

St Charles' VC Academy



Reading Long Term Plan

Long Term Plan

EYFS

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Texts				Poet Study Julia Donaldson	Oliver's Vegetables by Alison Bartlett and Vivian French	The Very Hungry Caterpillar by Eric Carle
Poetry	Poems taught throughout the year alongside Nursery Rhymes					

Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Texts	The Bog Baby – Jeanne Willis	Lost and Found – Oliver Jeffers	Beegu – Alexis Deacon	Dogger – Shirley Hughes	Peter Rabbit – Beatrix Potter	The Naughty Bus – Jan and Jerry Oke
Poetry	Nursery rhymes Traditional	Who Has Seen the Wind? Christina Rossetti	If I could catch a Rainbow Maya Angelou	Poet Study Dr Seuss	Rabbits Matt Mooney	The Morning Rush John Foster Alphabet Poem Edward Lear

Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Texts	Wild – Emily Hughes	Man on the Moon – Simon Bartram	Traction Man – Mini Grey	The Owl and the Pussycat – Edward Lear	Lila and the Secret of Rain – David Conway	Little Evie in the Wild Wood – Jackie Morris/ Little Red Riding Hood
Poetry	The Sound Collector Roger McGough	A Visit from Saint Nicholas Clement Clarke Moore	Twinkle, Twinkle, Little Star Jane Taylor	Poet Study Edward Lear	The Witches' Spell William Shakespeare	On the Ning Nang Nong Spike Milligan

Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Texts	Stone Age Boy – Satoshi Kitamura Boy with the Bronze Axe – Kathleen Fidler		Orion and the Dark – Emma Yarlett	Greek Myths – Heather Turnbull	Charlotte's Web – E.B. White	
Poetry	The Magic Box Kit Wright	From a Railway Carriage Robert Louis Stevenson	The School Kid's Rap John Foster Granny Can you Rap? Jack Ousby	Poet Study Roald Dahl	Macavity: The Mystery At	

Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Texts	Escape from Pompeii – Christina Ballit	The Incredible Book Eating Boy – Oliver Jeffers	KrindleKrax – Phillip Ridely		Harry Potter and the Philosopher's Stone	
Poetry	Little Red Riding Hood Roald Dahl	The River Valerie Bloom	Jabberwocky Lewis Carrol	Poet Study Benjamin Zephaniah	Daffodils William Wordsworth	Far Over the Misty Mountain Cold JRR Tolkien

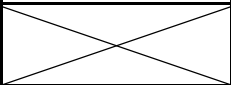
Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Texts	Journey to Jo'burg – Beverley Naidoo		Beowulf - Michael Morpurgo		Who Let the Gods Out - Maz Evans	
Poetry	The Tyger William Blake	Talking Turkeys Benjamin Zephaniah	Strict Michael Rosen	Poet Study Maya Angelou	The Lady of Shallot Alfred Lord Tennyson	

Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Texts	Journey to Jo'burg – Beverley Naidoo		Beowulf - Michael Morpurgo		Who Let the Gods Out - Maz Evans	
Poetry	The Tyger William Blake	Talking Turkeys Benjamin Zephaniah	Strict Michael Rosen	Poet Study Maya Angelou	The Lady of Shallot Alfred Lord Tennyson	

Non-text based lesson LTP

	EYFS	1	2	3	4	5	6	
Images	Images are discussed as a part of the ongoing approach to book sharing to allow progression in ELGs	Images are chosen from sourced images in school resources. Questioning will set the relevant level of progression.						
Film or Lyrics		Film and Lyrics are chosen from sourced images in school resources. Questioning will set the relevant level of progression.						
Non-Fiction	Appropriate books are shared and discussed to engage the appropriate ELGs	Information text work	Dictionary use	Information text work	Dictionary and Thesaurus use	Information text work	Dictionary and Thesaurus use	Autumn
								Spring
								Summer

