



Alverton Primary School – Reading Progression and Provision

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
READING PROVISION MAP							
PHONICS	Daily 20 min whole class session (Pre-school: daily group sessions (Phase 1)) Phonics intervention 4x weekly for identified pupils	Y1: Daily 30 min phonics session Phonics intervention 3x weekly for identified pupils	Y2: Assessment-based phonics revision in Autumn term then daily SPaG Phonics intervention 3x weekly for identified pupils	Year 3 children may receive daily whole-class phonics for the first term (based on assessment) Some children are targeted for phonic intervention 3x weekly.			
INDIVIDUAL READING	All children read individually at least 2x weekly. Identified pupils/lowest 20% read every day	All Y1 pupils read with an adult 2x per week Identified pupils/lowest 20% read at least 4x per week	All Y2 pupils read with an adult 2x per week (one may be a group read) Identified pupils/lowest 20% read at least 4x per week Daily precision teaching for identified pupils	Priority readers are heard in order to help move them on from scheme - identified pupils / lowest 20% read at least 4 times a week Targeted pupils undergo precision teaching at least 3 times a week.	Priority readers are heard in order to help move them on from scheme - identified pupils / lowest 20% read at least 4 times a week Targeted pupils undergo precision teaching at least 3 times a week.	Identified pupils / lowest 20% read 1:1 at least 3 times a week Targeted pupils undergo precision teaching at least 3 times a week	Identified pupils / lowest 20% read 1:1 at least 3 times a week Targeted pupils undergo precision teaching at least 3 times a week
POST-SCHEME READING				Accelerated Reader banded books to ensure children are reading at an appropriate level. AR sessions 4x weekly	Accelerated Reader banded books to ensure children are reading at an appropriate level. AR sessions 4x weekly	Accelerated Reader banded books to ensure children are reading at an appropriate level. AR sessions 4x weekly	Accelerated Reader banded books to ensure children are reading at an appropriate level. AR sessions 4x weekly
GROUP READING			1 read per week may be a group read			Lowest 20% may do a guided reading session during WCR	
WHOLE CLASS READING	Variety of books based on topic, both for planned dialogic book talk and for enjoyment One of these books will be WCR using VIPERS Some will be linked to reading spine	Whole Class Reading 3x weekly Targeted VIPERS questioning used for specific books Some will be linked to reading spine	Whole Class Reading 3x weekly Targeted VIPERS questioning used for specific books Some will be linked to reading spine	Whole Class Reading 4x weekly. VIPERS questioning used to deepen knowledge of a range of texts with a focus on a specific skill each week. Some will be linked to reading spine	Whole Class Reading 4x weekly VIPERS questioning used to deepen knowledge of a range of texts with a focus on a specific skill each week. Some will be linked to reading spine	Whole Class Reading 4x weekly VIPERS questioning used to deepen knowledge of a range of texts with a focus on a specific skill each week. Increased focus on modelled and independent written answers. Some will be linked to reading spine	Whole Class Reading 4x weekly VIPERS questioning used to deepen knowledge of a range of texts with a focus on a specific skill each week Increased focus on modelled and independent written answers. Some will be linked to reading spine Small group reading comprehension.
READING FOR PLEASURE	Whole Class Story at least 2x daily (minimum) Some will be linked to reading spine Adults available in both N & R settings to read children's choice of books	At least 3 story times a day - books chosen by adults and children to develop love of reading (Questioning an embedded part of this process) Some will be linked to reading spine	At least 3 story times a day - books chosen by adults and children to develop love of reading (Questioning an embedded part of this process) Some will be linked to reading spine	Class books shared during story time with children, ideally daily. Some will be linked to reading spine.	Class books shared during story time with children, ideally daily. Some will be linked to reading spine.	Class books shared during story time with children, ideally daily. Some will be linked to reading spine.	Class books shared during story time with children, ideally daily. Some will be linked to reading spine.
READING ASSESSMENTS	Phonics Assessments half-termy	Phonics Assessments half-termy	Practice SATS papers (from January) Moderation assessments	Accelerated Reader assessments	Accelerated Reader assessments	Previous Y6 SATs papers twice a term Accelerated Reader assessments	Practice SATs papers (at least 3x termly and more regularly from January)
PROGRESSION IN READING RANGE							
BOOKS / RANGE OF TEXTS ETC	See Alverton Reading Spine / Reading Curriculum	See Alverton Reading Spine / Reading Curriculum	See Alverton Reading Spine / Reading Curriculum	See Alverton Reading Spine / Reading Curriculum	See Alverton Reading Spine / Reading Curriculum	See Alverton Reading Spine / Reading Curriculum	See Alverton Reading Spine / Reading Curriculum
RANGE OF READING Children should:	ELG 2021: Speaking – children at the expected level of development will: Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently	listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks read books that are structured in different ways and reading for a range of purposes e.g. cartoons (to share plot concisely) chapter books (to provide more detail) diaries (for viewpoint)	listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks read books that are structured in different ways and reading for a range of purposes e.g. comparing online and paper texts (appeal to the reader) comparing information books	continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks read books that are structured in different ways and read for a range of purposes e.g. comparing different approaches to recipes (formal/informal) autobiographies and biographies (viewpoint)	continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks read books that are structured in different ways and read for a range of purposes e.g. timeslip stories, texts that provide information about a theme/topic from the past, present and future



