Ashley Junior School

Ready • Respectful • Responsible

READY RESPECTFUL RESPONSIBLE

Reading at AJS

Reading at Ashley Junior School

Intent: Our Vision for Reading

At Ashley Junior School, we place high-quality literature at the very heart of our curriculum. We believe that children thrive when their learning is rooted in purposeful contexts and immersive experiences. By surrounding our pupils with rich, varied, and captivating texts, we foster a deep, lifelong passion and love for reading.

Our reading curriculum is designed to help children become confident, enthusiastic, and independent learners. We empower our pupils to build a positive attitude toward communication, enabling them to express their emotions and ideas articulately. We believe the acquisition of vocabulary is truly transformative. Through our teaching, we strive to show children just how vital reading skills are in everyday life. By providing meaningful context to their learning, our pupils truly understand the immense value of reading—both for who they are now, and for who they will become in the future.

Implementation: How We Teach Reading

To turn our vision into reality, we deliver a progressive and inclusive reading curriculum that systematically builds children's confidence and sharpens their skills.

We deliver our Reading curriculum through:

- **High-quality, engaging texts:** Selecting diverse books that promote a deep understanding of the world, fostering respect for different cultures and perspectives.
- **Sequential learning:** Building carefully on prior knowledge to ensure every child makes strong, measurable progress from their individual starting point.
- **Expert modelling:** Teachers actively model excellent reading behaviours, focusing on expression, pace, and intonation.
- **Whole-class reading:** Sharing texts as a whole class to build a collaborative culture of literacy.
- **Rich class discussions:** Creating regular opportunities for children to discuss, debate, and unpack the deeper meanings behind what they read.
- **Discrete skills teaching:** Explicitly breaking down core comprehension skills using the **VIPERS** framework *(Vocabulary, Inference, Prediction, Explanation, Retrieval, and Sequence/Summarise)*.
- **Ambitious vocabulary:** Actively encouraging, sharing, and celebrating the use of sophisticated language across all lessons.
- **Regular individual reading:** Ensuring teachers and support staff frequently listen to children read to provide targeted, one-to-one feedback.
- **Performance and reading aloud:** Building oral confidence by encouraging children to perform poetry, scripts, and stories aloud.

Impact: The Outcomes of Our Reading Curriculum

The ultimate impact of our reading curriculum at Ashley Junior School is that our pupils leave us as fluent, critical, and enthusiastic readers who are fully prepared for the next stage of their education.

We measure the success and impact of our curriculum through:

