



St. Peter's
Church of England Primary School

Reading Skills Progression



How is reading taught at St Peter's?

At St Peter's, our reading curriculum is split into two main parts: word reading including phonics and spelling, and comprehension.

In order to improve the children's comprehension skills, we use the Reading VIPERS, as created by The Literacy Shed. VIPERS is an acronym to aid the recall of the key areas which we feel children need to know and understand in order to improve their comprehension of texts.

VIPERS stands for:

Vocabulary

Inference

Prediction

Explanation

Retrieval

Sequence or **S**ummarise



Guided reading is taught as a whole class from Year 2 onwards where the focus will be more on reading comprehension than physical reading ability. The texts chosen for this are detailed below. Each year group will teach at least two sessions of Guided Reading per week. One of those lessons will focus on a particular VIPER (as shown below) and the other lesson will take a 'spiral' approach and cover all VIPERS. Questions can be verbal with some written evidence required.

Approach to written answers can vary with assessments in mind – children need to be able to answer a variety of question types including matching activities, ordering statements and ticking a number of boxes.

What does the word *Quote* mean in this sentence?

	Tick one.
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

Using information from the text, put a tick in the correct box to show whether each statement is **true** or **false**.

	True	False
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

2 marks

Guided Reading Texts

Guided Reading Texts								
Week Comm.	Year 2		Year 3/4		Year 4/5		Year 5/6	
	Book Title	VIPER	Book Title	VIPER	Book Title	VIPER	Book Title	VIPER
05.09.22 (3 days)	Transition		Transition		Transition		Transition	
12.09.22			Friend or Foe <small>Michael Morpurgo</small>	Prediction	When Hitler Stole Pink Rabbit <small>Judith Kerr</small>	Prediction	Letters from the Lighthouse <small>Emma Carroll</small>	Prediction
19.09.22		Vocabulary		Vocabulary				
26.09.22		Explain		Explain				
03.10.22		Inference		Inference				
10.10.22			The Man Who Walked Between the Towers <small>Mordicai Gerstein</small>	Retrieve	Sea Prayer <small>Khaled Hosseini</small>	Retrieve		Retrieve
17.10.22		Summary		Summary				
24.10.22	Half Term							
31.10.22 (4 days)			Leon and the Place Between <small>Angela Mcallister</small>	Prediction		Prediction	The London Eye Mystery <small>Siobhan Dowd</small>	Prediction
07.11.22				Retrieve		Retrieve		
14.11.22			Hetty Feather <small>Jacqueline Wilson</small>	Vocabulary	Cloud Busting <small>Malorie Blackman</small>	Vocabulary		Vocabulary
21.11.22				Inference		Inference		
28.11.22				Summary		Summary		
05.12.22				Inference		Inference		
12.12.22				Explain		Explain		
19.12.22	Christmas Holidays							
26.12.22	Christmas Holidays							
02.01.23 (3 days)			Arthur and the Golden Rope <small>Joe Todd Stanton</small>	Retrieve		Prediction	The Explorer <small>Katherine Rundell</small>	Prediction
09.01.23				Summary		Vocabulary		
16.01.23			How to Train Your Dragon <small>Cressida Cowell</small>	Prediction	The Miraculous Journey of Edward Tulane <small>Kate Dicamillo</small>	Retrieve		Retrieve
23.01.23				Vocabulary		Explain		
30.01.23				Inference		Inference		
06.02.23				Explain		Summary		
							The Mysteries and Chronicles	Summary

							of Harris Burdick Chris Van Allsburg	
13.02.23	Half Term							
20.02.23			Eye of the Wolf Daniel Pennac	Prediction	The Firework Maker's Daughter Philip Pullman	Prediction	The Giant's Necklace Michael Morpurgo	Prediction
27.02.23				Vocabulary		Vocabulary		Inference
06.03.23				Retrieve		Retrieve		Summary
13.03.23				Explain		Explain	Vocabulary	
20.03.23				Inference		Inference	Retrieve	
27.03.23				Summary		Summary	Explain	
03.04.23	Easter Holidays							
10.04.23	Easter Holidays							
17.04.23 (4 days)			The Lost Words Robert Macfarlane	Summary	Charlie and the Chocolate Factory Roald Dahl	Prediction	Cogheart Peter Bunzl	Prediction
24.04.23				Vocabulary		Retrieve		Vocabulary
01.05.23 (4 days)				Retrieve		Explain		Explain
08.05.23			The Sheep Pig Dick King Smith	Prediction	A Midsummer Night's Dream William Shakespeare	Inference		Retrieve
15.05.23				Inference	Vocabulary	Inference		
22.05.23				Explain	Summary	Summary		
29.05.23	Half Term							
05.06.23			The Nothing to See Here Hotel Steven Butler	Prediction	The Magician's Elephant Kate Dicamillo	Prediction	Macbeth William Shakespeare	Prediction
12.06.23				Inference		Vocabulary		Vocabulary
19.06.23				Retrieve		Explain		Inference
26.06.23			The Iron Man Ted Hughes	Inference		Retrieve	Everything All at Once Steven Camden	Retrieve
03.07.23				Vocabulary		Summary		Summary
10.07.23				Explain		Vocabulary		Explain
17.07.23			Great Women who Changed the World Kate Pankhurst	Summary	Inference	Inference		
24.07.23 (2 days)				Vocabulary	Inference	Vocabulary		
31.07.23	Summer Holidays							