Alverton Primary School – Reading Progression and Provision

	<p>ELG 2021: People, Culture and Communities Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>				(Horrible Histories and Eyewitness books)	make comparisons within and across books	make comparisons within and across books
NON-FICTION Children should:	<p>listen to a wide range of non-fiction at a level beyond that at which they can read independently (Y1 NC)</p>	listen to and discuss a wide range of non-fiction at a level beyond that at which they can read independently	be introduced to non-fiction books that are structured in different ways	retrieve and record information from non-fiction texts	retrieve and record information from non-fiction texts	<p>distinguish between statements of fact and opinion</p> <p>retrieve, record and present information from non-fiction texts</p>	<p>distinguish between statements of fact and opinion</p> <p>retrieve, record and present information from non-fiction texts</p>
POETRY AND PERFORMANCE Children should:	<p>ELG: Being Imaginative and Expressive Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	<p>learn to appreciate rhymes and poems, and to recite some by heart</p> <p>e.g. nursery rhymes, Surrounded by Noise (Ian Souter) The Horseman (Walter de la Mare)</p>	<p>continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear</p> <p>e.g. The Sound Collector (Roger McGough) Walking With My Iguana (Brian Moses) Daddy Fell into the Pond (Noyes)</p>	<p>prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>e.g. Waves (Jackie Kay) The King's Breakfast (AA Milne) Up on the Downs and The Boneyard Rap (Wes Magee)</p> <p>recognise some different forms of poetry</p>	<p>prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action to maintain the interest</p> <p>e.g. From A Railway Carriage (RL Stevenson) How to Persuade Your Parents to Give You More Pocket Money (Andrea Shavick)</p> <p>recognise some different forms of poetry</p>	<p>learn a wider range of poetry by heart, preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p> <p>e.g. Night Mail (Auden) The Highwayman (Noyes)</p>	<p>learn a wider range of poetry by heart, preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience and provokes a response.</p> <p>e.g. The Tyger (Blake) Stop All The Clocks (Auden) recital of well known speeches (Winston Churchill, Martin Luther King, Nelson Mandela)</p>
PROGRESSION IN DECODING							
DECODING Children should:	<p>ELG 2021: Word Reading Children at the expected level of development will:</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs</p> <p>Read words consistent with their phonic knowledge by sound-blending</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</p>	<p>apply phonic knowledge to decode words</p> <p>read aloud phonically-decodable texts</p> <p>re-read books to build fluency and confidence</p> <p>read simple sentences and understand the meaning including what a pronoun is (extra)</p>	<p>apply phonic decoding until automatic and reading is fluent</p> <p>read common suffixes (-ed, -ing, -er, -est, -y, -er, -ment, -ful, -ness, -less, -ly)</p> <p>re-read books to build up fluency and confidence in word reading</p> <p>note punctuation to read with appropriate expression</p> <p>read accurately by blending,</p>	<p>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words they meet</p> <p>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words they meet</p> <p>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</p>	<p>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</p>



Alverton Primary School – Reading Progression and Provision

		<p>speedily read all 40+ letters /groups for 40+ phonemes including alternative sounds for graphemes</p> <p>read Year 1 common exception words noting unusual correspondences between spelling and sound (identifying where they appear)</p> <p>read polysyllabic words containing taught GPCs</p> <p>read common suffixes (-s, -es, -ing, -ed, -er and -est)</p> <p>read contractions and understand that the apostrophe represents the omitted letter(s)</p> <p>read accurately by blending taught GPCs</p> <p>develop some fluency and expression, pausing at full stops (extra)</p>	<p>including alternative sounds for graphemes</p> <p>read Year 2 common exception words, noting unusual correspondences</p> <p>read aloud books matched to phonic knowledge by sounding out unfamiliar words automatically</p> <p>read polysyllabic words containing above graphemes</p> <p>read most words quickly & accurately without overt sounding and blending</p>				
--	--	---	--	--	--	--	--

PROGRESSION IN COMPREHENSION

<p>VOCABULARY</p> <p>Children should:</p>	<p>ELG: Comprehension Children at the expected level of development will:</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>ELG: Speaking Children at the expected level of development will:</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</p>	<p>discuss word meanings and link new meanings to words already known</p> <p>Additional VIPERS: Draw upon knowledge of vocabulary in order to understand the text.</p> <p>Join in with predictable phrases.</p> <p>Use vocabulary given by the teacher</p> <p>Discuss his/her favourite words and phrases</p>	<p>discuss and clarify the meanings of words and link new meanings to known vocabulary</p> <p>discuss their favourite words and phrases</p> <p>Additional VIPERS: Recognise some recurring language in stories and poems.</p>	<p>use dictionaries to check the meaning of words that they have read</p> <p>Additional VIPERS: Discuss words that capture the readers interest or imagination. Identify how language choices help build meaning.</p> <p>Find the meaning of new words using substitution within a sentence.</p>	<p>use dictionaries to check the meaning of words that they have read</p> <p>Additional VIPERS: Use a thesaurus to find synonyms. Discuss why words have been chosen and the effect these have on the reader.</p> <p>Explain how words can capture the interest of the reader.</p> <p>Discuss new and unusual vocabulary and clarify the meaning of these.</p> <p>Find the meaning of new words using the context of the sentence.</p>	<p>use dictionaries to check the meaning of words that they have read</p> <p>Additional VIPERS: Explore the meaning of words in context, confidently using a dictionary.</p> <p>Discuss how the author's choice of language impacts the reader.</p> <p>Evaluate the authors use of language.</p> <p>Investigate alternative word choices that could be made.</p> <p>Begin to look at the use of figurative language.</p> <p>Use a thesaurus to find synonyms for a larger variety of words. Re-write passages using alternative word choices.</p> <p>Read around the word and explore its meaning in the broader context of a section or paragraph.</p>	<p>use dictionaries to check the meaning of words that they have read</p> <p>Additional VIPERS: Evaluate how the authors' use of language impacts upon the reader.</p> <p>Find examples of figurative language and how this impacts the reader and contributes to meaning or mood.</p> <p>Discuss how presentation and structure contribute to meaning.</p> <p>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.</p>
---	--	--	--	---	---	--	--