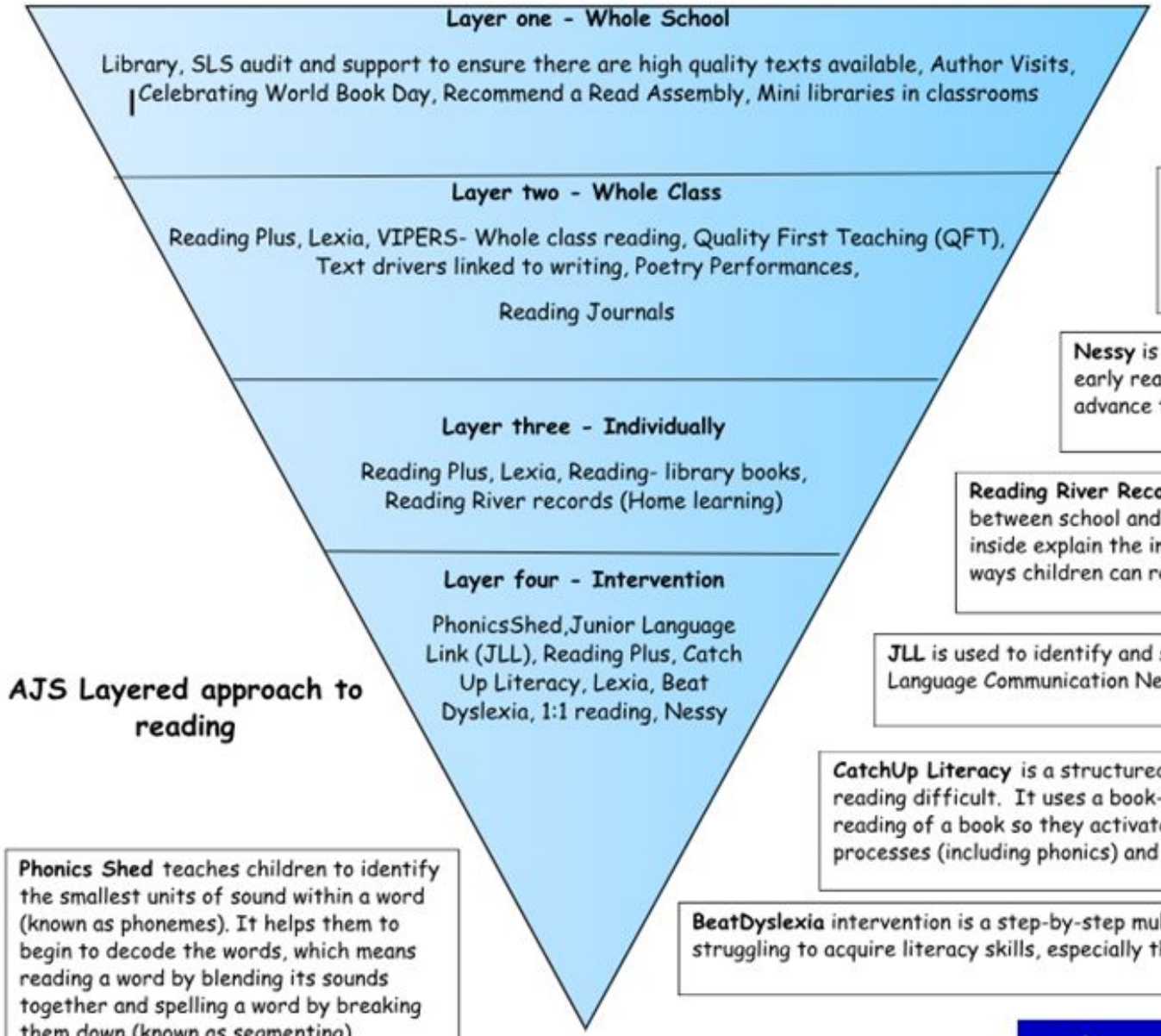
- **Academic Success:** Children make strong progress from their individual starting points, achieving high standards of reading comprehension that are reflected in our robust termly data and end-of-key-stage results.
- **A Culture of Reading for Pleasure:** Pupils demonstrate a genuine love for literature. They speak enthusiastically about their favorite authors, look forward to book recommendations, and actively engage with our school library.
- **Expanded Vocabulary and Communication:** Children confidently pull ambitious vocabulary from the texts they read and naturally weave it into their own spoken language and written work across all subjects.
- **Empowered, Empathetic Citizens:** Through exposure to diverse texts, our children express their own emotions articulately and show a deep empathy, respect, and curiosity for the world and the opinions of others.
- **Confident Communicators:** Our pupils read aloud with fluency, expression, and confidence, allowing them to participate fully in performances, debates, and collaborative learning.

Monitoring and Assessing Pupil Progress

To ensure our high standards are met and every child is supported to succeed, we use a comprehensive blend of ongoing formative assessments, pupil feedback, and formal testing.

To track the progress of our readers, we closely monitor:

- **In-class contributions:** Assessing the quality of insights and engagement children demonstrate during class-based discussions on texts.
- **Targeted questioning:** Using deep-diving questions to check how effectively children apply their learning and demonstrate their depth of understanding.
- **Pupil voice:** Formally capturing children's feedback at regular intervals to gauge their attitudes, preferences, and developing love for reading.
- **Fluency and oral reading:** Continually observing children's confidence, pace, and expression when reading aloud or performing.
- **Lesson-by-lesson assessment:** Teachers dynamically observe and assess reading skills in every session, alongside structured opportunities for pupils to self-assess their own progress.
- **Formal, summative testing:** Administering termly reading tests to secure robust data, track benchmarks, and measure long-term progress.



AJS Layered approach to reading

Reading Plus is an adaptive literacy program that develops the fluency, comprehension, and motivation students need to be successful readers.

Lexia provides all children with a systematic and structured approach to the five areas of reading, covering early phonological skills to advanced comprehension skills.

Nessy is a systematic synthetic phonic program for early readers. As literacy skills develop, students advance to instruction in spelling.

Reading River Records help to ensure effective communication between school and adults reading with children at home. Notes inside explain the importance of reading at home and different ways children can record their reading.