Progression in **Vocabulary**

Year	National Curriculum	Skill Progression	Question Stems
Early Years	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.	<ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Engage in storytimes. • Learn new vocabulary. Use new vocabulary through the day. • Use new vocabulary in different contexts. 	What does this word mean? When could we use this word? Can we use this word in a sentence? Find a word that tells us about the (character or setting)
Year 1	Discussing word meanings, linking new meanings to those already known Check that the text makes sense to them as they read and correcting inaccurate reading	<ul style="list-style-type: none"> • Draw on vocabulary provided by the teacher to understand books • 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 	Which word tells you that the character is happy/sad/worried? Point to the word that shows... Find a word that tells us about the... (setting e.g. house, woods, bridge) Can you think of another word for...? Can you find the rhyming word? What other words rhyme with this? Can you find any patterns in the words? Are any repeated?
Year 2	Discussing and clarifying the meanings of words, linking new meanings to known vocabulary Discuss their favourite words and phrases Recognising simple recurring literary language in stories and poetry Check that the text makes sense to them as they read and correcting inaccurate reading	<ul style="list-style-type: none"> • Draw on vocabulary provided by the teacher to understand books • Identify favourite words and phrases and be able to explain why • Pick out key words or phrases in a text e.g. First/Next, Once upon a time, suddenly • Identify rhyming words and be able to give other examples which could be used 	Find and copy two words which tell you how the character....? Find and copy one word that shows the character is upset/angry/happy What makes character feel....? Tick one event. Circle two words in the text that tell you... Select a word that shows... Which word/phrase shows that... What do the words ... mean? What does ... 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?
Year 3/4	Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context	<ul style="list-style-type: none"> • Be able to discuss the meaning of words • To use a dictionary with some support to find unfamiliar words 	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?

	<p>Use dictionaries to check the meanings of words they have read</p> <p>Discuss words and phrases that capture the reader's interest and imagination</p>	<ul style="list-style-type: none"> Specify vocabulary used to engage the reader and explain why it is a good choice 	<p>Which word is closest in meaning to ___?</p> <p>Find and copy one word which means...</p> <p>Why is the word ... in inverted commas?</p> <p>What does the word ... tell you about...?</p> <p>Use the dictionary to find the meaning of the word...</p> <p>Use the dictionary to find other words that mean the same as</p> <p>Why has the author chosen to use the word...? What impact does it have on the reader?</p>
Year 5/6	<p>Check that the book makes sense to them, discuss their understanding and explore the meaning of words in context</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>	<ul style="list-style-type: none"> Be able to 'read around' unfamiliar words in a text to determine the meaning within a context Use dictionaries confidently and quickly to find a definition to an unfamiliar word Discuss how and why particular language choices have been used 	<p>Find and copy one word which shows that...</p> <p>Find two words or phrases that make the passage seem...</p> <p>What does ... mean in this sentence?</p> <p>Find and copy a group of words that means the same as ...</p> <p>What do the words ... mean?</p> <p>Which word is closest in meaning to ...?</p> <p>Find and copy one word which means...</p> <p>Why is the word ... in inverted commas?</p> <p>What does the word ... tell you about...?</p> <p>Choose the best words to match the description...?</p> <p>The writer has used the simile/metaphor... What does this mean?</p> <p>How can we describe ... using similes/metaphors?</p> <p>Which keyword(s) tell you about the character/setting/mood?</p> <p>Find similar words that other authors use to convey information (non-fiction texts).</p> <p>What other words or phrases could the author have used?</p>