Alverton Primary School – Reading Progression and Provision

<p>VOCABULARY</p> <p>Suggested Question Stems</p>	<p>What does the word mean? Find a word that means the same as... Which words tell us about how the character is feeling? Can you use another word that means...?</p>	<p>What does the word mean in this sentence? Find and copy a word which means Which word in do you think is the most important? Why? Which of the words best describes the character or setting? • Which word in this part do you think is the most important? • Why do you think they repeat this word in the story?</p>	<p>Can you find a noun/adjective/verb that tells/shows you that...? Why do you think that the author used the word... to describe...? Which other word on this page means the same as...? Find an adjective in the text which describes... Which word do you think is most important in this section? Why? Which word best describes...?</p>	<p>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...</p>	<p>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 made you/this character feel by writing...? Why? Which word is closest in meaning to...?</p>	<p>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... 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?</p>	<p>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?</p>
<p>INFERENCE</p> <p>Children should:</p>	<p>ELG: Speaking Children at the expected level of development will: Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>	<p>discuss the significance of the title and events make inferences on the basis of what is being said and done e.g. I think Red Riding Hood was scared because the wolf was frightening Additional VIPERS: children make basic inferences about characters' feelings by using what they say as evidence.</p>	<p>make inferences on the basis of what is being said and done e.g. I think something bad will happen to Hansel and Gretel because they've been left on their own answer and ask questions Additional VIPERS: answer and ask questions and modify answers as the story progresses Infer basic points and begin, with support, to pick up on subtler references</p>	<p>draw inferences such as inferring characters' feelings, thoughts and motives from their actions e.g. I think the boy really misses his dad because he cries when he sees his friends with their dads justify inferences with evidence Additional VIPERS: Make inferences about actions or events</p>	<p>draw inferences such as inferring characters' feelings, thoughts and motives from their actions e.g. I think Leon volunteers because he wants to prove that magic is real justify inferences with evidence Additional VIPERS: 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.</p>	<p>draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence themes and characters' and authors' viewpoints e.g. Tom is scared to move house because he doesn't pack; he leaves his favourite toy behind on purpose and he's always anxious Additional VIPERS: 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.</p>	<p>draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence Draw inferences across texts about characters' viewpoints, authors' viewpoints and themes e.g. soldiers were disillusioned with the war because the reality was different from what they'd been told. Additional VIPERS: drawing inferences such as inferring 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.</p>
<p>INFERENCE</p> <p>Suggested Question Stems</p>	<p>Why was ... feeling...? Why did ... happen? Can you tell me about ...? How does ... make you feel?</p>	<p>What do you think....means? Why do you think that? How do you think. ...? When do you think. ?? Where do you think. ? How does make you feel? Why did happen?</p>	<p>What do you think.... means? Why do you think that? Why do you think...? How do you think....? When do you think...? Where do you think...? How has the author made us think that...?</p>	<p>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...?</p>	<p>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....? 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?</p>	<p>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?</p>	<p>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?</p>



Alverton Primary School – Reading Progression and Provision

				Who is telling the story? Why has the character done this at this time?	Find and copy a group of words which show that... What impression of ...do you get from this paragraph?	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?	How do other people's descriptions of ...show that...? Where else in the text can we find the answer to this question?
PREDICTION Children should:	ELG 2021: Comprehension Children at the expected level of development will: Anticipate – where appropriate – key events in stories.	predict what might happen on the basis of what has been read so far Additional VIPERS: Predicting what might happen on the basis of what has been read so far in terms of story, character and plot. Make simple predictions based on the story and on their own life experience. Begin to explain these ideas verbally or through pictures.	predict what might happen on the basis of what has been read so far Additional VIPERS: Predict what might happen on the basis of what has been read in terms of plot, character and language so far. Make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them.	predict what might happen from details stated and implied Additional VIPERS: 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.	predict what might happen from details stated and implied Additional VIPERS: 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.	predict what might happen from details stated and implied Additional VIPERS: Support predictions with relevant evidence from the text. Confirm and modify predictions as they read on.	predict what might happen from details stated and implied Additional VIPERS: Support predictions by using relevant evidence from the text. Confirm and modify predictions in light of new information.
PREDICTION Suggested Question Stems	What do you think the book is about? What is happening? What do you think will happen next? Why do you think that?	Looking at the cover and the title, what do you think this book is about? Where do you think.....will go next? What do you think... will say / do next? What do you think this book will be about? Why? How do you think that this will end? Who do you think has done it? What might.....say about that? Can you draw what might happen next?	Where do you think..... will go next? What do you think... will say/do next? What do you think this book will be about? Why? How do you think that this will end? What makes you say that? Who do you think has done it? What might..... say about that? How does the choice of character affect what will happen next?	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?	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.	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?	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?
EXPLAIN	Who do you like best? Why? Would you like to be in the story? Why or why not? Would you like to change the story?	Is there anything you would change about this story? What do you like about this text? Who is your favourite character? Why?	What is similar/different about two characters? Explain why... did that.. Is this as good as...? Which is better and why? Does the picture help us? How? What would you do if you were...? Would you like to live in this setting? Why? Is there anything you would change about this story? Do you agree with the author's...? Why?	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?	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?	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? How is the text organised and what impact does this have on you as a reader? Why has the text been written this way? How can you tell whether it is fact and opinion? How is this text similar to the writing we have been doing? How does the author engage the audience?	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?



