Fiskterton Reading Curriculum

Early Reading and Phonics

We teach early reading through the systematic, synthetic phonics programme, Little Wandle Letters and Sounds Revised. Right from the start of Reception children have a daily phonics lesson which follows the progression for Little Wandle Letters and Sounds and this continues in Year 1 to ensure children become fluent readers.

We teach phonics for 30 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers.

Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term. We follow the Little Wandle Letters and Sounds Revised expectations of progress.

Four new phonemes and their corresponding graphemes are taught (GPCs) each week and they are then used in the final lesson of the week to review the week's learning. Children will also learn tricky words during these sessions.

In the Autumn and Spring term, Reception learn phase 2 and phase 3 GPCs and then will spend the final term learning phase 4.

Year 1 begin the Autumn term with 3 weeks of revision of phases 2, 3 and 4 before learning phase 5, which will be completed by the end of the year. Year 2 children will begin the year by revisiting phase 5 and other previously taught phases to ensure all children are completely confident with applying these GPCs in both their reading and also their writing.

Half termly assessments take place through Reception and Year 1 to help inform future teaching and help identify children who have gaps in their phonic knowledge and need additional practice. Daily assessment of learning also takes place within the classroom so staff can quickly identify any children who are in danger of falling behind and provide the appropriate daily 'Keep Up' intervention.

Children in Reception and Year 1, read fully decodable books with an adult at least 3 times per week during our 'Reading Practice' sessions. These books are then taken home for children to build their reading fluency and showcase their developing skills and phonetic knowledge to their parents/carers. These 3 reading practice sessions each have a different focus; decoding, prosody and comprehension. In Reception and Year 1, the children read the Little Wandle Letters and Sounds Revised Big Cat fully decodable books.

Early Years Foundation Stage: Early Learning Goals	Little Wandle Letters and Sounds Revised
Word reading **Children at the expected level of development will:** • Say a sound for each letter in the alphabet and at least 10 digraphs; • Read words consistent with their phonic knowledge by sound-blending; • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	**Little Wandle Letters and Sounds Revised supports the development of children's phonics and reading skills by:** • Systematically teaching grapheme-phoneme correspondences for each letter of the alphabet and for 19 digraphs during the Reception year; • Embedding the skill of sounding out and blending to read words; • Teaching the reading of common exception words and providing books that are 100% decodable for each child at their current level of reading.
Comprehension **Children at the expected level of development will:** • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; • Anticipate – where appropriate – key events in stories; • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	**Little Wandle Letters and Sounds Revised supports the development of children's comprehension skills by:** • Using features such as story maps and retelling/recall prompts in the reading books to encourage children to retell the stories or talk about the non-fiction, including using vocabulary from the books; • Encouraging discussion of stories and prediction of events; • Embedding new vocabulary both from the reading books and from phonics lessons by repeated use, and by encouraging children to enjoy new words and use them in their own speech and writing.
National Curriculum for English Year 1 Word Reading	**Little Wandle Letters and Sounds Revised**
Statutory requirements **Pupils should be taught to:** • apply phonic knowledge and skills as the route to decode words • respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	**Little Wandle Letters and Sounds Revised supports the development of children's word reading skills by:** • systematically and consistently teaching children to apply their phonic knowledge when reading words from the very beginning • providing repeated and supportive teaching so that children fully learn each GPC and respond to it speedily, before moving on to learn more • embedding the use of sounding out (where necessary) and blending to read words, and ensuring children are only presented with words they can decode

• read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings • read other words of more than one syllable that contain taught GPCs • read words with contractions and understand that the apostrophe represents the omitted letter(s) • read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • reread these books to build up their fluency and confidence in word reading.	• systematically teaching the reading of common exception words by identifying the 'tricky bit' and using phonic knowledge to read the rest • teaching children to read and write words with a full range of common prefixes and suffixes • including words with more than one syllable from early on in the teaching programme • teaching the reading of words with contractions • providing reading books that are 100% decodable for each child at their current level of reading, and many opportunities to read • giving multiple opportunities to read and talk about each book, and focusing on prosody and fluent reading with specific teaching to enable children to build confidence and fluency in reading.
National Curriculum For Reading Year 1 Comprehension	**Little Wandle Letters and Sounds revised**
Statutory requirements **Pupils should be taught to:** • develop pleasure in reading, motivation to read, vocabulary and understanding by: • listening to and discussing a wide range of poems, stories and non- fiction at a level beyond that at which they can read independently • being encouraged to link what they read or hear to their own experiences • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • recognising and joining in with predictable phrases • learning to appreciate rhymes and poems, and to recite some by heart • discussing word meanings, linking new meanings to those already known • understand both the books they can already read accurately and fluently and those they listen to by:	**Little Wandle Letters and Sounds Revised supports the development of children's comprehension skills by:** • fostering enjoyment and motivation, acquisition of vocabulary and increased understanding by: • providing many opportunities for children to listen to and enjoy books and stories, in addition to systematic phonics and reading lessons • encouraging children to discuss what they read and link it back to their own life • including decodable books based on well-known traditional tales and familiar stories • building opportunities to join in during every reading session • including some rhyming texts, and encouraging playing with words • always explaining new vocabulary and giving children chances to use it • supporting children's understanding of books by: • providing books and teaching materials that are relevant to children's lives and interests, and always explaining any contexts that may not be familiar

• drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read, and correcting inaccurate reading • discussing the significance of the title and events • making inferences on the basis of what is being said and done • predicting what might happen on the basis of what has been read so far • participate in discussion about what is read to them, taking turns and listening to what others say • explain clearly their understanding of what is read to them.	• encouraging children to think about the accuracy of their reading and self-correct where necessary • building in opportunities within every reading session to talk about the book, including discussing the title, identifying key events, making inferences about characters or information given, and making sensible predictions about what might come next • giving numerous opportunities to discuss books and talk about them in groups or with partners • checking that children have understood what they have read and filling in any gaps in understanding.

Teaching reading: Fluency programme

- We teach reading to children in Year 2 and above who have exited the core programme using Little Wandle Fluency.
- Each Fluency reading lesson is 25 to 30 minutes. The structure of every lesson is the same:
    - A pre-read to practise reading words and to support vocabulary
    - Children read aloud for ten minutes and the teacher 'taps in' to hear every child read
    - Focused teaching of prosody, repeated reading and comprehension through discussion.
- We assess reading speed and accuracy every 12 weeks and use these assessments to monitor progress and allocate books.
- We also use Assessment for Learning (AfL) and our professional judgement to assess each child's progress in reading, so we can ensure that they have the right books to meet their needs.
- We review children's prosody by using the Prosody grid. This gives us a picture of how well the child is reading aloud.
- Comprehension is taught through dialogic talk and teachers use their AfL to quickly address misconceptions and develop children's curiosity and engagement with each book.

National Curriculum for Reading Year 2 Word Reading	Little Wandle Letters and Sounds Revised
Statutory requirements Pupils should be taught to: • continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent	**Little Wandle Fluency supports the development of word reading skills by:** • offering books that are 100% decodable (at Fluency 1 to 5) and supporting children to continue to use their phonics skills as they read, especially when tackling less familiar words

• read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • read accurately words of two or more syllables that contain the same graphemes as above • read words containing common suffixes • read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered • read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • reread these books to build up their fluency and confidence in word reading.	• giving many opportunities for children to practise and extend their grasp of phonics, including introducing words with new grapheme-phoneme correspondences not taught in Year 1, to complete the alphabetic code • ensuring that the vocabulary in the books includes a range of different types of words, including words of varying lengths, and supporting children to use syllabification techniques to read longer words, and words with common suffixes and prefixes • reinforcing the reading of common exception words previously taught, and adding further common exception words to extend the range of these words that children can read • explicitly teaching prosody so that children learn to read aloud at an appropriate pace and with appropriate expression to show understanding and engage the listener • ensuring that children have a choice of appropriate books that are entirely decodable, and reinforcing the use of phonics skills to tackle less familiar words • focusing on extending children's fluency and reading confidence by offering stories and non-fiction books that have been specially written for the purpose, so that children gradually become able to read fluently at faster speeds throughout the programme.
National Curriculum for Reading Year 2 Comprehension	**Little Wandle Letters and Sounds Revised**
Statutory requirements Pupils should be taught to: • develop pleasure in reading, motivation to read, vocabulary and understanding by: • listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently • discussing the sequence of events in books and how items of information are related • becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales	Little Wandle Fluency supports the development of comprehension skills by: 1) fostering enjoyment and motivation, acquisition of vocabulary and increased understanding by: • providing many opportunities for children to listen to and enjoy books and stories, in and beyond the reading lessons, including recommending book choices from the wider world of children's literature • encouraging children to think about and discuss many different aspects of the books they read, including identifying the sequence of events, understanding how information in a non-fiction book is linked and presented, and using inference to identify ideas and meanings beyond the literal level

