

The Levett School

# READING STRATEGY



The Levett School

Positivity | Determination | Reflection | Integrity

## Reading Strategy

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### 1. Introduction

This Reading Strategy has been developed in alignment with our whole-school approach and the Little Wandle framework, which underpins early reading across the school. Our curriculum at The Levett School is rooted in research-informed practice, drawing on guidance from the EEF and wider educational research to ensure the highest-quality teaching and expectations for the pupils we support. The Reading Strategy sets out the core expectations for all pupils accessing our provision and applies across every wave of our internal graduated response. All pupils, at every level of need, are expected to engage with and follow the expectations outlined within this strategy.

The Levett School follow a learning cycle for every element of teaching across both academic and pastoral to ensure that pupils learn to read but also read to learn. This is the high expectation and culture we instil in our pupils to give them the very best chances of success.

This document is the basis for planning and delivery within each year group. It outlines the knowledge that should be taught in reading and includes:

- A summary of the knowledge and principles that underpin our approach
- Progression of reading, including the core content and intended learning for developing the application of phonics, building reading fluency, strengthening comprehension skills, and promoting reading for pleasure (including poetry), ensuring pupils can read accurately and with understanding in line with National Curriculum expectations.
- The VIPERS progression documents for Reception–Year 9. These are underpinned by well-established reading research, including the *Simple View of Reading*, *Scarborough’s Reading Rope*, and the DfE *Reading Framework*, all of which highlight the importance of explicitly teaching both word-recognition and language-comprehension skills. Teachers should draw upon the statements in conjunction with the VIPERS progression grid and the class text when planning reading teaching sequences. Research consistently shows that the consistent embedding of these skills: vocabulary, inference, prediction, explanation, retrieval, and summarising has the greatest impact on pupil outcomes and enables pupils to make secure, sustained progress in their reading.

We have built our reading curriculum around the principles of evidence-led practice, including the recommendations from the EEF Improving Literacy Guidance Report. This is to ensure that pupils are equipped to successfully think, work and communicate like a reader. Our reading curriculum focuses on excellence by learning from a range of traditional, contemporary and diverse authors, and the intention is that exceptional teacher instruction inspires pupils to acquire knowledge as readers and skilfully apply their understanding. It is our intention that through studying a range of quality yet challenging fiction, non-fiction and poetry, pupils become more expert readers as they progress through the curriculum, which develops pupils' language capabilities, supports pupils to develop fluent reading capabilities and teaches reading comprehension strategies through modelling and supported practice:

### **Develop pupils' language capabilities**

- Purposeful speaking and listening activities support pupils' language development. Purposeful activities include collaborative learning activities where pupils can share their thought processes; reading books aloud and discussing them, including use of structured questioning; and pupils articulating their ideas verbally.
- Promote high-quality dialogue in the classroom, between the teacher and the pupils and between pupils, to support pupils to develop their thinking and use of language.
- Extend pupils' vocabulary by explicitly teaching new words, providing repeated exposure to new words, and providing opportunities for pupils to use new words.
- **Incorporate opportunities for informal book talk** to develop pupils' language as readers, encouraging discussion, sharing opinions, and making connections to build comprehension and engagement.

### **Support pupils to develop fluent reading capabilities:**

- Fluent reading supports comprehension because pupils' cognitive resources can be redirected from focusing on word recognition to comprehending the text.
- Develop pupils' fluency through guided oral reading instruction with teachers modelling fluent reading, then pupils read the same text aloud with appropriate feedback; and repeated reading where pupils re-read a short and meaningful passage a set number of times or until they reach a suitable level of fluency.
- **Use a variety of reading strategies** to support fluency and comprehension, including repeated reading, echo reading, choral reading, and phrasing. These approaches help pupils develop accuracy, expression, and confidence when reading aloud.

- Prioritise understanding pupils' current capabilities and teaching accordingly. Most pupils benefit from an emphasis on reading fluency in Key Stage 2 but some may continue to need support with foundational reading capabilities such as decoding.

### Teach reading comprehension strategies through modelling and supported practice

- Teach specific strategies that pupils can apply to monitor and overcome barriers to comprehension. These include: prediction (based on text content and context); questioning; clarifying; summarising; and activating prior knowledge.
- Model and scaffold these strategies; then support pupils to increasingly use reading comprehension strategies independently, with less and less prompting from the teacher.
- Texts should be carefully selected to support the teaching of these strategies.

Figure 1. The Levett School's Learning Cycle

#### Revisit

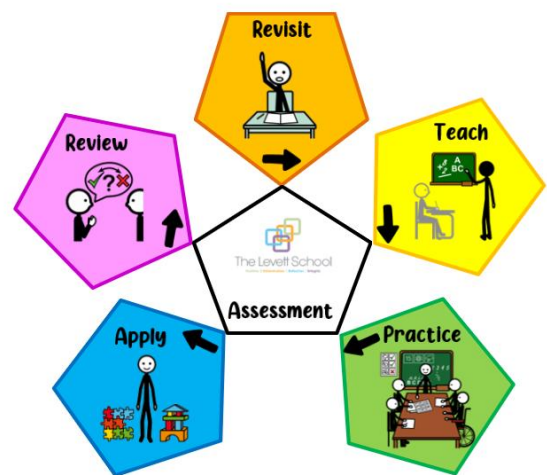
- Connect to prior knowledge or previous texts.
- Re-activate key vocabulary (using Widgit as appropriate).
- Check for retention of Phonics (KS1–KS2), sight words, and decoding.

#### Teach

- Model fluency, expression and decoding.
- Introduce new vocabulary explicitly.
- Teach comprehension strategies: predicting, questioning, summarising, clarifying.
- Use high-quality texts matched to reading ages + interests.

#### Practise

- Guided reading at the pupils' instructional level.
- Repeated reading to develop fluency.
- Paired or staff-supported reading.
- Pre-teaching and scaffolded tasks for SEND pupils.



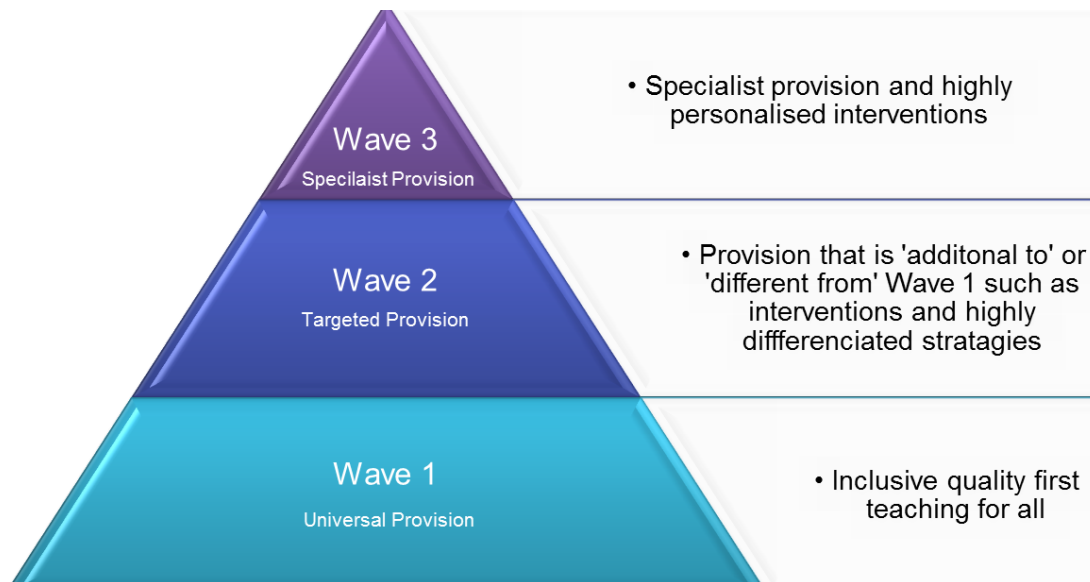
## Apply

- Cross-curricular reading embedded in all subjects (science, horticulture, humanities).
- Pupils apply reading strategies in independent tasks.
- Functional reading tasks (instructions, signs, recipes, forms).

## Review

- Low-stakes quizzes, exit questions, vocabulary checks.
- Regular reading age testing every term.
- Staff reflection: what worked, what needs reteaching?

