

Reading Policy

Introduction

This policy is set in the broader context of our school vision in the context of an enabling culture and ethos founded on our Christian values. It reflects our commitment to providing a broad and balanced curriculum that develops each individual in the broadest sense to be the best they can be. Our curriculum is built on the principles of inclusivity, excellence and ambition.

Our Christian Ethos

The foundation of our Christian ethos is rooted in Chad and epitomised through his example of Love, Truth and Humility. His example, and that of Jesus Christ, is what we have built our vision on.

Our Vision

Creating a community with open hearts and open minds

As an inclusive and welcoming church school, we work towards creating a community with open hearts and open minds. We strive to ensure that all members of our school community understand themselves to be valued for who they are. Our inspiring and ambitious learning environment enables pupils and adults to aspire to fulfil their hopes for the future. Through challenge and support, we help each other overcome barriers so that everyone can feel confident in pursuing excellence in all they do.

Our work is set in the context of the Church of England Vision for Education, 'Deeply Christian, Serving the Common Good,' Autumn 2016 and educating for:

- Wisdom, knowledge and skills
- community and living well together
- respect and dignity
- hope and aspiration

As a church school within the Diocese of Lincoln, we embrace the Diocesan vision for 'Church schools serving their communities through excellence, exploration and encouragement within the love of God.'

Our school vision, set in the context of a Christian ethos, is lived out through our aims and values, creating a community in which we can all grow.

We aim to provide a broad, balanced and creative curriculum that will support each one of us to become successful learners, confident individuals and responsible citizens.

Policy and Practice

This curriculum policy reflects our agreed principles and practice to ensure all learners have equal access to a broad and balanced curriculum.

What is the intent of the Reading curriculum?

To enable everyone to flourish and achieve their ambition at our school, the English curriculum takes a multi-faceted approach and will:

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- Inspire children to read with confidence, fluency and understanding; orchestrating a range of independent strategies to self-check.
- Inspire and develop our children's powers of imagination, inventiveness and critical awareness to encourage them to become **ambitious** and aspirational individuals.
- Inspire the children's love and passion for reading and encourage them to see themselves as readers through bespoke reading practices for each individual child, based on promoting an emotional attachment to books, modelling the conventions of book handling and encouraging children to find pleasure in reading.
- Ensure an **inclusive** and bespoke approach to teaching reading, so that every pupil in our school will form a love of reading and learn to read with fluency, confidence and a good understanding, irrespective of their background, needs or abilities.
- Ensure every child leaves school with the ability to read widely and for pleasure.
- Provide opportunities for our pupils to be exposed to a variety of genres and texts from an array of rich and diverse literature, to ensure they develop an everlasting enjoyment of reading, both within and beyond school, to contribute to their pursuit of **excellence** in their learning.
- Ensure that there is a clear link between reading and writing and ensure that reading and the exploration of various text types are used to support and facilitate writing tasks.
- Embed reading within the whole school curriculum to enable children to make connections and extend their understanding.
- Select specific texts to develop pupils' vocabulary and language comprehension, as well as expose them to high-level literature to enhance every child's cultural capital and inspire them to become **ambitious** and aspirational individuals.

How will we implement the teaching of reading within the English curriculum?

Through our teaching of reading, we will implement our curriculum by providing a broad and balanced approach which will support each one of us to become successful learners, confident individuals and responsible citizens. We do this by focusing teaching and learning on word recognition, language comprehension and linking reading to the wider school curriculum. We do this through:

- Teaching subject knowledge, skills and concepts to ensure children master reading. Using the key areas of learning from EYFS framework of communication and language, literacy, understanding the world, expressive arts and design to feed into the National Curriculum objectives for the subject.
- Recognising the need for substantive knowledge alongside the disciplinary knowledge.
- In reading, substantive knowledge is the ability to decode and sight read words. This allows children opportunities to read for pleasure, including reading and reciting poetry, and develop their vocabulary.
- The disciplinary knowledge is the interpretation and comparison of themes and conventions, using text to back up arguments and discussions and evaluating the intentions of the author.
- Using CTMM strategies to support children to retain and build on prior learning. These may include: avoiding cognitive overload, asking hinge questions, including retrieval strategies, scaffolds and spaced learning.