Progression in Inference

Year	National Curriculum	Skill Progression	Question Stems
Early Years	<p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>	<ul style="list-style-type: none"> Engage in story time. Listen to, and talk about stories to build familiarity and understanding. Develop storylines in their pretend play. 	<p>How did ___ feel? How can you tell that?</p> <p>Have you ever felt like this character?</p> <p>This happened in the story, why did that happen?</p> <p>What is the same/ different?</p> <p>What does this tell us?</p> <p>How do we know....?</p>
Year 1	<p>Being encouraged to link what they read or hear read to their own experiences</p> <p>Make inferences on the basis of what is being said and done</p>	<ul style="list-style-type: none"> Give some reasons why things happen or characters change Begin to express their own views or opinions on a text Make simple deductions with support from the teacher 	<p>Match thoughts and feelings to the story event</p> <p>How did _____ feel? How can you tell that?</p> <p>How did ... react when....?</p> <p>Why did ... do _____?</p> <p>In which part of the story did ... feel happy?</p> <p>Which is your favourite part of the story/text? Explain why.</p> <p>Who is your favourite character and why?</p> <p>What in the text suggests that ... is not very happy?</p> <p>What does this tell us about how ... is feeling?</p>

Year 2	Make inferences on the basis of what is being said and done	<ul style="list-style-type: none"> With support, 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 etc. 	<p>How did ... feel when...? Why did...? Why was ... sad/happy/laughing? How can you tell? How do we know...? Why is ... important? What does this tell us about how the character is feeling? What else in the text tell us...? What suggests that...? Give two things. How does the story show that ... was clever/angry/happy? Which words in this story make it funny?</p>
Year 3/4	Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence	<ul style="list-style-type: none"> Empathise with different characters' points of view which are implied and specifically stated Identify the use of descriptive and expressive language to get a better understanding of a character Discuss the way that characters respond in a dilemma and make deductions about their motives and feelings Discuss, moods, feelings and attitudes using inference and deduction Use the text as evidence in response to questions 	<p>What impression do you get of...? How do you feel about ...? Why? How was the character feeling when...? How do you know? What dilemma did ... face in the story? How did it make him/her feel? What did he/she decide to do? Why? What would you do? "... " – what does this say about the character? What does it say about the relationship between the two characters? What suggests/implies that...? Who is the hero/villain/victim/champion in the story? How do you know?</p>
Year 5/6	Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence	<ul style="list-style-type: none"> 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 Distinguish between statements of fact and opinion Independently and confidently use the text as evidence in response to questions 	<p>What does it mean when he/she says ...? 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 from...? Explain what the writer/poet finds different/exciting etc. about ... Why does he/she 'hesitate' ? What is one thing that does not change through ...? Identify two sections/verses that are about ... What suggests that (the setting) was not well looked after? How can you tell that ... was determined to ...? Give two reasons why he does/doesn't want ... How can you tell that there was something strange about.....?</p>

Progression in Prediction

Year	National Curriculum	Skill Progression	Question Stems
Early Years	Anticipate- where appropriate- key events in stories.	<ul style="list-style-type: none"> Engage in story time. Listen to, and talk about stories to build familiarity and understanding. 	<p>What happened first/next/after? Who do you think this story might be about? What do you think might happen in the story? What is going to happen next?</p>
Year 1	Predict what might happen on the basis of what has been read so far	<ul style="list-style-type: none"> Discuss the blurb and title of a book Predict events and endings and how characters will behave Look through a variety of fiction and non-fiction texts with growing independence 	<p>Predict from the cover/ title/ blurb. Cover: Who is the main character? What is the setting? What might happen here? What will happen to ... in this story? What places might the character visit?</p>

		to predict content, layout and story development	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?
Year 2	Predict what might happen on the basis of what has been read so far	<ul style="list-style-type: none"> 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 Make links between this and other texts they have read which are similar 	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 why. Can you predict what the character might do next (based on action/dialogue/appearance)? 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? Act out what might happen next.
Year 3/4	Predict what might happen from details stated and implied	<ul style="list-style-type: none"> 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 Make predictions about what might happen in a text using evidence from the front cover/blurb/opening chapters to give full responses 	Predict from the cover/ blurb/opening chapters. 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 the main character do in this story? Will the 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 settings will the character be scared/unhappy/content/friendly in? What will happen next? (following a chapter, setting or event)
Year 5/6	Predict what might happen from details stated and implied	<ul style="list-style-type: none"> 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 	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? 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?

Progression in Explanation

Year	National Curriculum	Skill Progression	Question Stems
Early Years	Listen attentively and respond to what they hear with relevant questions,	<ul style="list-style-type: none"> Engage in story time. 	Why do you think this happened? Did you like the story?