JLL is used to identify and support children with mild to moderate Speech Language Communication Needs and those new to English in Key Stage 2.

CatchUp Literacy is a structured one-to-one intervention for learners who find reading difficult. It uses a book-based approach to support learners in their reading of a book so they activate both dimensions of reading – word recognition processes (including phonics) and language comprehension processes.

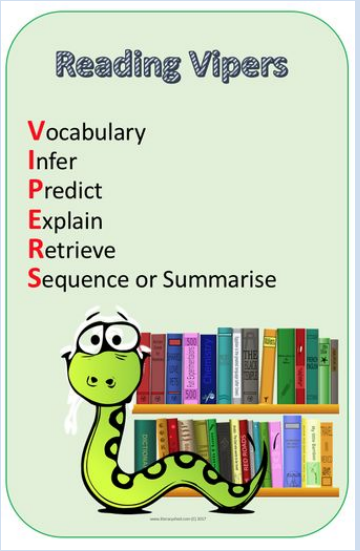
BeatDyslexia intervention is a step-by-step multi-sensory literacy programme for all pupils struggling to acquire literacy skills, especially those with dyslexia.

Phonics Shed teaches children to identify the smallest units of sound within a word (known as phonemes). It helps them to begin to decode the words, which means reading a word by blending its sounds together and spelling a word by breaking them down (known as segmenting).

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Whole Class Reading
Reading continues to develop decoding, fluency and comprehension skills. The Simple View of Reading, highlighted in the Rose Review, forms the foundations of provision for reading in Key Stage Two. Developing key reading skills through high-quality teaching is the priority for our children. In addition, studying whole texts in lessons develops children's love of reading by giving them the opportunity to read and listen to texts and authors they might not have chosen to read for themselves, also providing opportunities to encounter a wide variety of genres. We have guided reading comprehension sessions to ensure that children read age-related texts and answer V.I.P.E.R.S (Vocabulary, Inference, Predict, Explain, Retrieve and Summarise) as our method to explicitly teach each skill. These whole class or group reading comprehension sessions are used as a powerful tool to allow all children to make progress in reading and provide regular and supportive opportunities for children to encounter engaging texts that will resonate with their interests and capture their imagination.



Love of Reading
Books and stories feature widely in our assemblies, sparking a shared excitement that our children look forward to every week. To further enhance the pleasure of reading at AJS, we host a variety of reading events throughout the year, including visiting authors, festive World Book Day celebrations, and engaging reading competitions. We also invest in the Schools Library Service to provide tailored, high-quality reading materials that support diverse choices and wider independent reading.
Our whole-school community embraces spoken-word appreciation; each year group learns selected poems by heart, culminating in a proud recital at our end-of-term assemblies. Children read aloud and enjoy books for pleasure together. A central highlight of our reading culture is "Recommend a Read"-peer book reviews completed by children across the school and proudly displayed in the library to guide and inspire others in choosing their next favourite book.



Whole Class Reading

Lexia

As children enter our school, we assign them to a programme called Lexia. Children work independently on the activities so performance data is collected and this allows the children to be assessed without testing. This also allows children to work at their own pace and automatically adapts to provide the correct level of support in a subtle and encouraging manner. As the children move through the levels of the programme, they are engaged and motivated by the activities that take them on a journey around the world. Lexia accelerates reading skills by increasing knowledge in a structured and systematic way covering six critical areas of reading:



Phonological Awareness - recognising sounds in words
Phonics - understanding the connection between sounds and letters.
Structural Analysis - recognising meaningful parts in words
Fluency - reading smoothly and with expression
Vocabulary - understanding word meanings and relationships
Comprehension - understanding spoken and written language

Once the children have completed Lexia to the appropriate level for their age group they will move on to Reading Plus.

Reading Plus

Reading Plus develops reading efficiency in order to free up mental energy for comprehension, and make reading more enjoyable and rewarding. Students take control of their reading experience by selecting texts from a wide range of genres and interest areas at a reading level most appropriate for them. This reading is completed at home and in the classroom. Reading Plus improves and develops:
Fluency
Comprehension
Vocabulary
Stamina



Interventions
No-one Left Behind
Whilst undertaking our reading lessons, we assess the children carefully and react swiftly to give children extra support and interventions to help them make progress in line with their peers and be able to move forward. We have a range of reading interventions including: immediate in class support from a teacher or learning support assistant, along with regular phonics based interventions linked to Lexia or interventions linked to Reading Plus, one:one reading with adults and Catch Up® Literacy. Catch Up® Literacy is a structured one-to-one intervention for children who find reading difficult. Catch Up® Literacy uses a book-based approach to support learners in their reading of a book so they activate both dimensions of reading – word recognition processes (including phonics) and language comprehension processes. As reading is the key to all areas we make it our mission to do all we can to ensure children make progress in reading.