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EYFS

- Children are taught to read through the 'Read Write Inc.' phonics scheme produced by Ruth Miskin. Read Write Inc. is a method of learning letter sounds and blending them together to read and write words. Read Write Inc. Phonics is a whole-school approach to teaching literacy for 4 to 9 year olds that creates fluent readers, confident speakers and willing writers. It integrates phonics with comprehension, writing, grammar, spelling and handwriting, using engaging partner work and drama. Children learn to read using this phonics programme and levelled books from the ReadWriteInc. Scheme.
- Children are given daily 1:1 Tutoring sessions in ReadWriteInc. if they need additional support.
- Each child in Reception is paired with a Year 5 'Reading Buddy', which they carry up into Year 1. They meet once a week to share stories and their buddy also supports and encourages them to read their own books.
- Children share their reading books at least twice a week with a member of staff or a volunteer.
- As well as their levelled reading book, children also take home a 'sharing book.' This will be a picture book the children have chosen themselves to share with a key adult at home and is part of our strategy to develop children's passion for reading and to see themselves as readers who select and enjoy books independently.
- Reading is embedded across all of EYFS provision by ensuring that transition and classroom learning include reading elements continuously throughout the school day. For instance, for transition, self-registration every morning has a written question, which is read and responded to by the children. During learning time, children are encouraged to read back any writing they have done (including child initiated) and are encouraged to point as they read to make correspondence between written and spoken words. All equipment is labelled and key words such as days of the week, months of the year and the seasons are clearly displayed in the classroom and referred to each day.

Key Stage One

- During the transition into Key Stage 1, children will continue to access the ReadWriteInc. Scheme.
- All children who fall behind on the ReadWriteInc. Phonics programme's pace, will receive targeted 1:1 intervention and further support immediately – including paired reading - to help them to achieve their full potential, boost their fluency and inspire their confidence and love of reading.
- Children share their reading books at least once a week with a member of staff or a volunteer.
- Children take 1 - 2 new books (depending on their reading level) home a week to read with key adults at home. We expect families to read these books with their child daily and make comments in their child's reading record.
- After completing the Read Write Inc. Phonics programme, children will progress onto Big Cat Collins book bands (see Appendix 1). These book bands progress from ages 6-11 years and children work their way up the book bands before graduating as a 'Rainbow Reader'.

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- In Year 2, children take part in **Focused Reading** sessions (See Appendix 2), which are sessions used to build comprehension skills by exploring extracts of suitable age-appropriate texts through choral and shared reading.
- In Year 2, children are exposed to **VIPERS** (See Appendix 3) (vocabulary, inference, prediction, explanation, retrieval and sequence) questions on a weekly basis, either through discussion or written work to help them to build their comprehension skills.
- All KS1 have daily opportunities for Story Time and exploring high-quality texts.