Coverage

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	<p>Use prior knowledge to understand texts.</p> <p>Use picture clues to support understanding.</p> <p>Use picture clues to deepen understanding.</p> <p>Identify unfamiliar words and ask about meaning.</p> <p>Use the context to make informed guesses about the meaning of unfamiliar words.</p> <p>Discuss the meaning of unfamiliar words.</p> <p>Identify the key events in a story.</p> <p>Make predictions based on the events in the story.</p> <p>Identify the characters in a story.</p> <p>Recognise a character's feelings.</p> <p>Say why a character has a feeling.</p> <p>Give an opinion about a character.</p> <p>Answer retrieval questions about the book.</p> <p>Use information from the story to support opinion.</p> <p>Say what they like or dislike about a book.</p> <p>Listen to others' ideas about a book.</p> <p>Say whether they agree or disagree with other's ideas.</p> <p>Know that there are different kinds of books.</p> <p>Know the difference between a story book and an information book.</p>	<p>Use prior knowledge to understand texts.</p> <p>Use picture clues to support understanding.</p> <p>Use picture clues to deepen understanding.</p> <p>Identify unfamiliar words and ask about meaning.</p> <p>Use the context to make informed guesses about the meaning of unfamiliar words.</p> <p>Discuss the meaning of unfamiliar words.</p> <p>Identify the key events in a story.</p> <p>Make predictions based on the events in the story.</p> <p>Identify the characters in a story.</p> <p>Recognise a character's feelings.</p> <p>Say why a character has a feeling.</p> <p>Give an opinion about a character.</p> <p>Answer retrieval questions about the book.</p> <p>Use information from the story to support opinion.</p> <p>Understand that a writer can leave gaps for the reader to fill.</p> <p>Answer questions which fill the gaps in a story.</p> <p>Say what they like or dislike about a book.</p> <p>Listen to others' ideas about a book.</p> <p>Say whether they agree or disagree with others' ideas.</p> <p>Know that there are different kinds of books.</p> <p>Know the difference between a story book and an information book.</p>	<p>Use prior knowledge to understand texts.</p> <p>Use picture clues to support understanding.</p> <p>Use picture clues to deepen understanding.</p> <p>Identify unfamiliar words and ask about meaning.</p> <p>Use the context to make informed guesses about the meaning of unfamiliar words.</p> <p>Discuss the meaning of unfamiliar words.</p> <p>Identify the key events in a story.</p> <p>Make predictions based on the events in the story.</p> <p>Identify the characters in a story.</p> <p>Recognise a character's feelings.</p> <p>Say why a character has a feeling.</p> <p>Give an opinion about a character.</p> <p>Answer retrieval questions about the book.</p> <p>Use information from the story to support opinion.</p> <p>Say what they like or dislike about a book.</p> <p>Listen to others' ideas about a book.</p> <p>Say whether they agree or disagree with others' ideas.</p> <p>Know some key stories.</p> <p>Recognise key story language.</p> <p>Find key story language in stories read aloud or read independently.</p> <p>Retell key stories orally using narrative language.</p> <p>Know that there are different kinds of books.</p> <p>Know the difference between a story book and an information book</p>	<p>Use prior knowledge to understand texts.</p> <p>Use picture clues to support understanding.</p> <p>Use picture clues to deepen understanding.</p> <p>Identify unfamiliar words and ask about meaning.</p> <p>Use the context to make informed guesses about the meaning of unfamiliar words.</p> <p>Discuss the meaning of unfamiliar words.</p> <p>Identify the key events in a story.</p> <p>Make predictions based on the events in the story.</p> <p>Identify the characters in a story.</p> <p>Recognise a character's feelings.</p> <p>Say why a character has a feeling.</p> <p>Give an opinion about a character.</p> <p>Answer retrieval questions about the book.</p> <p>Use information from the story to support opinion.</p> <p>Recognise key story language.</p> <p>Find key story language in stories read aloud or read independently.</p> <p>Retell key stories orally using narrative language.</p> <p>Say what they like or dislike about a book.</p> <p>Listen to others' ideas about a book.</p> <p>Say whether they agree or disagree with others' ideas.</p> <p>Know some key stories.</p> <p>Recognise key story language.</p> <p>Find key story language in stories read aloud or read independently.</p> <p>Retell key stories orally using narrative language.</p> <p>Know that there are different kinds of books.</p> <p>Know the difference between a story book and an information book</p>	<p>Use prior knowledge to understand texts.</p> <p>Use picture clues to support understanding.</p> <p>Use picture clues to deepen understanding.</p> <p>Identify unfamiliar words and ask about meaning.</p> <p>Use the context to make informed guesses about the meaning of unfamiliar words.</p> <p>Discuss the meaning of unfamiliar words.</p> <p>Identify the key events in a story.</p> <p>Make predictions based on the events in the story.</p> <p>Recognise a character's feelings.</p> <p>Say why a character has a feeling.</p> <p>Give an opinion about a character.</p> <p>Answer retrieval questions about the book.</p> <p>Use information from the story to support opinion.</p> <p>Understand that a writer can leave gaps for the reader to fill.</p> <p>Answer questions which fill the gaps in a story.</p> <p>Listen to others' ideas about a book.</p> <p>Say whether they agree or disagree with other's ideas.</p> <p>Know some key stories.</p> <p>Recognise key story language.</p> <p>Find key story language in stories read aloud or read independently.</p> <p>Retell key stories orally using narrative language.</p> <p>Know that there are different kinds of books.</p> <p>Know the difference between a story book and an information book.</p> <p>Recognise poems and rhymes.</p> <p>Recognise rhyming language.</p> <p>Recognise patterned language in poems and rhymes.</p> <p>Know some poems and rhymes by heart.</p>	<p>Use prior knowledge to understand texts.</p> <p>Use picture clues to support understanding.</p> <p>Use picture clues to deepen understanding.</p> <p>Identify unfamiliar words and ask about meaning.</p> <p>Use the context to make informed guesses about the meaning of unfamiliar words.</p> <p>Discuss the meaning of unfamiliar words.</p> <p>Identify the key events in a story.</p> <p>Make predictions based on the events in the story.</p> <p>Recognise a character's feelings.</p> <p>Say why a character has a feeling.</p> <p>Give an opinion about a character.</p> <p>Answer retrieval questions about the book.</p> <p>Use information from the story to support opinion.</p> <p>Understand that a writer can leave gaps for the reader to fill.</p> <p>Answer questions which fill the gaps in a story.</p> <p>Listen to others' ideas about a book.</p> <p>Say whether they agree or disagree with others' ideas.</p> <p>Know some key stories.</p> <p>Recognise key story language.</p> <p>Find key story language in stories read aloud or read independently.</p> <p>Retell key stories orally using narrative language.</p> <p>Know that there are different kinds of books.</p> <p>Know the difference between a story book and an information book.</p> <p>Recognise poems and rhymes.</p> <p>Recognise rhyming language.</p> <p>Recognise patterned language in poems and rhymes.</p> <p>Know some poems and rhymes by heart.</p>

