



Reading

Intent Statement

At St Peter's we value reading as a key life skill, and are dedicated to enabling our pupils to become lifelong readers. We understand the importance of reading for academic success and have a holistic approach to the teaching of reading through daily phonics, individual and whole-class reading sessions. We ensure that pupils have opportunities to read broadly across both fiction and non-fiction to develop their comprehension skills and provide them with the tools that they need to apply their knowledge across all areas of the curriculum. It is our belief that the ability to read and understand opens up learning for children and strives to foster a love of reading which is embedded across our school through daily engaging story time sessions, book corners and visits to our school library. We aim for all children to leave St Peter's as competent readers who have a passion for reading and the skills that they need to succeed in future learning.

Subject Curriculum Overview

Reading, at St Peter's, takes place throughout the curriculum where children are encouraged to apply the skills they have been taught during focused reading lessons.

Whole-class teaching in Reading sessions, across the school, focusses on developing pupils' competence in both word reading and comprehension as outlined in the National Curriculum Programmes of Study for Reading. Skilled word reading involves both the speedy decoding of unfamiliar printed words and the speedy recognition of familiar printed words. This is why, at St Peter's Primary School, phonics is emphasised in the early teaching of reading to secure independent decoding and we use the *Read, Write Inc* programme to achieve this.

Daily reading sessions last for thirty minutes, which are focused around the VIPERS scheme. Each of the letters focus on an area of comprehension skills. During these sessions, pupils are taught new skills in order to progress with their reading by exploring the area chosen. This encourages all pupils to be exposed to the key areas and ensures that there is a wide exposure to the key skills. Pupils are explicitly taught reading skills through whole class reading sessions. The skills taught are based on teachers' assessment and the pupils' next steps. All teachers use the VIPERS approach to ensure coverage across the key areas of reading.

Knowledge and Skills Progression

Word Reading Progression			
	Decoding	Common exception words	Fluency
EYFS	<ul style="list-style-type: none"> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. 	<ul style="list-style-type: none"> Read a few common exception words matched to the school's phonic programme. To read some common irregular words. 	<ul style="list-style-type: none"> Understand the five key concepts about print: <ul style="list-style-type: none"> print has meaning the names of different parts of a book print can have different purposes page sequencing reading text from left to right and from top to bottom Blend sounds into words, so that they can read short words made up of letter-sound correspondences. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Year 1	<ul style="list-style-type: none"> To apply phonic knowledge and skills as the route to decode words. To blend sounds in unfamiliar words using the GPCs that they have been taught. To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes. To read words containing taught GPCs. To read words containing -s, -es, -ing, -ed and -est endings. To read words with contractions, e.g. I'm or I'll 	<ul style="list-style-type: none"> To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words. 	<ul style="list-style-type: none"> To accurately read texts that are consistent with their developing phonic knowledge, that does not require them to use other strategies to work out words. To reread texts to build up fluency and confidence in word reading.

<p>Year 2</p>	<ul style="list-style-type: none"> To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. To accurately read most words of two or more syllables. To read most words containing common suffixes.* 	<ul style="list-style-type: none"> To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word. 	<ul style="list-style-type: none"> To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. To reread these books to build up fluency and confidence in word reading. To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.
<p>Year 3</p>	<ul style="list-style-type: none"> To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud. To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud. 	<ul style="list-style-type: none"> To begin to read Y3/Y4 exception words. 	<ul style="list-style-type: none"> At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary
<p>Year 4</p>	<ul style="list-style-type: none"> To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently. 	<ul style="list-style-type: none"> To read all Y3/Y4 exception words, discussing the unusual correspondences between spelling and these occur in the word. 	
<p>Year 5</p>	<ul style="list-style-type: none"> To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/- ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.* 	<ul style="list-style-type: none"> To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word. 	

Year 6	<ul style="list-style-type: none"> To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
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VIPERS Reading Progression						
	Vocabulary	Inference	Prediction	Explanation	Retrieval	Sequence/ Summarise
EYFS	<ul style="list-style-type: none"> Learn new vocabulary. Use new vocabulary throughout the day. develop a deep familiarity with new knowledge and vocabulary. 	<ul style="list-style-type: none"> Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” 	<ul style="list-style-type: none"> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Anticipate (where appropriate) key events in stories. 	<ul style="list-style-type: none"> Compare and contrast characters from stories, including figures from the past. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories 	<ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words 	<ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary
Year 1	<ul style="list-style-type: none"> discussing word meanings, linking new meanings to those already known draw upon knowledge of vocabulary in order to understand the text 	<ul style="list-style-type: none"> children make basic inferences about characters’ feelings infer basic points with direct reference to the pictures and words in the text discuss the significance of the title and events 	<ul style="list-style-type: none"> predicting what might happen on the basis of what has been read so far in terms of story, character and plot make simple predictions based on the story and on 	<ul style="list-style-type: none"> give my opinion including likes and dislikes (not NC objective). link what they read or hear to their own experiences explain clearly my understanding of 	<ul style="list-style-type: none"> answer a question about what has just happened in a story. develop their knowledge of retrieval through images. recognise characters, events, titles and information. 	<ul style="list-style-type: none"> retell familiar stories orally e.g fairy stories and traditional tales sequence the events of a story they are familiar with begin to discuss how events are linked