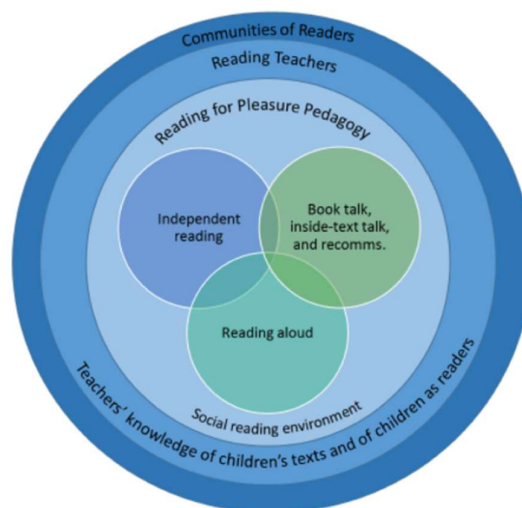
Key Stage Two

- All children who still require the ReadWriteInc. programme to develop their fluency and word recognition skills, will receive targeted intervention and support continuously to help them to achieve their full potential. In UKS2, this will be in the form of the Fresh Start programme.
- After completing the Read Write Inc. Phonics/FreshStart programme, children will progress onto Big Cat Collins book bands (see Appendix 1). These book bands progress from ages 6-11 years and children work their way up the book bands before graduating as a 'Rainbow Reader'.
- Children take home one banded book and one other book chosen from their Year Group's Recommended Reading List to read and enjoy at home.
- Children take part in daily **Focused Reading** sessions (See Appendix 2). Focused Reading sessions may include the study and discussion of a novel (known as "Novel Study") or an extract from a variety of fiction and non-fiction texts, poetry, songs or pictures. Children work in whole-class or mixed-ability groups so that all children are given the opportunity to read and discuss a range of rich literature with their peers.
- Children are exposed to **VIPERS** (see Appendix 3), (vocabulary, inference, prediction, explanation, retrieval and summary) questions on a weekly basis, either through discussion or written work to help them to build their comprehension skills.
- Reading is monitored using a Running Reading Record in class, as well as Reading Records (Homework Diaries in UKS2). We expect families to read these books with their child daily and make comments in their child's reading record.

Whole School Environment

- We create a classroom environment in which children are able to discuss reading, recommend texts, and read daily - both independently and through 'Story Time'. This is with the aim to develop Children's Reading Practices, as recommended by The Open University <https://ourfp.org/> :

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- Each classroom has a selection of books, which are directly linked to the termly Theme. This offers opportunities for the children to apply their reading skills across the curriculum.
- Children across the school are read to each day by their class teacher. This could be a book that the teacher recommends to the class or a recommendation from a child. These books are matched to the current Theme of learning as much as possible. Where possible, each child has their own copy of the book so they are able to participate in whole class reading. In Key Stage 2, these texts are sometimes tied in with the 'Novel Study'.
- Each classroom has a reading area that is filled with books suitable for their reading age. This is a comfortable place for children to read at any given time dedicated to reading throughout the day.
- Each class has a communal folder/display which enables the children to share and recommend the books they have read with the rest of the class. This folder is monitored by teachers to keep track of children's reading at home and in school and plan next steps to promote a love of reading.
- Each class is encouraged to use the library facilities every lunch time, which is managed by pupil 'Reading Ambassadors'.
- Key events in the School Calendar promote a love of reading for pleasure. Such events include: World Book Day, World Poetry Day, Book Fair and the Read for Good 'Readathon'.

Parental Engagement

- Reading books go home and reading is monitored using a Running Reading Record in class, as well as Home Reading Records/Homework Diaries. We expect families to read these books with their child daily and date and sign their child's reading. Teachers check and sign these records **weekly** to monitor children's engagement with reading at home.
- Parents are invited to workshop sessions in Reception and in Year 1 to familiarise with the ReadWriteInc. phonics programme. Whole-school Parent Meetings are scheduled at the start of the year to allow parents across the school to familiarise with our phonics programme. This includes a modelled lesson and a discussion of correct pronunciation of sounds to support learning at home.
- Parents are given a Recommended Reading List for their child(ren)'s year group at the start of each year and again at Parent Consultation Evenings. These lists are a culmination of rich,

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high-quality and diverse literature and are used to ensure parents are aware of the expectation and level of text their child(ren) should be accessing - and are accessing - in the classroom. They are updated frequently depending on new publications and our current curriculum and are chosen to inspire children to read at home. The children are given their own copy of the Recommended Reading List as a personal record of which books they have read.

Staff Training

All EYFS and KS1 staff training have received training on the ReadWriteInc. phonics programme. Development Days happen annually and coaching is carried out by the Reading Leader every week.

CPD is discussed in staff meetings and all staff are given modelled teaching and resources to use in their classrooms.

How will we measure the impact of the Reading curriculum?