• being introduced to non-fiction books that are structured in different ways • recognising simple recurring literary language in stories and poetry • discussing and clarifying the meanings of words, linking new meanings to known vocabulary • understand both the books that they can already read accurately and fluently and those that they listen to by: • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read, and correcting inaccurate reading • 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 • participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	• offering books that chime with traditional stories and tales, developing and extending the ideas found in those stories • presenting a wide range of different types of non-fiction, and books with a variety of non-fiction features, including books which use language in a fresh and exciting way and contain some literary language at an appropriate level • always explaining new vocabulary and giving children chances to use it in age-appropriate ways 2) supporting children's understanding of books by: • providing books and teaching materials that are relevant to children's lives and interests, and always supporting children to understand any contexts that may not be familiar • encouraging children to think about the accuracy of their reading and self-correct where necessary: building in opportunities within every reading session to talk about the book and ask their own questions about it as well as answering questions, including making increasingly sophisticated inferences about characters or about information given, and making sensible predictions about what might come next • giving numerous opportunities to discuss books and talk about them in groups or with partners – including structured activities built into the lesson, and also more open opportunities reacting to the children's interests • checking that children have understood what they have read and filling in any gaps in understanding; sharing different ideas and responses and encouraging an open attitude to others' opinions.

Reading in KS2

What are VIPERS?

VIPERS is an anagram to aid the recall of the 6 reading domains as part of the UK's reading curriculum. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts.

VIPERS stands for:

V = Vocabulary

Ensuring our children understand the meaning of the words they mean in context supplemented by daily word aware sessions.

I = Inference

Being able to infer actions, thoughts and feelings using their understanding of the text and their wider experiences.
P = Prediction
Using evidence from what they have read and what they understand to predict what will happen next and how this will affect the plot of the narrative.
E = Explain
Use evidence to explain their answers to specific questions
R = Retrieve
Find information from a text quickly to support wider learning.
S = Sequence and Summarise
Accurately pick out the main events and succinctly summarise these for a wider audience.

The 6 domains focus on the comprehension aspect of reading and not the mechanics: decoding, fluency, prosody etc. As such, VIPERS is not a reading scheme but rather a method of ensuring that teachers ask, and students are familiar with, a range of questions. They allow the teacher to track
the type of questions asked and the children's responses to these which allows for targeted questioning afterwards.

In Lower Key Stage 2

At Fiskerton CE Primary School, reading is at the heart of our curriculum. Following the systematic teaching of phonics via *Little Wandle Letters and Sounds Revised* and the transition through *Little Wandle Fluency* in Key Stage 1, we implement **Fluency Shed** as a core programme in Years 3/4 and as a targeted intervention in Years 5/6. Fluency Shed serves as the vital bridge transitioning pupils from basic decoding and mechanical accuracy to deep reading comprehension.

1. Bridging the Gap: From Fluency to Comprehension

Fluency is not merely reading fast; it is the ability to read accurately, with appropriate speed and expressive prosody, so that cognitive capacity is freed up for comprehension. Fluency Shed targets the key components of reading fluency:

- **Automaticity (Word Recognition):** Rapid recognition of words without overt sounding out, reducing the cognitive load on working memory.
- **Accuracy:** Precise decoding of complex and multi-syllabic words.
- **Prosody (Expression & Phrasing):** Reading with appropriate tone, stress, pitch, and phrasing that reflects sentence structure and punctuation, directly contributing to meaning.

By securing automaticity and prosody through structured repeated readings and guided practice, Fluency Shed explicitly connects reading mechanics to the **VIPERS** comprehension domains (Vocabulary, Inference, Prediction, Explain, Retrieve, Sequence/Summarise).

2. EEF Research Base & Evidence Alignment

Our implementation of Fluency Shed is strongly backed by evidence from the **Education Endowment Foundation (EEF)**, specifically the Key Stage 2 Literacy Guidance Reports and the Teaching and Learning Toolkit:

EEF Recommendation	EEF Research Summary	Fluency Shed Implementation
Targeted Fluency Instruction	Fluent reading supports comprehension because pupils who read fluently do not have to concentrate on decoding each word, allowing working memory to focus on understanding text.	Fluency Shed delivers daily structured fluency sessions focusing on repeated reading, teacher modelling, and prosody practice.
Guided Repeated Reading	Repeated reading approaches (reading a short passage aloud multiple times with feedback) have a positive impact on reading comprehension across KS2.	Short, engaging, high-interest texts are read repeatedly across the week using echo reading, choral reading, and partner reading.
Targeted Interventions (Small Group)	Interventions targeted at specific reading deficits (e.g., fluency gaps in older pupils) show high impact (+4 to +5 additional months' progress).	Used as a structured, targeted catch-up intervention in Years 5/6 for pupils struggling with reading pace, prosody, or stamina.
Explicit Vocabulary & Dialogue	Explicit instruction of unknown vocabulary combined with dialogic book talk enhances comprehension skills.	Pre-teaching vocabulary and embedded VIPERS question stems within Fluency Shed passages ensure vocabulary acquisition and discussion.