	<p>comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems.</p>	<ul style="list-style-type: none"> • Listen to, and talk about stories to build familiarity and understanding. • Ask questions to find out more and check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. 	<p>What did you like about the story? Why did the character ...?</p>
Year 1	<p>Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>Discuss the significance of the title and events</p>	<ul style="list-style-type: none"> • Explain why the events are important to a character or to the story • Be read a variety of texts to gain exposure to stories which they cannot yet read independently 	<p>Who is your favourite character? Why? Do you like this text? What do you like about it? What didn't you like about it? Why did the character ...? Explain why the character doing ... is important to the story.</p>
Year 2	<p>Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p> <p>Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p>	<ul style="list-style-type: none"> • Be read a variety of texts to gain exposure to stories which they cannot yet read independently • Explain why they like or dislike a text 	<p>Why do you think all the main characters are girls in this book? Would you like to live in this setting? Why/why not? Did you like or dislike this story? Why? Is there anything you would change about this story? Why do you think...? Explain why the author...</p>
Year 3/4	<p>Read and discuss books that are structured in different ways</p> <p>Identify how language, structure, and presentation contribute to meaning</p> <p>Listen to and discuss 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>	<ul style="list-style-type: none"> • Be able to comment on the structure of a text and how it is different to another • Generate opinions on various texts read • Explain their views clearly using evidence from the text 	<p>Why is the text arranged in this way? What structures has the author used? What is the purpose of this text feature? Explain what you liked or disliked about this text. Explain how the author has used a simile to...? What is the author's point of view? Which section was the most interesting/exciting part? How are these sections linked?</p>
Year 5/6	<p>Read books that are structured in different ways and reading for a range of purposes</p>	<ul style="list-style-type: none"> • Generate opinions on likes or dislikes of a text in order to review and recommend to others • Provide reasoned justifications for their views 	<p>How is the text structured? How do you know? How has the author engaged the reader...? Is the use of ... effective? Why? How? The mood of the character changes throughout the text. Find and copy the phrases which show this What affect does ... have on the audience?</p>

	<p>Recommend books that they have read to their peers, giving reasons for their choices</p> <p>Make comparisons within and across texts</p> <p>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p>	<ul style="list-style-type: none"> • Be able to explain their opinions using evidence from the text confidently 	<p>Which words and phrases did ... use effectively? Did you enjoy the text? Explain why/why not. Why do you think the author chose to...? Do you agree with...? What is your opinion? Why?</p>
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Progression in Retrieval

Year	National Curriculum	Skill Progression	Question Stems
Early Years	<p>Make comments on what they have heard and ask questions to clarify their understanding.</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p>	<ul style="list-style-type: none"> • Engage in story time. • Listen to, and talk about stories to build familiarity and understanding. • Engage in non-fiction books -listen and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 	<p>What is this information book about? Who is/are ...? What happened to ... ? What happened when.... ?</p>
Year 1	<p>Explain clearly their understanding of what is read to them</p> <p>Recognise and join in with predictable phrases</p>	<ul style="list-style-type: none"> • Draw on what they already know or on background information from the teacher to aid their understanding • 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 simple, literal retrieval questions about a text with which they are familiar 	<p>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?</p>

Year 2	<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>Answer and ask questions</p>	<ul style="list-style-type: none"> • Draw on what they already know or on background information from the teacher to aid understanding • 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 	<p>List... Match... Underline / highlight... Choose... Give one reason... Find a description of... What did...? Where did...? When did...? How did...? Who are the characters? Who is telling the story? Who did...? Where are/do...? Where is the story set? What happened...? 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? Match the sub-heading to the section Where would you find information about...?</p>
Year 3/4	<p>Ask questions to improve their understanding of a text</p> <p>Retrieve and record information from non-fiction</p>	<ul style="list-style-type: none"> • Ask questions and find answers to simple questions in a text • Answer literal retrieval questions and locate the information in the text • Locate information using skimming and scanning • Use non-fiction features to find information from the text (index, contents, headings and sub-headings, illustrations) 	<p>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. Where would you find information about...? Number these facts in order of importance.</p>
Year 5/6	<p>Ask questions to improve their understanding</p> <p>Retrieve, record and present information from non-fiction</p>	<ul style="list-style-type: none"> • 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 	<p>What conclusion does ... draw from this? How do people feel about the...? What is happening after/before...? True or false statements. Why is it important for... ? Complete the table (headings with a series of bullet points requiring retrieval from the text) Where did ... find the? What do the characters spend time doing? Give two pieces of evidence that... Number these facts in the order that they happen. How did the character 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...?</p>

Progression in Sequencing/Summarising

Year	National Curriculum	Skill Progression	Question Stems
Early Years	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own	<ul style="list-style-type: none"> • Listen to and talk about stories to build familiarity and understanding. • Develop story lines in their pretend play. 	<p>What happened in the story? What happened first/next/after? Can you put the pictures in the order they happened in?</p>

