

Reading Skill	EYFS	Year 1	Year 2	Year 3	Year 4
<p>Reading for Pleasure</p> <p>Developed through: VIPERS TTS Reading for pleasure books</p>	<p>I can enjoy a range of books and can begin to explain why.</p> <p>I enjoy rhyming and rhythmic activities</p> <p><i>Talk through stories</i></p>	<p>I enjoy listening to a range of stories, poems and non-fiction read to me.</p> <p>I enjoy reading different books and talking about them.</p> <p>I am beginning to explain what type of books I like and dislike</p> <p><i>VIPERS, Pleasure book and story time</i></p>	<p>I enjoy listening to a range of stories, classic, contemporary poetry and non-fiction.</p> <p>I choose to read different books and enjoy sharing them.</p> <p>I am able to explain what type of books I like and dislike and why.</p> <p><i>VIPERS, Pleasure book and story time</i></p>	<p>I can enjoy listening to, reading and discussing a wide range of fiction, poetry, plays, nonfiction and reference books.</p> <p>I can discuss books written by a familiar author.</p> <p>I can read a range of books, including fairy stories, myths and legends, and retelling some of these orally with increasing familiarity.</p> <p><i>VIPERS and pleasure books</i></p>	<p>I can enjoy listening to, reading and discussing a wide range of fiction, poetry, plays, nonfiction and reference books.</p> <p>I can talk about books by a familiar author and explain why I like or dislike them.</p> <p>I can read a range of books, including fairy stories, myths and legends, and retelling some of these orally with increasing familiarity</p> <p><i>VIPERS and pleasure books</i></p>

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<p>Developing 'reading sense'</p> <p>Developed through: VIPERS TTS 1-1 reading time with volunteers, class teachers and support staff.</p>	<p>Nursery:</p> <ul style="list-style-type: none"> ✓ Know that print carries meaning and, in English, is read from left to right and top to bottom. <p><i>Daily story time and books within provision.</i></p> <p>Reception:</p> <ul style="list-style-type: none"> ✓ Read with growing fluency texts linked to their ability and that meet the ELG by the end of Reception <p><i>RWI sessions, books within provision and decodable book banding.</i></p>	<p>Check that a text makes sense to them as they read and to self-correct.</p> <p>Draw on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Explain clearly their understanding of what is read to them.</p> <p><i>RWI sessions, VIPERS, reading with adults.</i></p>	<p>Check that the text makes sense to them as they read and to correct inaccurate reading.</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p><i>VIPERS, reading with adults.</i></p>	<p>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Asking questions to improve their understanding of a text.</p> <p>Identifying main ideas drawn from more than one paragraph and summarising these.</p> <p><i>VIPERS, reading with adults.</i></p>	

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<p>Reading words - decoding</p> <p>In our school we teach phonics using Read, Write Inc.</p> <p>We use RWI spelling to learn to read and write spelling rules.</p>	<p><i>RWI Phonics taught, VIPERS commences in Year 1 once a week and 4 times a week in Year 2. Year begin RWI spelling once RWI phonics is complete.</i></p> <p>ELG: Recognise letters and the sounds they make. - Set 1 and 2 RWI</p> <p>Use phonics to sound out and blend new words.</p> <p>Read simple sentences.</p> <p>30 to 50 months: Show an awareness of rhyme and alliteration.</p> <p>Recognise rhythm in spoken words. Recognise rhythm in spoken words.</p> <p>40-60 months: Continue a rhyming string.</p> <p>Hear and say the initial sound in words.</p> <p>Segment the sounds in simple words and blend them together and know which letter represents some of them.</p>	<p>Read accurately and fluently books that are consistent with my phonic knowledge and re-read these books to build up my fluency and confidence in words reading.</p> <p>Use set 3 phonics to sound out and blend new words.</p> <p>Read red words and words with one or more syllable, including common exception words.</p> <p>Read multisyllabic words containing taught letter/sound correspondences.</p> <p>Read common suffixes with -s,-es,-ing,-ed,-er and -est endings.</p> <p>Read contractions (e.g. I'm, I'll, we'll) and understand that the apostrophe stands for the missing letter.</p> <p>Read aloud a phonetically decodable text</p>	<p>Read accurately and fluently without overt sounding and blending with a target of at least 90 words per minute.</p> <p>Read accurately by blending, including alternative sounds for graphemes and read multisyllabic words containing these graphemes</p> <p>Read 'red' words and words with two or more syllables noting unusual correspondences.</p> <p>Check that the text makes sense as I read and self-correct.</p> <p>Identify and read words with common suffixes and common exception words.</p>	<p><i>RWI Spelling and VIPERS taught daily,</i></p> <p>Use their phonic knowledge to decode quickly and accurately - may still need support to read longer unknown words.</p> <p>Apply their growing knowledge of root words and prefixes including in-,im-,il-,ir-, ,dis-, ,mis-, un-,re-,sub-, inter-,super-, anti-and auto-to begin to read aloud.</p> <p>Apply their growing knowledge of root words and suffixes/word endings,including ation,-ly, -ous, -ture, - sure, -sion,- tion, -ssion and -cian, to begin to read aloud.*</p> <p>Read Year 3/4 common exception words</p>	<p>Use their phonic knowledge to decode quickly and accurately -may still need support to read longer unknown words.</p> <p>Apply knowledge of root words, prefixes and suffixes to understand new words</p> <p>Read most/all Year 3/4 common exception words.</p>

