

Reading

It is our intent that reading is the heart of all learning at Broadmere and New Monument schools. Through a carefully designed curriculum, children will develop the skills and knowledge they need to be able to read independently for pleasure and to further their knowledge and understanding of the wider world.

Curriculum Progression

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word reading		Apply phonic knowledge to decode words. Speedily read all 40+ letters/groups for 40+ phonemes. Read accurately by blending taught GPC. Read common exception words and common suffixes. Read multisyllable words containing taught GPCs. Read contractions and understanding use of apostrophes. Read aloud phonetically decodable texts.	Secure phonic decoding until reading is fluent. Read accurately by blending, including alternative sounds for graphemes. Read multisyllable words containing these graphemes. Read common suffixes. Read exception words, noting unusual correspondences. Read most words quickly & accurately without overt sounding and blending.	Apply their growing knowledge of root words, prefixes and suffixes, 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.	Confidently apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet. Read most exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.	Confidently, and with increased independence, apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.

Reading

Word meaning		Discuss the meanings of words read. Make links between familiar words.	Discuss and clarify the meanings of words read. Make links between newly understood meanings to known vocabulary.	Use dictionaries to check the meaning of words that they have read.	Use dictionaries, with increasing accuracy, to check the meaning of words that they have read.	Use dictionaries, with increased independence and good accuracy, to check the meaning of words that they have read.	Independently use dictionaries, with a good level of accuracy, to check the meaning of words that they have read.
Range of reading		Listen to and discuss 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 read to their own experiences.	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.	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Read books that are structured in different ways and read for a range of purposes.	Listen to, discuss and express views about a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Read books that are structured in different ways and read for a wide range of purposes.	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 read for a range of purposes. Make comparisons across books.	Read, discuss and express views on an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Read books that are structured in different ways and read for a wide range of purposes. Make comparisons within and across books.

Reading

Familiarity with texts		Become very familiar with key stories, fairy stories and traditional tales, retelling them and consider their characteristics. Recognise and join in with predictable phrases	Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales. Recognise simple recurring literary language in stories and poetry.	Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally. Identify themes and conventions in a wide range of books.	Confidently explore a wide range of books, including fairy stories, myths and legends, and retell some of these orally. Confidently identify themes and conventions in a growing range of books.	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. Identify and discuss themes and conventions in and across a wide range of writing.	Confidently explore 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. Confidently, and with increasing independence, identify and discuss themes and conventions in and across a wide range of writing.
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Reading

Discussing reading		Participate in discussions about what is read to them, taking turns and listening to what others say. Explain clearly their understanding of what is read to them.	Participate in discussions about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say. Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.	Participate in discussions about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.	Participate in discussions about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. Explain and discuss their understanding of a variety of texts.	Recommend books that they have read to their peers, giving reasons for their choices. Participate in discussions about books, building on their own and others' ideas and challenging views courteously. Explain and discuss their understanding of what they have read. Provide reasoned justifications for their views.	Recommend books that they have read to their peers, giving reasons for their choices. Participate in discussions about books, 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. Provide reasoned justifications for their views.
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Reading

Poetry		Learn to appreciate rhymes and poems, and to recite some by heart.	Continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear.	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.	Prepare poems and play scripts to read aloud and to perform, showing a deeper understanding through accurate intonation, tone, volume and action. Recognise a wide range of forms of poetry.	Learn a wider range of poetry by heart. Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.	Learn a wider range of varied poetry by heart. Prepare poems and plays to read aloud and to perform, showing a deeper understanding through intonation, tone and volume so that the meaning is clear to an audience.
Non-fiction		Begin to explore non-fiction books that are structured in different ways.	Retrieve and record information from non-fiction. Understand the difference between fiction and non-fiction.	Retrieve and record information from non-fiction. Explain the difference between fiction and non-fiction.	Retrieve and record information from non-fiction. Identify what is fiction and non-fiction.	Retrieve, record and present appropriate information from a range of non-fiction sources. Distinguish between statements of fact and opinion.	Accurately retrieve, record and present appropriate information from a range of non-fiction sources. Distinguish between statements of fact and opinion.