**Figure 2. The Graduated Response**



## Vision

At Levett School we believe reading is the gateway to learning, independence and improved life chances. Many of our pupils arrive with disrupted learning, literacy gaps and reduced engagement in reading. Our strategy focuses on building secure foundations, closing gaps rapidly, and promoting reading as a positive, achievable experience for all. The teaching and learning of reading are fundamental to every pupils' success. Reading underpins the entire curriculum and is a vital life skill to which all pupils are entitled.

Our aim is to ensure that every pupil joining The Levett School is accurately baselined so that teachers can identify any gaps in their reading. This enables us to support their progression from 'learning to read' to 'reading to learn'.

Reading is not only an academic requirement but a core life skill that empowers pupils far beyond the classroom. Strong reading skills enable pupils to access information independently, make sense of the world around them and develop critical communication abilities. From understanding instructions and navigating daily tasks to engaging confidently with society and future employment, reading forms the foundation of many essential life skills. By nurturing pupils' reading development, we equip them with the tools they need to participate fully in learning, make informed decisions and lead independent, successful lives.

### **Intent**

At The Levett School, our intent is to ensure that every pupil develops strong reading skills, enabling them to access the full curriculum, become independent learners, and enjoy reading for pleasure. We aim to close gaps for pupils who join below age-related expectations, and to foster a love of reading that supports lifelong learning, literacy, and essential life skills.

### **Implementation**

Reading is embedded across all aspects of school life. Pupils experience structured phonics, decoding, fluency, and comprehension teaching using evidence-based approaches such as Little Wandle and VIPERS. The Reading House and classroom reading zones provide inviting, well-resourced environments for independent and social reading. Staff model reading, encourage discussion, and provide targeted 1:1 or small-group interventions for pupils with SEMH, SEND, or disrupted schooling. Engagement is reinforced through reading for pleasure, core value texts, book talk, and participation in reading challenges. Staff are supported through CPD, coaching, and termly monitoring to ensure consistency and high-quality teaching.

### **Impact**

The impact of the strategy is measured through improvements in reading ages, comprehension, engagement, and confidence. Pupils are able to access the wider curriculum successfully, make links across subjects, and demonstrate the ability to read independently for learning and enjoyment.

## **3. Strategic Priorities**

Our aim is to raise reading outcomes for every pupil across KS1–KS3 by ensuring rapid catch-up (Appendix 2) for those whose reading age falls below their chronological age. We will achieve this by embedding high-quality, consistent teaching of reading across the whole curriculum, with all staff confidently delivering reading through the The Levett School's Learning Cycle. To strengthen practice further, we will develop staff expertise in phonics, decoding, fluency and comprehension so that teaching is precise, responsive and evidence-informed. Alongside this, we will improve reading for pleasure and engagement by creating a culture where pupils choose to read and see reading as a valuable, enjoyable part of daily life. For pupils

with SEND, SEMH needs or disrupted schooling, we will implement targeted, evidence-based interventions to close gaps swiftly and ensure every pupil can access learning. Through these combined approaches, we aim to secure meaningful, sustained improvements in reading for all.

This will be achieved by:

### **The Levett School – Reading Non-Negotiables**

1. **All pupils read every day.**  
Reading is prioritised across KS1–KS3, with rapid, targeted catch-up for pupils reading below their chronological age.
2. **Reading is taught consistently across the whole curriculum.**  
High-quality reading instruction is embedded in all subjects for pupils on the internal graduated response, not confined to Literacy lessons.
3. **All staff deliver reading through The Levett School Learning Cycle.**  
Planning, delivery, and review of reading follow the agreed Learning Cycle to ensure consistency, predictability, and impact.
4. **Reading for pleasure is actively promoted.**  
Pupil’s access engaging reading experiences through the Library, Text-Led learning, and classrooms that visibly model and celebrate a love of reading.
5. **All staff are responsible for strong reading pedagogy.**  
Staff develop and apply secure knowledge of phonics, decoding, fluency, and comprehension appropriate to pupil need.
6. **VIPERS is used consistently to teach comprehension.**  
VIPERS underpins the progressive development of reading comprehension skills across KS1–KS3.
7. **Targeted interventions are implemented where needed.**  
Evidence-based reading interventions are used to address SEND/SEMH barriers and close identified gaps with fidelity and regular review.
8. **Reading opportunities are never missed.**  
Reading is embedded across the wider curriculum so pupils regularly practise reading for meaning in real contexts.
9. **Reading is everyone’s responsibility.**  
All staff actively support reading development regardless of role, phase, or subject.
10. **Home/school partnerships around reading are strengthened.**  
Reading expectations, support strategies, and successes are shared clearly with families to reinforce progress beyond school.

#### 4. Classroom Practice: How Reading Is Taught

Reading is taught from the very start of a pupil's admission into The Levett School and all staff understand the importance of this and provide adaptations for how this is accessed via quality first teaching and adaptations to meet their individual needs. The entire curriculum's learning cycle is built upon the SSP Phonics Learning Cycle to promote the transferrable skills for other curriculum areas so that pupils know and understand what is coming up.

These are the non-negotiable expectations for every teacher here at The Levett School:

1. Little Wandle, An SSP (Systematic, Synthetic Phonics Programme) is taught daily to ensure all pupils rapidly catch up to close the gap. All staff in school are aware of the grapheme's pupils are learning so that these can be practised throughout the school day to encourage fluency and repetition. For those pupils beyond Phonics, keywords flashcards are used to encourage on site reading and fluency.
2. The Text Led approach is a multisensory approach to meet the diverse needs of the pupils and used to promote engagement. This is implemented in the Library and the Pastoral Hub. Some teachers also use this approach through adaptive teaching.
3. All staff model a love of learning with the pupil's and make links between their own likes/dislikes in reading materials and build relational links to connect with the pupils. This happens across classrooms; pastoral and all waves of intervention offer.
4. All new pupils are expected to complete a Rapid Catch-up Assessment, IXL and previous Teacher Assessment is taken into consideration to triangulate the starting points effectively.
5. Teacher follow the Little Wandle assessment guidance to ensure pupils are making progress. All other reading assessment takes place formatively (day to day) and summatively at the end of each half term.
6. Teachers are responsible for the teaching and assessment of pupils on all waves of support at The Levett School and use a gap analysis approach to identify where urgent intervention is required, this will be monitored more frequently than half term.
7. Each class across school visit the Library at least once per week and this is monitored by our two key Literacy TA's. A weekly celebration of attendance is acknowledged in our weekly celebration assembly.
8. All staff are encouraged to hear at least one pupil read every day.
9. Pupil's access books which are correctly matched to decodable or chapter books where appropriate.
10. A range of class texts of different genres are chosen to support the teaching of reading across Topic areas each half term.

**Core Value Time** at The Levett School incorporates a range of texts for pupils to explore, including weekly safeguarding scenarios that they are required to read and engage with. Reading is embedded across all aspects of school life, ensuring that pupils make meaningful connections between the texts they encounter and the wider curriculum, while also developing comprehension, critical thinking, and the ability to apply their learning in real-life contexts.

### **How we teach pupils to decode**

- Segment then blend the sounds
- Cut up the word into syllables
- Go back and read the word again

### **Fluency**

- Phrasing: Put the words together the way the author wrote them so that it makes sense.
- Phrasing, punctuation, stress, intonation is all part of the prosody aspect of fluency.
- Rate: Read like the pupil talks. Slow down, stop or repeat words when it makes sense and sounds right.
- Support of increasing Automaticity and accuracy in word decoding
- Punctuation: Pay attention to the punctuation. Create longer pauses at full stops and shorter pauses for commas, colons etc.
- Intonation: Read with expression so that it sounds interesting and exciting.
- Stress: Stress is placed on appropriate words to reflect the meaning of the text.

### **Frequency**

- Pupils accessing Little Wandle: Daily Phonics practice/x3 guided reading sessions per week and x1 shared reading session per week
- Pupils who have completed the Little Wandle Programme: x5 daily reading sessions/at least x1 shared reading session per week
- Every class is timetabled for at least x1 library session per week where they will have opportunity to choose their own 'reading for pleasure' text.

### **Guided Reading**

#### **What it is:**

A *small-group*, teacher-led session where pupils read a text that is closely matched to their reading level.

