

Ripponden J&I School



Reading Policy
Nov 2022

Intent

Reading is an essential life skill. It has a direct impact on the future learning and development of pupils and helps to prepare them for life in modern society. At Ripponden we believe that all our pupils can become fluent readers and are committed to providing them with the best opportunities to develop their reading skills. We want them to be able to use their skills in everyday situations, to help them access all areas of the curriculum and excel in the next stage of their education. We also hope they will become life-long readers who read confidently for pleasure as well as purpose. We know that reading can offer experiences to our pupils which they may not discover in any other way so we aim to provide a wide range of fiction and non-fiction which is diverse and challenging. We want all members of the school community to have a positive attitude to reading which is enjoyed and shared throughout the school and beyond.

Implementation

We have separated the key stages within school into 4 distinct phases as follows:

EYFS – Reception Class

KS1 – Year 1 and 2

Lower KS2 – Year 3 and 4

Upper KS2 – Year 5 and 6

Reading is prioritised in all phases, both for pleasure and purpose. All children have access to a wide range of reading material and have opportunities to read independently and in small groups or with the whole class. The approach for each phase is outlined on the following pages but children's needs will be met according to their needs not just age.

Homework

Reading is a weekly homework expectation for all year groups. Children with early reading skills will take a fully decodable book home which they have already read 3 times with adults in school. They are expected to read this with parents and carers at home to build confidence and share success. Fluent readers are expected to read regularly at home and this will be monitored through teacher-pupil discussions and notes in reading records. Older children will be given set reading tasks from the whole class texts to complete as homework.

Inclusion

Teachers should take account of their duties under equal opportunities legislation and have high expectations for every pupil no matter their race, disability, sex, religion or belief. Lessons should be planned to ensure that there are no barriers to every pupil achieving and provide good teaching which recognises and meets the individual needs of all pupils. This includes pupils whose English is not their first language. Teachers should plan teaching opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subjects.

Reading Materials

- An extensive range of Little Wandle Letters and Sounds Revised fully decodable reading books.
- Colour banded reading books from a range of publishers.
- A wide range of fiction and non-fiction in all class book collections.
- A range of picture books which are used in "Talk Through Stories".
- Class sets of quality texts used in whole class reading lessons.
- Copies of First News newspaper for children in all KS2 classes.

Other ways of promoting reading:

We celebrate World Book Day with events in school. We also encourage parents to buy a book for the school collection to help mark this event each year.

We have author and illustrator visits in to classes, such as Jenni Spangler and Chris Mould.

The Scholastic Book Fair is a well-attended event which we hold at the same time as Parents Meetings.

School created and promoted an Amazon wish list full of books for parents who wanted to buy additional resources for school.

Family support

Parents and carers are strongly encouraged to be actively involved in their children's reading at all ages, by listening to them read, reading to their children, and by promoting a home environment in which books are valued. They are encouraged to write in their child's reading record when they have heard them read, to support the communication between home and school. These records include top tips for the reading helper and ways to check understanding.

Parents, carers and volunteers are invited into school to read with children on a 1:1 basis.

Parents and carers of children in EYFS and KS1 are invited to a phonics information evening each year and then to come into school to see a "live" phonics lesson.

Whole Class teaching

We teach a daily phonics lesson in EYFS and this starts as soon as possible, usually in week 2-3 of Autumn 1. We use Little Wandle Letters and Sounds Revised which is a validated systematic synthetic phonics programme (SSP) and this is detailed further in our phonics policy (Appendix A).

Reading for Pleasure

Every opportunity is taken by adults to read to the children and this happens at least once a day. Books are carefully chosen to include a wide variety of stories, poems/rhymes and non-fiction. These may be linked to topics in class or children's interests or may have been chosen as a text which is engaging or challenging.

Children have access to a wide range of texts available throughout continuous provision. These include texts which have been read to the children by adults during whole class sessions, texts which link to a particular topic or area of provision and texts by the same author. Children are encouraged to choose these independently to read by themselves or to share with friends.

We provide opportunities for the children to retell and act out stories with puppets, costumes, small world settings and other resources in continuous provision.

