

Intent

‘Read in the name of your Lord who created...’ (The Holy Qur’an, Surah al-Alaq, Verse 1).

‘the[re is evidence of the] impact of being able to read fluently, and choosing to read, on pupils’ future academic success and life-long well-being’ ([Ofsted English Report](#), March 2024)

At Al-Islamia, we believe that reading is central to all areas of learning. This is evident from both spiritual and academic study. Reading fluency is essential for children to understand and fully comprehend the message and subtext that is being conveyed, and to confidently experiment and communicate with increasingly sophisticated turns of phrase and vocabulary choices.

Reading comprehension levels are improving every year – 94% of our children made expected or above expected progress. In addition, 84% of the school have achieved or exceeded reading fluency thresholds for July 2024.

Maintaining this progress is necessary to ensure that all areas of the curriculum can benefit from comprehension and reading ability.

The intent for our reading curriculum is to provide opportunities for engaging with texts and, through teacher guidance, develop and implement the skills for reading and comprehension.

Implementation

Multiple reading opportunities are offered at Al-Islamia:

- Individual Reading sessions whereby children read to the teacher, on a rota system, from and with books that are at their individual reading level
- 4 45-minute whole-class guided reading with age-appropriate texts (WCR), including poetry
- Class Book (Teacher-led reading of age-appropriate texts aligned to class interests; to include poetry)
- Reading Competitions (Class reading lists including books from the school library for children to read within a set period)
- Daily Supported Reading for Year 1, and for focus children in Year 2, to model and develop reading fluency and blending skills
- Home reading – developing fluency (books that children read at home, from their current reading stage)
- Home reading – for pleasure (a book chosen by children, from their class library, to read for pleasure)
- Book Talk– weekly ‘book clubs’ whereby teachers introduce literature to their children to encourage them to read more widely

Individual Reading

Children are assessed for their reading baseline in September (or when they enrol). They then read with their teacher using texts aligned to their reading stage/level. Al-Islamia has adopted a Lexile banding approach to help children develop their reading fluency. Lexile banding is a scientific approach that measures/analyses a book’s challenge based on sentence length, vocabulary, themes and length of book. The benefit of Lexile banding is that any book can be used to support reading fluency. The aim this year is to band every book in the school library so children can access a wider variety of appropriately challenging texts for independent reading and be directed towards specific genres by their teachers to broaden their reading diet.

The following table demonstrates how Lexile banding aligns to the previously used Oxford Reading Tree scheme (ORT), age-related expectations, and how the bands are colour-coded:

Year Group Expectation	Age	Lexile Band	Year Group Expectation	ORT Equivalent	Colour Code (applied by Al-Islamia)	Phonics Phase
F1	3-4	BR400L - BR301L	F1	Phase 2	Pink	Phase 2
Reception Autumn	4-5	BR300L - BR264L	Reception Autumn	Phase 2	Red	Phase 2
Reception Spring		BR265L - BR229L	Reception Spring	Phase 3 Set 1	Yellow	Phase 3 Set 1
Reception Summer		BR230L - BR194L	Reception Summer	Phase 3 Set 2/Phase 4	Light Blue	Phase 3 Set 2/Phase 4
Year 1 Autumn	5-6	BR195L - BR159L	Year 1 Autumn	Phase 5	Blue	Phase 5
Year 1 Spring		BR160L - BR84L	Year 1 Spring	Phase 5	Green	Phase 5
Year 1 Summer		BR85 - 89L	Year 1 Summer	Phase 5	Orange	Phase 5
Year 2 Autumn	6-7	90L - 164L	Year 2 Autumn	Stage 6	white	
Year 2 Spring		165L - 251L	Year 2 Spring	Stage 7	cream	
Year 2 Summer		252L - 337L	Year 2 Summer	Stage 8	brown	
Year 3 Autumn	7-8	338L - 424L	Year 3 Autumn	Stage 9	gold	
Year 3 Spring		425L - 497L	Year 3 Spring	Stage 10	Glitter lilac	
Year 3 Summer		498L - 571L	Year 3 Summer	Stage 11	neon orange	
Year 4 Autumn	8-9	572L - 644L	Year 4 Autumn	Stage 12	aqua	
Year 4 Spring		645L - 712L	Year 4 Spring	Stage 13	grey	
Year 4 Summer		713L - 781L	Year 4 Summer	Stage 14	Forest green	
Year 5 Autumn	9-10	782L - 849L	Year 5 Autumn	Stage 15	Dark blue	
Year 5 Spring		850L - 882L	Year 5 Spring	Stage 16	Light pink	
Year 5 Summer		883L - 915L	Year 5 Summer	Stage 17	beech	
Year 6 Autumn	10-11	916L - 949L	Year 6 Autumn	Stage 18	Neon yellow	
Year 6 Spring		950L - 998L	Year 6 Spring	Stage 19	maroon	
Year 6 Summer		999L - 1047+L	Year 6 Summer	Stage 20	black	

*Codes preceded by BR indicate 'beginner readers' and suggest that books should be co-read with adult support.

Further details about Lexile banding can be found at www.lexile.com.

We recognise Pink to Green are suitable for early readers/our children in Year 1. We are offering books linked to the Little Wandle Letters and Sounds scheme of work to match the secure phonics knowledge of children within the Year 1 cohort, and to ensure that Year 2 children who did not pass the screening test are provided with daily opportunities to practice reading fluency. The aim is that children will engage with the books and move rapidly through the stages to meet age-related expectations by July.