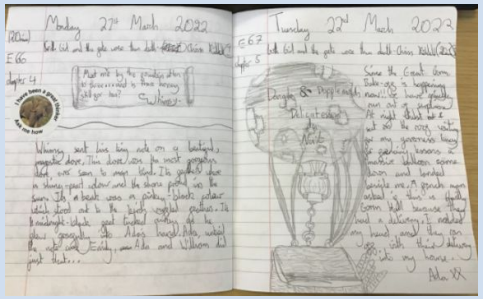


PhonicsShed

Phonics Shed is a Department for Education-validated, narrative-driven Systematic Synthetic Phonics (SSP) programme that extends into Key Stage 2 (KS2) junior schools as a targeted intervention tool for older pupils needing further reading and decoding support. While primarily designed for early years, in a junior school setting it is used to bridge gaps in literacy through a multi-sensory approach that introduces unique characters, songs, and visual cues from the "Phonics Shed Garden" to make learning less intimidating.



Home learning
Parents are expected to hear their child read daily even when they are fluent readers. There is guidance for parents in the Reading River Records and regular reminders. Children are encouraged to record all reading experiences in their Reading River Record. In our celebration assembly, every teacher awards a Star Reader. The children are motivated with a sticker, house points and getting to take their class mascot home. Book list are made available to parents via our website, and sent out at various points during the year to continue to encourage parents to support their children in choosing age appropriate quality texts.



AJS Reading

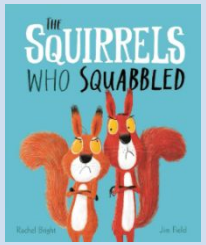
Year 3/4-Cycle A

Ashley Junior School – Medium Term Plan -**Year 3/4-** VIPERS

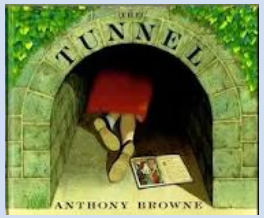
E2: develop positive attitudes to reading and understanding of what they read by identifying how language, structure, and presentation contribute to meaning E1/S5: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
E2: reading books that are structured in different ways and reading for a range of purposes V4: using dictionaries to check the meaning of words that they have read
E1/E5: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
E1: identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
V2: discussing words and phrases that capture the reader's interest and imagination
E1/E5: recognising some different forms of poetry [for example, free verse, narrative poetry]
V3/S2: understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding and V1: explaining the meaning of words in context
I3: asking questions to improve their understanding of a text
I2/3: 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
S1: identifying main ideas drawn from more than one paragraph and summarising these R5: retrieve and record information from non-fiction
E1/2/3: participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

Ashley Junior School – Autumn -**Year 3/4-** VIPERS

P - 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



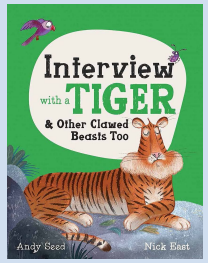
I - ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (I know this because questions)
• infer characters' feelings, thoughts and motives from their stated actions
• consolidate the skill of justifying them using a specific reference point in the text



V - discuss why words have been chosen and the effect these have on the reader
• explain how words can capture the interest of the reader
E - discussing words and phrases that capture the reader's interest and imagination
• identifying how language, structure, and presentation contribute to meaning
S-summarise whole paragraphs, chapters or texts

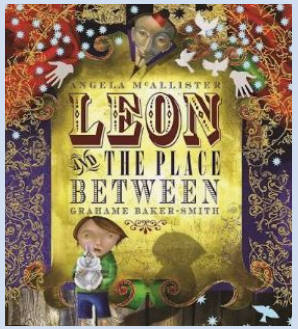


R - confidently skim and scan texts to record details
• using relevant quotes to support their answers to questions
• retrieve and record information from a fiction or non-fiction text



