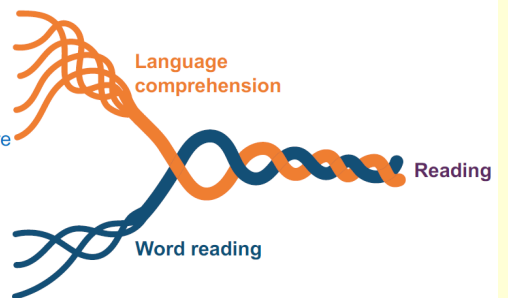


# Reading - KS2

## Year 3 to 6

### What we do...

Activating word meanings  
Understanding sentences  
Making inferences  
Comprehension monitoring  
Understanding text structure



Letter-sound knowledge  
Accurate word decoding  
Automaticity in decoding

## Information for Parents/Carers

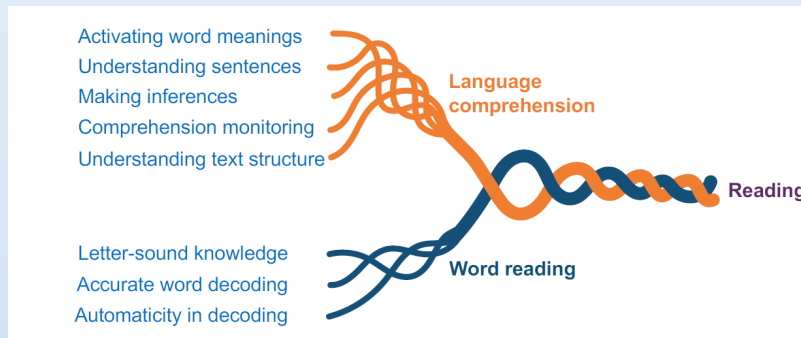
# Initial Information & Contents

This booklet is intended to provide information about how we 'do reading' in EYFS, Year 1 and Year 2 at St. Francis. There may be some mention of phonics within this booklet. If you would like to know more about phonics teaching and learning, please see the separate parent/carer information booklet about phonics.

Reading has two strands:

Word reading - can the child read the words on the page?

Language comprehension - can the child understand what they are reading?



Within reading, we also develop children's ability to read with **prosody**. Prosody is The rhythmic and intonational aspect of speech that manifests as expressive reading. It comprises timing, phrasing and intonation, and helps to convey meaning and add 'life' to reading.

Page 1: Initial information and contents

Page 2: How do we teach reading?

Page 3: Year group systems - when will my child's reading book be changed?

Page 4: Decoding strategies

Page 5: Comprehension - VIPERS Introduction

Page 6: VIPERS - Vocabulary

Page 7: VIPERS - Infer

Page 8: VIPERS - Predict

Page 9: VIPERS - Explain

Page 10: VIPERS - Retrieve

Page 11: VIPERS - Sequence

Page 12: Common Exception Words

Page 13: Year 3 end of year reading outcomes

Page 14: Year 4 end of year reading outcomes

Page 15: Year 5 end of year reading outcomes

Page 16: Year 6 end of year reading outcomes

Page 17: Home Reading Trajectory - What are expected levels of reading per year group?

Page 18: Thanks and reminders





# Year Group Processes

## Year 3, 4, 5 & 6

### School Reading:

	Year 3	Year 4	Year 5	Year 6
Daily whole class reading lesson	✓	✓	✓	✓
Little Wandle Rapid Catch-Up sessions as required.	✓	✓	✓	✓
Daily story time	✓	✓	✓	✓
Carefully selected texts to support reading within writing lessons	✓	✓	✓	✓