Daily Supported Reading (DSR)

Children reading below Stage 6 will have 5 30-minute small group reading sessions. These sessions will focus on developing automaticity in decoding and reading fluency. To set children up for success, the cognitive load required for reading will be split across four sessions:

Session 1: Reading to APA. Children read the book they have practiced the previous week and over the weekend to their teacher.

Session 2: Decoding and word reading. Teachers will pre-select words from the chosen book and work with the children to identify decodable words and use sound-talk and blending to read these words accurately. Via formative assessment (AfL), adults will also have identified which tricky words children struggle with and these will be previewed during Session 1 as well.

Session 3: Developing Reading Fluency: Through echo reading and teacher modelling, children will read words, phrases and sentences, comprising of letters, sounds and tricky words that they are familiar with.

Session 4: Comprehension: Reading adults will choose a reading strand (VIPERS) and ask questions related to one of them.

Session 5: Developing Reading Fluency: During the final session of the week, adults will listen to their children read sentences aloud, correcting pronunciation where necessary and praising progress. During the final reading session, children will be given the book to read at home.

Every child will read their stage-aligned book to their teacher at least once a week, during their allocated day and time slot.

By 'Forest Green', children should have developed the decoding and segmenting skills to read or approach new vocabulary. At this point, the focus will be to develop vocabulary and comprehension to encourage children to independently access the rich tapestry of the texts.

Children will engage with individual reading throughout their time at Al-Islamia.

All books in the school will be Lexile banded by the end of the 2024-2025 academic year to ensure that children have access to appropriate literature.

Whole Class Reading

Following the report published by Ofsted in March 2024, Al-Islamia have reviewed the comprehension curriculum to ensure that children are introduced to high-quality literature they can explore to understand the wider world. To ensure adequate coverage of reading opportunities and tasks, the fiction and non-fiction texts we have created the curriculum as follows:

KS1 (Children reading above Stage 5) – Picture books and early chapter books with comprehension support from Literacy Shed Plus – 5x30-minute sessions a week

KS2 – 4x45-minute sessions each week. Reading comprehension will be delivered with genre-specific literature every 2 weeks, progressing from fiction to non-fiction to picture books to poetry, and then repeating the cycle. Where possible, literature is matched to school-specific, national and international themes such as Black History Month, Anti-Bullying, Al-Aqsa Week and Ramadhan.

VIPERS

The VIPERS approach is used across both key stages to help develop and apply comprehension skills through teacher-led, discussion-based learning. The VIPERS approach breaks down comprehension skills into the following domains:

V – Vocabulary

I – Inference

P – Prediction

E – Explain

R – Retrieve

S – Sequence (KS1)/Summarise (KS2)

Year 2 will focus on texts and tasks that familiar to them for the Autumn term to allow them to consolidate and embed foundational skills and objectives before moving on. The focus and aim of WCR is to expose children to a breadth of age-appropriate literature that is linked to curriculum content and reflective of the wider world. In doing so, children will have the opportunity to develop a wider vocabulary bank, become better readers and take pleasure in reading.

Year 1 will complete their reading tasks orally until they are in a position to scribe their answers in a coherent and legible manner. From the summer term, Year 1 children who have developed early writing skills will share their ideas and responses in written form; children who are still developing this skill will use word banks; phonetic spelling and writing frames to scribe their responses.

Class Book

Class Book is scheduled into every year group's timetable multiples times each week. During Class Book, teachers read to children. Books are selected based on children's interests and recommended reading lists published by platforms such as CLPE or UKLA.

In KS1, teachers will select and rotate a selection of 8-10 books so children become familiar with text structure, repeated phrases and storylines.

In KS2, teachers will read one book per half term. If children become excited about a book in a series, teachers should encourage children to borrow these books from local/school libraries/each other and read independently.

Each week, teachers will read poetry to children during ONE Class Book session.

Character-building literature will also make up the Class Book repertoire and can include stories of the prophets; stories with morals (fables, etc) and philosophical poetry. Teachers should ensure that literature is age appropriate.

Staff should update the Class Book spreadsheet as they select and read books to their children. The spreadsheet is a working document.

Whole-School Reading Initiatives

Reading Record

Each class has a reading record on their class door. Images of the front cover/title page of their book will be displayed on their door with a review. KS1 will use a star system (x/5 stars) while KS2 will give a 3-word review for each book.

Reading Initiatives

The school has scheduled 2 reading challenges for the academic year. During the Autumn term, children are challenged to read books and write reviews, creating a class scrapbook of reviews that is kept in the classroom. During the spring term, KS2 children will be invited to complete the 'Track My Read' challenge alongside the Readathon initiative.

Libraries

The school will develop its school library for children to visit at least every fortnight. We hope to give children access to a school library once the move to Collegiate House is completed.

In addition, classrooms will have small libraries – in some cases a shared library space between two classrooms due to restriction with space. These libraries will be inviting and have a mixture of familiar and new literature. The books will be replaced on a rotational basis to keep content fresh. Books in the school and classroom libraries can be signed out for home reading.

Home Reading – Developing Reading Fluency

Weekly Stage-Aligned Books:

Every child will be allocated a text/book based on ever-challenging and age-appropriate content and vocabulary and matched to their reading fluency. These are expected to be read consistently and regularly to develop fluency and confidence.