	<p>words and recently introduced vocabulary. Invent adapt and recount narratives and stories with peers and their teacher. Perform songs, rhymes, poems and stories with others.</p>	<ul style="list-style-type: none"> Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. 	<p>Make use of props and materials when role playing characters in narratives and stories. Can you retell the story?</p>
Year 1	<p>Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics Learn to appreciate rhymes and poems, and to recite some by heart</p>	<ul style="list-style-type: none"> Sequence a simple story or event and use this to re-enact and retell Identify main events or key points in texts Practise reciting favourite or repeating parts of a poem or story and know when they appear during a text 	<p>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?</p>
Year 2	<p>Discuss the sequence of events in books and how items of information are related Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales</p>	<ul style="list-style-type: none"> Identify main events or key points in texts Sequence a range of stories or events and use this to re-enact and retell Practise reciting favourite or repeating parts of a poem or story and know when they appear during a text 	<p>Can you retell the story? Sequence pictures from the story. Retell the events in one sentence per picture. Can you tell me the main events from the story? What happened first? Which event happened first? What happens next? What were the main events? Why are they important? What is the main event in the story? Can you order the main events? Number the events in order. What are the key points in this information text? What is this paragraph of information telling us? Sum up in one sentence.</p>
Year 3/4	<p>Identify main ideas drawn from more than one paragraph and summarise these identifying themes and conventions in a wide range of books</p>	<ul style="list-style-type: none"> Identify and explain main ideas within a text or within a paragraph and summarise these 	<p>Order 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? If I were to give this paragraph a heading, what would it be? 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.</p>
Year 5/6	<p>Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p>	<ul style="list-style-type: none"> Use the skills of skimming, scanning, text-marking and note taking to identify key ideas 	<p>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)</p>

	<p>Identify how language, structure, and presentation contribute to meaning</p> <p>identifying and discussing themes and conventions in and across a wide range of writing</p>	<ul style="list-style-type: none"> Identify and explain main ideas within a text or within a paragraph and summarise these 	<p>Number these events 1-5 in the order that they happened.</p> <p>Can you summarise in a sentence each section/paragraph of the story/text?</p> <p>Can you choose one word to summarise each paragraph?</p> <p>Can you summarise the story? The character in three words?</p> <p>Skim the text. Start with sub-heading/headlines/titles/topic sentences. What is this text about? List 3 words.</p> <p>Scan the text for e.g. dates/character names/setting names etc.</p> <p>What does this section of text tell us about?</p>
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Progression in Word Reading

Progression in Word Reading		
Year	National Curriculum	Curriculum implementation
EYFS	<ul style="list-style-type: none"> Read individual letters by saying the sounds for them Say a sound for each letter of the alphabet and at least ten digraphs. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondence and, where necessary a few exception words. Re-read these books to build up confidence in word reading, their fluency and their understanding and enjoyment. 	<p>Autumn 1 Phase 2 Graphemes: s a t p i n m d g o c k c k e u r h b f l New Tricky Words: is I the</p> <p>Autumn 2 Phase 2 graphemes: ff ll ss j v w x y z zz qu ch sh th ng nk • words with –s /s/ added at the end (hats sits) • words ending in s /z/ (his) and with –s /z/ added at the end (bags sings)</p> <p>New Tricky Words: put* pull* full* as and has his her go no to into she push* he of we me be</p> <p>Spring 1 Phase 3 graphemes: ai ee igh oa oo oo ar or ur ow oi ear air er • words with double letters • longer words New tricky words: was you they my by all are sure pure</p> <p>Spring 2 Review Phase 3 • words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words • words with s /z/ in the middle • words with –s /s/ /z/ at the end • words with –es /z/ at the end Review all tricky words taught so far</p> <p>Summer 1 Phase 4: Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suf-xes: –ing, –ed /t/, –ed /id/ /ed/, –est New tricky words: said so have like some come love do were here little says there when what one out today</p> <p>Summer 2 Phase 4: Phase 3 long vowel graphemes with adjacent consonants • CVCC CCVC CCCVC CCV CCVCC • words ending in suf-xes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est • longer words Review all tricky words taught so far</p>