Each week children select a "sharing" book to take home to read with their families. They choose from a range of age appropriate texts which includes stories, rhymes and non-fiction. They regularly have opportunities for "book talk" about these texts where an adult will ask them about their choices and discuss the content.

Vocabulary

Vocabulary development is a very important part of children's reading skills. We use Talk Through Stories to ensure that children are exposed to wide range of Tier 2* vocabulary on a regular basis. This programme uses quality texts and gives children opportunities to use ambitious vocabulary in a context. Adults then model and encourage the appropriate use of the new vocabulary in context throughout their daily engagement with both children and other adults.

Reading Books

Children read fully decodable books closely matched to their secure knowledge which is checked every 6 weeks using the Little Wandle assessments and book matching grids. They read in small groups to an adult 3 times per week. Each reading session is clearly structured and has a different focus (as per the phonics policy). The book that they have read in school is then sent home for children to read with parents/carers. This allows children to read with confidence and success at home and gives parents/carers an opportunity to practice reading skills with content that their child is familiar with.



Implementation in EYFS

Assessment

We follow the Little Wandle Letters and Sounds Revised assessment cycle which is very structured. After every 5 weeks of teaching and reviewing there is a week dedicated to assessing each child using a summative assessment tool. This highlights gaps which need addressing and also helps to match children to reading books matched to their secure phonics knowledge (see phonics policy).

Formative assessment is done by all staff members during phonics lessons and reading sessions.

Both formative and summative assessments inform teaching staff of any need for intervention which is quickly put into place.

Additional Support

Children who have been identified as at risk of falling behind are quickly supported to ensure they keep up. They get additional daily practice in short 1:1 sessions with a trained adult (Keep Up sessions as described in the phonics policy). They also become "priority readers" who are targeted for extra informal practice during the day.

Whole Class teaching

We teach a daily phonics lesson in Y1 and also in the early part of Y2. We use the Little Wandle Letters and Sounds Revised SSP as stated above and in our phonics policy (Appendix A).

Each class uses quality texts as a stimulus and vehicle for whole class reading and writing lessons. These texts (as well as experiences and events) are at the heart of the well-planned units of work which teachers have devised to meet the expectations set out in the National Curriculum for English. Extracts from other texts are also used and these are carefully chosen to help develop particular reading skills. Discussions and questions are created to meet the needs of the cohort and use the style of questions suggested in the Pawsome Reading Gang resources on Twinkl (see Appendix C).

Reading Books

Children in Y1, and those in Y2 who are not yet reading fluently, read fully decodable books from the Little Wandle scheme as described above for EYFS.

Once children in Y2 are reading fluently they are moved onto the colour banded reading book scheme (see Appendix B). Children read in small groups or individually with adults and can change their books twice a week.



Implementation in KS1

Reading for Pleasure

Each class teacher reads from a range of stories and rhymes during daily story time. These are chosen for being engaging and to help widen the exposure our children have to a range of different authors and genres. The children are given regular opportunities to read independently during SQUIRT sessions (Silent, Quality, Uninterrupted, Independent Reading Time) in class. Each class has a book corner which is well stocked with a range of texts including stories, poetry and non-fiction. These collections are refreshed every half-term to reflect the children's growing reading skills, interests and to further their exposure to a wide range of authors and text types. Children can self-select from these collections and read them quietly during SQUIRT sessions and at other points in the day. Adults make recommendations about book choices based on their knowledge of the children, their knowledge of children's literature and the books in the classroom collections.

Assessment

The same assessment structure is followed in Y1 and the first part of Y2 as described for EYFS (see above and phonics policy).

Formative assessment is done by all staff members during phonics lessons and reading sessions.

Once children are reaching the end of the Little Wandle reading scheme (approximately phase 5 set 3-4) they are assessed using a fluency assessment from the Little Wandle programme. This determines whether children are ready to move off fully decodable books in the phonics reading scheme and can move onto the colour banded reading book system.

Y2 children continue on this half termly teaching, learning and assessment structure until many are accessing the colour banded books.

Previous SATs papers are also used to assess Y2 children as they become fluent readers. These will be used to inform future planning of reading skills for both these children individually and as a cohort.