Alverton Primary School – Reading Progression and Provision

<p>DISCUSSING READING</p> <p>Children should:</p>	<p>ELG 2021: Speaking Children at the expected level of development will:</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>ELG 2021: Comprehension Children at the expected level of development will: - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>	<p>participate in discussion about what is read to them by taking turns and listening to what others say</p> <p>explain clearly their understanding of what is read to them</p> <p>Additional VIPERS: Give my opinion including likes and dislikes (not nc objective).</p> <p>Link what they read or hear to their own experiences.</p> <p>Express views about events or characters.</p>	<p>participate in discussion about books, poems & other works that are read to them & those that they can read for themselves by taking turns and listening to what others say</p> <p>Additional VIPERS: Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p> <p>Express my own views about a book or poem.</p> <p>Discuss some similarities between books.</p> <p>Listen to the opinion of others.</p>	<p>participate in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say</p> <p>Additional VIPERS: Discussing the features of a wide range of fiction, poetry, plays, non-fiction and reference books.</p> <p>Identifying how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts.</p> <p>Recognise authorial choices and the purpose of these.</p>	<p>participate in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say</p> <p>Additional VIPERS: Discussing words and phrases that capture the reader's interest and imagination.</p> <p>Identifying how language, structure, and presentation contribute to meaning.</p> <p>Recognise authorial choices and the purpose of these.</p>	<p>recommend books that they have read to their peers and giving reasons for their choices</p> <p>participate in discussions about books, building on their own and others' ideas and challenging views courteously</p> <p>explain and discuss their understanding of what they have read, including through formal presentations and debates</p> <p>provide reasoned justifications for their views</p> <p>Additional VIPERS: Begin to distinguish between fact and opinion.</p> <p>Identifying how language, structure and presentation contribute to meaning.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>	<p>recommend books that they have read to their peers and giving reasons for their choices</p> <p>participate in discussions about books, building on their own and others' ideas and challenging views courteously</p> <p>explain and discuss their understanding of what they have read, including through formal presentations and debates</p> <p>provide reasoned justifications for their views</p> <p>Additional VIPERS: Give reasons for authorial choices.</p> <p>Begin to distinguish between fact and opinion.</p> <p>Identifying how language, structure and presentation contribute to meaning.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Distinguish between fact, opinion and bias explaining how they know this.</p>
<p>EXPLAIN (AUTHORIAL INTENT)</p> <p>Children should:</p>				<p>discuss words and phrases that capture the reader's interest and imagination</p> <p>identify how language, structure, and presentation contribute to meaning</p>	<p>discuss words and phrases that capture the reader's interest and imagination</p> <p>identify how language, structure, and presentation contribute to meaning</p>	<p>identify how language, structure and presentation contribute to meaning</p> <p>discuss and evaluate how authors use language, including figurative language and consider the impact on the reader</p>	<p>identify how language, structure and presentation contribute to meaning</p> <p>discuss and evaluate how authors use language, including figurative language and consider the impact on the reader</p>
<p>RETRIEVAL / UNDERSTANDING</p> <p>Children should:</p>	<p>ELG 2021: Listening, Attention and Understanding Children at the expected level of development will:</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p>	<p>draw on what they already know or on background information and vocabulary provided by the teacher</p> <p>be encouraged to link what they read or hear read to their own experiences</p> <p>check that the text makes sense to them as they read and correct inaccurate reading</p>	<p>discuss the sequence of events in books and how items of information are related</p> <p>draw on what they already know or on background information and vocabulary provided by the teacher</p> <p>make links between a current book and those already read</p> <p>check that the text makes sense to them as they read and correct inaccurate reading</p> <p>Additional VIPERS Retrieval:</p>	<p>check that the text makes sense to them, discuss their understanding and explain the meaning of words in context</p> <p>ask questions to improve their understanding of a text</p> <p>identify main ideas drawn from more than one paragraph and summarise these</p>	<p>check that the text makes sense to them, discuss their understanding and explain the meaning of words in context</p> <p>ask questions to improve their understanding of a text</p> <p>identify main ideas drawn from more than one paragraph and summarise these</p>	<p>check that the book makes sense to them, discuss their understanding and explore the meaning of words in context</p> <p>ask questions to improve their understanding</p> <p>summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</p> <p>Additional VIPERS Retrieval:</p>	<p>check that the book makes sense to them, discuss their understanding and explore the meaning of words in context</p> <p>ask questions to improve their understanding</p> <p>summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</p> <p>Additional VIPERS Retrieval: Children confidently skim and scan, and also use the skill of reading</p>

Alverton Primary School – Reading Progression and Provision

	<p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>ELG: Speaking Children at the expected level of development will: Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</p>	<p>answer simple retrieval questions about a text and find evidence to support answers (Extra)</p> <p>Additional VIPERS Retrieval: Answer a question about what has just happened in a story.</p> <p>Develop their knowledge of retrieval through images.</p> <p>Recognize characters, events, titles and information.</p> <p>Recognize differences between fiction and non-fiction texts.</p> <p>Retrieve information by finding a few key words.</p> <p>Contribute ideas and thoughts in discussion</p>	<p>Independently read and answer simple questions about what they have just read.</p> <p>Asking and answering retrieval questions .</p> <p>Draw on previously taught knowledge.</p> <p>Remember significant event and key information about the text that they have read.</p> <p>Monitor their reading, checking words that they have decoded, to ensure that they fit within the text they have already read.</p>	<p>identify morals and messages in a story</p> <p>Additional VIPERS Retrieval: Use contents page and subheadings to locate information.</p> <p>Learn the skill of ‘skim and scan’ to retrieve details.</p> <p>Begin to use quotations from the text.</p> <p>Retrieve and record information from a fiction text.</p> <p>Retrieve information from a non-fiction text.</p>	<p>identify morals and messages in a story</p> <p>Additional VIPERS Retrieval: Confidently skim and scan texts to record details.</p> <p>Using relevant quotes to support their answers to questions.</p> <p>Retrieve and record information from a fiction or non-fiction text.</p>	<p>Confidently skim and scan, and also use the skill of reading before and after to retrieve information.</p> <p>Use evidence from across larger sections of text.</p> <p>Read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts.</p> <p>Retrieve, record and present information from non-fiction texts.</p> <p>Ask my own questions and follow a line of enquiry.</p>	<p>before and after to retrieve information.</p> <p>They use evidence from across whole chapters or texts</p> <p>Read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts.</p> <p>Retrieve, record and present information from a wide variety of non-fiction texts.</p> <p>Ask my own questions and follow a line of enquiry.</p>
<p>RETRIEVAL / UNDERSTANDING</p> <p>Suggested Question Stems</p>	<p>What is this book about?</p> <p>Who did...</p> <p>Where did...</p> <p>What did you find out about...?</p>	<p>Who is your favourite character? Why do you think all the main characters are ... in this book? Would you like to live in this setting? Why/why not? Who is/are the main character(s)? When/where is this story set? Which is your favourite/worst/funniest/scariest part of the story? Is this a fiction or a non-fiction book? How do you know?</p>	<p>Who is/are the main character(s)? When/where is this story set? How do you know? Which is your favourite/worst/funniest/scariest part of the story? Why? Tell me three facts you have learned from the text. Find the part where... What type of text is this? What happened to ... in the end of the story?</p>	<p>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?</p>	<p>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?</p>	<p>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?</p>	<p>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?</p>
<p>SEQUENCING KS1 SUMMARISING KS2 (FAMILIARITY WITH TEXTS)</p> <p>Children should:</p>	<p>ELG 2021: Comprehension Children at the expected level of development will:</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p> <p>Understanding the World ELG: Past and Present Children at the expected level of development will:</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events</p>	<p>recognise and join in with predictable phrases</p> <p>become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>Additional Sequencing VIPERS: Retell familiar stories orally e.g fairy stories and traditional tales.</p> <p>Sequence the events of a story they are familiar with.</p> <p>Begin to discuss how events are linked.</p>	<p>become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales</p> <p>recognise simple recurring literary language in stories and poetry</p> <p>Additional Sequencing VIPERS: Discuss the sequence of events in books and how items of information are related.</p> <p>Retell using a wider variety of story language.</p> <p>Order events from the text.</p> <p>Begin to discuss how events are linked focusing on the main content of the story.</p>	<p>increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally</p> <p>identify themes and conventions in a wide range of books</p> <p>Additional Summarising VIPERS: Identifying main ideas drawn from a key paragraph or page and summarising these.</p> <p>Begin to distinguish between the important and less important information in a text.</p> <p>Give a brief verbal summary of a story.</p> <p>Teachers begin to model how to record summary writing.</p>	<p>increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally</p> <p>identify themes and conventions in a wide range of books</p> <p>Additional Summarising VIPERS: Use skills developed in year 3 in order to write a brief summary of main points, identifying and using important information.</p> <p>Identifying main ideas drawn from more than one paragraph.</p> <p>Summarise whole paragraphs, chapters or texts</p>	<p>increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <p>identify and discuss themes and conventions in and across a wide range of writing</p> <p>Additional Summarising VIPERS: Summarise information from across a text and link information by analysing and evaluating ideas between sections of the text.</p> <p>Make connections between information across the text and include this is an answer.</p>	<p>increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <p>identify and discuss themes and conventions in and across a wide range of writing</p> <p>Additional Summarising VIPERS: Summarise information from across a text and link information by analysing and evaluating ideas between sections of the text.</p> <p>Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.</p>