Year 1	<ul style="list-style-type: none"> Apply phonic knowledge and skills as the route to decode words Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings Read other words of more than one syllable that contain taught GPCs Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words Re-read these books to build up their fluency and confidence in word reading. 	<p>Autumn 1 Review Phase 3 and 4 then, Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each</p> <p>Tricky Words: Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today</p> <p>Autumn 2 Phase 5 graphemes: /ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw</p> <p>New Tricky Words: their people oh your Mr Mrs Ms ask* could would should our house mouse water want</p> <p>Spring 1 Phase 5 graphemes: /ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup</p> <p>New Tricky Words: any many again who whole where two school call different thought through friend work</p> <p>Spring 2 Phase 5 Graphemes: /ur/ or word /oo/ u owl awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor</p> <p>New Tricky Words: once laugh because eye</p> <p>Summer 1 Phonics screening check review – no new GPCs or tricky words</p> <p>Summer 2 Phase 5 graphemes: /ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more</p> <p>New Tricky Words: busy beautiful pretty hour move improve parents shoe</p>
Year 2	<ul style="list-style-type: none"> Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes 	<p>Children to be heard read weekly with the exception of 'regular readers' who will read more often. Any child still requiring phonics will have access to Little Wandle as needed.</p> <p>Spelling patterns taught in line with Spelling Shed Scheme (see Progression in phonics and spelling document)</p>

	<ul style="list-style-type: none"> • Read accurately words of two or more syllables that contain the same graphemes as above • Read words containing common suffixes • Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered • Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • Re-read these books to build up their fluency and confidence in word reading. 	
Year 3/4	<ul style="list-style-type: none"> • Apply their growing 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. 	Children to be heard read weekly with the exception of 'regular readers' who will read more often. Any child still requiring phonics will have access to Little Wandle as needed. Spelling patterns taught in line with Spelling Shed Scheme (see Progression in phonics and spelling document)
Year 5/6	<ul style="list-style-type: none"> • Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet 	Any child still requiring phonics will have access to Little Wandle as needed. Spelling patterns taught in line with Spelling Shed Scheme (see Progression in phonics and spelling document)

Progression in Phonics and Spelling

Date	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
05.09.22 (3 days)							
12.09.22	Phase 2 graphemes: s, a, t, p	Review phase 3 GPCs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear Review tricky words	/j/ sound spelled – dge	/ow/ sound spelled 'ou.'	Homophones or near homophones	Words ending in '-ious'	Challenge Words
19.09.22	Phase 2 graphemes: l, n, m, d	Air, er /z/ s -es Words with two or more digraphs Review tricky words	/j/ sound spelled – ge	/u/ sound spelled 'ou.'	Prefix 'in-'	Words ending in '-cious'	Challenge Words
26.09.22	Phase 2 graphemes: g, o, c, k Tricky Word: is	Phase 4: CVCC, CCVC, CCVCC, CCCVC Phase 4 with long vowels Review tricky words	/j/ sound spelled with a g	/i/ sound spelled with a 'y.'	Before a root word starting with l, the 'in-' prefix becomes 'il-'. Before a root word starting with r the prefix 'in-' becomes 'ir-'	Words ending in '-cial' and '- tial'	Challenge Words
03.10.22	Phase 2 graphemes: ck, e, u, r Tricky Word: l	Phase 5: /ai/ ay /ow/ ou /oi/ oy /ee/ ea Review tricky words	/s/ sound spelt c before e, i and y	Endings that sound like /ze/ spelled '- sure.'	Prefix 'sub-'	Words ending in '-cial' and '- tial'	Challenge Words
10.10.22	Phase 2 graphemes: h, b, f, l Tricky Word: the	Review longer words Review tricky words	/n/ sound spelt kn and gn	Endings that sound like /ch/ spelled – 'ture'	Prefix 'inter-'	Words ending in '-cial' and '- tial'	Challenge Words
17.10.22	Assessment	Assessment	Challenge Words	Challenge words	Challenge Words	Challenge words	Challenge Words
24.10.22	Half Term						
31.10.22 (4 days)	Phase 2 graphemes: ff, ll, ss, j Tricky Word: as	/ur/ ir /igh/ ie /oo/ /yoo/ ue /yoo/ u Tricky Words: their, people, oh, your	/r/ sound spelled 'wr'	Prefix 're-'	Suffix '-ation'	Words ending in '-ant'	Challenge Words
07.11.22	Phase 2 graphemes: v, w, x, y	/oa/ o /igh/ i /ai/ a	/l/ or /ul/ sound spelled '-le'	Prefix 'dis-'	Suffix '-ation'	Words ending in '-ance'	Challenge Words