SPPS READING CURRICULUM

	<ul style="list-style-type: none"> ● join in with predictable phrases ● use vocabulary given by the teacher ● discuss his/her favourite words and phrases 	<ul style="list-style-type: none"> ● demonstrate simple inference from the text based on what is said and done 	<p>their own life experience.</p> <ul style="list-style-type: none"> ● begin to explain these ideas verbally or through pictures. 	<p>what has been read to them</p> <ul style="list-style-type: none"> ● express views about events or characters 	<ul style="list-style-type: none"> ● recognise differences between fiction and non-fiction texts. ● retrieve information by finding a few key words. ● contribute ideas and thoughts in discussion 	
Year 2	<ul style="list-style-type: none"> ● Understand and recognize simple recurring literary language in stories and poetry ● Discuss and clarifying the meanings of words, linking new meanings to known vocabulary 	<ul style="list-style-type: none"> ● make inferences about characters' feelings using what they say and do. ● infer basic points and begin, with support, to pick up on subtle references. ● answering and asking questions and modifying answers as the story progresses ● use pictures or words to make inferences 	<ul style="list-style-type: none"> ● predicting what might happen on the basis of what has been read in terms of plot, character and language so far ● make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them 	<ul style="list-style-type: none"> ● explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves ● express my own views about a book or poem ● discuss some similarities between books ● listen to the opinion of others 	<ul style="list-style-type: none"> ● independently read and answer simple questions about what they have just read. ● asking and answering retrieval questions ● draw on previously taught knowledge ● remember significant event and key information about the text that they have read ● monitor their reading, checking words that they have decoded, to ensure that they fit within the text they have already read 	<ul style="list-style-type: none"> ● discuss the sequence of events in books and how items of information are related. ● retell using a wider variety of story language. ● order events from the text. ● begin to discuss how events are linked focusing on the main content of the story.
Year 3	<ul style="list-style-type: none"> ● use dictionaries to check the meaning of words that they have read ● discuss words that capture the reader's interest or imagination 	<ul style="list-style-type: none"> ● children can infer characters' feelings, thoughts and motives from their stated actions. ● justify inferences by referencing a 	<ul style="list-style-type: none"> ● justify predictions using evidence from the text. ● use relevant prior knowledge to make predictions and justify them. 	<ul style="list-style-type: none"> ● discussing the features of a wide range of fiction, poetry, plays, non-fiction and reference books ● identifying how language, structure, 	<ul style="list-style-type: none"> ● use contents page and subheadings to locate information ● learn the skill of 'skim and scan' to retrieve details. 	<ul style="list-style-type: none"> ● identifying main ideas drawn from a key paragraph or page and summarising these ● begin to distinguish between the important and less

	<ul style="list-style-type: none"> ● identify how language choices help build meaning ● find the meaning of new words using substitution within a sentence. 	<p>specific point in the text.</p> <ul style="list-style-type: none"> ● ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. ● make inferences about actions or events 	<ul style="list-style-type: none"> ● use details from the text to form further predictions. 	<p>and presentation contribute to meaning of both fiction and non-fiction texts</p> <ul style="list-style-type: none"> ● recognise authorial choices and the purpose of these 	<ul style="list-style-type: none"> ● begin to use quotations from the text. ● retrieve and record information from a fiction text. ● retrieve information from a non-fiction text 	<p>important information in a text.</p> <ul style="list-style-type: none"> ● give a brief verbal summary of a story. ● teachers begin to model how to record summary writing. ● identify themes from a wide range of books ● make simple notes from one source of writing
Year 4	<ul style="list-style-type: none"> ● using dictionaries to check the meaning of words that they have read ● use a thesaurus to find synonyms ● discuss why words have been chosen and the effect these have on the reader ● explain how words can capture the interest of the reader ● discuss new and unusual vocabulary and clarify the meaning of these ● find the meaning of new words using the context of the sentence. 	<ul style="list-style-type: none"> ● ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (I know this because questions) ● infer characters' feelings, thoughts and motives from their stated actions. ● consolidate the skill of justifying them using a specific reference point in the text ● use more than one piece of evidence to justify their answer 	<ul style="list-style-type: none"> ● justify predictions using evidence from the text. ● use relevant prior knowledge as well as details from the text to form predictions and to justify them. ● monitor these predictions and compare them with the text as they read on 	<ul style="list-style-type: none"> ● discussing words and phrases that capture the reader's interest and imagination ● identifying how language, structure, and presentation contribute to meaning ● recognise authorial choices and the purpose of these 	<ul style="list-style-type: none"> ● confidently skim and scan texts to record details, ● using relevant quotes to support their answers to questions. ● retrieve and record information from a fiction or non-fiction text. 	<ul style="list-style-type: none"> ● use skills developed in year 3 in order to write a brief summary of main points, identifying and using important information. ● identifying main ideas drawn from more than one paragraph. ● identify themes from a wide range of books ● summarise whole paragraphs, chapters or texts ● highlight key information and record it in bullet points, diagrams, maps etc