### Key features:

- Usually 4–6 pupils
- Everyone reads the same text at the same level
- Teacher teaches specific reading strategies (decoding, fluency, comprehension)
- Pupil read the text *themselves* (not just listening)
- Teacher listens in, gives feedback, and prompts
- Often linked to targeted next steps

### Purpose:

- ✓ To *teach* reading skills
- ✓ To provide instruction based on assessed need
- ✓ To develop fluency, decoding and comprehension at an appropriate level

### Shared Reading

#### What it is:

A *whole-class* or *group* session where the teacher reads a text aloud **with** the pupil, modelling expert reading.

#### Key features:

- Teacher reads aloud and thinks aloud
- Large text or displayed text (e.g., big books, screen, extracts)
- Pupil join in as appropriate
- Focus on vocabulary, language structures, enjoyment, prediction and discussion
- Less about assessing individuals; more about *modelling* good reading

#### Purpose:

- ✓ To *model* fluency, expression and comprehension
- ✓ To expose pupil to rich language they might not yet read independently
- ✓ To explore vocabulary and meaning together

### Daily Reading (Individual Reading / One-to-One Reading)

#### What it is:

A pupil reads *individually* to an adult or reads independently every day.

#### Key features:

- One pupil, one book
- Book should match the phonics stage (for early readers)
- Adult supports by listening, prompting decoding strategies, discussing the text
- Can include independent reading time
- Can be delivered by teachers, TAs, volunteers or home reading

## Purpose:

- ✓ To build fluency through *regular practice*
- ✓ To ensure pupils apply taught phonics
- ✓ To build confidence and reading stamina
- ✓ To track individual progress closely

## Reading Environments

At The Levett School, we create a rich and engaging reading environment to promote literacy and a love of reading. We have designed a dedicated Reading Rack and multiple reading zones, including cosy corners to encourage independent reading and exploration. These spaces are stocked with a wide variety of texts across genres and reading levels, reflecting pupils' interests to ensure choice and engagement. The library is at the heart of The Levett School and provides an inviting, welcoming space for all pupils. It is designed to spark curiosity and encourage engagement with reading, including for those who may be less likely to pick up a book independently. To support this, the library offers newspapers, magazines, and activities linked to key dates in the academic year, providing a range of entry points to reading and fostering interest across a variety of topics. By combining a warm environment with diverse materials, the library promotes exploration, discussion, and a culture of reading for pleasure. Fluency practice is embedded within these spaces, with sessions for echo reading, repeated reading, and paired reading integrated into daily routines. We monitor and evaluate the impact of our reading environment through pupil voice and engagement metrics, linking these to improvements in reading ages, comprehension skills, and overall confidence in reading.

Staff actively model reading and promote book talk: teachers regularly read aloud, recommend texts, and foster a culture where discussing books is normal. Pupils also have opportunities for social reading through paired reading, small-group activities, peer recommendations, and informal book discussions

Every pupil at Levett School will have a '**Reading for Pleasure**' book selected according to their individual interests. Our library offers a wide range of texts and genres to cater to the diverse needs of pupils across all key stages. In addition, we utilise online platforms to further support and encourage reading engagement, including:

- [Collins Hub Secondary Teacher](#)
- [Epic!](#)

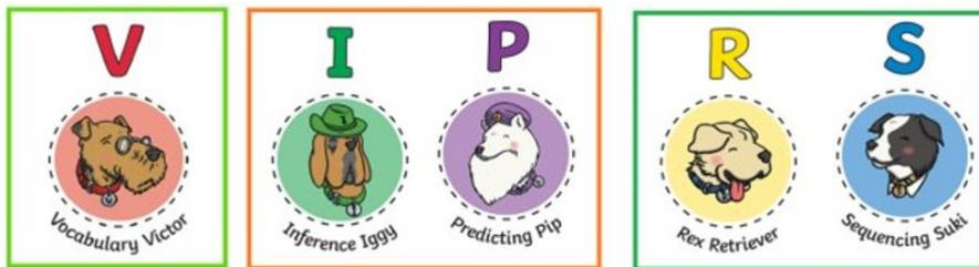
## 5. Early Reading



## Little Wandle

- Pupil’s access daily phonics sessions with a fully trained staff in school.
- All school staff are trained in ‘The Little Wandle Approach’ including ‘Rapid Catch Up’. The reading team oversees the development of the scheme and our reading strategy.
- Pupils are explicitly taught using this systematic approach so they learn a comprehensive set of letter-sound relationships through a progressive and organised sequence.
- Pupils are carefully monitored and assessed for progress against the appropriate assessment (EYFS-Y1 main programme/ Y2-KS3 Rapid Catch-Up Programme) to ensure that the phonics sessions are responsive to need.
- Adaptive teaching is used by all staffs where the systematic programme reduces impact.
- Phonics sessions are monitored and assessed through internal and external visits.
- Every pupil has a matched decodable text that is appropriate for age and ability. For the older pupils the Rapid Catch Up + books may be used. Pupils will re-read these until they are fluent. When pupils are ready, they can change this in the library.

## 6. Reading



### VIPERS

At Levett School, we use the VIPERS framework to develop pupils’ comprehension skills

systematically across KS1–KS3. VIPERS focuses on the key areas of **Vocabulary, Inferencing, Prediction, Explanation, Retrieval, and Summarising/Sequencing**, ensuring that pupils not only read text accurately but also understand, interpret, and respond to it. Our progression of skills ensures that these elements are introduced and reinforced in a structured way, building from basic recall and literal understanding in the early stages to higher-order thinking, critical analysis, and evaluative skills as pupils advance. By embedding VIPERS consistently across all reading activities, we support pupils in becoming confident, reflective readers who can engage deeply with texts and apply their understanding across the wider curriculum.

Staff at Levett School will ensure systematic coverage of VIPERS skills across KS1–KS3 by planning reading activities that explicitly develop **Vocabulary, Inference, Prediction, Explanation, Retrieval, and Summarising/Sequencing**. Lessons will be carefully sequenced to build skills progressively, in line with the

**National Curriculum expectations for reading comprehension.** Teachers will use high-quality texts and structured questioning to develop higher-order thinking, following **EEF guidance on evidence-based approaches**, including modelling, guided practice, and scaffolding for pupils with additional needs. Regular assessment and monitoring will identify gaps in comprehension, allowing staff to adapt teaching to provide targeted support. Through consistent embedding of VIPERS across all reading sessions, cross-curricular texts, and interventions, pupils will develop fluency, understanding, and the analytical skills required to read critically and independently.

## **Text-Led**

Shared reading lessons provide consistent opportunities to develop essential reading skills and expose students to rich, high-quality texts. Pupils are exposed to a range of vocabulary through books, stories and poems. These run alongside phonics to support this.

Daily shared reading builds vocabulary, syntax, and oral language skills. It introduces students to words and sentence structures they might not encounter in everyday conversation. Students learn to predict, infer, and summarise through teacher-led discussions during shared reading. Research from the Centre for Early Literacy Learning emphasises the role of shared reading in enhancing pupils' understanding of narrative and informational texts. All staffs model fluent, expressive reading, helping pupils develop prosody and accuracy when they read independently. A study by Lane & Wright (2007) found that frequent shared reading sessions significantly improved students' reading fluency. Shared reading fosters a positive reading environment, encouraging a love for books and stories. It also provides a safe space for collaborative learning.

## **7. Evidence based Practice**

The Key Principles from the EEF Guidance and How We Apply Them.

### **Developing Fluent Readers**

EEF Principle: Teach reading fluency explicitly, our Approach:

- Daily 1:1 or small-group fluency practice using high-interest, decodable or age-appropriate texts.
- Use of "echo reading", "paired reading", and repeated reading strategies to build pace, expression, and confidence.
- Regular reading assessments (e.g., timed reads or running records) to monitor progress.
- 60 Second Reads across KS1, LKS2 and UPKS2 to build up fluency and automaticity – taught x3 per week

### **Teaching Comprehension Explicitly**

- EEF Principle: Teach strategies like summarising, questioning, clarifying, and predicting.

Our Approach:

- Use of visual aids and scaffolded questioning to support deeper thinking.
- All pupils receive structured comprehension instruction using the 'reciprocal reading' model.

### **The Four-Step Reciprocal Reading Model**

Pupils (and/or teacher) take on roles to actively lead and engage in reading, based on four key strategies:

1. Predicting –

*"What do you think this text will be about?"*

Before reading, pupils make predictions based on the title, images, headings, or prior knowledge. This activates thinking and sets a purpose for reading.