Books/texts/chapters will be allocated every week. These will be recorded in the Reading Record so teachers and parents can communicate about children's reading expectations and progress.

Reading Fluency Intervention:

From the second half term (Autumn 2), children reading below ARE in Years 2 to 6 will be given additional texts that can be kept at home and should be read EVERYDAY. The lowest 20% of children, or children well below ARE in Year 1 will also receive flashcards with graphemes and words aligned to phonics lessons/knowledge to practice reading at home.

CPD

Teachers will continue to have INSETs and training focusing on the VIPERS approach; the use of questioning when completing individual reading and how sessions can focus on specific skills when completing small group reading. Regular monitoring of teaching and learning of reading will be used to identify individual and whole-school areas for improvement so these areas can be addressed in staff meetings or during feedback sessions.

The reading curriculum uses/draws on high-quality resources produced by Literacy Shed+ and Ashley Booth, as the design of the resources match the VIPERS strategy that teachers have been trained in. For inexperienced teachers, a



closer support system is in place, with a mixture of peer observations and delivery by the Subject Lead to demonstrate teaching and direct instruction/links to relevant courses and workshops.

In addition to the whole-school and individual feedback and training, regular sessions will be held with the KS1 phonics and reading team to explore how early reading can be facilitated via training, role play and review of the teaching and learning strategies applied during DSR. These meetings will take place half-termly as all staff are confident with delivery of the schemes.

EAL and SEND Provision

Every child has a right to high-quality teaching at Al-Islamia, and we take this seriously. Interventions are put in place to meet children's needs, while a QFT approach ensures that children feel and are included within classroom and teaching activities.

Interventions may include those relating to developing English speaking skills for EAL pupils, as well as specific support linked to learning needs or gaps in learning, such as daily 'Keep-Up' Phonics intervention or the Twinkl Reading Fluency Intervention.

Al-Islamia's SEND and EAL policies outline provision in further detail. Each class has a document outlining the breadth of support in place for identified pupils.



We promote **IKHLAS**:

Inspiration – Knowledge – Healthy Living – Leadership – Aspiration – Spirituality

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Impact

Impact is measured by:

- Individual engagement and pleasure with reading
- Progress as determined through three main sources of assessment.

Assessment for Learning:

Every stage has specific objectives aligned to its challenge, linked to fluency and comprehension. The objectives for each stage are provided on a checklist, which teachers will complete by scribing the date against objectives as they are achieved. When all objectives for a particular stage are met, children will be moved to the next reading stage – or be considered a ‘free reader’ if objectives for Stage 20 are met.

Reading Fluency Assessments:

Individual progress is also assessed for children reading at Stage 6 or above, through the completion of a short, engaging, recorded assessment using the school’s reading assessment system every 6 weeks – 2Eskimo – which uses an algorithm to ascertain children’s reading age and individual next steps based on their achieved level of fluency and comprehension.

Reading Comprehension:

Standardised reading comprehension texts by Headstart are completed by children at the end of each half term. These results are recorded in the markbook and used to inform future focus. The Headstart assessments can be tracked against the assessment domains to analyse gaps or needs at individual and whole -class level. These assessments will be completed by children in Year 1 from Autumn 2.

To ensure that we have a comprehensive analysis of reading comprehension, the assessments will be delivered as follows:

Half Term	Assessment
Autumn 1	Test A, text 1
Autumn 2	Test A, texts 2 and 3
Spring 1	Test B, text 1
Spring 2	Test B, texts 2 and 3
Summer 1	Test C, text 1
Summer 2	Test C, texts 2 and 3

The Assessment, Reporting and Recording Policy states how pupil attainment should be recorded in class markbooks and on Insight.

Progress

As a school, our aim is to support the rapid development of reading fluency, so children should be moving through at least one band in 6 weeks from Band Green to Orange, and then every 12 weeks from Band Orange to Band Black. We anticipate that, by July, with the variety of support and focused teaching for reading implemented in this way, we will maintain the attainment levels of at least 80% of our pupils will be meeting or exceeding age-related expectations.

Currently, our strongest aspect in reading is the support that children are given individually to develop fluency and progress through the reading stages. We have done a lot of work using strategies such as echo reading; pre-reading; listening for fluency and stage-aligned comprehension focusing on retrieval, prediction and inference.

Across the school, inference skills are improving – overall comprehension attainment was at 94% ARE in July 2024 - and we expect to see attainment between 85-90% in July 2025. Where pupils are reading at age-appropriate reading stages, comprehension skills are on par or not far behind; where pupils are reading lower than age-appropriate reading stage, skills in inference and prediction are a focus area during reading opportunities. We are ensuring that children are asked questions based on reading stage when reading to teachers individually, and, where reading skills allow, are introduced to age-appropriate questions within whole-class reading. The domain-specific questions are precise so they can be isolated and allocated to pupils individually, with scaffolding and support if necessary.

Where pupils are not able to access the text due to gaps in reading skill, they will have small-group or one-to-one interventions for reading, e.g., Phonics intervention, reading fluency practice, etc. This will allow students to close the gap rapidly, progress through reading stages, and be prepared to join whole class reading sessions as soon as possible.

Review

This policy will be reviewed annually and edited to reflect the school's action plan and National Curriculum statutory guidance.