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2	<p>Retell stories with the key events in the correct sequence.</p> <p>Retell a story with the key events and the characters.</p> <p>Make predictions about possible events and characters' behaviour.</p> <p>Know what inference - "reading between the lines" - means.</p> <p>Find and explain inferences about characters' feelings and thoughts.</p> <p>Give reasons for characters' actions or behaviour.</p> <p>Know that books and stories are set in different places and times.</p> <p>Find the setting or time in books or stories.</p> <p>Discuss the setting or time in books.</p> <p>Ask questions to clarify understanding.</p> <p>Find and discuss the setting or time in books or stories.</p> <p>Know how to and find information in a non-fiction book.</p>	<p>Retell stories with the key events in the correct sequence.</p> <p>Recognise key ideas in a text.</p> <p>Recognise that a writer can have a message for the reader.</p> <p>Explain a writer's message.</p> <p>Make predictions about possible events.</p> <p>Make predictions about how characters might behave.</p> <p>Know what inference - "reading between the lines" - means.</p> <p>Find inferences about characters' feelings and thoughts.</p> <p>Explain inferences about characters' feelings and thoughts.</p> <p>Give reasons for characters' actions or behaviour.</p>	<p>Know that there are different kinds of stories.</p> <p>Recognise key ideas in a text.</p> <p>Make predictions about possible events and characters' behaviour.</p> <p>Give reasons for characters' actions or behaviour.</p> <p>Use prior knowledge and reading experiences to understand text.</p> <p>Use the context to understand texts.</p> <p>Ask questions to clarify understanding.</p> <p>Find favourite words and phrases.</p> <p>Talk about favourite words and phrases.</p> <p>Talk about books or poems read.</p> <p>Give an opinion on books or poems read.</p> <p>Learn a poem by heart.</p> <p>Recite or perform a poem making the meaning clear.</p>	<p>Know that there are different kinds of stories.</p> <p>Recognise key ideas in a text.</p> <p>Make predictions about possible events.</p> <p>Use prior knowledge and reading experiences to understand texts.</p> <p>Ask questions to clarify understanding.</p> <p>Find favourite words and phrases.</p> <p>Talk about favourite words and phrases.</p> <p>Retell stories with the key events in the correct sequence.</p> <p>Talk about the meaning of different poems.</p> <p>Recognise that a poem can tell a story.</p> <p>Learn a poem by heart.</p> <p>Recite or perform a poem making the meaning clear.</p>	<p>Recognise key ideas in a text.</p> <p>Make predictions about possible events and characters' behaviour.</p> <p>Know what inference - "reading between the lines" - means.</p> <p>Find and explain inferences about characters' feelings and thoughts.</p> <p>Give reasons for characters' actions or behaviour.</p> <p>Use prior knowledge and reading experiences to understand text.</p> <p>Use the context to understand texts.</p> <p>Ask questions to clarify understanding.</p> <p>Find and discuss the setting or time in books or stories.</p> <p>Know that word choice affects meaning.</p> <p>Explain why a writer has chosen a word to affect meaning.</p>	<p>Ask questions to clarify understanding.</p> <p>Find inferences about characters' feelings and thoughts</p> <p>Explain inferences about characters' feelings and thoughts.</p> <p>Give reasons for characters' actions or behaviour.</p> <p>Make predictions about how characters might behave</p> <p>Use prior knowledge and reading experiences to understand text</p> <p>Use the context to understand texts.</p> <p>Explain why a writer has chosen a word to affect meaning.</p> <p>Find the setting or time in books or stories.</p>
3	<p>Know that there are different kinds of narrative stories.</p> <p>Identify the plot.</p> <p>Infer and explain characters' feelings, thoughts and motives from actions and what they say.</p> <p>Recognise words and language that show the setting of a book – historical, cultural or social.</p> <p>Give a personal response.</p> <p>Explain a personal response.</p> <p>Know that non-fiction books are structured in different ways.</p> <p>Know how to use a non-fiction book to find identified information.</p> <p>Know that words and language in poems create effects.</p> <p>Discuss the meaning of words and language in poems.</p> <p>Understand that there can be more than one interpretation of a poem.</p> <p>Watch performances of poems.</p> <p>Discuss how the meaning is enhanced through performance.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding.</p> <p>Discuss books, poems and other works that are read aloud and independently, taking turns and listening to others' opinions.</p> <p>Experience and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Know a wider range of stories, including fairy stories and legends .</p> <p>Begin to recognise some different forms of poetry – list poems, shape poems, free verse etc.</p> <p>Know and recognise some of the literary conventions in text types covered.</p> <p>Know that non-fiction books are structured in different ways and be able to use them effectively.</p>	<p>Understand that the sequence of events in a narrative is called the plot.</p> <p>Identify the plot in a narrative.</p> <p>Know that writers use words and language to create an effect on the reader.</p> <p>Identify words and language that create an effect on the reader.</p> <p>Know that characters' actions can tell the reader about their thoughts, feelings and motives.</p> <p>Infer characters' feelings, thoughts and motives from their actions.</p> <p>Explain how characters' actions can tell the reader about their thoughts, feelings and motives.</p> <p>Discuss the meaning of words and language in poems.</p> <p>Know how to use a non-fiction book to find information.</p>	<p>Understand that the sequence of events in a narrative is called the plot.</p> <p>Identify the plot in a narrative.</p> <p>Know that writers use words and language to create an effect on the reader.</p> <p>Identify words and language that create an effect on the reader.</p> <p>Know that characters' actions can tell the reader about their thoughts, feelings and motives.</p> <p>Infer characters' feelings, thoughts and motives from their actions.</p> <p>Explain how characters' actions can tell the reader about their thoughts, feelings and motives.</p> <p>Discuss the meaning of words and language in poems.</p> <p>Know how to use a non-fiction book to find information.</p>	<p>Identify the plot.</p> <p>Infer and explain how characters' actions and speech can tell the reader about their thoughts, feelings and motives.</p> <p>Know that different kinds of narratives are written with different language.</p> <p>Use the context of unfamiliar words to explain their meaning.</p> <p>Check the meaning of any unfamiliar words through questioning, discussion or use of dictionaries.</p> <p>Recognise words and language that show the setting of a book – historical, cultural or social.</p> <p>Make connections between similar books.</p> <p>Discuss a range of narrative stories and their similarities and differences.</p> <p>Identify and explain how the organisation and layout in books helps the reader.</p> <p>Give and explain a personal response.</p> <p>Know that the main idea in a narrative may also have a message for the reader.</p>	<p>Apply phonic knowledge and skills to read unfamiliar words.</p> <p>Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</p> <p>Understand what they read in books they can read independently.</p> <p>Check the text is meaningful.</p> <p>Explain the meaning of words in context.</p> <p>Use dictionaries to check the meaning of unfamiliar words.</p> <p>Discuss and record words and phrases that writers use to engage and impact on the reader.</p> <p>Understand what they read in books they can read independently.</p> <p>Discuss books, poems and other works that are read aloud and independently, taking turns and listening to others' opinions.</p> <p>Explain and discuss understanding of books, poems and other material, both those read aloud and those read independently.</p> <p>Ask questions to improve understanding of a text.</p> <p>Discuss responses to text.</p> <p>Retrieve and record information from non-fiction.</p> <p>Know that non-fiction books are structured in different ways and be able to use them effectively</p> <p>Begin to understand that narrative books are structured in different ways. For example, quest stories and stories with dilemmas.</p> <p>Know a wider range of stories, including fairy stories and legends</p> <p>Begin to understand that narrative books are structured in different ways. For example, quest stories and stories with dilemmas.</p> <p>Know a wider range of stories, including fairy stories and legends</p> <p>Ask questions to improve understanding of a text.</p>	