3. Curriculum Provision Across Key Stage 2

Lower Key Stage 2 (Years 3 & 4): Core Class Provision

In LKS2, Fluency Shed is taught systematically to consolidate the transition from phonics-based decoding to automatic reading. It acts as the backbone of reading practice alongside whole-class VIPERS reading sessions.

- **Frequency:** 3–4 sessions per week (20–30 minutes per session).
- **Session Structure:**

1. **Pre-Read & Vocabulary:** Explicit pre-teaching of tricky words, multi-syllabic vocabulary, and context definitions.

2. **Teacher Modelling:** Expert reading by the teacher demonstrating pace, intonation, pause points, and character voices (prosody).
3. **Repeated Reading:** Choral reading, echo reading, and timed pair reading to build reading stamina and automaticity.
4. **Comprehension & VIPERS Focus:** Quick-fire retrieval, vocabulary in context, and inferential discussion based on the passage.

- **Text Types:** Rich variety of texts matching class topics (e.g., Romans, Vikings, Rainforests) as well as classic/contemporary literature.

Upper Key Stage 2 (Years 5 & 6): Targeted Intervention

In UKS2, while main whole-class reading focuses heavily on deep VIPERS comprehension skills using complex literature (e.g., *The Nowhere Emporium*, *Holes*, *Letters from a Lighthouse*), Fluency Shed is utilized as a precision intervention.

- **Target Group:** Pupils identified through termly assessments who decode accurately but lack reading speed, rhythm, or prosody, or whose working memory is overloaded by dense texts.
- **Intervention Structure:**
  - Small group sessions (3–5 pupils) delivered 3 times per week.
  - Focus on short, dense passages to build reading speed and confidence.
  - Use of the **Prosody Grid** to evaluate expression, phrasing, smoothness, and pace.
  - Explicit link between prosody (e.g., noticing punctuation, emphasis) and answer accuracy for VIPERS inference and explanation questions.

4. Alignment with National Curriculum & VIPERS Domains

VIPERS Domain	Fluency Shed Strategy	National Curriculum Objective Alignment
Vocabulary	Pre-teaching key terms, discussing word choices, exploring tier-2/3 words in context during pre-read.	Apply knowledge of root words, prefixes, and suffixes; check dictionary definitions; discuss word meanings in context.
Inference	Using vocal tone and prosody to infer character feelings, motives, and underlying mood.	Infer characters' feelings, thoughts, and motives from their actions; justify with textual evidence.
Prediction	Pausing during repeated readings to anticipate plot events based on tone and pacing.	Predict what might happen from details stated and implied.

Explain	Discussing how punctuation and text formatting dictate vocal expression and authorial effect.	Identify and explain how language, structure, and presentation contribute to meaning.
Retrieve	Skimming and scanning practiced during rapid text navigation in repeated readings.	Retrieve and record information / identify key details from fiction and non-fiction.
Summarise	Summarising the gist of short passages after reading for fluency.	Summarise main ideas drawn from more than one paragraph, identifying key details.

5. Assessment, Monitoring & Impact

To ensure Fluency Shed drives measurable progress across Year 3/4 and Year 5/6 interventions, Fiskerton CE Primary School uses a robust tracking framework:

- **Fluency & Accuracy Assessments:** Evaluated every 6 to 12 weeks measuring Words Correct Per Minute (WCPM) against age-related expectations.
- **Prosody Rubric:** Periodic evaluation using standard prosody scales (stress, phrasing, intonation, and expression).
- **VIPERS Comprehension Checks:** Continuous Assessment for Learning (AfL) during dialogic book talk to ensure increased fluency directly translates to improved comprehension accuracy.

In Upper Key Stage 2 children reading skills are taught and practised using VIPERS during whole class reading sessions.

