropriate intonation. Clarify meaning using context and discuss the impact of language. To retrieve and record information from a non-fiction text.
Reading Skills	I can use dictionaries to check the meaning of new words. I can explain how pictures and layout help you understand the text. I can read and understand information from non-fiction books. I can retrieve and record facts from the text.
Class Text (pages)	Digestion and Nutrition: What happens to the food we eat? By Horton and Mesheker
Vocab retrieval - before reading discuss vocab	Digestive system: turns food into body energy. Organs: Special body parts inside you that do important jobs like your stomach or heart. Nutrients: Food essentials for growth & health. Bacteria: Tiny living things, too small to see, that can help or harm your body. Chemically: When something changes because of a reaction, like food breaking down in your tummy. Saliva: The watery liquid in your mouth that helps soften and break down food.
Fluency Focus	Reading Strategy: Echo read paragraph of phrase. Choral read together. Paired reading with a partner.
True or False (thumbs)	All parts of food are used by the body. (1)
Class questions	- What does the word "nutrients" mean in the text? - What can you guess about why bacteria are important in our bodies? - What do you think might happen if someone eats a lot of junk food but does not eat healthy foods? - How do the teeth help us with digestion according to the text? - How many teeth does a child usually have, as stated in the passage?
VIPERS	
Agree, Build, Challenge	Do you think it's important to visit the dentist? Why or why not?
Use the ABC model to build a discussion around each of the statements.	
Summarise / sequence	What is the main job of the digestive system based on what you have read?
Sequence the main events or review the main points	
Assessment notes for next session	

Appendix C

Reading Assessment – Quick Guide and Helpful Tips



Notes/Explanations

Complete this during a Guided reading session. The text should be at their level. Children can read the PM benchmark text, Little Wandle fluency assessments, your own prepared text, or their home reading book.

Record the fluency number for each child on the weekly grid. Use this to plan next steps teaching. Look for common trends that you could address in group or whole class reading. These can also be addressed any time you read! Modelling is the key!

Complete this during a Guided reading session. The text should be at their level. Children can read the PM benchmark texts, Little Wandle fluency assessments, your own prepared text, or their home reading book. Time children for 1min or 30 seconds and double the score.

Record the WPM on the weekly planning grid. Ensure they are on track to achieve the number of WPM by the end of the year

The PIRA score should not be a surprise! If it is lower/higher than you are expecting, consider reasons why this might be. Writing ability, child's behaviour on the day, interest in the text, etc.

Assessment for reading is on-going and should inform your next steps and what you need to teach. Use the progression maps and assessment grids to make secure judgements and plan for next steps. The more you use the documents, the more familiar you will become. Remember, reading happens everywhere! So if you see evidence, note it down!



Winnington Park Community Primary School and Nursery Y4 Assessment of Reading Skills

WORD READING			
VIPERS	Year Group	National Curriculum	Skill
V	4	Read with appropriate intonation.	- Knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, 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.
COMPREHENSION			
VIPERS	Year Group	National Curriculum	Skill
V	4	Clarify meaning using context and discuss the impact of language.	- Identify how language, structure and presentation contribute to meaning. - Discuss understanding and identify the meaning of words in context. - Identify specific techniques, e.g. simile, alliteration, repetition and exaggeration, explaining the effect on the reader. - Use dictionaries to check the meanings of words they have read. - Discuss words and phrases that capture the reader's interest and imagination. - Read aloud their own writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. - Show understanding through intonation, tone, volume and action when performing poems or play scripts.
I	4	Draw inferences (inferring characters' feelings, thoughts, and motives from their actions); justify with Evidence.	- Empathise with different characters' points of view (implicit and explicit). - Identify the use of descriptive and expressive language to build a fuller picture of a character. - Discuss the way that characters respond in a dilemma and make deductions about their motives and feelings. - Discuss the relationship between what characters say and do - do they always reveal what they are thinking? - Discuss, mood, feelings and attitudes using inference and deduction. - Identify themes and conventions in a wide range of books.