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
				<p>Explain the message for the reader. Know that the message in a book is called the theme. Recognise that books may have similar themes. Know that there are different forms of poetry. Discuss the meaning of words and language in poems.</p>	<p>Discuss and record words and phrases that writers use to engage and impact on the reader. Discuss responses to text. Predict what might happen from details stated. Begin to understand that narrative books are structured in different ways. For example, quest stories and stories with dilemmas. Begin to understand that narrative books are structured in different ways. For example, quest stories and stories with dilemmas. Identify how structure, and presentation contribute to the meaning of texts. Know and recognise some of the literary conventions in text types covered. Know that non-fiction books are structured in different ways and be able to use them effectively Begin to identify common themes within a texts. Discuss and record words and phrases that writers use to engage and impact on the reader Compare a characters thoughts, actions, feelings at different points in the text. Identify how structure, and presentation contribute to the meaning of texts. Choose books for specific purposes. Orally re-tell some known stories. Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p>	
4	<p>Identify and explain how words and language show the setting of a book – historical, cultural or social. Notice in reading that fronted adverbials can be used to start the opening sentence of a paragraph (topic sentence). Identify any words that are unfamiliar. Discuss the meaning of words identified. Check or find the meaning of unfamiliar words . Empathise with a character. Understand why a character acted or responded or felt in a certain way. Understand why writer wanted the character to respond in a certain way. Infer characters' feelings, thoughts and motives from their actions. Explain how characters' actions can tell the reader about their thoughts, feelings and motives. Choose a specific non-fiction book for a specific purpose. Know where to find the specific information needed in the book.</p>	<p>Discuss range of narrative stories and consider differences and similarities. Understand that these have different plot patterns and they develop in different ways. Identify any words that are unfamiliar. Discuss the meaning of words identified. Check or find the meaning of unfamiliar words . Understand that a writer wants the reader to respond in a certain way. Find where the writer has written to make the reader respond in a certain way and explain how. Compare with own and others' personal response. Empathise with a character and explain how characters' actions can tell the reader about their thoughts, feelings and motives. Identify the main idea and the message it may have. Recognise and name different types of poems. Know that words and language in poems create effects.</p>	<p>Apply phonic knowledge and skills to read unfamiliar words. Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. Understand what they read in books they can read independently. Check the text is meaningful. Explain the meaning of words in context. Use dictionaries to check the meaning of unfamiliar words. Raise queries about texts. Make connections with prior knowledge and experience. Explain and discuss understanding of books, poems and other material, both those read aloud and those read independently. Retrieve and record information from non-fiction. Know and recognise some of the literary conventions in text types covered. Know that non-fiction books are structured in different ways and be able to use them effectively. Identify some text type organisational features. For example, narrative, explanation, persuasion. Know and recognise some of the literary conventions in text types covered. Understand and explain that narrative books are structured in different ways. For example, historical stories and fantasy stories. Identify and summarise main ideas of a text. Identify overview of the theme of a text. Discuss responses to text. Ask questions to improve understanding of a text.</p>		<p>Apply phonic knowledge and skills to read unfamiliar words. Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. Understand what they read in books they can read independently. Check the text is meaningful. Explain the meaning of words in context. Use dictionaries to check the meaning of unfamiliar words. Raise queries about texts. Make connections with prior knowledge and experience. Explain and discuss understanding of books, poems and other material, both those read aloud and those read independently. Retrieve and record information from non-fiction. Know and recognise some of the literary conventions in text types covered. Know that non-fiction books are structured in different ways and be able to use them effectively. Identify some text type organisational features. For example, narrative, explanation, persuasion. Know and recognise some of the literary conventions in text types covered. Understand and explain that narrative books are structured in different ways. For example, historical stories and fantasy stories. Identify and summarise main ideas of a text. Identify overview of the theme of a text. Discuss responses to text. Ask questions to improve understanding of a text.</p>	