2. Clarifying –

*"Were there any words or ideas you didn't understand?"*

Pupils identify confusing vocabulary or parts of the text. They work together or with a teacher to break down meaning, look up words, or re-read.

3. Questioning –

*"What questions can we ask about what we've read?"*

Pupils generate and answer questions about the text, helping them explore deeper meaning and check understanding. These can be literal or inferential.

4. Summarising –

*"Can you summarise what we've just read?"*

Pupils identify the main idea and key points, encouraging concise, critical thinking and reinforcing understanding

## **The Reading House**

**The Reading House (Appendix 4)** provides a welcoming, stimulating environment designed to foster a love of reading for all pupils. It offers a broad and varied selection of texts across genres, including fiction, non-fiction, poetry, and culturally diverse stories, catering to the interests and reading levels of every key stage. The space encourages independent reading, collaborative reading activities, and group book discussions, enabling pupils to explore texts in depth and develop comprehension skills. Staff facilitate engagement through book recommendations, guided reading sessions, and regular themed events, helping pupils discover texts that excite and motivate them. By combining a rich library offer with a supportive environment, The Reading House promotes reading for pleasure, builds confidence, and strengthens the literacy skills necessary to access the wider curriculum and life beyond school.

We select texts from our ambitious, bespoke reading spine to ensure that all pupils are exposed to a wide range of books and texts, broadening their horizons and opening their minds to the world beyond school. In developing our whole-school text map, careful consideration has been given to: progression of text complexity throughout the year; age-appropriate content; continuity across key stages; links to topics and

the wider curriculum; a diverse range of authors, including both modern and classic voices, male and female; cultural representation and inclusivity; and a balanced mix of fiction, non-fiction, and poetry.

### **How It Works in Practice**

- Usually done in small groups or on a 1:1 basis where pupils take turns leading each step.
- The teacher models each role first, then gradually hands over responsibility to pupils (scaffolding).
- Texts are selected that are appropriate in content, interest level, and challenge.
- Visual prompts (e.g., strategy cards or posters) are often used to help pupils remember their roles.

### EEF Reading House

#### Word Reading

Word reading is built on early foundational skills and develops into fluent, automatic reading.

#### • **Phonological Awareness**

Understanding and manipulating the sounds in words (e.g., rhyme, syllables, phonemes).

**Why it matters:** It prepares pupils for phonics and decoding.

#### • **Print Knowledge**

Knowing how print works (left to right, spaces, letters vs. words).

**Why it matters:** Helps pupils understand how books and text function.

#### • **Decoding**

Using knowledge of letter–sound correspondences to read words.

**Why it matters:** A core skill that allows early readers to access text independently.

#### • **Full Word Recognition**

Instantly recognising words without decoding every time.

**Why it matters:** Frees working memory for comprehension.

#### • **Fluency**

Reading accurately, at an appropriate pace, with expression.

**Why it matters:** Fluent reading improves understanding and confidence.

## Language Comprehension

The skills needed to understand spoken and written language.

- **Vocabulary**

Understanding word meanings and relationships.

**Why it matters:** Strong vocabulary directly supports comprehension.

- **Grammar & Syntax**

Understanding sentence structure and how words work together.

**Why it matters:** Helps pupils understand increasingly complex text.

- **Inferencing**

Reading between the lines to understand implied meanings.

**Why it matters:** Essential for deeper comprehension.

- **Comprehension Monitoring**

Noticing when meaning breaks down and using strategies to fix it.

**Why it matters:** Helps pupils stay engaged and make sense of texts.

- **Text Structure**

Recognising how different texts are organised (stories, reports, instructions).

**Why it matters:** Supports predictions, summarising, and navigation of text.

## Reading Comprehension

The overall goal: integrating **word reading** and **language comprehension** to understand text.

**Reading comprehension = decoding × understanding language.**

Pupils need strength in *both* areas to make meaning from written text.

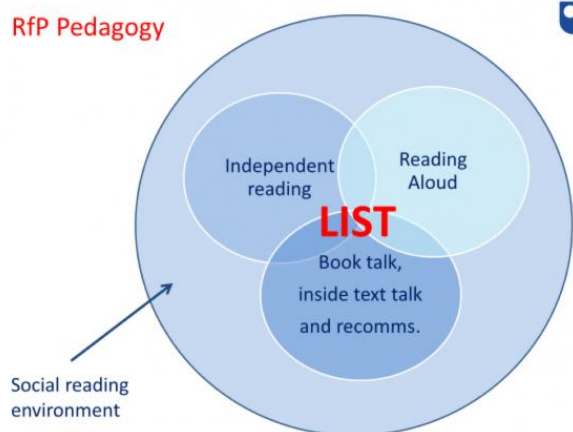
### **Research**

The EEF's *Improving Literacy in KS1* guidance highlights "extensive and consistent evidence of the impact of intensive small-group and **one-to-one** support." This makes 1:1 tuition a high-leverage strategy for pupils who are falling behind, particularly in phonics and reading. According to the EEF Teaching & Learning Toolkit,

reading comprehension approaches (which can include guided 1:1 or small-group work) have a **high impact** for *very low cost*, with an average effect size equating to **+7 months** of progress. The EEF toolkit warns that while these approaches are powerful, they should be **diagnosed carefully**: why a pupil is struggling matters, and interventions should match those underlying causes. The **KS2 Reading Fluency Project**, funded by the EEF, tests strategies such as repeated reading, echo reading (where a pupil repeats after a model), and performance reading, all of which can be used in individual or small-group contexts. This reflects the EEF's view that fluency, not just comprehension that matters for pupils' reading development.

The EEF's evaluation of the *PALS-UK (Peer Assisted Learning Strategies)* programme (paired reading) showed a positive impact on Year 5 pupils' oral reading fluency and comprehension. This demonstrates that structured reading practice with a peer is effective, though 1:1 with an staff is often even more effective.

### RfP Pedagogy



Our curriculum deliberately promotes pupils' reading for pleasure and draws on research conducted by The Open University and the UK Literacy Association (UKLA) in 2019. Their findings highlight that a robust Reading for Pleasure pedagogy involves four key practices:

1. Reading aloud
2. Informal book talk and recommendations
3. Independent reading time

4. A highly social reading environment

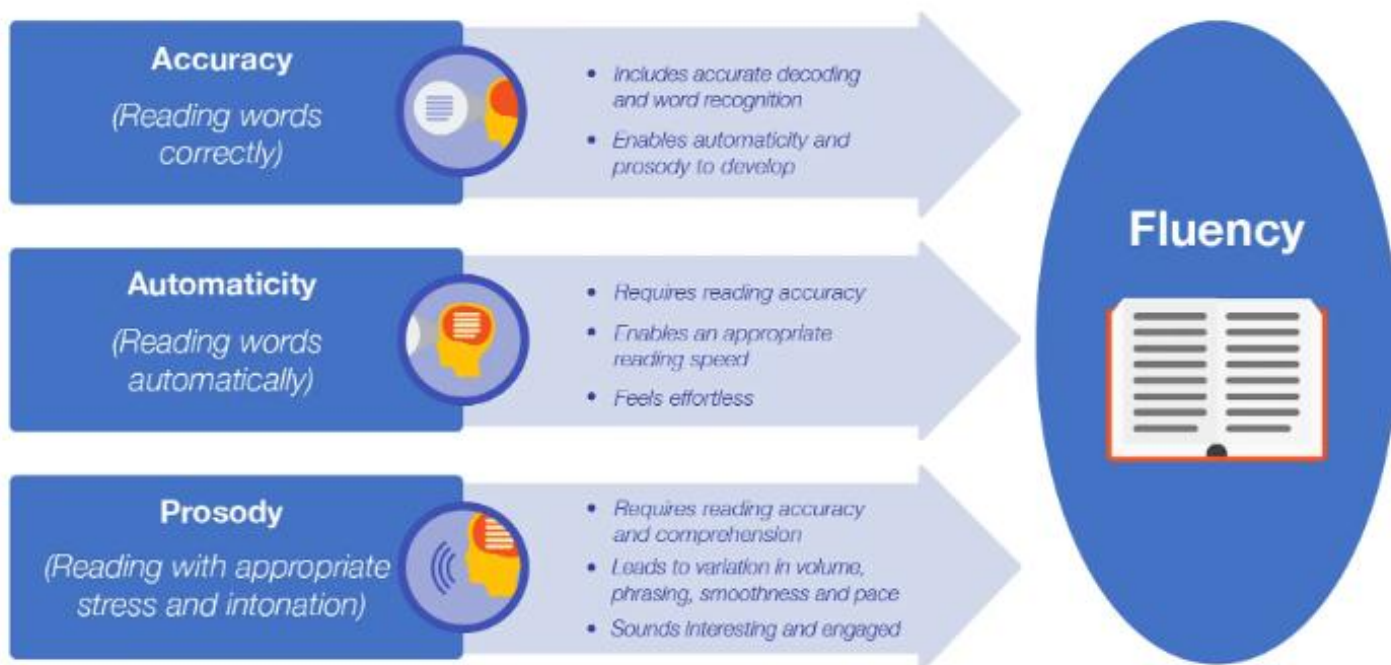
The research also emphasises that Reading for Pleasure pedagogy must be explicitly planned, learner-led, informal, social, and supported by "texts that tempt" pupils to engage with reading.