Review Date: September

Appendix 1

VIPERS Progression Map:

Year/VIPERS	Vocabulary	Inference	Prediction	Explain	Retrieve	Sequence
Year 1	Discussing word meanings, linking new meanings to those already known	- Discussing the significance of the title and events making inferences on the basis of what is being said and done - Developing inference through use of pictures	Predicting what might happen on the basis of what has been read so far		To develop their knowledge of retrieval through images.	- To retell familiar stories orally - To sequence the events of a story they are familiar with
Year 1 Sample Question Stems	- What does the word.....mean in this sentence? - Find and copy a word which means - What does this word or phrase tell you about - Which word in this section do you think is the most important? Why? - Which of the words best describes the character/setting/mood etc? Can you think of any other words the author could have used to describe this? - Why do you think..... is repeated in this section?	- Why was.....feeling.....? - Why did happen? - Why did..... say - Can you explain why.....? - What do you think the author intended when they said.....? How does.....make you feel?	- Look at the book cover/blurb -what do you think this book will be about? - What do you think will happen next? What makes you think this? - How does the choice of character or setting affect what will happen next? - What is happening? What do you think happened before? What do you think will happen after? - What do you think the last paragraph suggests? What will happen next?	- Who is your favourite character? Why? - Why do you think all the main characters are girls in this book? - Would you like to live in this setting? Why/why not? - Is there anything you would change about this story? - Do you like this text? What do you like about it?	- What kind of text is this? - Who did.....? - Where did.....? - When did.....? - What happened when.....? - Why didhappen? - How did.....? - How many.....? - What happened to.....?	- Can you number these events 1-5 in the order that they happened? - What happened after - What was the first thing that happened in the story? - Can you summarise in a sentence the opening/middle/end of the story? - In what order do these chapter headings come in the story? - Sequence the key events in the story

Year/VIPERS	Vocabulary	Inference	Prediction	Explain	Retrieve	Sequence
Year 2	- Discussing and clarifying the meanings of words, linking new meanings to known vocabulary, - Discussing their favourite words and phrases.	- Making inferences on the basis of what is being said and done - Answering and asking questions	Predicting what might happen on the basis of what has been read so far	Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	Asking and answering retrieval questions	To discuss the sequence of events in books and how items of information are related.
Year 2 Sample Question Stems	- What does the word.....mean in this sentence? - Find and copy a word which means - What does this word or phrase tell you about - Which word in this section do you think is the most important? Why? - Which of the words best describes the character/setting/mood etc? Can you think of any other words the author could have used to describe this? • Why do you think.....is repeated in this section?	- Why was.....feeling.....? - Why did happen? - Why did..... say - Can you explain why.....? - What do you think the author intended when they said.....? - How does make you feel?	- Look at the book cover/blurb -what do you think this book will be about? - What do you think will happen next? What makes you think this? - How does the choice of character or setting affect what will happen next? - What is happening? What do you think happened before? What do you think will happen after? - What do you think the last paragraph suggests? What will happen next?	- Who is your favourite character? Why? - Why do you think all the main characters are girls in this book? - Would you like to live in this setting? Why/why not? - Is there anything you would change about this story? - Do you like this text? What do you like about it?	- What kind of text is this? - Who did.....? - Where did.....? - When did.....? - What happened when.....? - Why didhappen? - How did... ..? - How many.....? - What happened to.....?	- Can you number these events 1-5 in the order that they happened? - What happened after - What was the first thing that happened in the story? - Can you summarise in a sentence the opening/middle/end of the story? - In what order do these chapter headings come in the story? - What are the key events in the story? Can you sequence them in relation to... - chronology> - importance? - character involvement> - Etc.

Year/VIPERS	Vocabulary	Inference	Prediction	Explain	Retrieve	Summarise (Sequence)
Year 3	Using dictionaries to check the meaning of words that they have read	To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.	To justify predictions using evidence from the text.	Discussing words and phrases that capture the reader's interest and imagination Identifying how language, structure, and presentation contribute to meaning	To retrieve and record information from a fiction text.	Identifying main ideas drawn from more than one paragraph and summarising these
Year 3 Sample Question Stems	- What do the words and..... suggest about the character, setting and mood? - Which word tells you that...? Which keyword tells you about the character/setting/mood? Find one word in the text which means..... - Find and highlight the word that is closest in meaning to Find a word or phrase which shows/suggests that.....	- Find and copy a group of words which show that... - How do these words make the reader feel? How does this paragraph suggest this? - How do the descriptions ofshow 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?	- 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	- Why is the text arranged in this way? - What structures has the author used? - What is the purpose of this text feature? - Is the use of effective? - The mood of the character changes throughout the text. Find and copy the phrases which show this. - What is the author's point of view? - What effect does have on the audience? - How does the author engage the reader here? - Which words and phrases did effectively? - Which section was the most interesting/exciting part? - How are these sections linked?	- How would you describe this story/text? What genre is it? How do you know? - How did...? How often...? Who had...? Who is...? Who did...? - What happened to ? - What does.....do? - How is.....? - What can you learn about from this section? - Give one example of..... - The story is told from whose perspective?	- Can you number these events 1-5 in the order that they happened? - What happened after? What was the first thing that happened in the story? - Can you summarise in a sentence the opening/middle/end of the story? - In what order do these events come in the chapter?