P	4	Predict character actions or story outcomes based on what has been read so far.	- Discuss the way that descriptive language and small details are used to build an impression of an unfamiliar place. - Make predictions about how characters might behave in such a setting.
E	4	Read books that are structured in different ways. Evaluate use of language, presentation and structure.	- Recognise the conventions of different types of writing such as a diary written in the first person, the greeting in letters and presentational features in non-fiction texts. - Identify and discuss the use of nonfiction features to find information from the text (index, contents, headings and sub-headings, illustrations). - Understand how paragraphs can organise ideas around a theme and can build up ideas across a text. - Describe, with examples, how the author has chosen a range of vocabulary to convey different moods, feelings and attitudes. - Use specific vocabulary and ideas express in the text to support own views.
R	4	Ask questions to improve their understanding of a text. Retrieve and record information from non-fiction.	- Ask questions and find answers to simple questions in a text. - Retrieve and record information from non-fiction. - Extract information from the text. - Locate information using skimming and scanning. - Decide on a question that needs answering and locate the answer in a non-fiction book. - Use non-fiction features to find information from the text (index, contents, headings and sub-headings, illustrations).
S	4	Summarise ideas from paragraphs.	Identify main ideas within a text or within a paragraph and summarise these.

Use the objectives to make a judgement of pupil attainment. To reach expected level, pupils need to be **secure in ALL objectives by the end of the year**. You may see evidence of meeting these objectives across the curriculum – reading happens everywhere! Use the document to highlight, annotate and add to any assessment evidence you may have.

Year Group: 4

Winnington Park Reading Planning & Assessment

Teacher: Mrs Hainworth



Text: The Story of toothpaste		Group: 2, (EXP Level)		Date:	
Genre: Non-Fiction		Focus: MC: to read with appropriate intonation. To read books that are structured in different ways. Ask questions to improve their understanding of a text. Retrieve and record information from non-fiction.			
LC: I can locate information using skimming and scanning.					
Questions:					
1. Why did the ancient Egyptians want to keep their teeth clean?					
2. What materials did the Romans use to make their tooth powders?					
3. What did Dr. Washington Sheffield do that was important for toothpaste?					
4. How have toothpaste ingredients changed over time according to the text?					
5. Why do we now have many different types of toothpaste?					
Pupil	Fluency Score or Fluency Focus	New Sounds/Words	Comprehension	Home Reads	Next Step
Alfie					
Harli					
Gabriel J					
Teddy					
Harvey					
Josh					
Gabriel L					
Max					

Follow Up Task: Draw a timeline for the story of toothpaste. Label it with dates and facts, using the text to help.

Record Fluency Rubric score or WPM on week completed.

Follow Up Task: Draw a timeline for the story of toothpaste. Label it with dates and facts, using the text to help.

Record Fluency Rubric score or WPM on week completed.

For other weeks, record fluency focus/next step using Rubric to help:

E.g. Phrasing 3

The Fluency Rubric (adapted from Zutell and Rasinski 1991)

	Expression and volume	Phrasing	Smoothness	Pace
4	Reads with good expression and enthusiasm throughout the text. Varies expression and volume to match his or her interpretation of the passage.	Generally reads with good phrasing, mostly in clause and sentence units, with adequate attention to expression.	Generally reads smoothly with some breaks, but resolves word and structure difficulties quickly, usually through self-correction.	Consistently reads at conversational pace; appropriate rate throughout reading.
3	Make text sound like natural language throughout the better part of the passage. Occasionally slips into expressionless reading. Voice volume is generally appropriate throughout the text.	Reads with a mixture of run-ons, mid-sentence pauses for breath, and some chopiness, reasonable stress and intonation.	Occasionally breaks smooth rhythm because of difficulties with specific words and/or structures.	Reads with an uneven mixture of fast and slow pace
2	Begins to use voice to make text sound like natural language in some areas of the text but not in others. Focus remains largely on pronouncing the word. Still reads in a quiet voice.	Frequently reads in two and three-word phrases, giving the impression of choppy reading; improper stress and intonation fail to mark ends of sentences and clauses.	Experiences several 'rough spots' in text where extended pauses or hesitations are more frequent and disruptive.	Reads moderately slowly.
1	Reads words as if simply to get them out. Little sense of trying to make text sound like natural language.	Reads in a monotone with little sense of boundaries; frequently reads word-by-word.	Makes frequent extended pauses, hesitations, false starts, sound outs, repetitions, and/or multiple attempts.	Reads slowly and laboriously.