Alverton Primary School – Reading Progression and Provision

	encountered in books read in class and storytelling			Identify themes from a wide range of books. Make simple notes from one source of writing.	Highlight key information and record it in bullet points, diagrams, maps etc		Summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs.
SEQUENCING KS1 SUMMARISING KS2 Suggested Question Stems	How did the story start? What happened next? How does the story end?	What happens in the beginning of the story? • Can you number these events in the story? • How/where does the story start? • What happened at the end of the....? • Can you retell the story to me in 20 words or less? • What happened before that? • Can you sequence the key moments in this story?	What happens in the story's opening? How/where does the story start? What happened at the end of the...? What is the dilemma in this story? How is it resolved? Can you retell the story to me in 20 words or less? Can you summarise in 3 sentences the beginning, middle and end of this story?	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?	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?	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?	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. • 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?

Alverton Primary School – Reading Progression and Provision

Example of Reception Termly Reading Overview

Example of - Curlews and Kittiwakes VIPER Reading Overview Term - Autumn 2 2022						
Week (s)	Text	Monday Sessions	Tuesday Sessions	Wednesday Sessions	Thursday Sessions	Friday Sessions
1	Colour Monster	<u>Prediction</u>	<u>Vocabulary</u>	<u>Explain</u>	<u>Sequencing</u>	<u>Retrieve</u>
2	Elmer	What do you think the book is about?	What does (the word) mean?	Who do you like best?	How does the story begin?	What is the book about?
3	Little Red Hen	What do you think will happen next?	Can you use another word that means (the word)?	Why?	What happened next?	Who did...?
4	Little Red Hen	What is happening?	Do you know what (the word) means?	Would do you like to be in the story?	How does the story end?	Where did...?
5	Little Red Hen	Why do you think that?		Why?		What did you find out about...?
6	The Nativity			Would you like to change the story?		
7	The Nativity			Why?		



Alverton Primary School – Reading Progression and Provision

Example of Year 1/2 Termly Reading Overview

Whole Class Reading VIPERS Timetable AUTUMN TERM: Year A					
Class Text/s	Puffins: The Magic Finger Owls: The Twits Kingfishers: The Witches				
Unit	Text	Skill (Vocab to be focus for every lesson)	Session 1	Session 2	Session 3
1	The Colour Monster	Retrieve	First read, vocab gather and predict	Quick start recap, vocab & specific skill focus	Vocab recap, specific skill focus and book specific focus.
2	Leaf	Explain	First read, vocab gather and predict	Quick start recap, vocab & specific skill focus	Vocab recap, specific skill focus and book specific focus.
3	Stone Girl, Bone Girl	Sequence	First read, vocab gather and predict	Quick start recap, vocab & specific skill focus	Vocab recap, specific skill focus and book specific focus.
4	Dinosaur Lady	Retrieve	First read, vocab gather and predict	Quick start recap, vocab & specific skill focus	Vocab recap, specific skill focus and book specific focus.
5	Dinosaurs and All That Rubbish	Infer	First read, vocab gather and predict	Quick start recap, vocab & specific skill focus	Vocab recap, specific skill focus and book specific focus.
6	The Night Before Christmas (poem)	Predict	First read, vocab gather and predict	Quick start recap, vocab & specific skill focus	Vocab recap, specific skill focus and book specific focus.
7	Choice from diversity & inclusion library		First read, vocab gather and predict	Quick start recap, vocab & specific skill focus	Vocab recap, specific skill focus and book specific focus.