Year/VIPERS	Vocabulary	Inference	Prediction	Explain	Retrieve	Sequence
Year 4	Using dictionaries to check the meaning of words that they have read	To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.	To justify predictions using evidence from the text.	Discussing words and phrases that capture the reader's interest and imagination Identifying how language, structure, and presentation contribute to meaning	To retrieve and record information from a fiction text.	Identifying main ideas drawn from more than one paragraph and summarising these
Year 4 Sample Question Stems	- What do the words and..... suggest about the character, setting and mood? - Which word tells you that...? Which keyword tells you about the character/setting/mood? Find one word in the text which means..... - Find and highlight the word that is closest in meaning to Find a word or phrase which shows/suggests that.....	- Find and copy a group of words which show that... - How do these words make the reader feel? How does this paragraph suggest this? - How do the descriptions ofshow 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?	- 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	- Why is the text arranged in this way? - What structures has the author used? - What is the purpose of this text feature? - Is the use of effective? - The mood of the character changes throughout the text. Find and copy the phrases which show this. - What is the author's point of view? - What effect does have on the audience? - How does the author engage the reader here? - Which words and phrases did effectively? - Which section was the most interesting/exciting part? - How are these sections linked?	- How would you describe this story/text? What genre is it? How do you know? - How did...? How often...? Who had...? Who is...? Who did...? - What happened to ? - What does.....do? - How is.....? - What can you learn about from this section? - Give one example of..... - The story is told from whose perspective?	- Can you number these events 1-5 in the order that they happened? - What happened after? What was the first thing that happened in the story? - Can you summarise in a sentence the opening/middle/end of the story? - In what order do these events come in the chapter?

Year/VIPERS	Vocabulary	Inference	Prediction	Explain	Retrieve	Summarise
Year 5	Vocabulary from texts/wider curriculum and Word Aware Scheme of Learning	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	Predicting what might happen from details stated and implied	- Identifying how language, structure and presentation contribute to meaning - Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader - Explain and discuss their understanding of what they have read, including through formal presentations and debates,	Retrieval to aid in explaining, prediction and inference	Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas
Year 5 Sample Question Stems	- What do the words and..... suggest about the character, setting and mood? - Which word tells you that...? - Which keyword tells you about the character/setting/mood? - Find one word in the text which means..... - Find and highlight the word that is closest in meaning to..... - Find a word or phrase which shows/suggests that.....	- Find and copy a group of words which show that... - How do these words make the reader feel? How does this paragraph suggest this? - How do the descriptions ofshow 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?	- 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.	- Why is the text arranged in this way? - What structures has the author used? - What is the purpose of this text feature? - Is the use of effective? The mood of the character changes throughout the text. Find and copy the phrases which show this. - What is the author's point of view? - What effect does have on the audience? - How does the author engage the reader here? - Which words and phrases did effectively? - Which section was the most interesting/exciting part? - How are these sections linked?	- How would you describe this story/text? What genre is it? How do you know? - How did...? How often...? Who had...? Who is...? Who did...? What happened to...? • What does..... do? • Howis? What can you learn about..... from this section? - Give one example of..... - The story is told from whose perspective?	- Can you number these events 1-5 in the order that they happened? - What happened after? What was the first thing that happened in the story? - Can you summarise in a sentence the opening/middle/end of the story? - In what order do these events come in the chapter?

Year/VIPERS	Vocabulary	Inference	Prediction	Explain	Retrieve	Sequence
Year 6	Vocabulary from texts and Word Aware Scheme of Learning	- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - To discuss how characters, change and develop through texts by drawing inferences based on indirect clues.	Predicting what might happen from details stated and implied	- Identifying how language, structure and presentation contribute to meaning - Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader - Explain and discuss their understanding of what they have read, including through formal presentations and debates.	Retrieval to aid in explaining, predication and inference	Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas
Year 6 Sample Question Stems	- What do the words and..... suggest about the character, setting and mood? - Which word tells you that...? - Which keyword tells you about the character/setting/mood? - Find one word in the text which means..... - Find and highlight the word that is closest in meaning to..... - Find a word or phrase which shows/suggests that.....	- Find and copy a group of words which show that... - How do these words make the reader feel? How does this paragraph suggest this? - How do the descriptions ofshow 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?	- 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.	- Why is the text arranged in this way? - What structures has the author used? - What is the purpose of this text feature? - Is the use of effective? The mood of the character changes throughout the text. Find and copy the phrases which show this. - What is the author's point of view? - What effect does have on the audience? - How does the author engage the reader here? - Which words and phrases did effectively? - Which section was the most interesting/exciting part? - How are these sections linked?	- How would you describe this story/text? What genre is it? How do you know? - How did...? How often...? Who had...? Who is...? Who did...? What happened to...? • What does..... do? • Howis? What can you learn about..... from this section? - Give one example of..... - The story is told from whose perspective?	- Can you number these events 1-5 in the order that they happened? - What happened after? What was the first thing that happened in the story? - Can you summarise in a sentence the opening/middle/end of the story? - In what order do these events come in the chapter?