Use the Rubric to assess pupil fluency across each of the 4 areas. Complete at the beginning of Autumn term, then again at the end of each half term. Use to help plan fluency next steps.

Record each pupils score on your weekly planning grid in the fluency score/focus box. Each pupil should have a 4 digit number to represent their attainment for each area of fluency.

Little Wandle Fluency ongoing assessments: Fluency 1 (60wpm)

Extract from *Blaise and Flint* by Abi Longstaff

Teacher's mark sheet

Child's name: _____

Tell the child: This is an extract from a story called *Blaise and Flint*. Blaise is a young blacksmith and Flint is his dragon.

	Cumulative count
Flint puffed an image of the castle.	7
"You mean we should go there?" asked Blaise. "Oh Flint, the Silver Castle is leagues and leagues away."	16
	25
Blaise looked around her, at the tree she'd played on when she was little, and the schoolhouse where she'd learnt to read.	35
	44
	47
"This village is all I've ever known," said Blaise. "We'd have to leave Granny!"	57
	61
That night, there was a huge storm. The rain pelted the roof of their little cottage and the wind howled.	71
	81
Blaise tossed and turned on her straw bed.	89
Her head was filled with images of the Silver Castle.	99

Reading rate (number of words read correctly in one minute) (A)

Total number of words read/attempted (B)

Accuracy rate (proportion of words read accurately) $\frac{\text{A}}{\text{B}} \times 100 = \text{ } \%$

Little Wandle Fluency Assessments can be used to assess WPM from Y2 onwards or when you feel a pupil can access them.

You can also use your own prepared texts, a pupils personal reading book or the PM Benchmark texts.

Developing confident readers with the Simple View of Reading

As recommended in the DfE's Reading Framework, the Simple View of Reading is a model that helps educators determine the best way to support a child who is struggling to read.

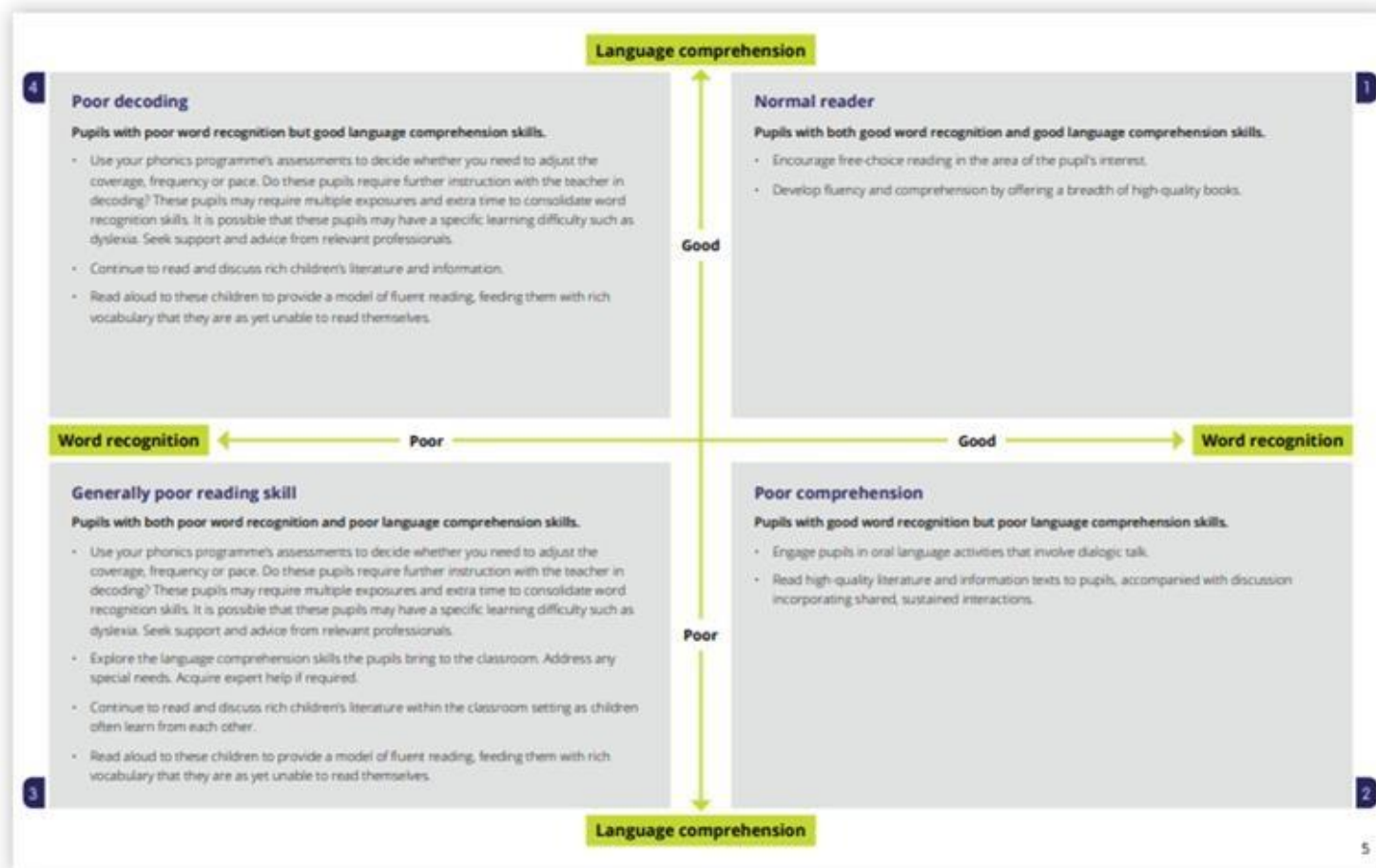
It provides teachers with a tool to help them understand how pupils are progressing with the two key factors of success: **reading accuracy** and **language comprehension**. Having this understanding means that we can better support individual pupils in differentiated ways to become confident, skilled readers. At Pearson, our Primary Literacy portfolio has a range of products and solutions to help schools and teachers to support all children on this journey.