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Know how to use a non-fiction book to find identified information.</p> <p>Skim to find specific information on a page or in a paragraph.</p> <p>Scan page or paragraph to find key words or information.</p> <p>Record key words or information found.</p>	<p>Explain the effect created by the poet's choice of words and language.</p> <p>Use the organisation and layout of a book to find specific information.</p>	<p>Infer meanings and begin to justify them with evidence from the text.</p> <p>Raise queries about texts.</p> <p>Make connections with prior knowledge and experience.</p> <p>Explain ideas and opinions, giving reasons.</p> <p>Begin to build on others' ideas and opinions about a text in discussion.</p> <p>Predict what might happen from details stated and deduced information.</p> <p>Make connections between other similar texts.</p> <p>Make connections with prior knowledge and experience.</p> <p>Explain ideas and opinions, giving reasons.</p> <p>Begin to build on others' ideas and opinions about a text in discussion.</p> <p>Begin to understand simple themes in books.</p> <p>Understand and explain that narrative books are structured in different ways. For example, historical stories and fantasy stories.</p> <p>Know and recognise some of the literary conventions in text types covered.</p> <p>Explain ideas and opinions, giving reasons.</p> <p>Explain why text types are organised in a certain way.</p> <p>Discuss and record words and phrases that writers use to engage and impact on the reader.</p> <p>Infer meanings and begin to justify them with evidence from the text.</p> <p>Identify some text type language features. For example, narrative, explanation, persuasion.</p> <p>Make connections between other similar texts.</p>	<p>Infer meanings and begin to justify them with evidence from the text.</p> <p>Raise queries about texts.</p> <p>Make connections with prior knowledge and experience.</p> <p>Explain ideas and opinions, giving reasons.</p> <p>Begin to build on others' ideas and opinions about a text in discussion.</p> <p>Predict what might happen from details stated and deduced information.</p> <p>Make connections between other similar texts.</p> <p>Make connections with prior knowledge and experience.</p> <p>Explain ideas and opinions, giving reasons.</p> <p>Begin to build on others' ideas and opinions about a text in discussion.</p> <p>Begin to understand simple themes in books.</p> <p>Understand and explain that narrative books are structured in different ways. For example, historical stories and fantasy stories.</p> <p>Know and recognise some of the literary conventions in text types covered.</p> <p>Explain ideas and opinions, giving reasons.</p> <p>Explain why text types are organised in a certain way.</p> <p>Discuss and record words and phrases that writers use to engage and impact on the reader.</p> <p>Infer meanings and begin to justify them with evidence from the text.</p> <p>Identify some text type language features. For example, narrative, explanation, persuasion.</p> <p>Make connections between other similar texts.</p>		
5	<p>Understand that a writer moves events forward through a balance of dialogue action and description and explore.</p> <p>Explore how a writer uses show and not tell techniques to introduce or develop a character.</p> <p>Find words and language used for effect, explain the effect and record to use in writing.</p> <p>Find and explore the structures and techniques used and record to use in writing.</p> <p>Use meaning-seeking strategies to explore the meaning of words in context and figurative language.</p> <p>Ask questions to improve understanding.</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions at different points in the text and justify with evidence from text.</p> <p>Make predictions from evidence found and implied information.</p> <p>Understand that a narrative can be told from different points of view – narrator, character.</p> <p>Identify the point of view in a narrative.</p> <p>Explore how events are viewed from another perspective.</p> <p>Understand that the writer may have a viewpoint.</p> <p>Identify the writer's viewpoint. For example, how different characters are presented.</p> <p>Explain the writer's viewpoint with evidence from the text.</p> <p>Give a personal point of view about a text and explain with evidence from the text.</p> <p>Listen to and build on and question others' ideas and opinions about a text.</p> <p>Use skimming and scanning to find information.M</p> <p>Understand the difference between fact and opinion.</p>	<p>Understand that a writer moves events forward through a balance of dialogue action and description and explore.</p> <p>Explore how a writer uses show and not tell techniques to introduce or develop a character.</p> <p>Find words and language used for effect, explain the effect and record to use in writing.</p> <p>Find and explore the structures and techniques used and record to use in writing.</p> <p>Use meaning-seeking strategies to explore the meaning of words in context and figurative language.</p> <p>Ask questions to improve understanding.</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions at different points in the text and justify with evidence from text.</p> <p>Make predictions from evidence found and implied information.</p> <p>Explore how events are viewed from another perspective.</p> <p>Explore the structures and techniques used. For example, short sentences, rhetorical questions, ellipsis, flashbacks.</p> <p>Know that the context in which it was written can affect a text.</p> <p>Give a personal point of view about a text and explain with evidence from the text.</p> <p>Listen to and build on and question others' ideas and opinions about a text.</p> <p>Use skimming and scanning to find information</p>	<p>Identify and explain how words and language show the setting of a book – historical, cultural or social.</p> <p>Notice in reading that fronted adverbials can be used to start the opening sentence of a paragraph (topic sentence).</p> <p>Identify any words that are unfamiliar.</p> <p>Discuss the meaning of words identified.</p> <p>Check or find the meaning of unfamiliar words .</p> <p>Empathise with a character.</p> <p>Understand why a character acted or responded or felt in a certain way.</p> <p>Understand why writer wanted the character to respond in a certain way.</p> <p>Infer characters' feelings, thoughts and motives from their actions.</p> <p>Explain how characters' actions can tell the reader about their thoughts, feelings and motives.</p> <p>Choose a specific non-fiction book for a specific purpose.</p> <p>Know where to find the specific information needed in the book.</p> <p>Know how to use a non-fiction book to find identified information.</p> <p>Skim to find specific information on a page or in a paragraph.</p> <p>Scan page or paragraph to find key words or information.</p> <p>Record key words or information found.</p>			