Appendix 2:

KS1 VIPERS Reading:

Autumn																
WK	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	Wk8	Wk9	Wk10	Wk11	Wk12	Wk13	Wk14	Wk15	Wk16	Wk17
THEME	(4 days)			Fairtrade Week	The Big Draw	Black History Month					Anti-Bullying Week Maths Week England	UK Parliament Week	No Pens Wednesday			Theme Day
Year 1 Titles	Who's in the Loo? (Jeanne Willis/Adrian Reynolds)		Oi Frog (Kes Grey and Jim Field)			Black History Month				Goodnight, Gorilla (Peggy Rathmann)	Anti-Bullying Lit.	Goodnight, Gorilla (Peggy Rathmann)	The Pencil (Allen Ahlberg)		Monstersaurus! (Claire Freedman)	
Year 2 Titles	Phase 6 - WCR					Reading Assessment (2-3 days)Mummy's Khimar - J T-Bigelow	The Monster Crisp Guzzler - M Blackman	Cavegirl - A Longstaff	Hair Love - M Cherry	What We Shouldn't Do At School - J Macmanus	Fergul is Fuming - R StarlingI Wish I'd Been	Born a Unicorn - R Lyon	Not Quite Narwhal - J Sima	Prince Cinders - B Cole	Sir Scallywag and the Golden Underpants - G Andreae	Reading Assessment
Spring																
WK	Wk 1		Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11	Wk 12			
THEME						Safer Internet Day Children's Mental Health Week	Al-Aqsa Week	Ramadhan Theme Day	World Book Day	British Science Week	Down Syndrome Day	(4 days)				
Year 1 Titles	Supertato (Paul Linnet and Sue Hendra)			Supermarket Zoo (Caryl Hart)		Pardon? Said the Giraffe (Colin West)				WBD	Toby and the Great Fire of London (Margaret Nash)		The Snail and the Whale (Julia Donaldson)			

Year 2 Titles	Jampires	The Clockwork Dragon	The Smartest Giant in Town	The Light in the Night	Superdad's Day Off	Reading Assessment	The Dinosaur's Packed Lunch	WBD	The Conquerors	This is Me	The Frankenstein Teacher	Reading Assessment
SUMMER												
WK	Wk 1	Wk 2	Wk 3	Wk 4	Wk 6			Wk 7	Wk 8	Wk 9	Wk 10	
THEME		(4 days) Deaf Awareness Week		Cultural Diversity Day	Half-Term Fun Day	(3 days) Hajj Theme Day		(4 days)			Sports' Day	
Year 1 Titles	What the Ladybird Heard (Julia Donaldson)		The Great Paper Caper (Oliver Jeffers)	Cultural Diversity Day	The Great Paper Caper (Oliver Jeffers)	Eliot Jones, Midnight Superhero (Anne Cottringer)			Meerkat Mail (E Gravett)			
Year 2 Titles	The Swoose	The Invisible Dog	The Unusual Day	The Queen's Nose	Grandma Bird	Reading Assessment	Traditional Tales from Around the World	Aziza's Secret Fairy Door	Reading Assessment			

KS2 Whole Class Reading Text Organisation

Year	Autumn															
WK	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	Wk8	Wk9	Wk10	Wk11	Wk12	Wk13	Wk14	Wk15	Wk16	Wk17
THEME	(4 days)			Fairtrade Week	The Big Draw	Black History Month					Anti-Bullying Week Maths Week Englan	UK Parliament Week	No Pens Wednesday			Theme Day

FORMAT	Fiction	N-Fiction	Picture Books	Poetry	Fiction	N-Fiction	Picture Books	Poetry	Fiction	N-Fiction	Picture Books	Poetry	Fiction	N-Fiction	Picture Books	Poetry
Y3	Anne Fine	The natural world	Belonging	Performance Poetry	Scene-setting/ Descriptive language	Windrush	Caribbean	Interview with Joseph Coelho	Colourism	History Timeline	Fantasy	Individual liberty	Ancient Beasts	The UK	Anthony Browne	An Interview with Allan Ahlberg
	<i>The Gingerbread Star</i>	<i>Amazing Islands</i> - S Weiss and K Hyndman	<i>The Journey</i> - F Sanna <i>The Invisible</i> - T Percival	2 poems from <i>Poems to Perform</i> - Julia Donaldson	<i>Charlotte's Web</i> - E B White - (description of her web and the barn)	<i>Coming to England</i> - J Avellino	<i>Gregory Cool</i> - C Binch	If All the World Were Paper	Sulwe - Lupita Nyong'o	<i>Story Worlds: A Moment in Time: A Perpetual Picture Atlas</i> - T Hegbrook	<i>Ocean Meets Sky</i> - E Fan and T Fan <i>The Three Billy Goats Gruff</i> - M Barnett and J Klassen	Isn't My Name Magical - James Berry	<i>Beasts of the Ancient World</i> - M Ward and A Orlando	<i>The Big Book of the UK</i> - I R Williams	<i>The Tunnel</i> - Gorilla	Please, Mrs Butler - Allan Ahlberg
Y4	Anne Fine	Animals	Enviroment	Performance Poetry	Scene-setting/ Descriptive language	Black Heroes	Food and Family	Interview with Joseph Coelho	Female and Black	Ancient Egypt	Fantasy	Citizenship	Portal/ Fantasy	India	Oliver Jeffers	An Interview with Judith Nicholls
	<i>The Diary of a Killer Cat</i>	<i>Emperor of the Ice</i> - N Davies	<i>The Emerald Forest</i> - C Ward <i>Rainforest Warrior</i> - A Ganeri	2 poems from <i>Poems to Perform</i> - Julia Donaldson	<i>When the Mountains Roared</i> - Jess Butterworth (landscape description)	<i>Young, Gifted and Black</i> - J Wilson	<i>Soul Food Sunday</i> - W Bingham	Miss Flotsam	<i>Dream Team: Jaz Santes Vs The World</i> - Priscilla Mante	<i>Mummies Unwrapped</i> - T Froese	<i>Leon and the Place Between</i> - A McAllister and G Baker-Smith	Flag by John Agard	<i>The Land of Roar</i> - J McLachlan and B Mantle	<i>India, Incredible India</i> - J Bilan	<i>The Incredible Book-Eating Book</i> <i>The Great Paper Caper</i>	Picnic
Y5	Frank Cottrell Boyce	Animals	Humanity	Performance Poetry	Opening scene	Black Women	Identity	An Interview with Valerie Bloom	Black protagonist	Ancient Civilisations	Fantasy	democracy/ stereotyping	Fantastical Creatures	Geography	The Fan Brothers	An Interview with Laura Mucha
	<i>Cosmic</i>	<i>Curious about</i>	<i>The Island</i> - A Greder	2 poems from <i>Poems</i>	<i>The Stormkeeper</i>	<i>Hidden Figures</i> - M L	<i>I am Nefertiti</i> - A Anang and N Quek	Granny Is	<i>The Good Turn</i> -	<i>Ancient World</i>	<i>The Viewer</i> - G Crew and S Tan	In-a Brixtan Market - James Berry	<i>Impossible Creatures</i> - K Rundell	<i>Majestic Mountains</i> - M Cassany	<i>The Barnabus Project</i>	We Remember