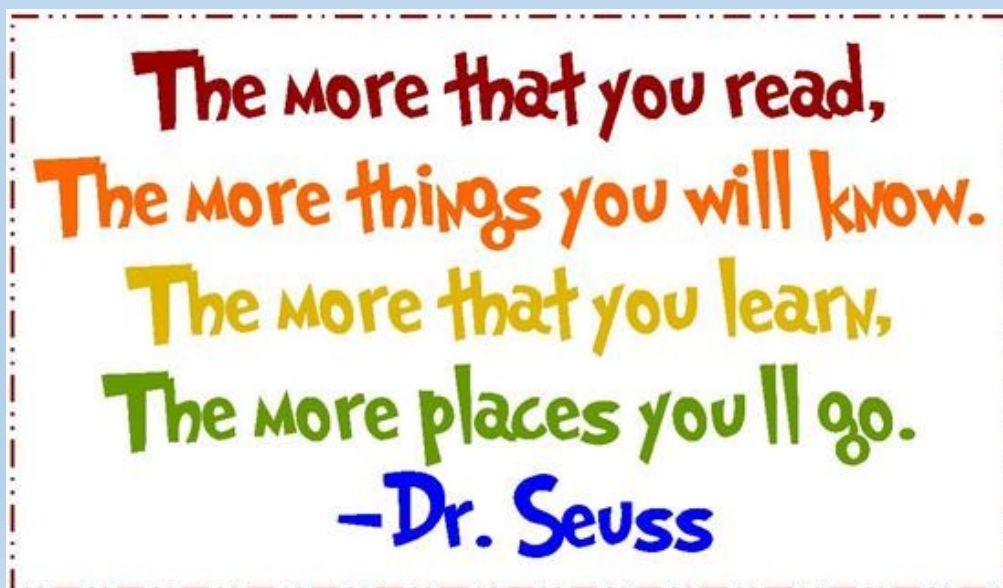
### Home Reading:

Your child will change their reading book every **Friday** morning.

On this **day**, your child will be **given up to three books** that will be in line with their learning. Home reading is a time for children to **practise** their reading skills and therefore, it is likely their reading book will be an **easy read** to **consolidate**, practise **fluency** and **prosody** and develop their **comprehension** skills. Your child will also bring home a 'sharing book' - this is a book that is not matched to your child's phonics ability and simply is a book for you to share together. Children should not be asked to read the 'sharing book'.

At home, please read with your child **every night**. Please write the date and titles of books into your child's reading records, which can be found on your child's **Purple Mash account**. Please ensure your child's reading books are in school every day so if a member of staff wants to check progress of home reading, this can take place. Books must be in school on a Friday so they can be changed.



Please also supplement school home reading system by enrolling your child at the library and regularly select different books to share together. It is really important that we support children to love books.













# Decoding Strategies

Below is the phonic grapheme mat that could be useful for when children are decoding unfamiliar words.

Grow the code grapheme mat Phase 2, 3 and 5

 s ss c se ce st sc	 t tt	 p pp	 n nn kn gn	 m mm mb	 d dd	 g gg	 c k ck cc ch	 r rr wr	 h
 b bb	 f ff ph	 l ll le al	 j jg dge ge	 v vv ve	 w wh	 x	 y	 z zz s se ze	 qu
 ch tch ture	 sh ch ti ssi si ci	 th	 ng	 nk	 a	 e ea	 i y	 o a	 u o-e ou

Grow the code grapheme mat Phase 2, 3 and 5

 ai	 ee	 igh	 oa	 oo	yoo	 oo	 ar
ay	ea	ie	o	ue	ue	u*	a*
a	e	i	o-e	u-e	u	oul	al*
a-e	e-e	i-e	ou	ew	u-e		
eigh	y	y	oe	ou	ew		
aigh	ey		ow	ui			
ey							
ea							
 or	 ur	 ow	 oi	 ear	air	zh	
aw	er	ou	oy	ere	are	su	
au	ir			eer	ere	si	
aur	or				ear		
oor							
al							
a							
oar							
ore							

\*depending on regional accent

Children in KS2 may also:

- Look for whole words within unfamiliar words
- Chunk a long word down
- Read on and think 'what makes sense' and then try re-reading
- Using patterns from other known words

It is vital that children use their phonic knowledge as a first approach to tackling unfamiliar words. As children move beyond phonics, they may use a wider range of reading strategies.

# Comprehension - VIPERS

Comprehending a book is difficult! It takes time and should never be rushed and overlooked by charging on with decoding skills only. There are two parts to reading!

Comprehension needs:

- A good understanding of emotion words
- A good understanding of question words
- Descriptive words
- A broad vocabulary
- A good eye for 'reading the picture'
- An ability at times to read between the lines and work out the hidden meanings
- A good memory - can they remember what has happened?
- An ability to link events together
- Understand cause and effect
- Ability to sequence
- Ability to reason and predict
- Understanding the use of grammar

If a child struggles to understand only a couple of words, then the child can lose the overall meaning of the book. We must ensure that decoding skills and comprehension skills increase together and we do not leave comprehension skills lagging behind.

At St. Francis, we use a system called VIPERS to cover all aspects of comprehension skills.



In KS2, we focus on Summarise rather than Sequence. Sequence is the focus for EYFS and KS1.



# VIPERS - Vocabulary

## KS2 Reading Vipers

### Vocabulary

Find and explain the meaning of words in context

#### Example questions

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



[www.literacyshed.com](http://www.literacyshed.com) (C) 2017

## VIPERS - Infer

# KS2 Reading Vipers

## Infer

Make and justify inferences using evidence from the text.