Assessment, Recording and Reporting:

Through the teaching of systematic phonics alongside bespoke interventions for all of our children, our aim is for all pupils at Dunholme St Chad's to become fluent readers by the end of Key Stage 1.

Attainment in reading is measured using the statutory assessments at the end of Key Stage Two. This data is measured and analysed against the reading attainment of children nationally.

Through the ReadWriteInc. Programme, children are assessed on a half termly basis to decipher their progress and their appropriate group. Attainment in phonics is also measured by the Phonics Screening Test at the end of Year 1. Any child who does not pass will be supported and given extra intervention in order to achieve and retake the Phonics Screening in Year 2.

In those year groups outside of the assessment years, children's attainment is summatively assessed through one termly PIRA assessment in the Autumn, Spring and Summer* terms. From these, scaled scores are achieved. Children achieving 96 or above are working at the Expected Standard, with children scoring 115 or above being judged as demonstrating Greater Depth within the Expected Standard. This data will be used to inform the overall judgement given to the child, which is recorded on INSIGHT database each term. Data from INSIGHT is then analysed by the English Lead.

**Pupils in Year 6 do not complete a June standardised test as the results from their SATs in May are used to report outcomes and progress.*

Children who have not achieved the Expected Standard in the Hodder PIRA, will receive intervention through the Hodder SHINE Intervention scheme. This is directly matched to the Hodder assessments and identifies gaps that need to be consolidated.

We firmly believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond the results of the statutory assessments. As teachers, we frequently engage in discussion of texts through 1:1 reading, Focused Reading and Novel Study. This allows us to formatively assess children's understanding, fluency and reading level.

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Children accessing the Big Cat Collins Scheme are assessed every half term to ensure they are accessing the correct reading level. Children are expected to receive an accuracy score of 98% or above before being considered for the next book band.

Use of information technology across the curriculum

Use of information technology including the internet is implemented in line with our management of Behaviour policy, the E-safety policy and the Acceptable Use of IT policy. Use of the internet and mobile devices including social media is actively monitored. As a school, we encourage and promote the safe use of the Internet and mobile devices to support and enhance learning across the curriculum. E-safety is specifically taught across all age ranges in school at an age-appropriate level following a detailed progression of skills which enables children to develop their digital literacy in a beyond the school. In English, information technology is used across a range of areas to enhance learning.

All leaders, staff and children receive up-to-date training regarding issues that are pertinent to ensuring the safety of all stakeholders when working online and with mobile devices. All incidents are reported to the designated e-Safety and designated safeguarding leads. Parents and carers are encouraged to work in partnership with the school and have access to a monthly newsletter and other guidance materials via the school website.

Enrichment: Educational Visits and Visitors, local context using community links and partnerships

English learning does not just take place within the classroom. It is enriched through its cross-curricular links, enabling experiences outside the classroom to inspire ideas within the classroom.

Reading is inspired through school events such as Book Week, in which children have the opportunity to partake in numerous activities across the school to immerse themselves in books and reading.

KS2 children have the opportunity to meet an author and discuss their books with them.

Research-Informed Practice:

Subject Leaders have a professional responsibility to read, use and inform others of current research linked to their subject. They will have good subject knowledge with an up-to-date understanding of expectations through links with subject associations, networking and research.

Health and Safety:

Using the 'Be Safe' document to inform, members of staff ensure equipment is in the proper condition to be used and that areas of work are safe. Educational visits have the appropriate risk assessments carried out to ensure the safety of pupils and staff throughout the duration of the visit. Trained staff are available when necessary on field trips.

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Monitoring, Evaluation, Impact and Assurance:

To ensure effective and rigorous teaching of English across school, the subject leaders monitor standards in the subject using the progression in knowledge, concepts and skills documents, as well as their own subject and pedagogical knowledge. This helps the subject leaders to corroborate teacher judgements and provide support, where necessary, to both pupils and staff.

A range of monitoring activities are undertaken at various points throughout the year, which may include book and planning scrutiny, lesson observations, pupil interviews and staff/pupil/parent questionnaires.