		<i>Crocodiles</i> - O Davey	<i>I am the Subway</i> - K Hyo-eun	<i>Aloud</i> Hope Education	<i>Islanc</i> - C Doyle	Shetterley and C S King			Sharna Jackson	<i>Magnified</i> - D Long					and M Navarro	<i>Ocean Meets Sky</i>	
Y6	Katherine Rundell	Animals	Empathy	Performance Poetry	Island Description	Black, British History	Immigration	An Interview with Valerie Bloom	Nigeria	Historical Artefacts	Fantasy in Real Life	British History	Fantasy Adventure	Explorers	Helen Ward	An Interview with Wes Magee	
	<i>The Good Thieves</i>	<i>Animal Sidekicks</i> - M Murphy	<i>Can You See Me?</i> - L Scott and R Westcott <i>The Proudest Blue</i> - I Muhammad	2 poems from <i>Poems Aloud</i> Hope Education	<i>The Island at the End of Everything</i> - K Millwood-Hargrave	<i>Brilliant, Black British History</i> - Atinuke	<i>Wisp</i> - Z Fraillon	Two Seasons	<i>Jummy at the River School</i> - S Adeyinka	<i>Historium</i> - T Robinson	<i>The Dragon Machine</i> - H Ward and W Anderson	Checking Out Me History - John Agard	<i>The Last Spellbreather</i> - J Pike	<i>Survivors</i> - D Long and K Hyndman	<i>Varmints The Tin Forest</i>	Until Gran Died	

Year	Spring											
WK	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11	Wk 12
THEME					Safer Internet Day Children's Mental Health Week	Al-Aqsa Week	Ramadhan Theme Day	World Book Day	British Science Week	Down Syndrome Day	(4 days)	
FORMAT	Fiction	N-Fiction	Picture Books	Poetry	Fiction	N-Fiction	Picture Books	Poetry	Fiction	N-Fiction	Picture Books	Poetry
Y3	Children's Classics	Significant Personalities	Wordless Picture Books	Classical poetry	Resilience	Al-Aqsa	Ramadhan	Performance Poetry	Children's Classics	Down Syndrome Day	Mariajo Ilustrajo	Animal Humour
	<i>Winnie the Pooh</i> - A A Milne	<i>The Crayon Man</i> - N Biebow	Flotsam - D Wiesner (Teacher notes via link)	<i>The Sound Collector</i> - Roger McGough <i>The Owl and the Pussycat</i> - Edward Lear	<i>Lucy's Blue Day</i> - C Duke	<i>Train to Al-Aqsa</i> - K Ali and W Booth	<i>Wake Up, It's the Ramadan Drummer</i> - M Hakim	Dad - Andrew Fusek-Peters	<i>Winnie the Pooh</i> - A A Milne	<i>The Abilities in Me</i> - G Keir	<i>Flooded</i>	<i>Please Do Not Feed the Animals</i> - Robert Hull <i>A Special Badger</i> - Matt Goodfellow