### Example questions

- Find and copy a group of words which show that...
- How do these words make the reader feel? How does this paragraph suggest this?
- How do the descriptions of ..... show that they are .....
- How can you tell that.....
- What impression of ..... do you get from these paragraphs?
- What voice might these characters use?
- What was .... thinking when.....
- Who is telling the story?



[www.literacyshed.com](http://www.literacyshed.com) [C] 2017



# VIPERS - Predict

## KS2 Reading Vipers

### Predict

Predict what might happen from the details given and implied.

#### Example questions

- From the cover what do you think this text is going to be about?
- What is happening now? What happened before this? What will happen after?
- What does this paragraph suggest will happen next? What makes you think this?
- Do you think the choice of setting will influence how the plot develops?
- Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.



[www.literacyshed.com](http://www.literacyshed.com) (C) 2017

## VIPERS - Explain

# KS2 Reading Vipers

## Explain

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

### Example questions

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



www.literacyshed.com [C] 2017

# VIPERS - Retrieve

## KS2 Reading Vipers

### Retrieve

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

#### Example questions

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



[www.literacyshed.com](http://www.literacyshed.com) (C) 2017

# VIPERS - Sequence

## KS2 Reading Vipers

### Summarise

Summarise the main ideas from more than one paragraph

#### Example questions

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



[www.litescyphed.com](http://www.litescyphed.com) [C] 2017

# Common Exception Words

Common Exception words are words in which the English spelling code works in an unusual or uncommon way. They are not words for which phonics 'doesn't work', but they may be exceptions to spelling rules, or words which use a particular combination of letters to represent sound patterns in a rare or unique way.

**Children need to be able to read the following words by the end of Year 4**

<b>Aa</b>	breath	continue	exercise	guard	<b>Kk</b>	naughty	position	recent	<b>Tt</b>
accident	build	<b>Dd</b>	experience	guide	Knowledge	notice	possess	regular	therefore
accidentally	busy	decide	extreme	<b>Hh</b>	<b>Ll</b>	<b>Oo</b>	possession	reign	though
actual	business	describe	<b>Ff</b>	heard	learn	occasion	possible	remember	thought
actually	<b>Cc</b>	different	famous	heart	length	occasionally	potatoes	<b>Ss</b>	through
address	calendar	difficult	favourite	height	library	often	pressure	sentence	<b>Vv</b>
although	caught	disappear	February	history	<b>Mm</b>	opposite	probably	separate	various
answer	centre	<b>Ee</b>	forward	<b>Ii</b>	material	ordinary	promise	special	<b>Ww</b>
appear	century	early	forwards	imagine	medicine	<b>Pp</b>	purpose	straight	weight
arrive	certain	earth	fruit	increase	mention	particular	<b>Qq</b>	strange	woman
<b>Bb</b>	circle	eight	<b>Gg</b>	important	minute	peculiar	quarter	strength	women
believe	complete	eighth	grammar	interest	<b>Nn</b>	perhaps	question	suppose	
bicycle	consider	enough	group	island	natural	popular	<b>Rr</b>	surprise	

**Children need to be able to read the following words by the end of Year 6**

accommodate	category	determined	forty	marvellous	programme	soldier
accompany	cemetery	develop	frequently	mischievous	pronunciation	stomach
according	committee	dictionary	government	muscle	queue	sufficient
achieve	communicate	disastrous	guarantee	necessary	recognise	suggest
aggressive	community	embarrass	harass	neighbour	recommend	symbol
amateur	competition	environment	hindrance	nuisance	relevant	system
ancient	conscience	equipment	identity	occupy	restaurant	temperature
apparent	conscious	equipped	immediate	occur	rhyme	thorough
appreciate	controversy	especially	immediately	opportunity	rhythm	twelfth
attached	convenience	exaggerate	individual	parliament	sacrifice	variety
available	correspond	excellent	interfere	persuade	secretary	vegetable
average	criticise	existence	interrupt	physical	shoulder	vehicle
awkward	curiosity	explanation	language	prejudice	signature	yacht
bargain	definite	familiar	leisure	privilege	sincere	
bruise	desperate	foreign	lightning	profession	sincerely	



# End of Year 3 Reading Outcomes

In order to achieve the expected standard in reading at the end of Year 3, children have to meet the following statements

## Word Reading (Decoding):

- Read with fluency a range of age appropriate text types from those specified for YRs 3 and 4 (which may include fairy stories, myths and legends, poetry, plays and non-fiction books). Read at a speed sufficient for them to focus on understanding.
- Read most common exception words by sight, (including all those in the YR 2 spelling appendix) noting unusual correspondence between spelling and sound.
- Know the full range of GPCs, and use phonic skills consistently and automatically to address unfamiliar or challenging words.
- Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. disagree, misbehave, incorrect.
- Prepare poems and play scripts to read aloud and perform. Show appropriate intonation and volume when reciting or reading aloud.

