



St. Michael Catholic Primary and Nursery School

Subject Overview

Subject: Reading



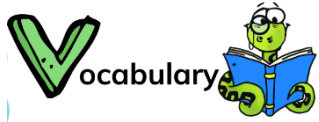
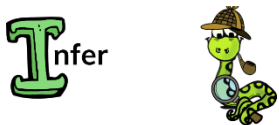
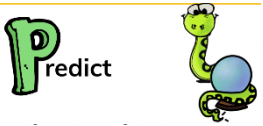
At St Michael's we follow the Literacy Shed's Reading VIPERS to support the children in acquiring the reading skills as set out in the domains.

EYFS use Read Write Inc. to teach them the phoneme and grapheme understanding, allowing them to begin their reading journey. Please see the Read Write Inc. overview for further information.

KS1 begin by using and recapping skills learnt in the Read Write Inc. phonics programme. When the children are proficient in their decoding and reading skills, they then begin to follow the structure of the reading VIPERS.

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

The VIPERS are taught in a specific order and, once competent, progress to the next skill:

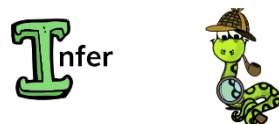
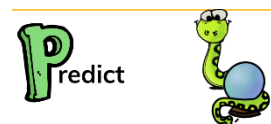
KS1		
	Content domain	Question stems
Vocabulary 	1a. Draw on knowledge of key vocabulary to understand texts	• What does the word mean in this sentence? • Find and copy a word which means • What does this word or phrase tell you about • Which word in this section do you think is the most important? Why? • 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?
Inference 	1d. Make inferences from the text	• 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?
Prediction 	1e. Predict what might happen on the basis of what has been read so far.	• Look at the book cover/blurb – what do you think this book will be about? • What do you think will happen next? What makes you think this? • How does the choice of character or setting affect what will happen next? • What is happening? What do you think happened before? What do you think will happen after? • What do you think the last paragraph suggests will happen next?
Explanation 	1b. Identify/explain key aspects of fiction and non-fiction texts, such as characters, events, titles, and information	• 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?

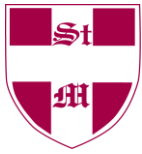


St. Michael's RC Primary School and Nursery
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Retrieval 	1b. Identify/explain key aspects of fiction and non-fiction texts, such as characters, events, titles, and information	• What kind of text is this? • Who did.....? • Where did.....? • When did.....? • What happened when.....? • Why did happen? • How did? • How many.....? • What happened to.....?
Sequence 	1c. Identify and explain the sequence of events in texts.	• 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?

KS2		
	Content domain	Question stems
Vocabulary 	2a Give/explain the meaning of words in context	• 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.....
Inference 	2d Make inference from the text/ explain and justify using evidence from the text.	• 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?
Prediction 	2e Predict what might happen from the details stated and implied.	• 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.
Explanation 	2f, 2g, 2h, Identify/explain how information/narrative content is related and contributes to the meaning as a whole.	• 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?



St. Michael's RC Primary School and Nursery
Subject Overview
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	Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within the text	• Which words and phrases did effectively? • Which section was the most interesting/exciting part? • How are these sections linked?
Retrieval 	2b Retrieve and record key information/key details from fiction and non-fiction	• 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?
Sequence 	2c Summarise main ideas from more than one paragraph	• 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?