Ashley Junior School – Autumn -**Year 3/4-** VIPERS

V - discuss why words have been chosen and the effect these have on the reader
• explain how words can capture the interest of the reader
I - ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (I know this because questions)
• infer characters' feelings, thoughts and motives from their stated actions.
E - • discussing words and phrases that capture the reader's interest and imagination
• identifying how language, structure, and presentation contribute to meaning
• recognise authorial choices and the purpose of these

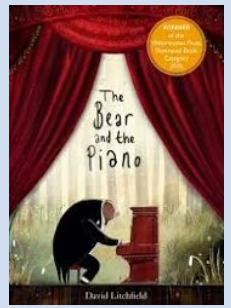


P - use relevant prior knowledge as well as details from the text to form predictions and to justify them.
• monitor these predictions and compare them with the text as they read on
V - use a thesaurus to find antonyms
S - use skills developed previously, in order to write a brief summary of main points, identifying and using important information.

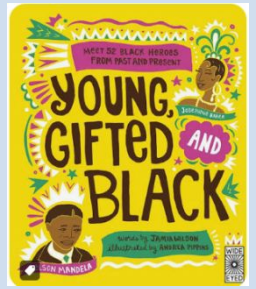


Ashley Junior School – Spring -**Year 3/4-** VIPERS

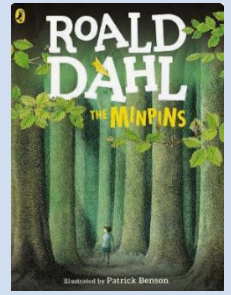
R - confidently skim and scan texts to record details,
• using relevant quotes to support their answers to questions.
• retrieve and record information from a fiction or non-fiction text.
E - discussing words and phrases that capture the reader's interest and imagination
• identifying how language, structure, and presentation contribute to meaning
• recognise authorial choices and the purpose of these



R - confidently skim and scan texts to record details,
• using relevant quotes to support their answers to questions.
• retrieve and record information from a fiction or non-fiction text.
S - identifying main ideas drawn from more than one paragraph.
• identify themes from a wide range of books
• summarise whole paragraphs, chapters or texts
• highlight key information and record it in bullet points, diagrams, maps etc

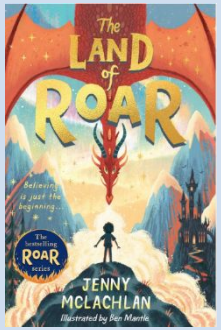


P - justify predictions using evidence from the text.
• use relevant prior knowledge as well as details from the text to form predictions and to justify them.
• monitor these predictions and compare them with the text as they read on
I - infer characters' feelings, thoughts and motives from their stated actions.
• consolidate the skill of justifying them using a specific reference point in the text
S - use skills developed in year 3 in order to write a brief summary of main points, identifying and using important information

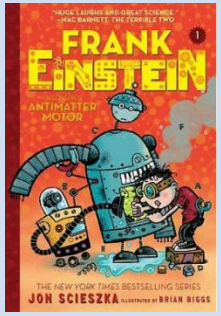


Ashley Junior School – Summer -**Year 3/4-** VIPERS

V- use dictionaries to check the meaning of words that they have read
I - ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (I know this because questions)
• infer characters' feelings, thoughts and motives from their stated actions.
• consolidate the skill of justifying them using a specific reference point in the text
E - discussing words and phrases that capture the reader's interest and imagination
• identifying how language, structure, and presentation contribute to meaning
• recognise authorial choices and the purpose of these



V - discuss new and unusual vocabulary and clarify the meaning of these
• find the meaning of new words using the context of the sentence.
P - use relevant prior knowledge as well as details from the text to form predictions and to justify them
R - confidently skim and scan texts to record details
• retrieve and record information from a fiction or non-fiction text
I - ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (I know this because questions)



Ashley Junior School -Medium term Plan -**Year 5-** VIPERS

Maintain positive attitudes to reading and understanding of what they read by:
R3: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
S2: reading books that are structured in different ways and reading for a range of purposes
R3: increasing 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
recommending books that they have read to their peers, giving reasons for their choices
S3: identifying and discussing themes and conventions in and across a wide range of writing
S2: learning a wider range of poetry by heart
E3: making comparisons within and across books
S2: 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
V1: understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
I1/2: asking questions to improve their understanding
I1/2: 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
S1: summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
E6: identifying how language, structure and presentation contribute to meaning
V5/I3: discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
E5: distinguish between statements of fact and opinion
E8: retrieve, record and present information from non-fiction
S3/4: participate in discussions about books that are read to them and those they can read for themselves, building on their own and others'