## Comprehension:

- Fully engage with and enjoy reading a range of texts, making choices and explaining preferences; begin to know preferred authors and text types; talk about books enjoyed both in and out of school.
- Listen to, discuss and express views about a wide range of fiction (including fairy stories, and perhaps myths and legends over the two YR cycle), poetry (including those read aloud and performed) and plays - sometimes at a level beyond that which they can read independently.
- Listen to and discuss a range of non-fiction and reference or text books, that are structured in different ways; identify their particular characteristics; recognise typical presentational features.
- Identify themes and conventions in a range of books e.g. identify a theme of 'journeys' or 'invasion'; recognise the conventions of a fairy story or play; recognise how a non-fiction book is often organised and presented.
- Recognise some different forms of poetry, such as shape poems, free verse or narrative; explain their differences.
- Draw inferences and justify with evidence e.g. characters' feelings, thoughts and motives, from their actions or words.
- Predict what might happen from details stated and implied.
- Explain the meaning of words in context; use dictionaries to check meanings.
- Check the text makes sense, reading to the punctuation and usually re-reading or self-checking.
- Explain and discuss their understanding of the text e.g. explain events; describe a character's actions.
- Retrieve and record information from non-fiction texts.
- Identify how language, structure and presentation contribute to meaning e.g. that the use of the word 'trembling' indicates that the kitten is scared; that the text box provides a list of quick facts.
- Discuss words and phrases that capture the reader's interest and imagination.
- During discussion about texts, ask questions to improve their understanding; take turns and listen to what others have to say.



# End of Year 4 Reading Outcomes

In order to achieve the expected standard in reading at the end of Year 4, children have to meet the following statements

## Word Reading (Decoding):

- Read with fluency a range of age appropriate text types from those specified for YRs 3 and 4 (including fairy stories, myths and legends, poetry, plays and non-fiction books). Read at a speed sufficient for them to focus on understanding.
- Read most common exception words effortlessly, noting unusual correspondence between spelling and sound.
- Know the full range of GPCs, and use phonic skills consistently and automatically to address unfamiliar or challenging words.
- Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. information, invasion, enclosure, mountainous.
- Prepare poems and play scripts to read aloud and perform. Demonstrate understanding by using appropriate intonation and volume when reciting or reading aloud.

## Comprehension:

- Fully engage with and enjoy reading a range of texts, making choices and explaining preferences; know some text types; talk about books enjoyed both in and out of school, making textual references.
- Listen to, discuss and express views about a wide range of fiction (including fairy stories, myths and legends over the two YR cycle), poetry (including those read aloud and performed) and plays. Begin to justify comments.
- Listen to and discuss a range of non-fiction and reference or textbooks that are structured in different ways; recognise typical presentational features.
- Identify themes and conventions in a range of books e.g. identify a theme of 'recycling' or 'changes in leisure activities'; recognise the conventions of a myth or play script; know how information is signposted in reference books.
- Recognise several different forms of poetry, such as free verse, rhyming, shape, narrative, humorous; explain their differences.
- Draw inferences and justify with evidence e.g. characters' feelings, thoughts and motives, from their actions or words. Draw comparisons.
- Predict what might credibly happen from details stated and implied.
- Explain the meaning of words in context; use dictionaries to check meanings.
- Check the text makes sense, reading to the punctuation and habitually re-reading.
- Explain and discuss their understanding of the text e.g. describe a sequence of events; the way a character changes through the story; the reason why Lucy is upset when Edmund lies; the different ways to make a cake.
- Identify and summarise main ideas drawn from more than one paragraph e.g. a poem about funny relatives; a persuasive message to recycle rubbish.
- Retrieve and record information from non-fiction texts.
- Identify how language, structure and presentation contribute to meaning e.g. that the word 'threatening' means that the storm is close and could be dangerous; the introduction leads you into the text; each paragraph tells you about a different character.
- Discuss words and phrases that capture the reader's interest and imagination.
- During discussion about texts, ask relevant questions to improve their understanding; take turns and build on what others have to say.