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

Vocabulary	Key Reading Skills (Objectives)	Question Stems for whole class reading

Year 3	• using dictionaries to check the meaning of words that they have read • discuss words that capture the readers interest or imagination • identify how language choices help build meaning • find the meaning of new words using substitution within a sentence.	What does this word/phrase/sentence tell you about the character/setting/mood? • Can you find this word in the dictionary? • By writing in this way, what effect has the author created? • What other words/phrases could the author have used here? • How has the author made you feel by writing…? • Which word tells you that…? • Find and highlight the word that is closest in meaning to…?
Year 4	• using dictionaries to check the meaning of words that they have read • use a thesaurus to find synonyms • discuss why words have been chosen and the effect these have on the reader • explain how words can capture the interest of the reader • discuss new and unusual vocabulary and clarify the meaning of these • find the meaning of new words using the context of the sentence.	• Can you find the meaning or a word with a similar meaning in a dictionary or thesaurus? • What does this word/phrase/sentence tell you about the character/setting/mood? • By writing..., what effect has the author created? • Do you think they intended to? • What other words/phrases could the author have used here? Why? How has the author…? • Which word is closest in meaning to…?
Year 5	• explore the meaning of words in context, confidently using a dictionary • discuss how the author's choice of language impacts the reader • evaluate the authors use of language • investigate alternative word choices that could be made • begin to look at the use of figurative language • use a thesaurus to find synonyms for a larger variety of words • re-write passages using alternative word choices	• Can you quickly find…in the dictionary and thesaurus? • What does this word/phrase/sentence tell you about the character/setting/mood? • By writing..., what effect has the author created? Do you think they intended to? • What other words/phrases could the author have used here? Why? • How has the author made you/this character feel by writing...? Why? • Find and highlight the word which is closest in meaning to … • Find a word which demonstrates…

	• read around the word' and *explore its meaning in the broader context or a section or paragraph.	• Can you rewrite this in the style of the author using your own words? • How have simile and metaphor been used here to enhance the text?
Year 6	• evaluate how the authors' use of language impacts upon the reader • find examples of figurative language and how this impacts the reader and contributes to meaning or mood. • discuss how presentation and structure contribute to meaning. • explore the meaning of words in context by 'reading around the word' and • independently explore its meaning in the broader context of a section or paragraph.	• What does this word/phrase/sentence tell you about the character/setting/mood? • By writing..., what effect has the author created? Do you think they intended to? • Can you find examples of simile, metaphor, hyperbole or personification in the text? • Why has the text been organised in this way? Would you have done it differently? • What other words/phrases could the author have used here? Why? How has the author made you/this character feel by writing...? Why?
Inference	Key Reading Skills (Objectives)	Question Stems for whole class reading
Year 3	• children can infer characters' feelings, thoughts and motives from their stated actions. • justify inferences by referencing a specific point in the text. • ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. • make inferences about actions or events	• What do you think means? • Why do you think that? • Why do you think ? • How do you think ? • Can you explain why ? • What do these words mean and why do you think that the author chose them? • Find and copy a group of words which show…? • How does the description of … show that they are…? • Who is telling the story? • Why has the character done this at this time?
Year 4	• ask and answer questions appropriately, including some simple • inference questions based on characters' feelings, thoughts and motives (I know this because questions)	• What do you think means? • Why do you think that? Could it be anything else? • I think ; do you agree? Why / why not? • How do you think ? • Can you explain why ?

	• infer characters' feelings, thoughts and motives from their stated actions. • consolidate the skill of justifying them using a specific reference point in the text • use more than one piece of evidence to justify their answer	• Can you explain why based on two different pieces of evidence? • What do these words mean and why do you think that the author chose them? • Find and copy a group of words which show that… • What impression of …do you get from this paragraph?
Year 5	• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • make inferences about actions, feelings, events or states • use figurative language to infer meaning • give one or two pieces of evidence to support the point they are making. • begin to draw evidence from more than one place across a text.	• What do you think… means? Why do you think that? Could it be anything else? • I think ; do you agree? Why/why not? • Why do you think the author? decided to ? • Can you explain why ? Can you give me evidence from somewhere else in the text? • What do these words mean and why do you think that the author chose them? • How does the author make you feel? • What impression do you get from these paragraphs?
Year 6	• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • discuss how characters change and develop through texts by drawing inferences based on indirect clues. • make inferences about events, feelings, states backing these up with evidence. • infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made. • They can draw evidence from different places across the text	• What do you think… means? Why do you think that? Could it be anything else? • I think ; do you agree? Why/why not? • Why do you think the author decided to ? • Can you explain why ? • What do these words mean and why do you think that the author chose them? • How do other people's descriptions of …show that…? • Where else in the text can we find the answer to this question?