The Simple View of Reading quadrants

Reading is a complex cognitive process. It involves reading accurately and with understanding. The Simple View of Reading (SVoR) takes both factors into consideration.

*The Simple View of Reading can be plotted on a quadrant chart, with **accurate word recognition (decoding)** on one axis and **language comprehension** on the other.* (Rose, 2006)

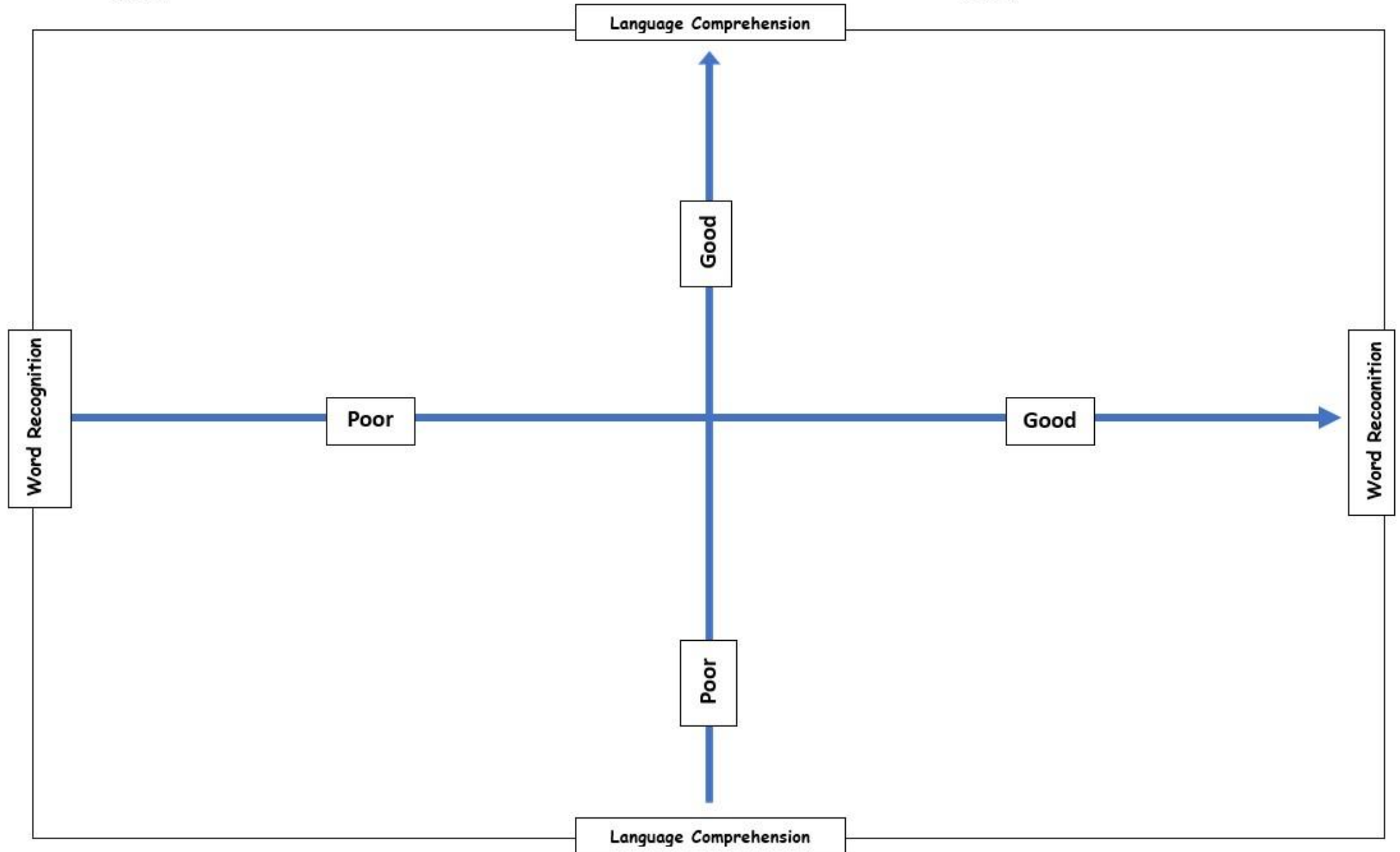