Alverton Primary School – Reading Progression and Provision

Example of Year 3/4 Termly Reading Overview

LKS2 -Whole Class Reading Vipers Timetable AUTUMN TERM 1 Year A						
Class Text	Trencrom - Harry Potter and the Philosopher's Stone Lanyon - Bill's New Frock Kerris - The Boy at the Back of the Class					
Week	Theme	Skill	Monday	Tuesday	Wednesday	Thursday
1	Anne Fine	Vocabulary	Read Class text Vocabulary check -first few slides from Day 1	Children re-read yesterday's pages and then make a prediction	Class text- vocabulary builder activity	Class text- Inference activity
2	Anne Fine	Explain	Read Class text-Chp2 Retrieval QiuZ	Class text- Read chapter 3 Explain Q's	Class text- Explain activity	Read Class text Summarise/Book review
3	Prehistoric Britain	Vocabulary	Read Class text Vocabulary check	Remind them on new vocabulary Class text- Explain	Class text-Summarise	Read Linked text-Stonehenge- make glossary
4	Prehistoric Britain	Retrieval	Read stonehenge text Recall QiuZ	Linked text- Retrieval	Linked text- Explanation Stone Age Materials	Linked text- Retrieval Stone Age Materials
5	Picture Books	Predictions	The Tunnel- predictions	Watch/read/share the tunnel Vocab check	Reading the text in pairs. Discussion about the book- use viper questions to help	The tunnel- Vipers sheet
6	Picture Books	Summarise	Gorilla- Reading the text. Make Predictions(Link to last week's skill_ Vocab check	Gorilla- vocab builders	Gorilla- Explain reasons for author's choice.	Gorilla- Summarise the text.



Alverton Primary School – Reading Progression and Provision




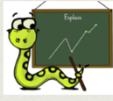


Example of Year 5/6 Termly Reading Overview

UKS2 Whole Class Reading Vipers Timetable AUTUMN TERM 1 Year A						
Class Text	Bodrifty - Harry Potter and The Prisoner of Azkaban Bosigran - Wolf Brother Kenidjack - Percy Jackson and the Lightning Thief					
Week	Theme	Skill	Monday	Tuesday	Wednesday	Thursday
1	Harry Potter (Class Text)	Inference	Vocabulary Focus for the week.	Fiction - chapter 1	Non-fiction - broom stick advert	Film clip - Harry leaves home
2	Animals (Stage 5)	Retrieval	Vocabulary Focus for the week	Information - Canine Life Savers	Information - Extreme Survivors	Information - Re-wilding Britain
3	Percy Jackson and the Lightning Thief (Class Text)	Explanation	Narrative - Chapter 1	Narrative - Chapter 2	Narrative - Chapter 3	Narrative - Chapter 4
4	Stages of Human Life (Stage 5)	Vocabulary	Vocabulary focus for week.	Information - Stages of Human Life LS	Information - Growing Seeds LS	Information - Life cycle of an Amphibian
5	The Windrush Generation	Explanation	Intro to Windrush Vocabulary Focus for the Week.	Information - The British Empire (LS 6)	Non-fiction - information pages	Non-fiction - Harold Moody
6	The Hobbit	Prediction	Fiction - Smaug 1	Fiction - Smaug 2	Fiction - Smaug 3	Fiction - Smaug 4

Alverton Primary School – Reading Progression and Provision

Example of a WCR lesson (Year 2)

VIPERS

					
V ocabulary	I nfer	P redict	E xplain	R etrieve	S ummarise

COMPREHENSION

I understand
what is read
to me and
what I read.

NEW VOCABULARY CHECK




unique - One of a kind - Not like anything else.

perilous - Full of danger or risk.

significant - Someone or something worth knowing about!

exhilarating - Thrilling - very excited and happy.

WALT - Identify new **vocabulary** and **infer** from our reading

 V ocabulary	 I nfer	
---	--	--

Alverton Primary School – Reading Progression and Provision

Infer

what is an
INFERENCE?
using what you already know
&
evidence from the text

to read "in between the lines"
and figure out what
the author is saying!

Quick Start - Recap

- Who are the 3 main characters in the story?
- Where is the book set?
- What is the book about?

Think...

Pair ...

Share!

Extract 1:

THROUGH THE CHARRED FOREST,
OVER HOT ASH, RUNS DOG, with a bird
clamped in his big, gentle mouth.
He takes her to his cave above the river,
and there he tries to tend her burnt wing;

Vocabulary

- What words are new?
What do they mean?

- charred** - a bit burned and blackened
- clamped** - held tightly
- tend** - care for or look after

Infer

- What has happened to the forest?
(There are 3 clues!)
- How do we know Dog doesn't mean
to hurt the bird? (There are 2 clues!)

Extract 2:

but Magpie does not want
his help.
"I will never again be able to fly,"
she whispers.
"I know," says Dog.
He is silent for a moment, then he says,
"I am blind in one eye,
but life is still good."
"An eye is nothing!" says Magpie.
"How would you feel if you
couldn't run?"
Dog does not answer.
Magpie drags her body
into the shadow of the rocks,
until she feels herself
melting into blackness.

Vocabulary

'He is silent for a moment, then he says,'

- What **synonyms** could be used instead of **silent**?
quiet still hushed soundless noiseless
peaceful tranquil
- What choice would you make?

Infer

- How does Magpie feel? (What does she say and
do that shows us?)
- "I am blind in one eye, but life is still good".
What does this sentence tell us about Dog?

Alverton Primary School – Reading Progression and Provision

Extract 3:

DAYS, perhaps a week later, she WAKES with a rush of grief. Dog is waiting. He persuades her to go with him to the riverbank.

"Hop on my back," he says. "Look into the water and tell me what you see."

Sighing, Magpie does as he asks. Reflected in the water are clouds and sky and trees – and something else.