Monitoring is evaluated and clear actions are identified. Subject Leaders assure Senior Leaders and Governors through verbal reporting, and mid-year and end of year monitoring, evaluation and assurance (MEA) reports.

Review:

All policies will be reviewed annually by the Subject Leader and edited accordingly. Subject Leaders will amend the date the policy was reviewed so that it reflects current practice.

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Appendix 1 – Big Cat Collins Information Letter to Parents

Collins Big Cat Book Bands!

We are excited to introduce a new reading book band scheme at Dunholme St. Chad's!

Collins Big Cat is a whole-school reading programme that supports children to learn to read and to love reading.

From early decodable readers to chapter books, Collins Big Cat at Dunholme St Chad's will support a journey after phonics to full fluency, with levelled readers that systematically increase the level of challenge, vocabulary, and stamina as children work up through the bands, ***from KS1 all the way up to Year 6!***



Collins Big Cat is a levelled reading programme, with built-in progression, so textual features and language increase in complexity as children work up through the colour book bands, so they are challenged and developed as readers. Reading stamina is also increased as children automatically encounter longer and more complex texts as they read up through the bands.

Reading Records

Children in KS1 and LKS2 should use their new Reading Records (or Homework Diaries in UKS2) to record responses to their reading. Reader response pages at the end of every Big Cat book provide an opportunity to revisit key aspects of the book, via a visual stimulus for reflection and discussion, helping children make the most of every reading experience.

Assessments

Children will be assessed every half term to determine whether they are accessing the book band which matches their reading ability. Your child will then either be kept on the same book band or will progress to the next book band. On very rare occasions, children may drop down a book band to suit their needs and reading ability.

The book bands are as follows:

- Orange (ages 5-6)
- Turquoise (ages 5-6)
- Purple (ages 6-7)
- Gold (ages 6-7)
- White (ages 6-7)
- Lime (ages 6-7)
- Copper (ages 7-8)
- Topaz (ages 7-8)
- Ruby (ages 8-9)
- Emerald (ages 8-9)
- Sapphire (ages 9-10)
- Diamond (ages 10-11)
- Pearl (ages 10-11)

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After your child(ren) has confidently completed the 'Pearl' book band, they will then graduate as a 'RAINBOW READER' and can choose any books to read in school or at home.

Reading at Home

Children will take a Big Cat book home and should aim to read this book **(at least two times for Book Bands Orange → Topaz)** to develop fluency. This book should be taken home and kept in book bags to be brought into school daily until it is time to change it. It is important that this book comes into school daily, as your child(ren) may be asked to read it with an adult during the week.

Alongside their banded book, they should also be reading a text of their choosing. Please refer to your child(ren)'s year group **Recommended Reading List** for inspiration and ideas of which books your child could be accessing.

Please note: if your child is still completing the ReadWriteInc. programme, they will not access Big Cat Books until they have finished this scheme (this is usually by Spring Term of Year 2).

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Appendix 2 - Focused Reading

- Focused Reading (and Novel Study in KS2) is taught regularly as a whole-class reading session. These sessions focus on the teaching, practise and application of fluency, questioning, comprehension and reading skills through VIPERS question types (Vocabulary, Inference, Prediction, Explanation, Retrieval and Summarise/Sequence).
- Although spelling, punctuation and grammar (SPaG) is **not taught** in these sessions, **questions** about texts being read may relate to a class SPaG and writing focus, analysing purpose, use and effect.
- Teachers alternate their teaching of whole-class sessions to suit targeted need and focus. A Focused Reading sessions may include a whole-class discussion of VIPERS-based comprehension questions or sessions with mixed-ability group discussions to answer questions. During these group sessions, the teacher and TA alternate the group they discuss the text with every day.
- Texts chosen for Focused Reading and Novel Study are appropriately matched to children's reading level, as well as ensuring they are challenging, rich and varied enough to promote the children's cultural capital and assist them with their vocabulary, grammar and writing.
- Any child working below their year group expectations are monitored regularly, with collaboration between the class teacher and SENCo to help identify and assess next steps.