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
6	<p>Know that there is a range of narrative genres Know that these are structured in different ways.</p> <p>Discuss and explain how and why they have different structures.</p> <p>Explain how the structure guides the reader to find specific information.</p> <p>Explain why they enjoyed a book or poem and who might also enjoy it.</p> <p>Evaluate the usefulness of a non-fiction book to research questions raised.</p> <p>Know that texts have different layers of meaning. – between the lines and beyond the lines.</p> <p>Find the different layers of meaning in a text.</p> <p>Explain how they contribute to the reader's understanding of the overall meaning, characters, themes.</p> <p>Make predictions from evidence found and implied information.</p> <p>Summarise the main ideas drawn from a text.</p> <p>Know that the context in which it was written can affect a text. For example, a classic text reflects how an audience of that time will react.</p> <p>Identify themes in books which have different cultural, social or historical contexts.</p> <p>Compare and contrast themes in a range of books.</p> <p>Explain how there are common themes in different books, using evidence from reading.</p> <p>Identify key information from a text.</p> <p>Summarise key information in sentences.</p> <p>Find and summarise key information from different parts of the text.</p>	<p>Know that there is a range of narrative genres Know that these are structured in different ways.</p> <p>Discuss and explain how and why they have different structures.</p> <p>Explain how the structure guides the reader to find specific information.</p> <p>Explain why they enjoyed a book or poem and who might also enjoy it.</p> <p>Evaluate the usefulness of a non-fiction book to research questions raised.</p> <p>Know that texts have different layers of meaning – between the lines and beyond the lines.</p> <p>Find the different layers of meaning in a text.</p> <p>Explain how they contribute to the reader's understanding of the overall meaning, characters, themes.</p> <p>Make predictions from evidence found and implied information.</p> <p>Summarise the main ideas drawn from a text.</p> <p>Know that the context in which it was written can affect a text.</p> <p>Explain how the context of a text reflects the reaction of the audience it was written for.</p> <p>Identify themes in books which have different cultural, social or historical contexts.</p> <p>Identify key information from a text.</p> <p>Summarise key information in sentences.</p> <p>Find and summarise key information from different parts of the text.</p> <p>Find identified key information in longer and more complex text.</p> <p>Know that there is a range of narrative genres Know that these are structured in different ways.</p> <p>Discuss and explain how and why they have different structures.</p> <p>Explain how the structure guides the reader to find specific information.</p> <p>Explain why they enjoyed a book or poem and who might also enjoy it.</p> <p>Evaluate the usefulness of a non-fiction book to research questions raised.</p> <p>Know that texts have different layers of meaning. – between the lines and beyond the lines.</p> <p>Find the different layers of meaning in a text.</p> <p>Explain how they contribute to the reader's understanding of the overall meaning, characters, themes.</p> <p>Make predictions from evidence found and implied information.</p> <p>Summarise the main ideas drawn from a text.</p> <p>Know that the context in which it was written can affect a text.</p> <p>Explain how the context of a text reflects the reaction of the audience it was written for.</p> <p>Identify themes in books which have different cultural, social or historical contexts.</p> <p>Identify key information from a text.</p> <p>Summarise key information in sentences.</p> <p>Find and summarise key information from different parts of the text.</p> <p>Find identified key information in longer and more complex text.</p>	<p>Explain why they enjoyed a book or poem and who might also enjoy it.</p> <p>Evaluate the usefulness of a non-fiction book to research questions raised.</p> <p>Evaluate the usefulness of different non-fiction texts by comparing how different writer's present the same information.</p> <p>Explain how different layers of meaning contribute to the reader's understanding of the overall meaning, characters, themes.</p> <p>Make predictions from evidence found and implied information.</p> <p>Summarise the main ideas drawn from a text.</p> <p>Know that the context in which it was written can affect a text.</p> <p>Identify themes in books which have different cultural, social or historical contexts.</p> <p>Compare and contrast themes in a range of books.</p> <p>Explain how there are common themes in different books, using evidence from reading.</p> <p>Find and summarise key information from different parts of the text.</p> <p>Identify and explain the techniques used to create feelings, atmosphere, mood or messages.</p> <p>Explain the characteristics of a writer's style and the use of words and language, techniques and structures, using evidence.</p> <p>Explain how they support the writer's purpose, using evidence.</p> <p>Comment on the effectiveness of the writer's use of language, structures and techniques.</p> <p>Identify the point of view in a narrative.</p> <p>Explore how events are viewed from another perspective.</p>			

Sequencing

Below is the typical timeline of approach to lessons as St Charles. Each class in KS2 will have 4 Guided Reading sessions based around the class text. The separate day (determined by the class teacher) will focus on additional content as detailed below. In KS1 and EYFS, due to a focus on phonics, there are 2 text-based and 1 additional content. The poetry to be taught is identified within the Long-Term Plan

The Non-Fiction texts to be used will be determined by the class topic and will use the topic boxes supplied by the SLS as these are already age appropriate.

Image and Film units are chosen by the class teacher in line with class interests and will allow the children to explore their combined interests. Questioning will follow the core VIPERs questioning as set out below.

Termly additional content Lesson Sequence

Half Term Length Average 7 Weeks –

1	2	3	4	5	6	7
Poetry	Poetry	Poetry	Non-Fiction	Non-Fiction	Image/Film/Lyrics	Image/Film/Lyrics

Lesson Sequence

Flashback	Verbal recap of story/ Vocabulary recap, where relevant/ RIC questioning
Lesson Objective Interrogation	Discuss what the lesson objective means: VIPERs strand focus. Discuss meaning
Text read by	Teacher reads aloud, modelling expression and fluency/ Pupils read aloud, alternating reader/ Pupils internalise text
Activity	Creative* and engaging activity that fulfils the outcome of the LO
Support	How are the Lower children supported?
Deepen knowledge	What questioning will deepen the children at Greater Depth?

*Creative lessons are planned into the MTPs, but can be modified - as can the more SATs style questions.