Vocabulary

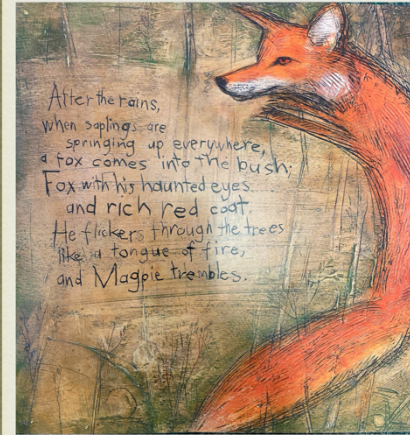
1. What new words can you find?

- **grief** – intense sadness
- **sigh** – a long, loud sad or tired breath
- **reflect** – to give back light, sound or heat

Infer

2. So, how do we know that Magpie is still feeling sad? (There are 2 clues.)

Extract 4:



Vocabulary

1. What new word/s can you find?

- **Saplings** – young trees


Infer


3. What word and phrases give us the idea that Fox might be dangerous? (There are 3 clues!)


Alverton Primary School – Reading Progression and Provision

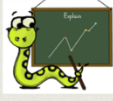
Example of a WCR lesson (Year 5)


VIPERS



Vocabulary



Infer


Predict


Explain



Retrieve


Summarise





COMPREHENSION


I understand
what is read
to me and
what I read.



WALT - Identify new **vocabulary** and **infer** from our reading about


Vocabulary


Retrieve


The Tudors

NEW VOCABULARY CHECK

The Plague - A disease that killed people

Sewer - A channel/pipe to carry toilet waste away

Throng - Lots of people moving around

Tudor reign - The period of time when Tudor Kings and queens were on the throne

Alverton Primary School – Reading Progression and Provision

Day 1

STAGE 5

Tudor Time Traveller

Avni took a deep breath, closed up her coat, pulled her hood over her head and stepped out of the metal pod into a dark alleyway. When she'd designed the time machine, she'd made sure to include an invisible clothing device so she had no worries about being discovered while she was gone. Her worry was surviving the death and decay that she expected on the streets of Tudor Britain.

An Professor of Non-Chronological Research at the University of Greater New Europe, Avni took her role seriously. By the time Avni had designed the time machine, she'd made sure to include an invisible clothing device so she had no worries about being discovered while she was gone. Her worry was surviving the death and decay that she expected on the streets of Tudor Britain.

Part of her research had led her to expect the foul stench of open sewers running along the middle of the streets, but nothing could have prepared her for the cloying air that seemed to stick in her lungs when she stepped out of the alleyway and onto one of the main roads through London. Even as she watched, an elderly woman stepped out of the house and walked a pace that with her cane and the gully. Avni had not yet seen the person that lived along the street. Instead, the woman walked into the gully and where a dead rat had been left to rot. Avni had back into the alleyway and added her own vomit to the stream.

Once she'd taken a few shallow breaths and adjusted to the pod, Avni realised that it wasn't only the sewers that gave the streets the strong stench. The houses and buildings had all hung their heads out of their windows to people to see, adding the smell of rot and decay to the air. Judging by the number of these shops, Avni knew she was definitely in the Shambles.

The heat was stifling, and Avni knew it was a hot day, although there was very little evidence of sunshine on the street. The houses had been built so close together and with overhanging floors that they blocked most of the sunlight. They didn't block the heat, though. The warmth of a thousand bodies pressing together added to the dark stench and the cloying air.

At the same time, there was the constant bump and push of the pressing of people. She knew that anything she'd had to her pockets would be long gone by now, so she'd brought the bare minimum with her. Her strange clothes were already attracting attention, so she made her way through the crowd as quickly as possible. She hoped to leave the confused stragglers behind her until she found cover.

Avni had decided to arrive in 1588, to see the impact of King Henry VII on the country. It was the beginning of the Tudor reign, and she wanted to see what they had intended. Unfortunately, it was also the time of a nationwide plague called the sweating sickness. If any of these people had it, she knew she was doomed as she tried to keep herself to herself as much as possible.

Just as Avni finally broke free from the crowd and ducked into another alleyway, she heard a voice behind her. "Avni?"

vocabulary

Think...
Pair ...
Share!

We are going to discuss:

- Vocabulary meaning
- How the senses are used to great effect
- Why the author has chosen specific words

Think...
Pair ...
Share!

Task 3: Vocabulary Check

Discuss these words and phrases in the context of the story.

- 1) The warmth of a thousand bodies pressing together collected in the dark tunnels: Avni felt **nauseous** again.
- 2) ...so she'd brought the **bare minimum** with her.
- 3) ...she hoped to leave the confused **stragglers** behind her until she found cover.

Unit focus: The Tudors
Text focus: Narrative

STAGE 5

Task 3: Vocabulary Check

How does this extract appeal to the senses? Do you have any favourite words or phrases?

Part of her research had led her to expect the foul stench of open sewers running along the middle of the streets, but nothing could have prepared her for the cloying air that seemed to stick in her lungs when she stepped out of the alleyway and onto one of the main roads through London.

Unit focus: The Tudors
Text focus: Narrative

STAGE 5

Task 4: Compare and contrast

- 1) Avni **fled** back into the alleyway and added her own vomit to the stream.
- 2) Avni **walked** back into the alleyway and added her own vomit to the stream.

Alverton Primary School – Reading Progression and Provision

Retrieve

We can catch the answer
In the text and
Lift it out!

Find information in the text.

Quick Start - Recap

- Who is the main character?
- Where does she travel to?
- What was horrible about the streets?
- What did she want to go back and see?

Think...

Pair ...

Share!

Day 2

Vocabulary

VOCABULARY FOCUS

- What does the word "dank" tell you about the alleyway?
- Find a word in the text that is a synonym for "smell".
- What impression do you get of the street from the word "stifling"?
- Copy a phrase that tells you Avni hadn't brought anything she didn't need to.
- Which word tells you Avni felt sick?

Retrieve

RETRIEVAL FOCUS

- Which year did humans develop time travel?
- Where did the old woman empty her toilet pot?
- What different smells did Avni smell?
- Which year had Avni travelled back to?
- What was the mysterious plague called?