Prediction		
Year 3	• justify predictions using evidence from the text. • use relevant prior knowledge to make predictions and justify them. • use details from the text to form further predictions.	• Can you think of another story with a similar theme? • Which stories have openings like this? • Do you think that this story will develop the same way? • Why did the author choose this setting? Will that influence the story? • What happened before this and what do you think will happen after? • Do you think the setting will have an impact on plot moving forward?
Year 4	• justify predictions using evidence from the text. • use relevant prior knowledge as well as details from the text to form predictions and to justify them. • monitor these predictions and compare them with the text as they read on	• Can you think of another text with a similar theme? How do their plots differ? • Which stories have openings like this? Do you think that this story will develop the same way? • Why did the author choose this setting? Will that influence the story? • What does this paragraph suggest what will happen next? • Do you think … will happen? Explain your answers with evidence from the text.
Year 5	• predicting what might happen from details stated and implied • support predictions with relevant evidence from the text. • confirm and modify predictions as they read on.	• Can you think of another story with a similar theme? How do their plots differ? • Which stories have openings like this? Do you think that this story will develop the same way? • Why did the author choose this setting? Will that influence the story?
Year 6	• predicting what might happen from details stated and implied • support predictions by using relevant evidence from the text • confirm and modify predictions in light of new information.	• Can you think of another story with a similar theme? How do their plots differ? • Which stories have openings like this? Do you think that this story will develop the same way? • Why did the author choose this setting? Will that influence the story?
Explaining		

Year 3	• discussing the features of a wide range of fiction, poetry, plays, non-fiction and reference books • identifying how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts • recognise authorial choices and the purpose of these	• What is similar/different about two characters? • Explain why... did that. • Describe different characters' reactions to the same event • Is this as good as...? • Which is better and why? • Why do you think they chose to order the text in this way? • What is the purpose of this text and who do you think it was written for? * What is the author's viewpoint? How do you know? * How are these two sections in the text linked?
Year 4	• discussing words and phrases that capture the reader's interest an imagination • identifying how language, structure, and presentation contribute to meaning • recognise authorial choices and the purpose of these	* What is similar/different about two characters? Did the author intend that? * Explain why... did that. * Describe different characters' reactions to the same event. * Is this as good as...? * Which is better and why? * What can you tell me about how this text is organised? * Why is the text arranged in this way? * What is the purpose of this text and who is the audience? * How does the author engage the reader here? * Which section was the most …? Why?
Year 5	• provide increasingly reasoned justification for my views * recommend books for peers in detail * give reasons for authorial choices * begin to challenge points of view * begin to distinguish between fact and opinion * 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	• provide increasingly reasoned justification for my views • recommend books for peers in detail • give reasons for authorial choices • begin to challenge points of view • begin to distinguish between fact and opinion • 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.

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Year 6	* provide increasingly reasoned justification for my views * recommend books for peers in detail * give reasons for authorial choices * begin to challenge points of view * begin to distinguish between fact and opinion * 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. * distinguish between fact, opinion and bias explaining how they know this.	* What is similar/different about two characters? Did the author intend that? *Explain why... did that. *Describe different characters' reactions to the same event. *Does this story have a moral? *Which is better and why? *Can you identify where the author has shown bias towards a particular character? *Is it fact or is it opinion? How do you know? *How does the author make you feel at this point in the story? Why did they do that? *Can you explain it in a different way?
Retrieval		
Year 3	* use contents page and subheadings to locate information * learn the skill of 'skim and scan' to retrieve details. * begin to use quotations from the text. * retrieve and record information from a fiction text. * retrieve information from a non-fiction text *confidently skim and scan texts to record details, * using relevant quotes to support their answers to questions. * retrieve and record information from a fiction or non-fiction text.	* Who are the characters in this text? * When / where is this story set? How do you know? * Which part of the story best describes the setting? * What do you think is happening here? * What might this mean? * How might I find the information quickly? * What can I use to help me navigate this book? * How would you describe the story? * Whose perspective is the story told from?

Year 4	confidently skim and scan, and also use the skill of reading before and after to retrieve information. * use evidence from across larger sections of text * read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts. * retrieve, record and present information from non-fiction texts. * ask my own questions and follow a line of enquiry.	* Find the... in this text. Is it anywhere else? * When/where is this story set? How do you know? * Find the part of the story that best describes the setting. * What do you think is happening here? Why? * What might this mean? * Whose perspective is the story told by and how do you know? * How can you use the subheading to help you here?
Year 5	Children confidently skim and scan, and also use the skill of reading before and after to retrieve information. *They use evidence from across whole chapters or texts * Read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts. * Retrieve, record and present information from a wide variety of non-fiction texts. * Ask my own questions and follow a line of enquiry.	*Find the... in this text. Is it anywhere else? *When/where is this story set? Find evidence in the text. *Find the part of the story that best describes the setting. *What do you think is happening here? Why? *Who is telling this story? *Can you skim/scan quickly to find the answer?
Year 6	* Children confidently skim and scan, and also use the skill of reading before and after to retrieve information. *They use evidence from across whole chapters or texts * Read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts. * Retrieve, record and present information from a wide variety of non- fiction texts. * Ask my own questions and follow a line of enquiry.	* Find the... in this text. Is it anywhere else? * Can you skim the next… and find me the answer to…? * When/where is this story set? Find evidence in the text. * Find the part of the story that best describes the setting. * What do you think is happening here? Why? * Who is telling this story? * What genre is…? * Can you look at these other texts and find me what is similar and what is different?