### Reading Fluency

Fluency is defined as reading with meaning, and instruction that focuses solely on speed without comprehension is ineffective. According to the EEF's updated *Improving Literacy in KS2* guidance, reading fluency encompasses three elements: accuracy (reading words correctly), automaticity (reading at an appropriate speed with minimal effort), and prosody (using appropriate stress and intonation).

At The Levett School, we teach reading fluency because it helps pupils understand how print works, develop and consolidate automatic decoding skills, and bring texts to life through expressive reading. All pupils benefit from the explicit teaching of fluency as part of a multifaceted approach to reading. Where assessment indicates, some pupils may require additional, targeted support beyond whole-class lessons. We use a fluency scale rubric, adapted from Zutell and Rasinski (1991), to assess and track progress (see English

Figure 5: Reading fluency



Appendix 1). Targeted reading fluency interventions are implemented to close gaps, ensuring that all pupils have the foundational skills necessary to develop strong comprehension

Our approach to promoting reading for pleasure includes:

- Daily dedicated reading time in every class.
- Staff-led book discussions and weekly **‘What We’re Reading’** moments.
- An age-flexible, interest-led library collection.
- Opportunities for pupils to select texts linked to their passions, such as cars, animals, sport, or horror.
- Recognition and rewards for reading engagement, valuing participation as well as ability.
- Select books that are age-appropriate, engaging, and diverse in genres and perspectives.
- Use a mix of fiction, nonfiction and poetry to provide varied reading experiences.
- Incorporate different voices for characters, change tone and pitch, and add dramatic pauses to make the story come alive.
- Vary the pace to match the mood of the story and keep students engaged.
- Ask open-ended questions during and after the reading to encourage discussion and critical thinking.

- Invite pupils to predict what might happen next, relate the story to their own experiences, or reflect on its themes.
- Use VIPERS skills to focus on a reading skill that supports pupils. Model ‘think aloud’ to support pupils understanding.
- Dedicated consistent time for daily story reading to establish it as a cherished part of the day. Morning, after dinner or end-of-day sessions work well to set the tone or provide closure.

The EEF recognises **Readers’ Theatre** as a powerful, evidence-informed approach to boost reading fluency, comprehension, and motivation. Through this strategy, pupils read aloud from scripts (such as dialogues, poems, or adapted prose) without having to memorise, focusing instead on expressive delivery and meaning. This performance-based method gives pupils a clear reason for repeated reading, which helps develop automaticity and prosody — key components of fluent reading. As they rehearse and perform, students also engage in metacognitive reflection, making decisions about pacing, volume, and phrasing, and giving peer feedback. Research schools note that Readers’ Theatre not only strengthens pupils’ reading skills but also builds vocabulary, confidence, and collaborative learning through shared performance

**Figure 6: A guide to Reader’s Theatre**



<b>Step 1: Adult as model</b>	<b>Step 2: Echo reading</b>	<b>Step 3: Text allocation</b>
<p>The adult reads the selected passage of the class text aloud as an ‘expert model’ of fluency whilst pupils follow the text with their own copy. This may be repeated multiple times as necessary.</p>	<p>Children echo back the section read by the adult, emulating their intonation, tone, speed, volume, expression, movement, use of punctuation, etc.</p>	<p>Children work in pairs or triads. Each group may:</p> <ol style="list-style-type: none"> <li>1. all have the exact same short section of text, or</li> <li>2. a longer section might be split into short parts, so that each group has a different piece.</li> </ol>
<b>Step 4: Repeated choral reading</b>	<b>Step 5: Close reading</b>	<b>Step 6: Text marking</b>
<p>In their groups, children read their section aloud, echoing the initial reading by the adult.</p>	<p>In their pairs/triads children make a close reading of their section of text and think about meaning, audience, and purpose. This requires children to look closely at the writer’s use of language and consider characterisations, etc.</p>	<p>Each child has a copy of the text to annotate in order to inform their performance. This is discussed and agreed as a group.</p> <p>Prompts are provided to direct their reading.</p>
<b>Step 7: Practise</b>	<b>Step 8: Perform</b>	<b>Step 9: Reflect</b>
<p>Time is provided for groups to rehearse their reading. They may decide to change or add to their performance slightly as a result of their rehearsal.</p>	<p>Each group performs their rehearsed piece.</p> <p>(Adult may record so that children can appraise their own performance).</p>	<p>Children evaluate their own and/ or others’ performances and give feedback. They may use a reading fluency rubric or the prompts as success criteria to support articulation of evaluations.</p>

## 8. Intervention

To ensure that all pupils make strong progress in reading, we implement targeted, evidence-based interventions tailored to individual needs. These interventions support pupils with SEND, SEMH barriers, or disrupted schooling, providing additional scaffolding to close gaps in phonics, decoding, fluency, and comprehension. Interventions are carefully planned, closely monitored, and adapted in response to ongoing assessment, ensuring that support is precise, effective, and responsive. By combining small-group instruction, one-to-one support, and structured programmes, we aim to accelerate progress, build confidence, and enable every pupil to access the full curriculum and develop lifelong reading skills.

- Phonics catch-up (Rapid Phonics / Little Wandle catch-up depending on phase).
- Reading fluency groups for pupil's below chronological age.
- 1:1 reading daily for pupils significantly behind.
- SEND-specific interventions e.g., Little Wandle (SEND Programme) or precision teaching.
- Wider support: pastoral support to remove SEMH barriers to reading.

## 9. Assessment

Pupils are baselined as soon as they start at The Levett School so that Teachers can quickly plan to meet the needs to pupils and why they are in terms of where they are working. Teachers use Rapid Catch up, IXL, formative assessments using the reading records to make judgements for pupil progress. This is overseen by the Reading Team who will monitor impact via:

- Baseline reading age on entry.
- IXL Data.
- Half-termly teacher assessments.
- Individual reading logs (Appendix 3)/targets identified for every pupil.
- Individual reading targets for every pupil.
- Little Wandle Assessment Trackers
- Pupil Progress
- Library Attendance
- Quality of the teaching of reading
- Assessment is used in line with Reading VIPERS

## **10. Staff Development**

Staff development at Levett School is designed to ensure high-quality, consistent teaching of reading across all key stages. Termly CPD sessions focus on core areas such as decoding, fluency, and comprehension, while coaching and mentoring are provided for Early Career Teachers (ECTs) and new staff to support their professional growth. Regular classroom drop-ins monitor and reinforce the effective use of The Levett School's Learning Cycle in reading, ensuring best practice is embedded. In addition, staff receive targeted training on supporting reading behaviours for pupils with SEMH needs, enabling them to create inclusive, engaging, and supportive reading environments that meet the needs of all learners.

## **11. Monitoring & Evaluation**

Monitoring and evaluation at The Levett School will support the delivery and expectation of the reading strategy to create measurable impact on the lives of our pupils. Staff conduct learning walks and book looks every half term to review teaching quality, use of The Levett School Learning Cycle, and engagement with reading activities. Reading data is analysed at pupil, cohort, and whole-school levels to track progress and identify areas for targeted support. Pupil voice is gathered regularly through questions such as, "Do you feel more confident reading this term?" to capture learners' perceptions and attitudes towards reading. The overall impact of the strategy is measured through improvements in reading ages, levels of engagement, and consistency of high-quality teaching across all classrooms. We are fortunate to have a reading team which consists of a member of SLT, a Teacher with middle leadership responsibility and x2 TA's who are passionate about increasing the profile of reading.