WALT - Identify new vocabulary and infer from our reading about

The Tudors

Alverton Primary School – Reading Progression and Provision

NEW VOCABULARY CHECK

The Plague - A disease that killed people

Sewer - A channel/pipe to carry toilet waste away

Throng - Lots of people moving around

Tudor reign - The period of time when Tudor Kings and queens were on the throne



Before reading...

What do you think we mean when we talk about the plague?

Unit focus: The Tudors
Text focus: Information Text

STAGE 5

Day 3

[illegible]

Think...

Pair ...

Share!



We are going to discuss:

- Vocabulary meaning
- Pick the correct word for a sentence
- Quick recall quiz of facts from the text!



Think...



Pair ...



Share!



Task 1: Read 'Tudor Kings and Queens' in pairs

While you are reading, you may wish to:

- Underline and identify any new, unknown words
- Underline any interesting facts

Challenge:

What is the most interesting fact you've learnt?
Was there anything puzzling or confusing?

Unit focus: The Tudors
Text focus: Information Text

STAGE 5



Task 3: Vocabulary Check

Complete this table to show your understanding of these words

Word	Have you heard the word before?	What do you think it means?	Definition
<i>dynasty</i>			
<i>heir</i>			
<i>dismantled</i>			

© The Literacy Shed



Task 4: Vocabulary Check

Can you put these words from the text into the correct sentence?

spoiled	discarded	objected	monitored
---------	-----------	----------	-----------

- 1) The teacher _____ the class's noise levels.
- 2) I threw away my rubbish and _____ it in the bin.
- 3) The child cried until they got what they wanted because they were very _____.
- 4) Many residents _____ to the proposal to build a new road in the area.

© The Literacy Shed



Task 5: True or false?

Which of these statements are true and which are false?

STATEMENT	TRUE	FALSE
King Richard III defeated King Henry VII in the Battle of Bosworth.		✓
King Henry VII married Catherine of Aragon.		✓
Arthur was King Henry VII's first born son.	✓	
King Edward VI was only nine when he took the throne.	✓	

© The Literacy Shed



Task 6: Multiple choice

Circle the correct answer!

- 1) When did King Henry VII marry Elizabeth?

1486

2010

when he was 15

1468

Unit focus: The Tudors
Text focus: Information Text



Alverton Primary School – Reading Progression and Provision



Task 6: Multiple choice

Circle the correct answer!

2) Which Tudor monarch was known as the boy king?

Henry VIII

Edward VI

Henry VII

Arthur

Unit focus: The Tudors
Text focus: Information Text

STAGE 5



Task 6: Multiple choice

Circle the correct answer!

3) Who was executed nine days after taking the throne?

Edward VI

Mary Tudor

Henry VII

Lady Jane Grey

Unit focus: The Tudors
Text focus: Information Text

STAGE 5

R

etrieve



We can catch the answer
In the text and
Lift it out!

Find information in the text.

Day 4



Quick Start - Recap

- Who was the first Tudor King?
- What famous battle began the Tudor reign?
- Who was Henry VIII's son?
- Who only reigned for nine days?

Think...


Pair ...

Share!



Alverton Primary School – Reading Progression and Provision

Day 2



STAGE 5

Tudor Time Traveller

Aunt took a deep breath, stepped up her coat, pulled her weather vane around her neck and stepped out of the misty past into a dark alleyway. When Aunt's dog slipped the time machine, Aunt made sure to include an invisible timing device, so she had to watch about 5 being discovered while she was gone. The main worry was turning the death and decay that she expected on the streets of Tudor Britain.

An historian of Tudor Chronological Research at the University of Oxford knew Aunt's account, Aunt had her role actually. By the time Aunt's dog had disappeared time travel in 2010, most of history had been lost or disabled by experiment. The only way to find out the truth was to travel back in time and research it. Aunt had the job.

Aunt of her research had had to repeat the first round of Aunt's dream coming along the streets of the streets, but nothing could have prepared her for the chaos of that seemed to stick in her lungs when she stepped out of the alleyway and onto one of the main roads through London. Even as she watched, an elderly woman stepped out of the house and grabbed a cart that with human waste into the gutter. Aunt tried not to watch this gross but along to this time stream. Fortunately, the waste drifted into a pile building up where a dog had been left to eat. Aunt had had the alleyway and added her own waste to the stream.

Once Aunt's dog was a few minutes breaths and adjusted to the street, Aunt realised that it wasn't only the street that was the streets the strong streets. The houses and houses had all of their windows out of their windows for people to see, adding the smell of one road and fresh bread to the mix. Judging by the number of these shops, Aunt knew she was definitely in the streets.

The first was a shop, and Aunt knew it was a hat shop, although there was very little evidence of London on the street. The houses had been built so close together and with overhanging first floors that they blocked most of the sunlight. They didn't look like hats, though. The streets of a thousand London streets together collected in the dark corners. Aunt felt nervous again.

All this while, there was the constant bump and push of the thing of people. She knew that anything Aunt had to see would be long gone by now, so Aunt brought the time machine with her, her change.

clothes were already attracting attention, as she made her way through the crowd in quality as possible. She hoped to have the comfort of shops before her and the food store.

Aunt had decided to arrive in 1510, to see the impact of King Henry VIII on the country. It was the beginning of the Tudor reign, and she wanted to see what they had achieved. Unfortunately, it was also the time of a religious plague called the sweating sickness. A few of these people had it, she knew she was doomed, so she tried to keep herself to herself as much as possible.

but as Aunt finally broke free from the crowd and ducked into another alleyway, she heard a voice behind her. "Neph?"

Retrieve

RETRIEVAL FOCUS

- Who had six wives?
- Which monarch only reigned for nine days?
- How old was King Arthur when he died?
- When did King Henry VII get married?
- Who did King Edward VI dislike?

VIPERS

VIPERS QUESTIONS

S

V

V

S

S

What surprising event happened in 2010?

Find a word that tells you people didn't want Lady Jane on the throne.

Which word means "watched closely"?

Why did Henry fight under the Welsh flag?

Why might King Henry VIII have been angry when he didn't get his own way?