	Tricky Words: and, has, his, her	/ee/ e Tricky Words: Mr, Mrs, Ms					
14.11.22	Phase 2 graphemes: z, zz, qu Tricky Words: go, no, to, into	/ai/ a-e /igh/ i-e /oa/ o-e /oo/ /yoo/ u-e Tricky Words: could, would, should, our	/l/ or /ul/ sound spelt '-el'	Prefix 'mis-'	Adding -ly to adverbs	Use -ent and -ence after soft c (/s/ sound), soft g (/j/ sound) and qu	Challenge Words
21.11.22	Phase 2 graphemes: sh, th, ng, nk Tricky Words: she, he, of	/ee/ e-e /oo/ /yoo/ ew /ee/ ie /or/ aw Tricky Words: house, mouse, water, want	/l/ or /ul/ sound spelled '-al'	Adding suffixes beginning with vowel letters to words of more than one syllable	Adding '-ly' to turn an adjective into an adverb	Words ending in '-able' and '-ible'	Challenge Words
28.11.22	Words with s /s/ added at the end (hats) Words ending in s /z/ (bags) Tricky Words: we, me, be	Grow the code: /igh/ ie i i-e /ai/ ay a a-e /oa/ oa o o-e /ee/ e ie e-e ea /oo/ /yoo/ ew u-e u ue	Words ending in '-il'	Adding suffixes beginning with vowel letters to words of more than one syllable	Words with the 'sh' sound spelled ch	Words ending in '-ably' and '-ibly'	Words with the short vowel sound /i/ spelt y
05.12.22	Assessment	Assessment	Challenge Words	Challenge words	Challenge Words	Challenge Words	Words with the long vowel sound /igh/ spelt with a y
12.12.22			The long vowel 'i' spelled with a y	The long vowel /a/ sound spelled 'ai'	Suffix '-ion.'	Words ending in '-able'	Adding the prefix '-over' to verbs
19.12.22	Christmas						
26.12.22							
02.01.23 (3 days)							
09.01.23	Phase 3 graphemes: ai, ee, igh, oa	Phase 5 graphemes: /ee/ y /e/ ea /w/ wh /oa/ oe ou toe Tricky Words: any, many, again	Adding '-es' to nouns and verbs ending in 'y'	The long /a/ vowel sound spelled 'ei'	Suffix -ous.'	Adverbs of time	Convert nouns or verbs into adjectives using suffix '-ful'
16.01.23	Phase 3 graphemes: oo, ar, or Tricky Words: was, you, they	Phase 5 graphemes: /igh/ y /oa/ ow /j/ g	Adding '-ed' to words ending in y	The long /a/ vowel sound spelled 'ey'	Suffix '-ous.'	Adding suffixes beginning with vowel letters to words ending in -fer	Words which can be nouns or verbs

		/f/ ph Tricky Words: who, whole, where, two					
23.01.23	Phase 3 graphemes: ur, ow, oi, ear Tricky Words: my, by, all	Phase 5 graphemes: /l/ le al /s/ c /v/ ve Tricky Words: School, call, different	Adding '-er' to words ending in y	Suffix -ly.	'ee' sound spelled with an 'i.'	Words with 'silent' letters at the start	Words with an /oh/ sound spelled 'ou' or 'ow'
30.01.23	Phase 3 graphemes: air, er Words with double letters: dd, mm, tt, bb, rr, gg, pp, ff Tricky Words: are, sure, pure	Phase 5 graphemes: /u/ o-e o ou /z/ se /s/ se ce /ee/ ey Tricky Words: Thought, through, friend, work	Adding 'ing' to words ending in 'e' with a consonant before it	Homophones	Suffix '-ous.'	Words including 'silent' letters	Words with a 'soft c' spelt /ce/
06.02.23	Longer Words	Grow the code: /oo/ u ew ue u-e ui ou oo /ee/ ea e e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa	Challenge Words	Challenge Words	Challenge Words	Challenge Words	Prefix dis, un, over, im
13.02.23	Half Term						
20.02.23	Review phase 3: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear	Phase 5 graphemes: /ur/ or /oo/ u oul /air/ are /or/ au aur oor al Tricky Words: Once, laugh	Adding 'er' to words ending in 'e' with a consonant before it	/l/ sound spelled '-al'	The 'au' digraph	Words spelled with 'ie' after c	Words with the /f/ sound spelt ph
27.02.23	Review phase 3: er, air, words with double letters, longer words	Phase 5 graphemes: /ch/ tch /ch/ ture /ar/ al /ar/ a Tricky Words: Because, eye	Adding '-ing' to words of one syllable	/l/ sound spelled '-le'	Suffix '-ion' when the root word ends in 't' or 'te' then the suffix becomes '-tion'	Words with the 'ee' sound spelled ei after c	Words with origins in other countries