Progression of questioning for from EYFS to Y6

Commentary	<p>VIPERS is the method we use to teach reading comprehension skills to pupils.</p> <p>The word VIPERS is a mnemonic for the main areas associated with reading comprehension within the National Curriculum.</p> <p>VIPERS has slightly different meanings between KS1 and KS2 which are detailed below:</p> <p>KS1: Vocabulary, Inference, Predict, Explain, Retrieval and Sequence</p> <p>KS2: Vocabulary, Inference, Predict, Explain, Retrieval and Summarise</p>
Key	<p>Orange: Two year objective</p> <p>Green: New objective</p>

Year / VIPERS	Vocabulary	Inference	Prediction	Explain	Retrieve	Sequence
EYFS	<p>To build up vocabulary that reflects the breadth of their experiences.</p> <p>To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>To use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p>	<p>To begin to understand 'why' and 'how' questions.</p> <p>To answer 'how' and 'why' questions about their experiences and in response to stories or events</p>	<p>To anticipate key events and phrases in rhymes and stories. To suggest how a story might end.</p>		<p>To describe main story settings, events and principal characters.</p>	<p>To begin to be aware of the way stories are structured.</p> <p>To follow a story without pictures or props.</p>
Reception Sample Question Stems	<p>What does this word mean?</p>	<p>(Looking at the pictures)</p> <p>What might they be feeling? How do you know?</p>	<p>What might happen at the end of the story? What might happen in the story? What might happen next?</p>		<p>What did you find out?</p> <p>What can you see on the front cover?</p>	<p>Can you order these parts of the story? What happened first, next....?</p>

Year / VIPERS	Vocabulary	Inference	Prediction	Explain	Retrieve	Sequence
Year 1	Discussing word meanings, linking new meanings to those already known	Discussing the significance of the title and events making inferences on the basis of what is being said and done Developing inference through use of pictures	Predicting what might happen on the basis of what has been read so far		To develop their knowledge of retrieval through images.	To retell familiar stories orally To sequence the events of a story they are familiar with
Year 1 Sample Question Stems	What does the word.....mean in this sentence? Find and copy a word which means What does this word or phrase tell you about? Which word in this section do you think is the most important? Why? Which of the words best describes the character/setting/mood etc? Can you think of any other words the author could have used to describe this? Why do you think.....is repeated in this section?	Why was.....feeling.....? Why didhappen? Why did..... say.....? Can you explain why.....? What do you think the author intended when they said.....? How does.....make you feel?	Look at the book cover/blurb –what do you think this book will be about? What do you think will happen next? What makes you think this? How does the choice of character or setting affect what will happen next? What is happening? What do you think happened before? What do you think will happen after? What do you think the last paragraph suggests? What will happen next?	Who is your favourite character? Why? Why do you think all the main characters are girls in this book? Would you like to live in this setting? Why/why not? Is there anything you would change about this story? Do you like this text? What do you like about it?	What kind of text is this? Who did.....? Where did.....? When did.....? What happened when.....? Why did happen? How did.....? How many.....? What happened to.....?	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? Sequence the key events in the story

Year / VIPERS	Vocabulary	Inference	Prediction	Explain	Retrieve	Sequence
Year 2	Discussing and clarifying the meanings of words, linking new meanings to known vocabulary, Discussing their favourite words and phrases.	Making inferences on the basis of what is being said and done Answering and asking questions	Predicting what might happen on the basis of what has been read so far	Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	Asking and answering retrieval questions	To discuss the sequence of events in books and how items of information are related.
Year 2 Sample Question Stems	What does the word.....mean in this sentence? Find and copy a word which means What does this word or phrase tell you about? Which word in this section do you think is the most important? Why? Which of the words best describes the character/setting/mood etc? Can you think of any other words the author could have used to describe this? • Why do you think.....is repeated in this section?	Why was.....feeling.....? Why didhappen? Why did.....say.....? Can you explain why.....? What do you think the author intended when they said.....? How does.....make you feel?	Look at the book cover/blurb –what do you think this book will be about? What do you think will happen next? What makes you think this? How does the choice of character or setting affect what will happen next? What is happening? What do you think happened before? What do you think will happen after? What do you think the last paragraph suggests? What will happen next?	Who is your favourite character? Why? Why do you think all the main characters are girls in this book? Would you like to live in this setting? Why/why not? Is there anything you would change about this story? Do you like this text? What do you like about it?	What kind of text is this? Who did.....? Where did.....? When did.....? What happened when.....? Why did happen? How did.....? How many.....? What happened to.....?	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? What are the key events in the story? Can you sequence them in relation to... chronology> importance? character involvement> Etc.

Year / VIPERS	Vocabulary	Inference	Prediction	Explain	Retrieve	Sequence
Year 3	Using dictionaries to check the meaning of words that they have read	To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.	To justify predictions using evidence from the text.	Discussing words and phrases that capture the reader's interest and imagination Identifying how language, structure, and presentation contribute to meaning	To retrieve and record information from a fiction text.	Identifying main ideas drawn from more than one paragraph and summarising these
Year 3 Sample Question Stems	<p>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.....</p>	<p>Find and copy a group of words which show that... How do these words make the reader feel? How does this paragraph suggest this? How do the descriptions of show that they are? 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?</p>	<p>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? Yes, no or maybe? Explain your answer using evidence from the text</p>	<p>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 effect does have on the audience? How does the author engage the reader here? Which words and phrases dideffectively? Which section was the most interesting/exciting part? How are these sections linked?</p>	<p>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? Howis.....? What can you learn about..... from this section? Give one example of..... The story is told from whose perspective?</p>	<p>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 events come in the chapter?</p>