Sequence/ Summarise		
Year 3	*identifying main ideas drawn from a key paragraph or page and summarising these * begin to distinguish between the important and less important information in a text. * give a brief verbal summary of a story. * teachers begin to model how to record summary writing. * identify themes from a wide range of books * make simple notes from one source of writing	What is the main point in this paragraph? Sum up what has happened so far in X words or less. Which is the most important point in these paragraphs? Do any sections/paragraphs deal with the same themes? Have you noticed any similarities between this text and any others you have read? What do I need to jot down to remember what I have read?
Year 4	use skills developed in year 3 in order to write a brief summary of main points, identifying and using important information. * identifying main ideas drawn from more than one paragraph. * identify themes from a wide range of books * summarise whole paragraphs, chapters or texts * highlight key information and record it in bullet points, diagrams, maps etc	What is the main point in this paragraph? Is it mentioned anywhere else? * Sum up what has happened so far in X words/seconds or less. * Which is the most important point in these paragraphs? Why? * Do any sections/paragraphs deal with the same themes? * How might I record this to ensure the best possible outcome?
Year 5	*summarising the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas. * make connections between information across the text and include this is an answer. * discuss the themes or conventions from a chapter or text * identify themes across a wide range of writing	* What is the main point in this paragraph? Is it mentioned anywhere else? * Sum up what has happened so far in… words/seconds or less. * Which is the most important point in these paragraphs? Why? * Do any sections/paragraphs deal with the same themes? * Can you find a text with a similar theme?
Year 6	summarise information from across a text and link information by analysing and evaluating ideas between sections of the text.	* What is the main point of the text? * Can you look in this paragraph? What does the author mean? Is it mentioned anywhere else? * Sum up what has happened so far in… words/seconds or less.

	* summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas * make comparisons across different books. * summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs.	* Can you read the text and summarise what has happened? * Which is the most important point in these paragraphs? Why? * Do any sections/paragraphs deal with the same themes?

Year A	Autumn Term	Spring Term	Summer Term
Year 3/4	**Topics:** Romans	Who Lives in Antarctica? Are all settlements the same?	Who are the Vikings and why did they invade the UK? What are rivers and how are they used?
	Whole class texts: The Truth about my Unbelievable Summer BFG Where the Poppies Now Grow The Wild Robot	Pugs of the Frozen North Kai and the Monkey King	The Barnabas Project Cinderella of the Nile
	Narrative Humpty Dumpty Abandoned House Favorite Toy Roman around the Colosseum **Non-Fiction** All About the Romans Food and Drink (The Romans) Gladiators (The Romans) Standing Firm In Power and Pride (Black History Month)	**Narrative** The Iron Man The Robot who Came to Tea An Indian Adventure **Non-Fiction** Robot Limbs The Titanic Famous Villains The Wild West Pirates	**Narrative** Arthur and the Golden Rope (Vikings) The Theft of the Hammer (Vikings) Riding the Waves (Vikings) **Non-Fiction** Viking Gods Viking Myths The Amazon River River Talk Parts of a River

	The Women who helped build Nasa (Black History Month) Fiorella Benjamin (Black History Month) The Picts Bullying How Can you Tackle it (Antibullying week) Christmas Traditions **Poetry** Firework Night	Marie Curie (Science week) The History of Comic Relief Tandoori Palace **Poetry** Colonel Fazackerley Butterworth- Toast	**Poetry** From a Railway Carriage
	Topics Ancient Greece	What is life like in the Alps? Would you like to live in the desert?	What did the Anglo Saxons and Scots bring to British culture and why? Where does our energy come from?
Year 5/6	**Whole class texts**: The Three Little Pigs (visual literacy) The Nowhere Emporium	Holes	The Tin Can Band (Performance Poetry) Michael Rosen Rap Wonder Verse Alma (Visual Literacy Unit)
	Narrative The Nowhere Emporium **Non-fiction** City States (Ancient Greece) Democracy (Ancient Greece) Influence (Ancient Greece) Olympics (Ancient Greece) Sparta (Ancient Greece) **Poetry** Lewis Carroll	**Narrative** Holes The Beddgelert Legend (narrative) **Non-Fiction** An interview with a mountaineer Record Breaking Mountains Mountain Sports Ever-Exhilarating Everest **Poetry** The Highway Man	**Narrative** Alma Sports Day **Non-Fiction** Disability Discrimination Famous people with disabilities What is A Disability? **Poetry** The Tin Can Band (Performance Poetry) Michael Rosen Rap Wonder Verse