Reading

Understanding		Draw on what they already know or on background information and vocabulary provided by the teacher to support their understanding. Check that the text makes sense to them as they read and correct inaccurate reading.	Discuss the sequence of events in books and how items of information are related. Draw on what they already know or on background information and vocabulary provided by the teacher to support their understanding. Check that the text makes sense to them as they read and correct inaccurate reading. Ask and answer questions to deepen their understanding.	Check that the text makes sense to them. Discuss their understanding and explain the meaning of words in context. Ask and answer questions to improve their understanding of a text. Identify main ideas drawn from more than one paragraph and summarise these.	Check that the text makes sense to them. Discuss their understanding and explain the meaning of words in context drawing upon their wider reading and understanding of vocabulary to support this. Ask and answer questions to improve their understanding of a text. Identify main ideas drawn from more than one paragraph and summarise these.	Check that the book makes sense to them. Discuss their understanding and explore the meaning of words in context. Ask questions to improve their understanding. Summarise the main ideas drawn from more than one paragraph, identify key details to support the main ideas.	Check that the book makes sense to them, discuss their understanding and explore the meaning of words in context drawing upon their wider reading and understanding of vocabulary. Ask questions to improve their understanding. Summarise the main ideas drawn from more than one paragraph, identify key details to support the main ideas.
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Reading

Inference		Discuss the significance of the title and events. Make inferences on the basis of what is being said and done.	Make inferences on the basis of what is being said and done.	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.	More confidently draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and consistently justify inferences with evidence.	Reliably draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with specific evidence.	Confidently draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and consistently justify inferences with specific evidence from the text.
Prediction		Predict what might happen on the basis of what has been read so far.	Predict what might happen on the basis of what has been read so far and knowledge of other stories.	Predict what might happen from details stated and implied.	Confidently, and with increased independence, predict what might happen from details stated and implied.	Confidently, and with increased independence, predict what might happen from details stated and implied. Use evidence from the text to justify these predictions.	Predict what might happen from details stated and implied. Accurately use specific evidence from the text to justify these predictions.

Reading

Authorial intent		Begin to identify interesting words in a text.	Discuss their favourite words and phrases from a text.	Discuss words and phrases that capture the reader's interest and imagination. Identify how language, structure, and presentation contribute to meaning.	Identify and discuss words and phrases that capture the reader's interest and imagination. Identify how language, structure, and presentation contribute to meaning.	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.	Identify how language, structure and presentation contribute to meaning across a wide range of text types. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
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Reading

VIPERS Progression (Teaching Sequences)

	Retrieval	Vocabulary	Summarise & Sequence	Prediction	Inference	Explain
Rationale	Children need to develop R skills first and foremost as these underpin comprehension.	A good understanding of V is vital to ensure children have a deeper understanding of what they are reading.	If R & V are secure children will have enough understanding to be able to summarise the main idea, identify and discuss themes and sequence events.	Once R, V & S are secure children will be able to use these skills and the knowledge they have developed to be able to make predictions based on the evidence in the text.	At this point in their learning journey children will be able to use their understanding of VPR&S to make inferences that relate to what the evidence they have in front of them.	E is the area that brings the learning together. Children will have the opportunity to bring all VIPERS skills together and draw upon their wider reading, knowledge and understanding of the world.

Reading

Class Text Progression

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Traction Man by Mini Grey	Ruby's Worry by Tom Percival	Town mouse, country mouse by Libby Warden & Richard Jones	Sleep Well Siba and Saba by Nansubuga Nagaysa Esdahl	The Deep Dark Wood by Algy Craig Hall	Beegu by Alexis Deacon
Year 2	Hotel Flamingo by Alex Milway	The Legend of Spud Murphy by Eoin Colfer	Planet Omar –Accidental Trouble Magnet by Zanib Mian		Dixie O' Day: In the Fast Lane by Shirley Hughes and Clara Vulliamy	A Bear Called Paddington by Michael Bond
Year 3	The Great Chocoplot by Chris Callaghan	The Legend of Kevin by Philip Reeve	Varjak Paw by S.F. Said		Operation Gadget Man by Malorie Blackman	Charlotte's Webb by E.B. White
Year 4	Harry Potter and the Philosopher's Stone by J.K. Rowling	Alex Sparrow and the really big stink by Jennifer Killick	The lion, the witch and the wardrobe by C.S Lewis		The Boy at the Back of the Class by Onjali Rauf	Beetle Boy by M.G. Leonard
Year 5	The Jamie Drake Equation by Christopher Edge	There's a boy in the girls' bathroom by Louis Sachar	Tom's midnight garden by Philippa Pearce		Wonder by R.J. Palacio	High Rise Mystery by Sharna Jackson
Year 6	The Girl of Ink & Stars by Kiran Millwood Hargrave	Sky Song by Abi Elphinstone	Cogheart by Peter Bunzl		Goodnight Mr Tom by Michelle Margorian	Little Badman and the Invasion of the Killer Aunties by Humza Arshad & Henry White