Y4	Children's Classics	Female Explorers	Wordless Picture Books	Classical poetry	Empathy	History	Ramadhan	Performance Poetry	Oceans	Down Syndrome Day	Mariajo Ilustrajo	Alligators
	<i>Iron Man</i> - T Hughes and C Mould	<i>Fantastic Female Adventurers</i> - L Dyu	Journey - A Becker (teacher resource via link)	<i>If</i> - Rudyard Kipling <i>Oh The Places You'll Go</i> - Dr Suess	<i>Call Me Lion</i> - C Chester	<i>Homeland, My Father Dreams of Palestine</i> - H Moushabeck	<i>Laila's Lunchbox</i> - R Faruqi	Pirate Pete - James Carter	<i>Ocean Squid Explorers' Club</i> - A Bell	<i>Hannah's Down Syndrome Superpowers</i> - L L Yarborough	<i>I Hate Love Books</i>	<i>Alligator Pie</i> - Dennis Lee <i>Alligator Problem</i> - Michael Rosen
Y5	Children's Classics	Women Scientists	Wordless Picture Books	Classical poetry	Dealing with discrimination	Culture and Tradition	Islamic Art	Performance Poetry	Climate Change	Accepting Everyone	Shaun Tan	Extinct Animals
	<i>The Hobbit</i> - J.R.R. Tolkien	<i>Fantastically Great Women Scientists and Their Stories</i> - K Pankhurst	<i>Caged</i> - D Annand	<i>Do Not Stand At My Grave and Weep</i> - Mary Elizabeth Frye <i>The Listeners</i> - Walter de La Mere	<i>The Island at the End of Everything</i> - K Millwood Hargrave	<i>We are Palestinian</i> - R Kassiss	<i>Golden Domes and Silver Lanterns</i> - H Khan	Dad - Berlie Doherty	<i>Future Friend</i> - D Baddiel	<i>The World Needs Who You Were Made to Be</i> - J Gaines	<i>Cicada tales from outer suburbia</i>	<i>Extinct</i> - Mandy Coe <i>Ten Dancing Dinosaurs</i> - John Foster
Y6	Children's Classics	Muslim Heroes	Wordless Picture Books	Classical poetry	Affecting Change	Occupation	Ramadhan and Eid	Performance Poetry	Evolution	Neurodiversity	Anthony Browne	Animals in Stories
	<i>Treasure Island</i> - R L Stevenson	<i>Amazing Muslims Who Changed the World</i> - B Islam	<i>Belonging</i> - J Baker	<i>Tyger</i> - William Blake <i>Jabberwocky</i> - Lewis Carroll	<i>A Change is Gonna Come</i> - Sam Cooke	<i>They Called Me a Lioness</i> - A Tamimi and D Takruri OR <i>Tasting the Sky</i> - I Barakah	<i>Night of Moon: A Muslim Holiday Sotry</i> - H Khan	Paradise - John Mole (teaching notes available via link)	Darwin's Dragons - L Galvin	<i>A Wonderfully Wired Brain</i> - L Gooding	<i>Hansel and Gretel</i>	Little Red Riding Hood and the Wolf - Roald Dahl

YEAR	Summer									
WK	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10
THEME		(4 days)		Cultural Diversity Day	Half-Term Fun Day	(3 days) Hajj Theme Day	(4 days)			Sports' Day

		Deaf Awareness Week								
FORMAT	Fiction	N-Fiction	Picture Books	Poetry		Fiction	N-Fiction	Picture Books	Poetry	Fiction
Y3	Novels	Deaf Awareness	Culture	Around the World		Adventure	Science	Ancient Greece	Feelings and Emotions	Historical Fiction
	<i>Sam Wu is Not Afraid of Zombies</i> - Katie and Kevin Tsang	<i>Listen</i> - S Stocker and D Holzwarth	<i>Faruq and the Wiri Wiri</i> - S Payne and S Prabhat	Geography Lesson - Brian Patton		<i>Agent Zaiba Investigates: The Smuggler's Secret</i> - Annabelle Sami	<i>Frontiers of Space</i> - D Walliman and B Newman	<i>The Boy Lost in the Maze</i> - J Coelho	Words That Make Me Smile - Laura Mucha	<i>The Ancient Egypt Sleepover</i> - Stephen Davies
Y4	Novel	Autism	Celebrating Differences	Around the World		Adventure	Eco-warrior	Pompeii Volcano	Feelings and Emotions	Historical Fiction
	<i>The Girl Who Stole an Elephant</i> - N Farook	<i>A Different Sort of Normal</i> - A Balfe	<i>The Wolf's Secret</i> - M Dahman and N Digar	Great Granny- Mammie's Sunday Food - John Lyons		<i>The Night We Got Stuck in a Story</i> - B Miller	<i>Plastic Sucks!</i> - D Poynter	<i>Escape from Pompeii</i> - C Balit	I Am Brave - Laura Mucha	<i>Mysteries at Sea: The Royal Jewel Plot</i> - A M Howell
Y5	Novels	Deaf Awareness	Dealing with Grief	Around the World		Adventure	Inventions	Ancient Egypt	Feelings and Emotions	Victorian London
	<i>Wonder</i> - RJ Palacio	<i>Helen Keller</i> - teacher- planned fact file/ info	<i>small things</i> - M Tregonning	Travel by Book - Laura Mucha		<i>The House of Shells</i> - E Traore	<i>How Was That Built</i> - R Agrawal	<i>Marcy and the Riddle of the Sphinx</i> - J T Stanton	The Land of Blue - Laura Mucha	<i>Wild Boy</i> - R L Jones
Y6	Novels	Deaf Awareness	People and Places	Around the World		Adventure	Robots	Stone Age	Feelings and Emotions	World War II
	<i>Phoenix</i> - S F Said	<i>Haben Girma</i> - teacher- planned fact file/ info	<i>The Arrival</i> - S Tan	Quipu Chant - John Agard		<i>Orphans of the Tide</i> - S Murray	<i>Human 2.0: A Celebration of Human Bionics</i> - P Kane and S Rodriguez	<i>Stone Age Boy</i> - S Kitamura	It Isn't Right to Fight - John Foster	<i>Cuckoo Summer</i> - J Tulloch