<p>Year 5</p>	<ul style="list-style-type: none"> ● explore the meaning of words in context, confidently using a dictionary ● discuss how the author's choice of language impacts the reader ● evaluate the author's use of language ● investigate alternative word choices that could be made ● begin to look at the use of figurative language ● use a thesaurus to find synonyms for a larger variety of words ● rewrite passages using alternative word choices ● read around the word' and *explore its meaning in the broader context of a section or paragraph. 	<ul style="list-style-type: none"> ● drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. ● make inferences about actions, feelings, events or states ● use figurative language to infer meaning ● give one or two pieces of evidence to support the point they are making. ● begin to draw evidence from more than one place across a text. 	<ul style="list-style-type: none"> ● predicting what might happen from details stated and implied ● support predictions with relevant evidence from the text. ● confirm and modify predictions as they read on 	<ul style="list-style-type: none"> ● provide increasingly reasoned justification for my views ● recommend books for peers in detail ● give reasons for authorial choices ● begin to challenge points of view ● begin to distinguish between fact and opinion ● identifying how language, structure and presentation contribute to meaning ● discuss and evaluate how authors use language, including figurative language, considering the impact on the reader ● explain and discuss their understanding of what they have read, including through formal presentations and debates 	<ul style="list-style-type: none"> ● confidently skim and scan, and also use the skill of reading before and after to retrieve information. ● use evidence from across larger sections of text ● read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts. ● retrieve, record and present information from non-fiction texts. ● ask my own questions and follow a line of enquiry. 	<ul style="list-style-type: none"> ● summarising the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas. ● make connections between information across the text and include this is an answer. ● discuss the themes or conventions from a chapter or text ● identify themes across a wide range of writing
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<p>Year 6</p>	<ul style="list-style-type: none"> ● evaluate how the authors' use of language impacts upon the reader ● find examples of figurative language and how this impacts the reader and contributes to meaning or mood. ● discuss how presentation and structure contribute to meaning. ● explore the meaning of words in context by 'reading around the word' and independently explore its meaning in the broader context of a section or paragraph 	<ul style="list-style-type: none"> ● drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. ● discuss how characters change and develop through texts by drawing inferences based on indirect clues. ● make inferences about events, feelings, states backing these up with evidence. ● infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made. They can draw evidence from different places across the text 	<ul style="list-style-type: none"> ● predicting what might happen from details stated and implied ● support predictions by using relevant evidence from the text ● confirm and modify predictions in light of new information. 	<ul style="list-style-type: none"> ● provide increasingly reasoned justification for my views ● recommend books for peers in detail ● give reasons for authorial choices ● begin to challenge points of view ● begin to distinguish between fact and opinion ● identifying how language, structure and presentation contribute to meaning ● discuss and evaluate how authors use language, including figurative language, considering the impact on the reader ● explain and discuss their understanding of what they have read, including through formal presentations and debates. ● distinguish between fact, opinion and bias explaining how they know this. 	<ul style="list-style-type: none"> ● confidently skim and scan, and also use the skill of reading before and after to retrieve information. (use evidence from across whole chapters or texts) ● Read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts. ● Retrieve, record and present information from a wide variety of non-fiction texts. ● Ask my own questions and follow a line of enquiry. 	<ul style="list-style-type: none"> ● summarise information from across a text and link information by analysing and evaluating ideas between sections of the text. ● summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas ● make comparisons across different books. ● summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs.
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