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<p>Exploring Language/ Vocabulary</p> <p>VIPERS LINK: V = Vocabulary</p>	<p>Use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>Be able to tell oral stories to explain/explore language.</p> <p>Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new word</p> <p><i>Talk Through Stories, RWI session</i></p>	<p>Identify and talk about meanings of words linking meaning to those they already know.</p> <p>Find words with similar Meanings.</p> <p><i>VIPERS session and RWI sessions, reading for pleasure books</i></p>	<p>Identify new language and know how to find out what a new word means,</p> <p>Talk about favourite words and phrases and identify within books, use in oral speech and writing.</p> <p>Begin to use dictionaries to check the meaning of words with support and discuss how this fits into a text.</p> <p><i>VIPERS, 1-1 reading, reading for pleasure books</i></p>	<p>Use dictionaries to check the meaning of words I have read with support.</p> <p>Discuss words and phrases that capture the reader's interest and imagination and begin to explain why.</p> <p>To begin to use the wider text to support understanding of topic specific vocabulary.</p> <p>Check a text makes sense using an understanding of the words in context.</p> <p><i>VIPERS, 1-1 readers, reading for pleasure books</i></p>	<p>Confidently use dictionaries to check the meaning of words I have read and thesaurus to find words of similar meaning.</p> <p>Check a text makes sense using an understanding of the words in context and explain it.</p> <p>Discuss words and phrases that capture the reader's interest and imagination and begin to explain why.</p> <p>Within wider reading, identify topic specific vocabulary and explore the meaning.</p> <p><i>VIPERS, 1-1 readers, reading for pleasure books and class chapter books.</i></p>

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Retrieving, Recounting and Summarising/ Sequencing <i>VIPERS LINK:</i> <i>R = retrieval</i> <i>S= sequencing</i> <i>(KS1)</i> <i>S = summarising</i> <i>(KS2)</i>	Tell others about what I have read with growing independence. Play cooperatively as part of a group to develop and act out a narrative. Begin to retell familiar stories. Describe main story settings, events and main characters. Follow a story without pictures or props. Know that information can be retrieved from books and computers. <i>RWI sessions, reading for pleasure books and TTS.</i>	Sequence and retell the events of a story they are familiar with e.g. traditional tales and fairy stories. Identify the beginning, middle and end of a text/story. Talk about what I have read with others. Develop their knowledge of retrieval through images. Retell familiar stories orally and sequence the events of a story they are familiar with. <i>VIPERS session and RWI sessions, reading for pleasure books.</i>	Retell a range of stories, traditional tales and fairy stories which shows a good understanding of the sequence of events. Asking and answering retrieval questions. Discuss the sequence of events in books and how items of information are related. <i>VIPERS session and reading for pleasure books.</i>	Understand what the purpose of summarising is. Understand what the purpose of summarising is. Identify and summarise main ideas in a text. Retell a wider range of stories orally. E.g. fairy stories, myths and legends. Retrieve and record information from a fiction text. <i>VIPERS session and reading for pleasure books.</i>	Identifying main ideas drawn from more than one paragraph and summarising these. Retell a wide range of stories orally. Retrieve and record information from more than one paragraph in a fiction text by beginning to skim and scan. <i>VIPERS session and reading for pleasure books.</i>

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<p>Making Inferences/ Predicting</p> <p>VIPERS LINK: I = inference P = predictions E = explain</p>	<p>Talk about what might happen in a book by answering 'how' and 'why' questions.</p> <p>Guess/suggest what might happen next and how a story might end.</p> <p><i>RWI sessions, reading for pleasure books and TTS.</i></p>	<p>Find clues in a text based on what has been said and done.</p> <p>Make predictions based on clues from the text/what they have read so far and justify your answers orally.</p> <p>Year 2: Discussing the significance of the title and events.</p> <p>Making inferences on the basis of what is being said and done.</p> <p>Developing inference through use of pictures</p> <p><i>VIPERS session, RWI sessions, reading for pleasure books and 1-1 reading.</i></p>	<p>Infer a character's feelings, thoughts and motives through their actions and interactions with others.</p> <p>Justify inferences/predictions with evidence.</p> <p>To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p> <p>Make predictions based on evidence from the text and begin to explain how this supports your prediction</p> <p><i>VIPERS session, 1-1 reading and reading for pleasure books.</i></p>	<p>Infer a character's feelings, thoughts and motives through their actions and interactions with others.</p> <p>Justify inferences/predictions with evidence.</p> <p>To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p> <p>Make predictions based on evidence from the text and begin to explain how this supports your prediction</p> <p><i>VIPERS session, 1-1 reading and reading for pleasure books.</i></p>	<p>Infer a character's feelings, thoughts and motives through their actions and interactions with others.</p> <p>Justify inferences/predictions with evidence.</p> <p>To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p> <p>Make predictions based on evidence from the text and begin to explain how this supports your prediction</p> <p><i>VIPERS session, 1-1 reading and reading for pleasure books.</i></p>