# End of Year 5 Reading Outcomes

In order to achieve the expected standard in reading at the end of Year 5, children have to meet the following statements

## Word Reading (Decoding):

- Fluently and automatically read a range of age-appropriate texts from the following: modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; nonfiction and reference or textbooks.
- Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. suspect/suspicious, change/changeable, receive/reception.
- Know securely the different pronunciations of words with the same letter-string e.g. bought, rough, cough, though, plough.
- Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear.

## Comprehension:

- Read and enjoy a growing repertoire of texts, both fiction and non-fiction.
- Be familiar with some of the text types specified in the YR 5-6 programme of study, which include modern fiction and fiction from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry, plays and a range of non-fiction texts.
- Recommend books they have read to their peers, giving reasons.
- Discuss and comment on themes and conventions in a variety of genres.
- Read and recite age-appropriate poetry which has been learned by heart.
- Provide straightforward explanations for the purpose of the language, structure and presentation of texts e.g. bullet points; how a letter is set out; introductory paragraphs.
- Discuss their understanding of the meaning of words in context, finding other words which are similar.
- Discuss and evaluate how authors use language, including figurative language (e.g. simile, imagery) and its effect on the reader.
- Readily ask questions to enhance understanding.
- Make comparisons within and across texts e.g. compare two ghost stories.
- Draw inferences and justify these with evidence from the text e.g. explain how a character's feelings changed and how they know this; make predictions.
- Distinguish fact from opinion with some success.
- Retrieve, record and present information from non-fiction texts.
- Summarise main ideas from more than one paragraph, identifying key details which support these.
- Participate in discussion about books, expressing and justifying opinions, building on ideas, and challenging others' views courteously.
- Explain what they know or have read, including through formal presentation and debates, using notes where necessary.

# End of Year 6 Reading Outcomes

In order to achieve the expected standard in reading at the end of Year 6, children have to meet the following statements

## Word Reading (Decoding):

- Fluently and effortlessly read the full range of age-appropriate texts: Modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or textbooks.
- Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. ambitious, infectious, observation, innocence.
- Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear.

## Comprehension:

- Demonstrate a positive attitude by frequently reading a wide range of texts for pleasure, both fiction and non-fiction.
- Show familiarity with different text types specified in the YR 5-6 programme of study, which include modern fiction and fiction from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry, plays and a range of non-fiction texts.
- Recommend books to others, giving reasons for their choices; state preferences.
- Accurately identify and comment on the features, themes and conventions across a range of writing, and understand their use.
- Demonstrate that they have learned a wide range of poetry by heart.
- Identify language, structural and presentational features in texts (e.g. columns, bullet points, tables) and explain how they contribute to meaning.
- Use contextual evidence to make sense of the text; explore finer meanings of words; show, discuss and explore their understanding of the meaning of vocabulary in context.
- Identify the effect of language, including figurative; explain and evaluate its effect e.g. impact of a word or phrase on the reader; the suitability of a chosen simile; personification.
- During discussion, ask pertinent questions to enhance understanding.
- Make accurate and appropriate comparisons within and across different texts.
- Make developed inferences e.g. characters' thoughts and motives, or identify an inferred atmosphere; explain and justify with textual evidence to support reasoning; make predictions which are securely rooted in the text.
- Distinguish between fact and opinion.
- Retrieve, record and present information from non-fiction texts.
- Identify key details that support main ideas; summarise content drawn from more than one paragraph.
- Participate in discussion about books, expressing and justifying opinions, building on ideas, and challenging others' views courteously.
- Explain their understanding of what they have read, including through formal presentation and debates, maintaining a focus on the topic.

# Home Reading Trajectory of Learning

## Expected Levels (colour bands) - at the end of a year group

**Year 3:** Topaz (approximate word count of 2000 over 28 pages)

**Year 4:** Emerald (approximate word count of 3000 over 42 pages)

**Year 5:** Sapphire (approximate word count of 4000 over 38 pages)

**Year 6:** Diamond (approximate word count of 5000 over 38 pages)

Pearl (approximate word count of 8000 over 40 pages)

## Thank you for reading...

We hope you have found this information useful and will help you to support your child with their reading.

Please remember to sign up to the library if you have not done so already. Ensuring children visit the library regularly will support your child's love of reading, support their comprehension and increase their language, grammar and vocabulary knowledge.

If your child is using phonics to support their reading, it would be worth reading the phonics information booklet.

Please speak to your child's class teacher if you need to clarify anything in this booklet.

If you think other information would be useful to contain within this brochure, please do let us know!