Year / VIPERS	Vocabulary	Inference	Prediction	Explain	Retrieve	Sequence
Year 4	Using dictionaries to check the meaning of words that they have read	To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.	To justify predictions using evidence from the text.	Discussing words and phrases that capture the reader's interest and imagination Identifying how language, structure, and presentation contribute to meaning	To retrieve and record information from a fiction text.	Identifying main ideas drawn from more than one paragraph and summarising these
Year 4 Sample Question Stems	<p>What do the words and suggest about the character, setting and mood?</p> <p>Which word tells you that....</p> <p>? Which keyword tells you about the character/setting/mood?</p> <p>Find one word in the text which means.....</p> <p>Find and highlight the word that is closest in meaning to.....</p> <p>Find a word or phrase which shows/suggests that.....</p>	<p>Find and copy a group of words which show that...</p> <p>How do these words make the reader feel?</p> <p>How does this paragraph suggest this?</p> <p>How do the descriptions of show that they are</p> <p>?</p> <p>How can you tell that.....</p> <p>?</p> <p>What impression of do you get from these paragraphs?</p> <p>What voice might these characters use?</p> <p>What was thinking when</p> <p>..... ? Who is telling the story?</p>	<p>From the cover what do you think this text is going to be about?</p> <p>What is happening now?</p> <p>What happened before this? What will happen after?</p> <p>What does this paragraph suggest will happen next?</p> <p>What makes you think this?</p> <p>Do you think the choice of setting will influence how the plot develops?</p> <p>Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text</p>	<p>Why is the text arranged in this way?</p> <p>What structures has the author used?</p> <p>What is the purpose of this text feature?</p> <p>Is the use of effective?</p> <p>The mood of the character changes throughout the text.</p> <p>Find and copy the phrases which show this.</p> <p>What is the author's point of view?</p> <p>What effect does have on the audience?</p> <p>How does the author engage the reader here?</p> <p>Which words and phrases did effectively?</p> <p>Which section was the most interesting/exciting part?</p> <p>How are these sections linked?</p>	<p>How would you describe this story/text? What genre is it? How do you know?</p> <p>How did ...? How often...?</p> <p>Who had...?</p> <p>? Who is...?</p> <p>? Who did....?</p> <p>? What happened to...?</p> <p>What does.... do?</p> <p>How is</p> <p>? What can you learn about from this section?</p> <p>Give one example of</p> <p>The story is told from whose perspective?</p>	<p>Can you number these events 1-5 in the order that they happened?</p> <p>What happened after</p> <p>? What was the first thing that happened in the story?</p> <p>Can you summarise in a sentence the opening/middle/end of the story?</p> <p>In what order do these events come in the chapter?</p>

Year / VIPERS	Vocabulary	Inference	Prediction	Explain	Retrieve	Sequence
Year 5	Vocabulary from texts/wider curriculum and Word Aware Scheme of Learning	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	Predicting what might happen from details stated and implied	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,	Retrieval to aid in explaining, prediction and inference	Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas
Year 5 Sample Question Stems	<p>What do the words and suggest about the character, setting and mood?</p> <p>Which word tells you that....?</p> <p>Which keyword tells you about the character/setting/mood?</p> <p>Find one word in the text which means.....</p> <p>Find and highlight the word that is closest in meaning to.....</p> <p>Find a word or phrase which shows/suggests that.....</p>	<p>Find and copy a group of words which show that...</p> <p>How do these words make the reader feel? How does this paragraph suggest this?</p> <p>How do the descriptions of show that they are</p> <p>?</p> <p>How can you tell that.....?</p> <p>?</p> <p>What impression of do you get from these paragraphs?</p> <p>What voice might these characters use?</p> <p>What was thinking when ?</p> <p>Who is telling the story?</p>	<p>From the cover what do you think this text is going to be about?</p> <p>What is happening now?</p> <p>What happened before this? What will happen after?</p> <p>What does this paragraph suggest will happen next?</p> <p>What makes you think this?</p> <p>Do you think the choice of setting will influence how the plot develops?</p> <p>Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.</p>	<p>Why is the text arranged in this way?</p> <p>What structures has the author used?</p> <p>What is the purpose of this text feature?</p> <p>Is the use of effective? The mood of the character changes throughout the text.</p> <p>Find and copy the phrases which show this.</p> <p>What is the author's point of view?</p> <p>What effect does have on the audience?</p> <p>How does the author engage the reader here?</p> <p>Which words and phrases did effectively?</p> <p>Which section was the most interesting/exciting part?</p>	<p>How would you describe this story/text? What genre is it? How do you know?</p> <p>How did...?</p> <p>How often...?</p> <p>Who had...?</p> <p>Who is...?</p> <p>?</p> <p>Who did....?</p> <p>What happened to...? What does..... do? How is</p> <p>.....? What can you learn about from this section?</p> <p>Give one example of.....</p> <p>The story is told from whose perspective?</p>	<p>Can you number these events 1-5 in the order that they happened?</p> <p>What happened after? What was the first thing that happened in the story?</p> <p>Can you summarise in a sentence the opening/middle/end of the story?</p> <p>In what order do these events come in the chapter?</p>

Year / VIPERS	Vocabulary	Inference	Prediction	Explain	Retrieve	Sequence
				How are these sections linked?		
Year 6	Vocabulary from texts and Word Aware Scheme of Learning	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence To discuss how characters, change and develop through texts by drawing inferences based on indirect clues.	Predicting what might happen from details stated and implied	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,	Retrieval to aid in explaining, predication and inference	Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas
Year 6 Sample Question Stems	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.....	Find and copy a group of words which show that... How do these words make the reader feel? How does this paragraph suggest this? How do the descriptions of show that they are? ? How can you tell that.....? ? What impression of do you get from these paragraphs? What voice might these	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? Yes, no or	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 effect does have on the audience? How does the author engage the reader here?	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 about from this section? Give one example of..... The story is told from	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 events come in the chapter?

Year / VIPERS	Vocabulary	Inference	Prediction	Explain	Retrieve	Sequence
		characters use? What was thinking when ? Who is telling the story?	maybe? Explain your answer using evidence from the text.	Which words and phrases did effectively? Which section was the most interesting/exciting part? How are these sections linked?	whose perspective?	