We are currently working on the development of a new curriculum, to go alongside this we anticipate moving towards an enriched text led approach with chosen, high quality texts which will be used throughout learning units.

## **Appendices**

Appendix 1: Rapid Catch-up Phonics Assessment

Appendix 2: VIPERS Progression

Appendix 3: Reading log

Appendix 4: The Reading House

Appendix 5: Allocated Texts in line with Topic Cycles TBC

# Appendix 1 – Rapid Catch-up Phonics Assessment

Teacher Marksheet

Colours for assessing - Green (autumn), Purple (spring), Blue (summer)

Pupils' name: \_\_\_\_\_ Class: : \_\_\_\_\_ Date: \_\_\_\_\_

Mark '✓' or '·'

Part 1

Reception Phase 2 GPCs

Autumn 1

m		a		p		c		o	
s		g		k		u		h	
i		t		n		r		f	
d		ck		e		b		l	

Autumn 2

sh		x		ch		ss		j	
w		ng		v		nk		th	
qu		y		z					

Autumn 1

mat		dig		red		sock	
-----	--	-----	--	-----	--	------	--

Autumn 2

bell		fox		yes		shell	
wing		chip		wink		quack	
mess		ships		sings			

Phase 2 Tricky Words

I	go	no	to	the	into
---	----	----	----	-----	------

Part 2

Reception Phase 3 GPCs

Spring 1

ai		igh		oa		ur		oo	
er		oo		or		ear		ow	
ee		oi		ar		air			

Reception Phase 3 words

Spring 1

wood		hear		food		wait	
pair		park		feel		light	
join		down		hammer		born	
coat		hurt		puppet			

Spring 2

rubbish		morning		helmet		garden	
powder		fishes		lightning		rooftop	

Phase 3 Tricky Words

he	she	we	me	be	was
you	they	all	are	my	and
her					

## Reception Phase 4 words

### Summer 1

tent		nest		truck		munch	
stamp		sprint		forest		shampoo	
smashed		melted		strongest		blossom	

### Summer 2

toast		growl		train		spear	
screen		crowds		sleeping		croaked	
painted		smearred		brighter		greenest	

### Phase 4 Tricky Words

said	have	like	so	do	some
come	were	there	little	one	when
out	what				

### Part 3

#### Year 1 Phase 5 GPCs

Ask the pupil to tell you all the phonemes for these GPCs that they know. Example words in red and brackets indicate all the phonemes that have been taught for graphemes with more than one sound. Example words beneath each grapheme indicate the Phase 5 pronunciation.

ay play		ou (cloud shoulder)		ea (each bread)		oy joy		u unicorn	
ir bird		a-e make		o post		e he		i-e time	
ie (shield pie)		i tiger		e-e these		aw claw		o-e home	
ue blue/argue		u-e cube/rude		ew drew/new		a acorn		wh wheel	
oe toe		y (silly fly crystal)		ow snow		ve give		ph phone	

ey (donkey grey)		se (house please)		ce dance		le apple		or world	
oul could		are share		au author		tch match		ch (chalet echo)	
sc science		wr wrong		ear (pear earth)		ture adventure		kn knee	
dge edge		mb thumb		ere (there here)		gn gnaw		eer deer	
ti station		ge large		si mansion		ci delicious			

Year 1 Phase 5 words

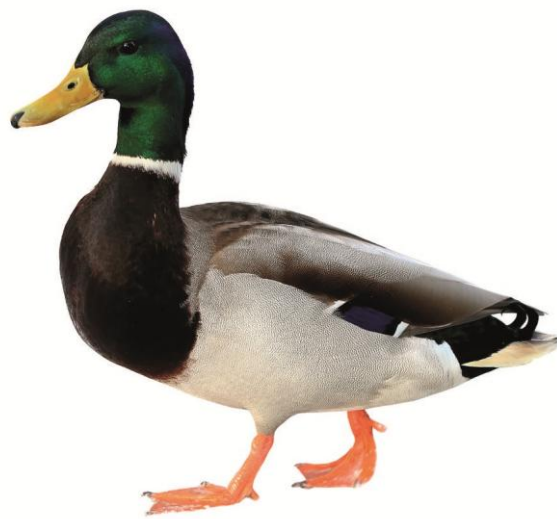
spray		cloud		joy		treat	
music		post		first		slide	
pie		shake		glue		athlete	
straw		stone		rude		chew	
paper		fever		spider		danger	
space		white		toe		bread	
hairy		fly		phone		window	
boulder		monkey		leave		horse	
noise		sparkle		choice		world	
should		square		author		itchy	
crocodile		watch		wear		heard	
chemist		muscle		flavour		knock	

treasure		crystal		steer		mansion	
station		fudge		large		grey	
climb		sign		delicious		creature	

Phase 5 Tricky Words

oh	their	people	Mr	Mrs	looked
called	asked	could			

Oral blending



## Appendix 2: VIPERS Progression

VIPERS progression Reception					
Vocabulary	Inference	Prediction	Explain	Retrieval	Sequencing
<p>1. Pupils learn new vocabulary.</p> <p>2. Pupils listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p> <p>3. Pupils participate in small group, class and one to-one discussions, offering their own ideas, using recently introduced vocabulary.</p>	<p>1.Pupils listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>2.Pupils make comments about what they have heard and ask questions to clarify their understanding.</p> <p>3.Pupils express their ideas and feelings about their experiences using full sentences</p> <p>4.Pupils demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>5.Pupils ask questions to find out more and to check they understand what has been said to them.</p>	<p>1. Pupils anticipate (where appropriate) key events in stories</p> <p>2. Pupils offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>3. Pupils use talk to help work out problems and organise thinking and activities and to explain how things work and why they might happen.</p>	<p>1. Pupils describe events in some detail.</p> <p>2. Pupils offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>3. Pupils retell the story, once they have developed a deep familiarity with the text</p>	<p>1. Pupils can answer simple questions through retrieval by remembering key parts of the story and the vocabulary.</p>	<p>1. Pupils can retell a story verbally using phrases and comments.</p> <p>2. Pupils can retell a story in some detail using embedded vocabulary to demonstrate their understanding.</p> <p>2. Pupils can sequence parts of the story using pictures as prompts</p> <p>3. Pupils can sequence a story and label each part using the taught vocabulary.</p>

VIPERS progression Year 1

Vocabulary	Inference	Prediction	Explain	Retrieval	Sequencing
<ol style="list-style-type: none"> <li>1. Discussing word meanings</li> <li>2. Link new words and meanings to those already known.</li> <li>3. Draw upon knowledge of vocabulary in order to understand the text</li> <li>4. Join in with predictable phrases</li> <li>5. Use vocabulary given by the teacher in reading</li> <li>6. Discuss his/her favourite words and phrases</li> </ol>	<ol style="list-style-type: none"> <li>1. Pupils infer basic points with direct reference to the pictures.</li> <li>2. Pupils infer basic points with direct reference to the words in the text.</li> <li>3. Pupils make basic inferences about characters' feelings by using what they say as evidence.</li> <li>4. Demonstrate simple inference from the text based on what is said and done</li> <li>5. Discuss the significance of the title and events.</li> </ol>	<ol style="list-style-type: none"> <li>1. Pupils make simple predictions based on the story and on their own life experience.</li> <li>2. Pupils predict what might happen on the basis of what has been read so far in terms of story, character and plot</li> <li>3. Pupils begin to explain these ideas verbally or through pictures.</li> </ol>	<ol style="list-style-type: none"> <li>4. Link what they read or hear to their own experiences.</li> <li>5. Explain clearly my understanding of what has been read to them.</li> <li>6. Express views about events or characters.</li> <li>7. Give opinion including likes and dislikes.</li> </ol>	<ol style="list-style-type: none"> <li>1. Answer a question about what has just happened in a story.</li> <li>2. Develop their knowledge of retrieval through images.</li> <li>3. Contribute ideas and thoughts in discussion</li> <li>4. Recognise characters, events, titles and information.</li> <li>5. Recognise differences between fiction and non-fiction texts.</li> <li>6. Retrieve information by finding a few key words.</li> </ol>	<ol style="list-style-type: none"> <li>1. Sequence the events of a story they are familiar with</li> <li>2. Retell familiar stories orally e.g fairy stories and traditional tales</li> <li>3. Begin to discuss how events are linked</li> </ol>