Reading

Teaching Progression

Autumn 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	Explicit teaching of the skills using images and extracts	Explicit teaching of the skills using images and extracts	Video stimulus with coverage of all VIPERS skills	KS1 Picture book stimulus with coverage of all VIPERS skills KS2 Classic extract stimulus with coverage of all VIPERS skills	KS1 Picture book stimulus with coverage of all VIPERS skills KS2 Poetry stimulus with coverage of all VIPERS skills	Class novel stimulus with coverage of all VIPERS skills	Christmas/free choices stimulus with coverage of all VIPERS skills
Year 1 Ruby's Worry	Retrieval Vocabulary Sequence Predict	Infer Explain	Catch it	The Tunnel	Lost and Found	Ruby's Worry by Tom Percival	Literacy Shed Christmas
Year 2 The Legend of Spud Murphy	Retrieval Vocabulary Sequence Predict	Infer Explain	Adventures are the pits	The Day The Crayons Quit	The Bear and the Piano	The Legend of Spud Murphy	Literacy Shed Christmas
Year 3 The Legend of Kevin	Retrieval Vocabulary Sequence Predict	Infer Explain	So good to me	Stuart Little – up to ...said the doctor cheerful as he left. The Reluctant Dragon – up to the end of page 5.	Walking with My Iguana by Brian Moses The Owl and the Pussycat by Edward Lear	The Legend of Kevin	Literacy Shed Christmas

Reading

<p>Year 4 Harry Potter and the Philosopher's Stone</p>	<p>Retrieval Vocabulary Sequence Predict</p>	<p>Infer Explain</p>	<p>Conte Temps</p>	<p>Pippi Longstocking – up to the end of page 6. Alice in Wonderland – up to the end of page 5.</p>	<p>Chocolate Cake by Michael Rosen If by Rudyard Kipling</p>	<p>Harry Potter and the Philosopher's Stone</p>	<p>Literacy Shed Christmas</p>
<p>Year 5 There's a boy in the girls' bathroom</p>	<p>Retrieval Vocabulary Sequence Predict</p>	<p>Infer Explain</p>	<p>Eye of the storm</p>	<p>The Wind in the Willows – up to the end of page 4. Around the world in eighty days – chapter 1.</p>	<p>The Listeners Walter De La Mere We Refugees Benjamin Zephaniah</p>	<p>There's a boy in the girls' bathroom</p>	<p>Literacy Shed Christmas</p>
<p>Year 6 Sky Song</p>	<p>Retrieval Vocabulary Sequence Predict</p>	<p>Infer Explain</p>	<p>Alma</p>	<p>Northern Lights pages 3-6 The Graveyard Book up to 'Then, without hurrying, he began to walk up the hill.'</p>	<p>The Tyger by William Blake The Moment by Margret Atwood</p>	<p>Sky Song</p>	<p>Literacy Shed Christmas</p>

Reading

Spring 1

Spring 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	3 days class novel stimulus with coverage of all VIPERS skills & 2 days other stimulus (films, images, poetry, non-fiction, classics etc.)					
Year 1 Town Mouse , Country Mouse						
Year 2 Planet Omar – The Accidental Trouble Magnet						
Year 3 Varjak Paw						
Year 4 The Lion the Witch and the Wardrobe						
Year 5 Tom’s Midnight Garden						

Reading

Year 6 Cogheart						
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Reading

Spring 2

Spring 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6 2.5days
	3 days class novel stimulus with coverage of all VIPERS skills & 2 days other stimulus (films, images, poetry, non-fiction, classics etc.)					
Year 1 Sleep Well Siba and Saba by Nansubuga Nagaysa Esdahl						
Year 2 Planet Omar – The Accidental Trouble Magnet						
Year 3 Varjak Paw						
Year 4 The Lion the Witch and the Wardrobe						
Year 5 Tom's Midnight Garden						

Reading

Year 6 Cogheart						
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Reading

Summer 1

Summer 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6 2.5days
3 days class novel stimulus with coverage of all VIPERS skills & 2 days other stimulus (films, images, poetry, non-fiction, classics etc.)						
Year 1 The Deep Dark Wood						
Year 2 Dixie O'Day: In the Fast Lane						
Year 3 Operation Gadgetman						
Year 4 The Boy at the Back of the Class						
Year 5 Wonder						
Year 6 Good Night Mr Tom						

Reading

Summer 2

Summer 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	3 days class novel stimulus with coverage of all VIPERS skills & 2 days other stimulus (films, images, poetry, non-fiction, classics etc.)						
Year 1 Beegu							
Year 2 A Bear Called Paddington							
Year 3 Charlotte's Web							
Year 4 Beetle Boy							
Year 5 High Rise Mystery							

Reading

Year 6 Little Badman and the Invasion of the Killer Aunties							
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