06.03.23	Words with two or more digraphs	Phase 5 graphemes: /or/ a Schwa in longer words: different /o/ a, /air/ ear ere	Adding '-ed' to words of one syllable	Adding the suffix '-ly' when the root word ends in '-le'	Suffix '-ion' becomes '-ssion'	Words containing the letter string 'ough' where the sound is /aw/	Words with unstressed vowel sounds
13.03.23	Longer words, words ending in -ing, compound words	Phase 5 graphemes: /ur/ ear /r/ wr /s/ st sc Schwa at the end of words: actor	/or/ sound spelled 'a' before ll and l.	Adding the suffix '-ally' when the root word ends in '-ic.'	Suffix '-cian' used instead of '-sion'	Words containing the letter string 'ough' where the sound is /o/ as in boat or 'ow'	Words with endings /shuhl/ after a vowel letter
20.03.23	Longer words, words with s in the middle /z/ s, words ending in -s, words with -es at the /z/	Phase 5 graphemes: /c/ ch /sh/ ch /z/ /s/ ce se ze	The short vowel sound 'o'	Adding the suffix -ly. Words which do not follow the rules.	Adding '-ly' to create adverbs of manner.	Adverbs of possibility	Words with endings /shuhl/ after a consonant letter
27.03.23	Assessment	Assessment	Challenge Words	Challenge Words	Challenge Words	Challenge Words	Words with the common letter string 'acc' at the beginning of words
03.04.23	Easter						
10.04.23							
17.04.23 (4 days)	Short vowels CVCC	Review phase 5: ay, a-e, ea, e	/ee/ sound spelled '-ey'	Words ending in '-er' when the root word ends in (t)ch	Homophones	These words are homophones or near homophones	Words ending in '-ably'
24.04.23	Short vowels CVCC, CCVC	Review phase 5: ie, i-e, o, o-e	Words with the spelling 'a', pronounced /o/, after w and qu.	Words with the /k/ sound spelled 'ch'	The /s/ sound spelled c before 'i' and 'e'	These words are homophones or near homophones	Words ending in '-ible'
01.05.23 (4 days)	Short vowels CCVCC, CCCVC, CCCVCC, longer words	Review phase 5: Ue, ew, u-e, aw	/er/ and /or/ sound spelled with 'or' or 'ar'	Words ending with the /g/ sound spelled '-gue' and the /k/ sound spelled '-que'	'sol word family' and 'real word family'	These words are homophones or near homophones	Adding the suffix '-ibly' to create an adverb
08.05.23	Longer words, compound words	Review phase 5: Ea, ir, ou, oy	/zh/ sound spelled with a 's'	Words with the /s/ sound spelled 'sc'	'phon word family' and 'sign word family'	These words are homophones or near homophones	Changing '-ent' to '-ence'
15.05.23	Root words ending in: -ing, -ed /t/, -ed /id//ed/, est	Review phase 5: l, a, ow, u	suffixes '-ment' and '-ness'.	Homophones	Prefixes - 'super-' 'anti' and 'auto.'	These words are homophones or near homophones	Words ending -er, -or, ar
22.05.23	Assessment	Review phase 5: Ph, wh, ie, g	suffixes '-ful' and '-less'	Challenge Words	The prefix 'bi-'	Challenge Words	Adverbs synonymous with determination

Half Term							
29.05.23							
05.06.23	Long vowel sounds CVCC, CCVC	Phase 5 graphemes: /ai/ eigh aigh ey ea /n/ kn gn /m/ mb /ear/ ere eer Tricky Words: busy, beautiful, pretty, hour	Homophones or near homophones	Suffix '-sion	Challenge Words	Hyphens	Adjectives to describe settings
12.06.23	Long vowel sounds CCVC, CCCVC, CCV, CCVCC	Phase 5 graphemes: /zh/ su si /j/ dge /i/ y /j/ ge Tricky Words: move, improve, parents, shoe	Homophones or near homophones	Revision	Plural possessive apostrophes	Challenge Words	Vocabulary to describe feelings
19.06.23	Phase 4 words ending in -s /s/ Phase 4 words ending in -s /z/ Phase 4 words ending in -es Longer words	Phase 5 graphemes: /sh/ ti ssi si ci	Words ending in '- tion'.	Revision	Revision	Revision	Adjectives to describe character
26.06.23	Root words ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/	Phase 5 graphemes: /or/ augh our oar ore Review	Apostrophes for contraction	Revision	Revision	Revision	Grammar Vocabulary
03.07.23	Root words ending in -er, -est Longer words	Review	Possessive apostrophes (singular)	Revision	Revision	Revision	Grammar Vocabulary
10.07.23	Assessment	Assessment	Challenge Words	Revision	Revision	Revision	Mathematical Language
17.07.23							
24.07.23 (2 days)							
Summer							