Autumn

	
P – predicting what might happen from details stated and implied I – give one or two pieces of evidence to support the point they are making S – summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas V – explore the meaning of words in context I – make inferences about feelings, justifying with evidence E – give reasons for authorial choices R – confidently skim and scan to retrieve information S – summarising the main ideas in a text, make connections between information across a text	I – make inferences about a text, give evidence to support the point they are making I – drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. I – begin to draw evidence from more than one place across a text R – confidently skim and scan to retrieve information E – explain and discuss their understanding of what they have read E – provide reasoned justifications for views P – predicting what might happen from details stated and implied P- explore the meaning of words in context, confidently using a dictionary.

AJS Reading

Year 5

	
S – summarising the main ideas drawn from the entire text, discuss the themes or conventions from a text V – explore the meaning of words in context V – read around the word and explore its meaning, explore the meaning of words in context V- investigate alternative word choices that could be made R – confidently skim and scan, using the skill of reading before and after to retrieve information I – drawing inferences such as inferring characters' motives, make inferences about actions V – explore the meaning of words in context S – summarising the main ideas drawn from a text S - discuss the themes from a text S – make connections between information across the text I – inferring characters' feelings, thoughts and motives from their actions I – begin to draw evidence from more than one place across a text R – confidently skim and scan to retrieve information V – explore the meaning of words in context I – make inferences about actions, feelings or events S – identify themes across a wide range of writing, discuss the themes or conventions from a text	I – Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying and justifying inferences with evidence. V – explore the meaning of words in context. S – Identify themes across a wide range of writing. I – make inferences about actions, feelings, events or states. P – support predictions from relevant evidence from the text. R – retrieve, record and present information from non-fiction texts. S – make connections between information across the text and include this as an answer. R – read a broader range of texts. S – summarise the main ideas. R – Use evidence from across larger sections of text. E- explain and discuss their understanding of what they have read . I – drawing inferences such as inferring characters' feelings, thoughts and motives. S – summarise the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details .

Ashley Junior School -Medium term Plan -**Year 5**- VIPERS

Spring



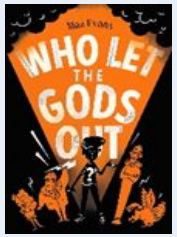
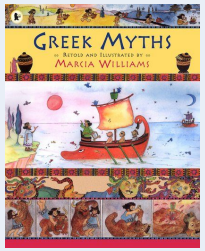
P – predicting what might happen from details stated and implied, supporting predictions with relevant evidence from the text
V – explore the meaning of words in context, confidently using a dictionary, read around the word and explore its meaning
R – confidently skim and scan to find words
R – use evidence from across larger sections of text, confidently skim and scan
I – drawing inferences about characters feelings, thoughts and motives from their actions, justifying inferences with evidence
R – confidently skim and scan to retrieve information, retrieve information from non-fiction texts
R – ask my own questions
S – summarise character thoughts and feelings from across a chapter
I – inferring characters' thoughts and feelings with text evidence
E – identify how language and structure contribute to meaning
E - explain and discuss understanding of what they have read, providing justification for views
V –discuss how author's choice of language impacts the reader, evaluate the author's use of language
I - draw inferences about characters' feelings, thoughts and motives, justifying with evidence
R – confidently skim and scan to retrieve information
S – summarising the main ideas drawn from a chapter
I – begin to draw evidence from more than one place across a text, draw inferences about character emotions from their actions
V – explore the meaning of words in context, discuss how author's choice of language impacts the reader, evaluate the author's use of language
E – give reasons for authorial choices, identifying how language and structure contribute to meaning, discuss how authors use language, considering the impact on the reader
E – identify how structure and presentation contribute to meaning, give reasons for authorial choices
R – use evidence from across larger sections of text, confidently skim and scan