Both formative and summative assessments inform teaching staff of any need for intervention which is quickly put into place.

Statutory assessment

All Y1 children will be assessed using the Phonics Screening Check (PSC). Children in Y2 who did not pass the PSC will re-sit it at the same time as Y1 children.

Y2 children will be assessed using the end of KS1 SATs (Standardised Assessment Tests) which includes a 2 part reading paper.



Vocabulary

In Y1 we use Talk Through Stories as described for EYFS above. KS1 teachers also identify tier 2 vocabulary in the texts they use for whole class teaching. This is included in all medium term plans. Tier 3* vocabulary is identified in foundation subjects and is also included in medium term plans.

Implementation in KS1

Additional Support

Children who have been identified as at risk of falling behind are quickly supported to ensure they keep up. They get additional daily practice in short 1:1 sessions with a trained adult (Keep Up or Rapid Catch Up sessions as described in the phonics policy). They also become “priority readers” who are targeted for extra informal practice during the day.

Whole Class teaching

Each class uses quality texts as a stimulus and vehicle for whole class reading and writing lessons. Texts have been chosen either to link with knowledge in foundation subjects or for their challenging written style and content. These texts (as well as experiences and events) are at the heart of the well-planned units of work which teachers have devised to meet the expectations set out in the National Curriculum for English. Extracts from other texts are also used and these are carefully chosen to help develop particular reading skills. Discussions and questions are created to meet the needs of the cohort and cover the reading domains using the style of questions suggested in the VIPERS acronym (see Appendix D).

Reading for Pleasure

Each class teacher reads from a range of stories and rhymes during story time. These are chosen for being engaging and to help widen the exposure our children have to a range of different authors and genres.

The children are given regular opportunities to read independently during SQUIRT sessions (Silent, Quality, Uninterrupted, Independent Reading Time) in class. Each class has a book corner which is well stocked with a range of texts including stories, poetry and non-fiction. These collections are refreshed every half-term to reflect the children's growing reading skills, interests and to further their exposure to a wide range of authors and text types. Children can self-select from these collections and read them quietly during SQUIRT sessions and at other points in the day. Adults make recommendations about book choices based on their knowledge of the children, their knowledge of children's literature and the books in the classroom collections.

Reading Across the Curriculum

Texts linked to foundation subjects, national and global events and children's interests are included in the book collections available for children to select from and read for information or pleasure.

Reading Books

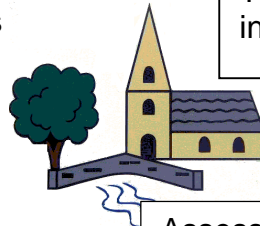
Fluent readers are placed on the appropriate level in the colour banded reading book scheme (see Appendix B). This is decided by teacher assessment. Children move through the colour bands as their reading skills and stamina develop.

Children who are not yet reading fluently, read fully decodable books from the Little Wandle scheme as described previously.

Vocabulary

Teachers identify tier 2 vocabulary in the texts they use for whole class teaching. This vocabulary is included in all medium term plans. These "focus words" are highlighted and discussed during reading sessions but are used widely throughout the school day in appropriate contexts.

Tier 3** vocabulary is identified in foundation subjects and is also included in medium term plans.



Implementation in LKS2

Assessment

Formative assessment occurs continually during all reading sessions and when providing feedback to written response to reading activities. All children are assessed summatively through termly NTS tests. This helps to inform teacher assessment which is uploaded termly to the Target Tracker data system.

Additional Support

Children who have been identified as at risk of falling behind are quickly supported to ensure they keep up. They get additional daily practice in short 1:1 sessions with a trained adult (Keep Up or Rapid Catch Up sessions as described in the phonics policy). They also become "priority readers" who are targeted for extra informal practice during the day.

Whole Class teaching

Each class uses quality texts as a stimulus and vehicle for whole class reading and writing lessons. Texts have been chosen either to link with knowledge in foundation subjects or for their challenging written style and content. These texts (as well as experiences and events) are at the heart of the well-planned units of work which teachers have devised to meet the expectations set out in the National Curriculum for English. Extracts from other texts are also used and these are carefully chosen to help develop particular reading skills. Discussions and questions are created to meet the needs of the cohort and cover the reading domains using the style of questions devised under the VIPERS acronym (see Appendix D).