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<p>Personal reflection on reading</p> <p>VIPERS LINK: E = explain</p> <p>VIPERS Link: Text to Text Text to Self which encourages/supports children to compare texts and refer to feelings about texts.</p>	<p>Talk about books they like and explain why/demonstrating understanding.</p> <p>Understand humour, e.g. nonsense rhymes, jokes.</p> <p><i>Reading for pleasure books and TTS.</i></p>	<p>Explain how the storyline and pictures make me feel.</p> <p><i>VIPERS session, RWI sessions, reading for pleasure books and 1-1 reading.</i></p>	<p>Give my opinion about a story, poem or nonfiction text and begin to justify my opinion.</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p> <p><i>VIPERS session, reading for pleasure books and 1-1 reading.</i></p>	<p>Give my opinion on a story, poem or nonfiction text and justify your reasoning using evidence from the text.</p> <p>Begin to identify how language, structure, and presentation contribute to meaning.</p> <p><i>VIPERS session, 1-1 reading and reading for pleasure books.</i></p>	<p>Draw on experiences from texts and begin to compare.</p> <p>Give my opinion on similar themes and characters across texts.</p> <p><i>VIPERS session, 1-1 reading and reading for pleasure books.</i></p>

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<p>Comparing/ connecting texts.</p> <p>VIPERS Link: Text to Text comparisons</p>	<p>Talk about books that are alike and why with increasing attention and recall.</p>	<p>Identify similarities and differences between stories.</p>	<p>Discuss and share my opinions about different texts and listen to other people's views.</p>	<p>Compare texts that are structured in different ways.</p>	<p>Use evidence to justify my opinions when comparing.</p>

<p>encourages/supports children to compare texts.</p>	<p>Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>Demonstrate understanding when talking with others about what they have read.</p> <p><i>Story time and talk through stories.</i></p>	<p>Recognise and join in with predictable phrases.</p> <p>Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p> <p><i>VIPERS session, RWI sessions and reading for pleasure books.</i></p>	<p>Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</p> <p>Recognising simple recurring literary language in stories and poetry</p> <p>GD TAF: Make links between the book they are reading and other books they have read.</p> <p><i>VIPERS session, reading for pleasure books and 1-1 reading.</i></p>	<p>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends.</p> <p>Compare books by the same and different authors.</p> <p>Reading books that are structured in different ways and reading for a range of purposes.</p> <p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p> <p><i>VIPERS session, reading for pleasure books and 1-1 reading.</i></p>	<p>Identify themes and conventions used by different authors.</p> <p>Compare texts that are structured in different ways.</p> <p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p> <p><i>VIPERS session, reading for pleasure books and 1-1 reading.</i></p>
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<p>Identifying features and conventions in texts.</p> <p>VIPERS LINK: R = retrieval</p>	<p>Know the different parts of a book.</p> <p><i>Story time and talk through stories.</i></p>	<p>Recognise and join in with repeated patterns and phrases.</p> <p>Name and explain different parts of a book. E.g. front cover, page, title, end papers, gutter</p>	<p>Identify a sequence of events in a book.</p> <p>Identify and use the structure of nonfiction books.</p> <p><i>VIPERS session, 1-1 reading and reading for pleasure books.</i></p>	<p>Identify common themes in a wide range of books.</p> <p>Recognise different forms of poetry.</p> <p>Use the structure of a non-fiction book to retrieve information.</p>	<p>Identify themes and conventions in a wide range of books.</p> <p>Recognise different forms of poetry (narrative and free verse).</p>

		<i>VIPERS session, RWI sessions and reading for pleasure books.</i>		<i>VIPERS session, reading for pleasure books and 1-1 reading.</i>	Understand how language, structure and presentation adds meaning to the text. <i>VIPERS session, reading for pleasure books and 1-1 reading.</i>
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Non Fiction	Talk about what I liked and did not like in the books I read and share. <i>Story time and talk through stories.</i>	Discuss features and layout of non-fiction text. <i>Books based on subjects.</i>	Introduce non-fiction books that are structured in different ways. Understand what the purpose of a nonfiction book is. <i>Books based on subjects, writing stimulus books.</i>	Discuss features and layout of non-fiction text and compare to fiction. Retrieve and record information from non-fiction with an increasing understanding of how the structure of the text supports retrieval. <i>Books based on subjects, writing stimulus books.</i>	

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Poetry and Performance <i>Year 1-4 use a poem for a week as part of their VIPERS session.</i>	Join in with rhymes and stories that I know. Express themselves effectively, showing awareness of listeners' needs.	Learning to appreciate rhymes and poems, and to recite some by heart. Use actions to learn simple texts off by heart.	Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.	Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Recognising some different forms of poetry.	