E – begin to challenge points of view
S – summarising the main ideas drawn from more than one paragraph and chapter, make connections between information across a text
E – explain and discuss their understanding of what they have read
S – summarising the main ideas drawn from several chapters
V – begin to look at the use of figurative language, explore the meaning of words in context
I – drawing inferences such as inferring character feelings, thoughts and motives
R – use the skill of reading before and after to retrieve information
R – confidently skim and scan
V – explore the meaning of words in context, confidently using a dictionary, find synonyms for words
R – use evidence from across larger sections of text
S – summarise ideas drawn from across chapters, identifying key details to support the main ideas
P – predict what might happen from details stated and implied, support predictions with relevant evidence from the text
P – confirm and modify predictions as they read on
V – evaluate the author's use of language, look at the use of figurative language, discuss language impact on the reader
S – summarise the main ideas / themes from the entire text, identifying key details to support the main ideas
E – explain and discuss their understanding of what they have read
R – confidently skim and scan to retrieve information
I – make inferences about actions, feelings, events or states, giving evidence to support the point they are making
V – explore the meaning of words in context, read around the word and explore its meaning the broader context of a section or paragraph
I – make inferences about events using evidence from the text
R – confidently skim and scan to retrieve information
P – predict events from details stated and implied
I - draw evidence from more than one place across a text
S – summarise the main ideas drawn from the entire text, make connections between information across the text, discuss the themes or conventions from a text

Ashley Junior School -Medium term Plan -**Year 5-** VIPERS

Summer

	
P – predicting what might happen from details stated and implied, supporting predictions with relevant evidence from the text R – confidently skim and scan to retrieve information I – infer details about a character from their actions, give evidence to support the point they are making, draw evidence from more than one place in a text R – retrieve, record and present information from a text V – explore the meaning of words in context, discuss how the author's choice of language impacts the reader S – summarise the main ideas drawn from more than one paragraph and chapter, make connections between information across the text I – inferring character thoughts, feelings and motives for their actions I – look at the use of figurative language R - confidently skim and scan, and also use the skill of reading before and after to retrieve information V – explore the meaning of words in context, confidently using a dictionary S – summarise the main ideas drawn from more than one paragraph V – use a thesaurus to find synonyms for words I – inferring character thoughts, feelings and motives from their actions, justifying with evidence E – explain and discuss their understanding of what they have read V – discuss how author's choice of language impacts the reader, explore the meaning of words in context R – confidently skim and scan to retrieve information	R - confidently skim and scan, and also use the skill of reading before and after to retrieve information V – explore the meaning of words in context, confidently using a dictionary V – discuss how author's choice of language impacts the reader I – use figurative language to infer meaning E – identify how language and structure contribute to meaning E - explain and discuss their understanding of what they have read P – support predictions with relevant evidence from the text R – read a broader range of text including myths S – summarise the main ideas drawn from more than one paragraph, page and entire text S – make connections between information across the text V – read around the word and explore its meaning in the broader context of a section or paragraph V – use a thesaurus to find synonyms for a larger variety of words I – make inferences about actions, feelings and events

Ashley Junior School - Medium term Plan -**Year 6**- VIPERS

Maintain positive attitudes to reading and understanding of what they read by:
R3: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
S2: reading books that are structured in different ways and reading for a range of purposes
R3: increasing 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 recommending books that they have read to their peers, giving reasons for their choices
S3: identifying and discussing themes and conventions in and across a wide range of writing
S2: learning a wider range of poetry by heart
E3: making comparisons within and across books
S2: 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
V1: understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
I1/2: asking questions to improve their understanding
I1/2: 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
S1: summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
E6: identifying how language, structure and presentation contribute to meaning
V5/I3: discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
E5: distinguish between statements of fact and opinion
E8: retrieve, record and present information from non-fiction
S3/4: participate in discussions about books that are read to them and those they can read for themselves, building on their own and others'

AJS Reading

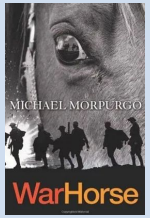
Year 6

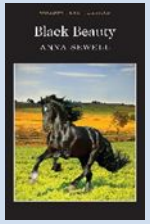
Ashley Junior School - Autumn -Year 6- VIPERS

V- use dictionaries to check the meaning of words that they have read.
I - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
P - predicting what might happen from details stated and implied
E - provide increasingly reasoned justification for my views
E - distinguish between fact, opinion and bias explaining how they know this
R - Children confidently skim and scan, and also use the skill of reading before and after to retrieve information. *They use evidence from across whole chapters or texts
S - summarise information from across a text and link information by analysing and evaluating ideas between sections of the text.