Year B	Autumn Term	Spring Term	Summer Term
Year 3/4	**Topics:** The Stone Age How do the pyramids tell us so much about life in Ancient Egypt?	Topics: What was everyday life in Mayan civilization? Why do people live near volcanoes?	Why are rainforests important to us? Where does our food come from?
	Whole class texts: The First Drawing Stone Age Boy Tadeo Jones	Frindleswylde The Chocolate Tree	The Great Kapok Tree River Story
	Narrative Autumn **Non-Fiction** The History of Comic Books Rosa Parks Biography When Sci-Fi became reality Top Trunks **Fiction** The Diwali Story Winter Again **Poetry** Business as usual From a Railway carriage The Moon The Walrus and The Carpenter Part 1 The Walrus and The Carpenter Part 2	**Narrative** Hero Twins (The Maya) Sacrifice (The Maya) **Non-Fiction** Gods Maya Cities **Poetry** Colonel Fazackerley Butterworth- Toast **Poetry** Wind on the Hill	**Narrative** The Pig and The Chameleon Hero's Journey **Non-Fiction** Wildlife Famadihana Lemurs Madagascar Changing farms Hedgerows The future of farming **Poetry** Kennings- The Lost Words
	Topics World War II	Why does the population change? Crime and Punishment The Roman Legacy	Can you carry our an independent fieldwork enquiry? Why do oceans matter?

Year 5/6	**Whole class texts**: Rose Blanche Letters from a Lighthouse	Katherine Johnson Little People Big World Hidden Figures	Macbeth How to Train Your Dragon
	Narrative Evelyn Cheesman: Escaping the Web Letters from a Lighthouse **Non-fiction** Carnival Cornwall Dear Humans Evacuation **Poetry** The Raven	**Narrative** When you wish upon a bar Aztec Chocolate **Non-Fiction** Canine Life Savers Rain Forest Calling Visiting a Mandir The Angel of the North Civil rights across the world What are civil rights? What is evolution? **Poetry** The Road Not Taken	**Narrative** The Creature A bottled mystery **Non-Fiction** Letter of complaint from Pluto How to survive Habitats Lifeblood of countries River basins and Deltas Saltwater White water **Poetry** Sally Saloo

Reading for pleasure at Fiskerton CE Primary School

At Fiskerton CE Primary School, we believe that reading for pleasure is at the heart of becoming a confident, lifelong learner. Reading is not only a key academic skill, but also a powerful way for children to explore the world, develop empathy and build their imagination.

Research from the National Literacy Trust shows that children who enjoy reading are more likely to read frequently, leading to stronger literacy skills, improved wellbeing and greater success across the curriculum . Reading for pleasure is therefore embedded across our school culture, with a strong emphasis on choice, enjoyment and access to a wide range of high-quality texts.

We aim to:

- Foster a love of reading through engaging and inspiring texts

- Provide regular opportunities for independent and shared reading
- Encourage children to explore a wide range of genres, authors and formats
- Support children in developing their own reading identity and preferences

Our Reading Pathways are carefully designed to ensure that all children experience a rich and varied diet of texts as they move through the school. These pathways promote both progression in challenge and breadth of reading experiences.

Children begin their reading journey through:

- High-quality picture books and traditional tales
- Rhymes, poetry and repetitive texts
- Wordless books to develop storytelling and language
- Daily story time to build a love of books



In Key Stage 1

Children develop independence while exploring:

- Phonetically decodable books alongside real books
- Traditional tales and familiar stories
- Simple chapter books and early series
- Poetry, non-fiction and simple graphic texts





In lower Key Stage 2

Children broaden their reading through:

- A range of chapter books and emerging authors
- Diverse fiction including adventure, fantasy and mystery
- Non-fiction linked to curriculum topics

- Poetry, playscripts and graphic novels





In Upper Key Stage 2

Children read widely and critically, including:

- Classic and contemporary novels
- Diverse authors, cultures and perspectives
- Biographies, autobiographies and complex non-fiction

- Different text types such as debate, journalism and poetry