Reading for Pleasure

Class teachers regularly read from the whole class text during story time. These texts are often lengthy and can provide opportunities for children to listen to an adult read them out loud for pleasure as well as being used in reading lessons.

The children are given regular opportunities to read independently during SQUIRT sessions and at other points in the day. They can choose reading material from the class book corner, as described above, or their free reading book. Book collections and choices are guided to reflect the children's growing reading skills, interests and to further their exposure to a wide range of authors and text types. Adults make recommendations about book choices based on their knowledge of the children, their knowledge of children's literature and the books in the classroom collections.

Reading Across the Curriculum

Texts linked to foundation subjects, national and global events and children's interests are included in the book collections available for children to select from and read for information or pleasure.

Assessment

Formative assessment occurs continually during all reading sessions and when providing feedback to written response to reading activities. Y5 children are assessed summatively through termly NTS tests. This helps to inform teacher assessment which is uploaded termly to the Target Tracker data system. Y6 children are assessed using previous SATs papers which informs teacher assessment and planning to cover gaps in reading domains.

Statutory Assessment Y6 children will be assessed using the end of KS2 SATs (Standardised Assessment Tests) which includes a reading paper.

Reading Books

Fluent readers will be reading a book from the appropriate level in the colour banded reading book scheme (see Appendix B). Children move through the colour bands as their reading skills and stamina develop. This is decided by teacher assessment. There is an expectation that children will become a "free reader" at some point during UKS2, usually before they move into Y6. A child who is a "free reader" can choose any age appropriate book from classroom collections or bring one from home. Adults will monitor the appropriateness of these book choices and will also use their own knowledge of the child and children's literature to guide choices.

Children who are not yet reading fluently, read fully decodable books from the Little Wandle scheme as described previously.



Implementation in UKS2

Vocabulary

Teachers identify tier 2* vocabulary in the texts they use for whole class teaching. This vocabulary is included in all medium term plans. These "focus words" are highlighted and discussed during reading sessions but are used widely throughout the school day in appropriate contexts. Tier 3* vocabulary is identified in foundation subjects and is also included in medium term plans. (see Appendix E)

Additional Support

Children who have been identified as at risk of falling behind are quickly supported to ensure they keep up. They become "priority readers" who are targeted for extra informal practice during the day.

Impact

The impact of reading success at Ripponden J&I School is measured through the following:

- The % of pupils working at ARE within each year group will be at least in line with national averages.
- The % of pupils working at Greater Depth within each year group will be at least in line with national averages
- There will be no significant gaps in the progress of different groups of pupils (e.g. disadvantaged vs non disadvantaged)

However, the impact of our reading curriculum should go beyond the result of statutory assessments so that our children will:

- Be fluent, confident and able readers who read for pleasure and information.
- Enjoy reading a wide range of genres and authors
- Have the reading skills to be able to access the full curriculum in the next stage of their education.

How will we know?

The subject leader will monitor implementation and impact through:

- Learning walks
- Drop ins
- Pupil voice
- Book scrutiny
- Half-termly pupil progress meetings
- Analysis of data on Target Tracker and Little Wandle phonics assessment tracker
- Analysis of SATs data

Review and Evaluation

Date of Ratification:		Signed: Mrs Lorraine Bamforth (HEAD TEACHER) Mr Stephen Fisher (CHAIR OF GOVERNORS)
Review date:		Signed: Mrs Lorraine Bamforth (HEAD TEACHER) Mr Stephen Fisher (CHAIR OF GOVERNORS)

Appendix A



A COMPLETE PHONICS RESOURCE TO SUPPORT CHILDREN

Phonics and early reading policy

It is essential that our approach to teaching phonics and reading is accessible to all learners, regardless of background.

