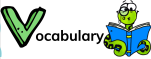
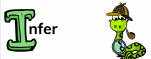
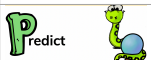





READING COMPREHENSION - Years 1-6

VIPERS	Year 1	Year 2	Year 3/Year 4	Year 5/ Year 6
	<ul style="list-style-type: none"> . Discuss word meanings, linking new meanings to those already known . Use vocabulary given by the teacher . Recognise and join in with predictable phrases 	<ul style="list-style-type: none"> . Discuss and clarify the meaning of words, linking new meanings to known vocabulary . Discuss their favourite words and phrases . Recognise simple recurring literary language in stories and poetry 	<ul style="list-style-type: none"> . Use dictionaries to check the meaning of words that they have read . Discuss words and phrases that capture the reader's interest and imagination . Identify how language contributes to meaning . Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context 	<ul style="list-style-type: none"> . Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context . Identify how language contributes to meaning. . Discuss how authors use of language impacts the reader . Find examples of figurative language, considering the impact on the reader.
	<ul style="list-style-type: none"> . Make inferences based on what is being said and done 	<ul style="list-style-type: none"> . Make inferences about characters and events. E.g what is the character thinking, saying, feeling? . Answer and ask questions 	<ul style="list-style-type: none"> . Draw inferences such as characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence . Ask questions to improve their understanding of a text 	<ul style="list-style-type: none"> . Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
	<ul style="list-style-type: none"> . Predict what might happen based on what they know already 	<ul style="list-style-type: none"> . Make predictions based on what they know already. 	<ul style="list-style-type: none"> . Predict what might happen 	<ul style="list-style-type: none"> . Predict what might happen from details stated and implied
	<ul style="list-style-type: none"> . Listen to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. . Link what they read or hear to their own experiences . Discuss the significance of the title and events . Explain clearly their understanding of what is read to them 	<ul style="list-style-type: none"> . Participate in discussion/explain their understanding of books, poems and other material that are read to them and that they read (taking turns and listening to what others say) . 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 	<ul style="list-style-type: none"> . Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks . Identify how language, structure and presentation contribute to meaning . Participate in discussion about books that are read to them and those they can read themselves, taking turns and listening to others 	<ul style="list-style-type: none"> . 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 . 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 . Identify how language, structure and presentation contribute to meaning . Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader . Distinguish between statements of fact and opinion . Provide reasoned justification for their views . Recommend books that they have read to their peers, giving reasons for their choices
	<ul style="list-style-type: none"> . Draw on what they know . Check that the text makes sense to them as they read or correct inaccurate reading . Participate in discussion about what is read to them, taking turns to listen to what others say 	<ul style="list-style-type: none"> . Draw on what they know to answer and ask questions . Check that the text makes sense to them as they read 	<ul style="list-style-type: none"> . Retrieve and record information from non-fiction . Ask questions to improve their understanding of a text 	<ul style="list-style-type: none"> . Ask questions to improve their understanding . Retrieve, record and present information from non-fiction
	<ul style="list-style-type: none"> . Become familiar with key stories, fairy stories and traditional tales, retelling them and considering their characteristics 	<ul style="list-style-type: none"> . Discuss the sequence of events in books . Become increasingly familiar with an retelling a wider range of stories, fairy stories and traditional tales 	<ul style="list-style-type: none"> . Identify themes and conventions in a wide range of books . Identify main ideas drawn from paragraphs and summarise these 	<ul style="list-style-type: none"> . Identify themes and conventions in a wide range of writing . Make comparisons within and across books . Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
<p>These are covered across English sessions:</p>	<ul style="list-style-type: none"> . Learning to appreciate rhymes and poems, and to recite some by heart 	<ul style="list-style-type: none"> . Being introduced to non-fiction books that are structured in different ways . Continue to build up a repertoire of poems learned by heart, appreciating and reciting some, with appropriate intonation 	<ul style="list-style-type: none"> . Read books that are structured in different ways and read for a range of purposes . Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally . Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action . Recognise some different forms of poetry (e.g. free verse, narrative) 	<ul style="list-style-type: none"> . Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks . Read books that are structured in different ways and reading for a range of purposes . Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions . Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to the audience . Learn a wider range of poetry by heart

READING COMPREHENSION - Years 1-6