VIPERS progression Year 2

Vocabulary	Inference	Prediction	Explain	Retrieval	Sequencing
<ol style="list-style-type: none"> <li>1. Discussing and clarifying the meanings of words; link new meanings to known vocabulary</li> <li>2. Recognise some recurring language in stories and poems</li> <li>3. Discussing their favourite words and phrases</li> </ol>	<ol style="list-style-type: none"> <li>1. Use pictures or words to make inferences</li> <li>2. Infer basic points and begin, with support, to pick up on subtler references.</li> <li>3. Make inferences about characters' feelings using what they say and do.</li> <li>4. Answering and asking questions and modifying answers as the story progresses</li> </ol>	<ol style="list-style-type: none"> <li>1. Make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them</li> <li>2. Predicting what might happen on the basis of what has been read in terms of plot, character and language so far</li> </ol>	<ol style="list-style-type: none"> <li>1. Express own views about a book or poem</li> <li>2. Listen to the opinion of others</li> <li>3. Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</li> <li>4. Discuss some similarities between books</li> </ol>	<ol style="list-style-type: none"> <li>1. Remember significant event and key information about the text that they have read</li> <li>2. Monitor their reading, checking words that they have decoded, to ensure that they fit within the text they have already read</li> <li>3. Draw on previously taught knowledge</li> <li>4. Independently read and answer simple questions about what they have just read.</li> <li>5. Asking and answering retrieval questions</li> </ol>	<ol style="list-style-type: none"> <li>1. Order events from the text.</li> <li>2. Retell using a wider variety of story language.</li> <li>3. Begin to discuss how events are linked focusing on the main content of the story.</li> <li>4. Discuss the sequence of events in books and how items of information are related</li> </ol>

VIPERS progression Year 3

Vocabulary	Inference	Prediction	Explain	Retrieval	Summarise
<ol style="list-style-type: none"> <li>1. Use dictionaries to check the meaning of words that they have read</li> <li>2. Find the meaning of new words using substitution within a sentence.</li> <li>3. Identify how language choices help build meaning</li> <li>4. Discuss words that capture the readers interest or imagination</li> </ol>	<ol style="list-style-type: none"> <li>1. Make inferences about actions or events</li> <li>2. Pupils can infer characters' feelings, thoughts and motives from their stated actions.</li> <li>3. Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</li> <li>4. Justify inferences by referencing a specific point in the text.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use relevant prior knowledge to make predictions and justify them</li> <li>2. Use details from the text to form further predictions.</li> <li>3. Justify predictions using evidence from the text.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identifying how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts</li> <li>2. Discussing the features of a wide range of fiction, poetry, plays, non-fiction and reference books</li> <li>3. Recognise authorial choices and the purpose of these.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use contents page and subheadings to locate information.</li> <li>2. Learn the skill of 'skim and scan' to retrieve details.</li> <li>3. Begin to use quotations from the text.</li> <li>4. Retrieve and record information from a fiction text.</li> <li>5. Retrieve information from a non-fiction text</li> </ol>	<ol style="list-style-type: none"> <li>1. Give a brief verbal summary of a story.</li> <li>2. Begin to distinguish between the important and less important information in a text.</li> <li>3. Identifying main ideas drawn from a key paragraph or page and summarising these</li> <li>4. Identify themes from a wide range of books</li> <li>5. Teachers begin to model how to record summary writing.</li> <li>6. Make simple notes from one source of writing</li> </ol>

VIPERS progression Year 4

Vocabulary	Inference	Prediction	Explain	Retrieval	Summarise
<ol style="list-style-type: none"> <li>Using dictionaries to check the meaning of words that they have read</li> <li>Find the meaning of new words using the context of the sentence</li> <li>Discuss new and unusual vocabulary and clarify the meaning of these</li> <li>Use a thesaurus to find synonyms</li> <li>Discuss why words have been chosen and the effect these have on the reader</li> <li>Explain how words can capture the interest of the reader</li> </ol>	<ol style="list-style-type: none"> <li>Infer characters' feelings, thoughts and motives from their stated actions.</li> <li>Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (I know this because ... questions)</li> <li>Use more than one piece of evidence to justify their answer</li> <li>Consolidate the skill of justifying using a specific reference point in the text</li> </ol>	<ol style="list-style-type: none"> <li>Use relevant prior knowledge as well as details from the text to form predictions and to justify them</li> <li>Justify predictions using evidence from the text.</li> <li>Monitor these predictions and compare them with the text as they read on</li> </ol>	<ol style="list-style-type: none"> <li>Discussing words and phrases that capture the reader's interest and imagination</li> <li>Identifying how language, structure, and presentation contribute to meaning</li> <li>Recognise authorial choices and the purpose of these</li> </ol>	<ol style="list-style-type: none"> <li>Confidently skim and scan texts to record details,</li> <li>Retrieve and record information from a fiction or non-fiction text.</li> <li>Using relevant quotes to support their answers to questions.</li> </ol>	<ol style="list-style-type: none"> <li>Identifying main ideas drawn from more than one paragraph.</li> <li>Highlight key information and record it in bullet points, diagrams, maps etc</li> <li>Use skills developed in year 3 in order to write a brief summary of main points, identifying and using important information.</li> <li>Identify themes from a wide range of books</li> <li>Summarise whole paragraphs, chapters or texts</li> </ol>

VIPERS progression Year 5

Vocabulary	Inference	Prediction	Explain	Retrieval	Summarise
<ol style="list-style-type: none"> <li>Explore the meaning of words in context, confidently using a dictionary</li> <li>Begin to look at the use of figurative language</li> <li>Read around the word' and *explore its meaning in the broader context of a section or paragraph.</li> <li>Discuss how the author's choice of language impacts the reader</li> <li>Evaluate the authors use of language</li> <li>Use a thesaurus to find synonyms for a larger variety of words</li> <li>Investigate alternative word choices that could be made</li> </ol>	<ol style="list-style-type: none"> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>Make inferences about actions, feelings, events or states</li> <li>Begin to draw evidence from more than one place across a text.</li> <li>Give one or two pieces of evidence to support the point they are making.</li> <li>Use figurative language to infer meaning</li> </ol>	<ol style="list-style-type: none"> <li>Predicting what might happen from details stated and implied</li> <li>Support predictions with relevant evidence from the text.</li> <li>Confirm and modify predictions as they read on.</li> </ol>	<ol style="list-style-type: none"> <li>Provide increasingly reasoned justification for my views</li> <li>Begin to distinguish between fact and opinion</li> <li>Identifying how language, structure and presentation contribute to meaning</li> <li>Give reasons for authorial choices</li> <li>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>Begin to challenge points of view</li> <li>Explain and discuss their understanding of what they have read, including through formal</li> </ol>	<ol style="list-style-type: none"> <li>Confidently skim and scan, and also use the skill of reading before and after to retrieve information.</li> <li>Read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts.</li> <li>Use evidence from across larger sections of text</li> <li>Retrieve, record and present information from non-fiction texts.</li> <li>Ask my own questions and follow a line of enquiry.</li> </ol>	<ol style="list-style-type: none"> <li>Summarising the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas.</li> <li>Identify themes across a wide range of writing</li> <li>Discuss the themes or conventions from a chapter or text</li> <li>Make connections between information across the text and include this as an answer.</li> </ol>

8. Re-write passages using alternative word choices			presentations and debates.  8. Recommend books for peers in detail		
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VIPERS progression Year 6