Intent

Phonics (reading and spelling)

At Ripponden J&I School, we believe that all our children can become fluent readers and writers. This is why we teach reading through *Little Wandle Letters and Sounds Revised*, which is a systematic and synthetic phonics programme. We start teaching phonics in Reception and follow the [*Little Wandle Letters and Sounds Revised progression*](#), which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

As a result, all our children are able to tackle any unfamiliar words as they read. At Ripponden J&I School, we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

Comprehension

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

Because we believe teaching every child to read is so important, we have a Reading Leader who drives the early reading programme in our school. This person is highly skilled at teaching phonics and reading, and they monitor and support our reading team, so everyone teaches with fidelity to the *Little Wandle Letters and Sounds Revised* programme.

Implementation

Daily phonics lessons in Reception and Year 1

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

- Children make a strong start in Reception: teaching begins in Week 2 or 3 of the Autumn term.
- We follow the [*Little Wandle Letters and Sounds Revised expectations of progress*](#):
 - Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.
 - Children in Year 1 review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

Daily Keep-up lessons ensure every child learns to read

- Any child who needs additional practice has daily Keep-up support, taught by a fully trained adult. Keep-up lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.
- We timetable daily phonics lessons for any child in Year 2 or 3 who is not fully fluent at reading or has not passed the Phonics screening check. These children urgently need to catch up, so the gap between themselves and their peers does not widen. We use the *Little Wandle Letters and Sounds Revised* assessments to identify the gaps in their phonic knowledge and teach to these using the Keep-up resources – at pace.
- If any child in Year 3 to 6 has gaps in their phonic knowledge when reading or writing, we plan phonics 'catch-up' lessons to address specific reading/writing gaps. These short, sharp lessons last 10 minutes and take place up to three times a week.

Teaching reading: Reading practice sessions three times a week

- We teach children to read through reading practice sessions three times a week. These:
 - are taught by a fully trained adult to small groups of approximately six children
 - use books matched to the children's secure phonic knowledge using the *Little Wandle Letters and Sounds Revised* assessments and book matching grids on pages 11–20 of ['Application of phonics to reading'](#)
 - are monitored by the class teacher, who rotates and works with each group on a regular basis.
- Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:
 - decoding
 - prosody: teaching children to read with understanding and expression
 - comprehension: teaching children to understand the text.
- In Reception these sessions start in Week 4-5. Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.
- In Year 2 and 3, we continue to teach reading in this way for any children who still need to practise reading with decodable books.

Home reading

- The decodable reading practice book is taken home to ensure success is shared with the family.
 - Reading for pleasure books also go home for parents to share and read to children.
 - We use the [Little Wandle Letters and Sounds Revised parents' resources](#) to engage our families and share information about phonics, the benefits of sharing books, how children learn to blend and other aspects of our provision, both online and through workshops.

Additional reading support for vulnerable children

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

Ensuring consistency and pace of progress

- Every teacher in our school has been trained to teach reading, so we have the same expectations of progress. We all use the same language, routines and resources to teach children to read so that we lower children's cognitive load.
- Weekly content grids map each element of new learning to each day, week and term for the duration of the programme.
- Lesson templates, Prompt cards and How to videos ensure teachers all have a consistent approach and structure for each lesson.
- The Reading Leader and SLT use the Audit and Prompt cards to regularly monitor and observe teaching; they use the summative data to identify children who need additional support and gaps in learning.

Ensuring reading for pleasure

'Reading for pleasure is the single most important indicator of a child's success.' (OECD 2002)

'The will influences the skill and vice versa.' (OECD 2010)

We value reading for pleasure highly and work hard as a school to grow our Reading for Pleasure pedagogy.

- We read to children every day. We choose these books carefully as we want children to experience a wide range of books, including books that reflect the children at Ripponden J&I School and our local community as well as books that open windows into other worlds and cultures.
- Every classroom has an inviting book corner that encourages a love for reading. We curate these books and talk about them to entice children to read a wide range of books.
- In Reception, children have access to the reading corner every day in their free flow time and the books are continually refreshed.
- Children from Reception onwards have a home reading record. The parent/carer records comments to share with the adults in school and the adults will write in this on a regular basis to ensure communication between home and school.
- Children across the school have regular opportunities to engage with a wide range of Reading for Pleasure events (book fairs, author visits and workshops, national events etc).

Impact

Assessment

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

- [Assessment for learning](#) is used:
 - daily within class to identify children needing Keep-up support
 - weekly in the Review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.
- [Summative assessment](#) is used:
 - every six weeks to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the Keep-up support that they need.
 - by SLT and scrutinised through the *Little Wandle Letters and Sounds Revised* assessment tracker, to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.
- The [Little Wandle Letters and Sounds Revised placement assessment](#) is used:
 - with any child new to the school to quickly identify any gaps in their phonic knowledge and plan provide appropriate extra teaching.

Statutory assessment

- Children in Year 1 sit the Phonics screening check. Any child not passing the check re-sits it in Year 2.

Ongoing assessment for catch-up

- Children in Year 2 to 6 are assessed through:
 - their teacher's ongoing formative assessment
 - the *Little Wandle Letters and Sounds* placement assessment
 - the appropriate half-termly assessments.

Appendix B

Ripponden Book Band Colour Chart

Book Band/ Colour	Words	Phonics Phase	Normal Range of Achievement during the year <i>and</i> for year group at end of year
0 Lilac	0		
1 Pink	Under 25	Phase 2	EYFS
2 Red	25-45/ 45-80	Phase 3	EYFS, Y1
3 Yellow	80-120	Phase 3/4	EYFS, Y1
4 Blue	100-200	Phase 4/5	EYFS, Y1
5 Green	200-300	Phase 5	Y1, Y2
6 Orange <div>End of Y1 expectation</div>	300-450	Phase 5/6	Y1, Y2
7 Turquoise	450-600	Phase 5/6	Y1, Y2, Y3
8 Purple	600-850	Phase 6	Y2, Y3
9 Gold	850-1100	Phase 6	Y2, Y3, Y4
10 White <div>End of Y2 expectation</div>	1100-1500		Y2, Y3, Y4, Y5
11 Lime	1500-2000		Y2, Y3, Y4, Y5, Y6
12 Brown/ Copper/ Topaz <div>End of Y3 expectation</div>	Over 2000	Year 3	Y3, Y4, Y5, Y6
13 Grey/ Ruby/ Emerald <div>End of Y4 expectation</div>		Year 4	Y4, Y5, Y6
14 Dark Blue/ Sapphire <div>End of Y5 expectation</div>		Year 5	Y5, Y6



Appendix C

Who Are the Totally Pawsome Reading Gang?

The Totally Pawsome Reading Gang is a group of clever canines who each help with one of the reading content domains.

Click on each dog to find out who they are and what they do.



Vocabulary Victor



Rex Retriever



Predicting Pip



Inference Iggy



Sequencing Suki

Vocabulary Questions with Victor

- Can you find a noun/adjective/verb that tells/shows you that...?
- Why do you think that the author used the word... to describe...?
- Which other word on this page means the same as...?
- Find an adjective in the text which describes...



Sequencing Questions with Suki

- What happens in the story's opening?
- How/where does the story start?
- What happened at the end of the...?
- What is the dilemma in this story? How is it resolved?
- Can you retell the story to me in 20 words or less?



Retrieval Questions with Rex

- Who is/are the main character(s)?
- When/where is this story set? How do you know?
- Which is your favourite/worst/funniest/scariest part of the story? Why?
- Tell me three facts you have learned from the text.
- Find the part where...



Inference Questions with Iggy

- What do you think.... means? Why do you think that?
- Why do you think...?
- How do you think....?
- When do you think....?
- Where do you think...?
- How has the author made us think that...?



Prediction Questions with Pip

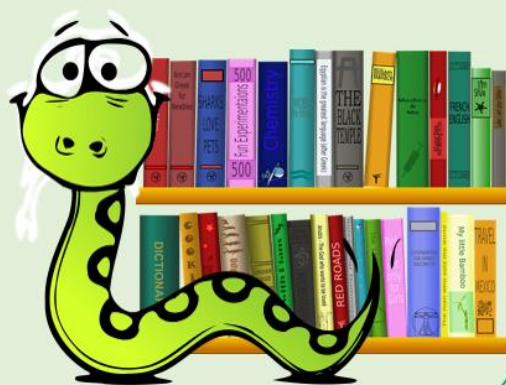
- Where do you think.... will go next?
- What do you think... will say/do next?
- What do you think this book will be about? Why?
- How do you think that this will end? What makes you say that?
- Who do you think has done it?
- What might.... say about that?



Appendix D

Reading Vipers

Vocabulary
Inter
Predict
Explain
Retrieve
Summarise



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KS2 Reading Vipers

Vipers is a range of reading prompts based on the 2016 reading content domains found in the National Curriculum Test Framework documents which can be found online here: <https://www.gov.uk/government/publications/key-stage-2-english-reading-test-framework>

Vipers heading	Content Domain reference	Content Domain Description
Vocabulary	2a	Give/explain the meaning of words in context
Infer	2d	Make inference from the text/ explain and justify using evidence from the text.
Predict	2e	Predict what might happen from the details stated and implied.
Explain	2f, 2g, 2h,	Identify/explain how information/narrative content is related and contributes to the meaning as a whole. Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within the text
Retrieve	2b	Retrieve and record key information/key details from fiction and non-fiction
Summarise	2c	Summarise main ideas from more than one paragraph



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READING VIPERS



Vocabulary



Find and explain meaning of words in context

- What do the words and suggest about the character, setting and mood?
- Which word tells you that....?
- Which keyword tells you about the character/setting/mood?
- Find one word in the text which means.....
- Find and highlight the word that is closest in meaning to.....
- Find a word or phrase which shows/suggests that.....

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READING VIPERS



Infer



Make and justify inferences using evidence from the text.

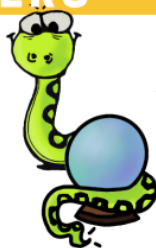
- Find and copy a group of words which show that...
- How do these words make the reader feel?
- How do the descriptions of show...
- How can you tell that.....
- What impression of do you get from these paragraphs?
- What voice might these characters use?
- What was thinking when.....
- Who is telling the story?

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READING VIPERS



Predict



Predict what might happen from the details given and implied

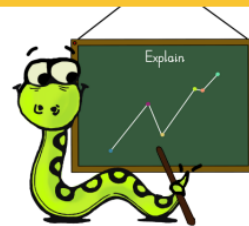
- From the cover what do you think this text is going to be about?
- What is happening now? What happened before this?
- What will happen after?
- What does this paragraph suggest will happen next? What makes you think this?
- Do you think the choice of setting will influence how the plot develops?
- Do you think... will happen? Explain your answer using evidence from the text.

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Explain



- > Explain how content is related and contributes to the meaning
- > Explain how meaning is enhanced through choice of language.
- > Explain the themes and patterns that develop across the text.
- > Explain how information contributes to the overall experience.

- Why is the text arranged in this way?
- What structures has the author used?
- What is the purpose of this text feature?
- Is the use of effective?
- The mood of the character changes throughout the text. Find and copy the phrases which show this.
- What is the author's point of view?
- What affect does have on the audience?
- How does the author engage the reader here?
- Which words and phrases did effectively?
- Which section was the most interesting/exciting part?
- How are these sections linked?

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R

etrieve


Retrieve and record information and identify key details.

- How would you describe this story/text? What genre is it? How do you know?
- How did...?
- How often...?
- Who had...? Who is...? Who did...?
- What happened to...?
- What does.... do?
- How is?
- What can you learn from from this section?
- Give one example of.....
- The story is told from whose perspective?

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S

equence


Sequence the key events in the text

- Can you number these events 1-5 in the order that they happened?
- What happened after?
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapter headings come in the story?

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S

ummarise


Summarise the main ideas from more than one paragraph

- Below are some summaries of different paragraphs from the text, number them to show the order in which they appear in the text.
- What is the main message of the text?
- Using information from the whole text, identify which statements are true.
- Which of the following would be the most suitable summary of the whole text?
- Which statement is the best summary for the whole of page...
- Look at the first two paragraphs. Which sentence below best describes the...

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Appendix E