EYFS and Year 1

Children in EYFS and Year 1 are exposed to different texts each week. Some of their learning (including writing) will then centre on these high-quality texts hand-picked by the teacher. These texts will often be linked to the Theme learning and activities linked to these sessions will make up part of the continuous provision. Time is given daily for children to discuss these texts based on the VIPERS structure.

Year 2 – Focused Reading sessions 4 times a week for 30 minutes

Children focus on one text per week and explore the features and structure of the text through choral and shared reading. Children are exposed to VIPERS (Vocabulary, Inference, Prediction, Explanation, Retrieval, Sequence) questions and answer these through whole-class discussion in Year 1, before moving on to some independent work in Year 2.

KS2 – Focused Reading sessions daily for 20 minutes

Children focus on one text, or extract, per week and explore the features and structure of the text through choral and shared reading. Focused Reading in KS2 can also take the form of Novel Study, which applies the same principles but focuses on a singular novel for the entire half term. Children are exposed to VIPERS (Vocabulary, Inference, Prediction, Explanation, Retrieval, Summarise) questions and answer these through whole-class and group discussion in LSK2 and independent work in UKS2.

A general idea of a typical timetable for Focused Reading in KS2 is outlined below. This is subject to change depending on the text type and individual timetable for each year group.

Monday	Tuesday	Wednesday	Thursday	Friday
Text Exploration – modelled reading of the text by the teacher at least twice. Choral	Vocabulary – these questions focus on word and language	Retrieval – these questions focus on finding and copying evidence	Inference/ Summarise – these types of questions are	Explanation/ Prediction – explanation and prediction questions

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reading of the text and independent reading to build fluency. Discussion of main ideas, themes and genre of the text.	meaning, including the discussion of synonyms and antonyms.	and information from the text.	alternated depending on the text's genre. Inference requires children to make deductions from what is mentioned in the text. Summarise requires children to summarise or order parts of – or the whole – of the text.	often require longer answers. Explanation questions require the children to explore the 'whys' and 'hows' of the text, using evidence. Prediction questions require children to use evidence from the text to make plausible predictions.
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Appendix 3 – VIPERS

KS1 Reading Vipers

Improving key
reading skills



Reading Vipers

Vocabulary
Infer
Predict
Explain
Retrieve
Sequence



KS1 Reading Vipers

Vocabulary

Draw upon knowledge of vocabulary in order to understand the text.

Example questions

- 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?



KS1 Reading Vipers

Infer

Make inferences from the text.

Example questions

- Why was feeling?
- Why did happen?
- Why did say?
- Can you explain why?
- What do you think the author intended when they said.....?
- How does make you feel?



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KS1 Reading Vipers

Predict

Predict what you think will happen based on the information that you have been given.

Example questions

- 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 will happen next?



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KS1 Reading Vipers

Explain

Explain your preferences, thoughts and opinions about the text.

Example questions

- 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?



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KS1 Reading Vipers

Retrieve

Identify and explain the key features of fiction and non-fiction texts such as: characters, events, titles and information.

Example questions

- 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.....?



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KS1 Reading Vipers

Sequence

Sequence the key events in the story.

Example questions

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



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Reading Policy

KS2 Reading Vipers

Improving key
reading skills



KS2 Reading Vipers

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

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



Reading Vipers

Vocabulary
Infer
Predict
Explain
Retrieve
Summarise



KS2 Reading Vipers

Vocabulary

Find and explain the meaning of words in context

Example questions

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



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KS2 Reading Vipers

Infer

Make and justify inferences using evidence from the text.

Example questions

- 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?



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KS2 Reading Vipers

Predict

Predict what might happen from the details given and implied.

Example questions

- 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.



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KS2 Reading Vipers

Explain

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

Example questions

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



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KS2 Reading Vipers

Retrieve

Retrieve and record information and identify key details from fiction and non-fiction.

Example questions

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



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KS2 Reading Vipers

Summarise

Summarise the main ideas from more than one paragraph

Example questions

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



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