As an example, pupils who both recognise words quickly and have a good comprehension of language would be in quadrant 1. Pupils who have both poor word recognition skills and poor comprehension skills would be in quadrant 3.



The Simple View of Reading

Class:

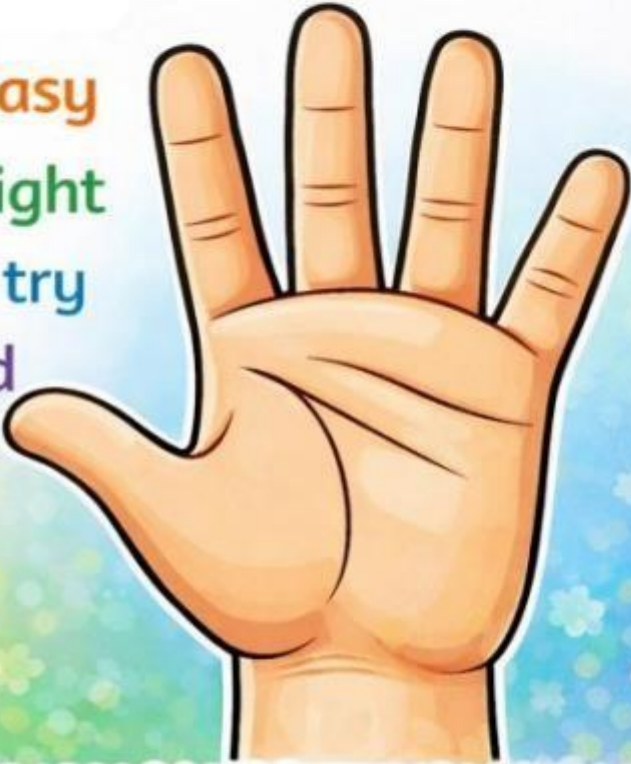
Date:





Five Finger Rule

0-1 = too easy
2-3 = just right
4 = okay to try
5+ = too hard



- Open a book to any page.
- Start reading.
- Hold up a finger every time you see a word you do not know.