R - Ask my own questions and follow a line of enquiry
S - make comparisons across different books

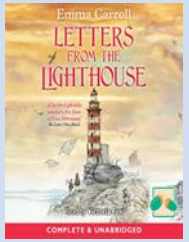




R - Read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts.
V - explore the meaning of words in context by 'reading around the word' and independently explore its meaning in the broader context of a section or paragraph.



V - discuss how presentation and structure contribute to meaning.
I - make inferences about events, feelings, states backing these up with evidence.
P - support predictions by using relevant evidence from the text
E - recommend books for peers in detail
S - summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas



Ashley Junior School - Spring -**Year 6**- VIPERS

HIAS Revision Unit – 5 week programme.

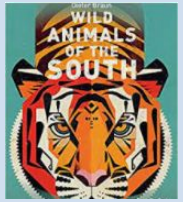
Non-Fiction Biographies Autobiographies	Becoming-Adapted-for-Younger-Readers-by-Michelle-Obama Pages 3-4 up to *"just enough to blot it all out".*	Earth-Heroes-by-Lily-Dyu Greta Thunberg up to page 7 *"fighting climate change."*
Fiction	The-Tiger-Who-Sleeps-Under-My-Chair-by-Hannah-Foley Pages 1-3 up to *"it was stronger than any logic."*	The-Worlds-We-Leave-Behind-by-A-F-Harrold.html Pages 3-7 up to page 7 *"with Sascha at their heels."*
Non-Fiction Information Texts	*How to build tall - The Shard* How was that Built by Roma Agrawal	*Goddess* – Inanna Goddess-by-Janina-Ramirez.html (lovereading4kids.co.uk)
Poetry	May A-Year-of-Nature-Poems-by-Joseph-Coelho.html (lovereading4kids.co.uk)	January A-Year-of-Nature-Poems-by-Joseph-Coelho.html (lovereading4kids.co.uk)

Fiction	*Wolf Bane* by Michelle Paver Wolfbane-by-Michelle-Paver.html (lovereading4kids.co.uk) Pages 1-2 up to *"The Demon settles to wait."*	*Destiny of Minou* The-Destiny-of-Minou-Moonshine-by-Gita-Ralleigh.html (lovereading4kids.co.uk) Pages 9-12 up to *"It's Late."*

V - evaluate how the authors' use of language impacts upon the reader.
I - discuss how characters change and develop through texts by drawing inferences based on indirect clues.
I - infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made. They can draw evidence from different places across the text.
P - confirm and modify predictions in light of new information
E - give reasons for authorial choices

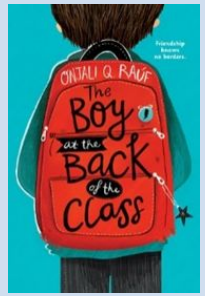


E - begin to challenge points of view
E - explain and discuss their understanding of what they have read, including through formal presentations and debates
S- reading books that are structured in different ways and reading for a range of purposes



Ashley Junior School - Summer -**Year 6**- VIPERS

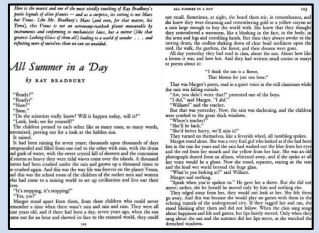
V- use dictionaries to check the meaning of words that they have read
E - identifying how language, structure and presentation contribute to meaning
S - summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs.
R - confidently skim and scan, and also use the skill of reading before and after to retrieve information
V – explore the meaning of words in context, confidently using a dictionary
V – discuss how author's choice of language impacts the reader
I – use figurative language to infer meaning
E – identify how language and structure contribute to meaning
E - explain and discuss their understanding of what they have read
S – summarise the main ideas drawn from more than one paragraph, page and entire text
S – make connections between information across the text
V – use a thesaurus to find synonyms for a larger variety of words
I – make inferences about actions, feelings and events



V - find examples of figurative language and how this impacts the reader and contributes to meaning or mood.
E - discuss and evaluate how authors use language, including figurative language, considering the impact on the reader



All Summer In a Day – Ray Bradbury
Science Fiction (Hias Planning)


All Summer in a Day
by RAY BRADBURY

Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet
- Ask questions to improve their understanding of a text
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence