



Reading skills are predominantly taught through high quality texts, during whole class guided reading sessions. These sessions are timetabled and take place twice a week.

All sessions are based around VIPERS style questions and children are given ample opportunity to discuss the text as a class and with peers.

High quality texts are chosen, and links are made to the curriculum when relevant.

KS2 Content Domain Reference	VIPER
2a Give/explain the meaning of words in context	Vocabulary (choice)
2b retrieve and record information/ identify key details from fiction and non/fiction	Retrieve
2c summarise main ideas from more than one paragraph	Summarise
2d make inferences from the text/ explain and justify inferences with evidence from the text	Infer
2e predict what might happen from details stated or implied	Predict
2f identify/explain how information/ narrative content is related and contributes to meaning as a whole	Explain
2g identify/explain how meaning is enhanced through choice of words and phrases	Explain
2h make comparisons within a text	Explain

All classes have a shared book that is read regularly to the children for reading for pleasure to promote a love and enjoyment of reading. Our responses to the story as it unfolds are recorded a whole class reading journal.

Comprehension – linked to VIEPRS

		Year 3	Year 4	Year 5	Year 6
Comprehension – linked to VIEPRS	Vocabulary	Identify and discuss the meaning of words in context. Identify words and phrases that capture the reader’s interest and contribute to the meaning of the text.	Identify the language conventions of non-fiction in relation to the text type. Explain the meaning of new words in context. Explain how words and phrases capture the reader’s interest and imagination and how they contribute to the meaning of the text. Use age-appropriate dictionaries to check the meanings of words.	Explore the meaning of words in a given context within fiction and non-fiction. Evaluate how authors use language to impact the reader. Use age-appropriate dictionaries and thesauri to check the meanings of words.	Explore the meaning of words in different contexts within fiction and nonfiction. Evaluate how and why authors use language, shades of meaning and a range of figurative devices to impact on the reader. Use age-appropriate dictionaries and thesauri to check the meanings of words.
	Inference	Draw inferences about characters’ thoughts and actions. - Justify inferences with a single piece of evidence from the text to support one specific point.	Draw inferences about characters’ feelings and motives. Justify inferences with several pieces of evidence from the text to support one specific point.	Draw inferences from within the text about themes and characters’ and authors’ viewpoints. Justify inferences and views with a variety of references from across the text.	Draw inferences across texts about characters’ viewpoints, authors’ viewpoints and themes. Justify their inferences and views with a variety of inferences and views from across texts and by comparing sources and considering the reliability of information.
	Prediction	Predict what may happen based on both what has been stated (obvious) and implied (less obvious).	Predict what may happen based on what has been implied.	Predict what may happen based on their understanding of the content and the themes within the text.	Predict what may happen based on their wider understanding of content and themes.
	Explain	Identify the language conventions of non-fiction in relation to the text type. - Identify the overarching theme of a text. Identify the structural conventions of non-fiction in relation to the text type. Identify how the structure and presentation of texts contributes to the meaning.	Identify the author’s message about the theme. Identify the structural conventions of non-fiction in relation to the text type. Identify how the structure and presentation of texts contributes to the meaning.	Identify an author’s treatment of the same theme across one or several of their books/poems. Explain their thinking through making reference to key details. Identify the structural conventions of non-fiction in relation to the text type. Identify how the structure and presentation of texts contributes to the meaning. Distinguish between fact and opinion.	Identify how the same theme is represented across texts and how multiple themes are presented in longer narratives. Explain their thinking through making reference to key details and comparisons. Identify the structural conventions of non-fiction in relation to the text type. Identify how the structure and presentation of texts contributes to the meaning. Distinguish between fact, opinion, and bias.
	Retrieval	Use contents and subheadings to locate relevant information. Identify a main topic to research, independently and through shared reading.	Use contents, indexes, glossaries and subheadings to locate specific information. Use skimming and scanning to locate main ideas in the text. Independently identify key questions to research about a topic.	Use skimming and scanning to locate information efficiently across a range of sources.	Use skimming and scanning to locate information selectively and precisely across a range of sources. Independently devise key questions and identify themes to research.
	Summarise	Summarise the main idea/s within a paragraph or section. Make notes from one source to capture key information about a topic through recording or highlighting sentences / key words.	Make notes from one source to answer key questions through: highlighting / recording key words and phrases; using bullet points, diagrams, symbols, abbreviations, mind mapping. Summarise ideas from across several paragraphs or sections.	Summarise ideas, events and information from the text as a whole. Make notes from several sources to gather information. Explore and use their own techniques to make notes.	Summarise ideas, events and information from the text as a whole. Make notes from several sources to gather information. Explore and use their own techniques to make notes. Refine notes by disregarding irrelevant information.



Reading at Higher Bebington Junior School



Decoding and Fluency Skills Progression – KS2

	Year 3	Year 4	Year 5	Year 6
Decoding and fluency	<p>Use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>Apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.</p> <p>Apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud</p> <p>To begin to read Y3/Y4 exception words.</p>	<p>Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>Apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.</p> <p>To read all Y3/Y4 exception words, discussing the unusual correspondences between spelling and these occur in the word.</p>	<p>Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>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.</p> <p>To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>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.</p> <p>To read all Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>