Vocabulary	Inference	Prediction	Explain	Retrieval	Summarise
<ol style="list-style-type: none"> <li>Explore the meaning of words in context by 'reading around the word'</li> <li>Independently explore its meaning in the broader context of a section or paragraph.</li> <li>Find examples of figurative language and how this impacts the reader and</li> <li>contributes to meaning or mood.</li> <li>Evaluate how the authors' use of language impacts upon the reader</li> <li>Discuss how presentation and structure contribute to meaning.</li> </ol>	<ol style="list-style-type: none"> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>Discuss how characters change and develop through texts by drawing inferences based on indirect clues.</li> <li>Make inferences about events, feelings, states backing these up with evidence.</li> <li>Infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made</li> <li>Pupils can draw evidence from different places across the text</li> </ol>	<ol style="list-style-type: none"> <li>Predicting what might happen from details stated and implied</li> <li>Support predictions by using relevant evidence from the text</li> <li>Confirm and modify predictions in light of new information.</li> </ol>	<ol style="list-style-type: none"> <li>Begin to distinguish between fact and opinion</li> <li>Identifying how language, structure and presentation contribute to meaning</li> <li>Give reasons for authorial choices</li> <li>Provide increasingly reasoned justification for my views</li> <li>Distinguish between fact, opinion and bias explaining how they know this</li> <li>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>Begin to challenge points of view</li> </ol>	<ol style="list-style-type: none"> <li>Pupils 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</li> <li>Read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts.</li> <li>Retrieve, record and present information from a wide variety of non-fiction texts.</li> <li>Ask my own questions and follow a line of enquiry.</li> </ol>	<ol style="list-style-type: none"> <li>Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas make comparisons across different books.</li> <li>Summarise information from across a text and link information by analysing and evaluating ideas between sections of the text.</li> <li>Summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs.</li> </ol>

			<p>8. Explain and discuss their understanding of what they have read, including through formal presentations and debates.</p> <p>9. Recommend books for peers in detail</p>		
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VIPERS progression Year 7

Vocabulary	Inference	Prediction	Explain	Retrieval	Summarise
<ol style="list-style-type: none"> <li>Analyse the meaning of words and phrases in context, including abstract and subject-specific vocabulary.</li> <li>Analyse figurative and connotative language, recognising its impact on meaning.</li> <li>Evaluate how word choice affects the reader's perception and mood</li> <li>Explore how vocabulary interacts with structure to convey meaning or develop character.</li> <li>Discuss the effect of cumulative vocabulary choices on tone, mood, and meaning.</li> </ol>	<ol style="list-style-type: none"> <li>Draw inferences about characters' motives, relationships, and actions, supporting ideas with evidence.</li> <li>Infer underlying themes or moral dilemmas from events and character behaviour.</li> <li>Make inferences across paragraphs, identifying links between events, characters, and ideas.</li> <li>Justify inferences using multiple pieces of evidence from the text.</li> <li>Draw conclusions about themes and ideas using implicit</li> </ol>	<ol style="list-style-type: none"> <li>Make predictions about what might happen using details stated or implied in the text.</li> <li>Adjust predictions as new information is revealed, using evidence to justify changes.</li> <li>Predict outcomes in longer or more complex texts, explaining reasoning using evidence.</li> <li>Consider alternative outcomes and explain why these may or may not occur.</li> <li>Make predictions considering narrative tension, character development, and thematic elements.</li> </ol>	<ol style="list-style-type: none"> <li>Explain how language, structure, and presentation contribute to meaning, tone, and mood.</li> <li>Provide reasons for authorial choices, referring to specific examples from the text.</li> <li>Distinguish between fact, opinion, and bias, giving evidence for reasoning.</li> <li>Discuss understanding of texts through formal or group discussions, providing reasoned explanations.</li> <li>Analyse the impact of language and structure on the</li> </ol>	<ol style="list-style-type: none"> <li>Retrieve information from across a text, using skimming and scanning effectively.</li> <li>Retrieve and record information from a range of texts, including stories, articles, and reports.</li> <li>Answer questions requiring information from multiple parts of a text, demonstrating understanding of context.</li> <li>Retrieve and synthesise information to support opinions or interpretations.</li> <li>Conduct research within texts, comparing evidence and perspectives to</li> </ol>	<ol style="list-style-type: none"> <li>Summarise main ideas from paragraphs or sections, identifying key details to support understanding.</li> <li>Summarise information from multiple paragraphs, linking ideas across the text.</li> <li>Summarise content concisely, highlighting key points and ideas.</li> <li>Summarise sections of text, linking ideas and identifying patterns or contrasts.</li> <li>Produce summaries that highlight key ideas, significance, and authorial intent.</li> </ol>

	meaning across the text.		reader, giving supported evaluations.	support understanding.	
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VIPERS progression Year 8

Vocabulary	Inference	Prediction	Explain	Retrieval	Summarise
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<p>1. Analyse complex and technical vocabulary in context, including words with multiple meanings</p> <p>2. Explore figurative, connotative, and precise word choices, including idioms and figurative phrases</p> <p>3. Analyse the effect of authorial language choices on reader perception, tone, and mood</p> <p>4. Examine how vocabulary contributes to style, theme, or characterisation.</p> <p>5. Evaluate the cumulative impact of vocabulary choices and stylistic features across texts.</p>	<p>1. Make nuanced inferences about characters' motives, relationships, and development, using multiple pieces of textual evidence.</p> <p>2. Infer underlying themes, implied ideas, and moral or ethical dilemmas from characters and events.</p> <p>3. Predict outcomes in texts with multiple threads or perspectives, explaining reasoning.</p> <p>4. Justify inferences using a range of evidence from the text, including subtle or implied details.</p> <p>5. Draw conclusions about complex themes and ideas using implicit and explicit textual evidence.</p>	<p>1. Anticipate plot developments, considering authorial intent, character motivation, and emerging themes.</p> <p>2. Refine predictions as narratives progress, providing evidence for reasoning.</p> <p>3. Critically analyse viewpoints, bias, and persuasive techniques, supporting opinions with evidence.</p> <p>4. Consider alternative outcomes or interpretations and discuss likelihood based on textual clues.</p> <p>5. Make reasoned predictions based on narrative tension, character development, and thematic progression</p>	<p>1. Evaluate how language, structure, and presentation shape meaning, tone, and impact on the reader.</p> <p>2. Justify interpretations of authorial choices, considering multiple possible</p> <p>3. Retrieve and synthesise information from multiple parts of a text or from several texts readings.</p> <p>4. Engage in discussion or presentation to explain complex interpretations and support reasoning.</p> <p>5. Critique how language and structure influence the reader and audience, with evidence-supported evaluations.</p>	<p>1. Retrieve detailed information from across longer texts, including multiple viewpoints or embedded narratives.</p> <p>2. Integrate information from complex or non-linear texts to answer questions and support arguments.</p> <p>3. Retrieve and synthesise information from multiple parts of a text or from several texts.</p> <p>4. Analyse and evaluate information, drawing conclusions to support understanding and opinion.</p> <p>5. Conduct independent enquiry using texts, comparing perspectives and synthesising information.</p>	<p>1. Summarise key ideas across chapters, selecting supporting evidence to explain understanding.</p> <p>2. Condense paragraphs or sections into concise summaries, maintaining key points and intended meaning.</p> <p>3. Summarise and evaluate key ideas across texts, noting patterns, contrasts, and thematic links.</p> <p>4. Produce structured summaries that compare and contrast ideas across texts or sections.</p> <p>5. Produce evaluative summaries highlighting significance, impact, and authorial intent.</p>
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VIPERS progression Year 9

Vocabulary	Inference	Prediction	Explain	Retrieval	Summarise
<p>1. Analyse complex, nuanced, and subject-specific vocabulary in context, including words with multiple meanings and connotations.</p> <p>2. Explore figurative, connotative, and precise word choices, including idioms, symbolism, and abstract terms.</p> <p>3. Evaluate the cumulative impact of vocabulary choices on meaning, tone, and style.</p> <p>4. Analyse how vocabulary choices develop theme, character, or mood over the course of a text.</p> <p>5. Evaluate the effect of stylistic and linguistic choices on readers' perceptions and interpretation of the text.</p>	<p>1. Make sophisticated inferences about characters' motives, perspectives, and relationships, using multiple and subtle pieces of textual evidence.</p> <p>2. Infer underlying themes, morals, or societal commentary from text, providing multiple pieces of textual support.</p> <p>3. Draw inferences across multiple sections, considering context, subtext, and implied meanings</p> <p>4. Justify complex inferences with multiple examples, explaining nuances and underlying meaning</p> <p>5. Analyse implicit messages, symbolism, and thematic subtleties, justifying interpretations with evidence.</p>	<p>1. Anticipate outcomes in complex narratives, considering authorial intent, thematic development, and character arcs.</p> <p>2. Refine and justify predictions as narratives develop, integrating textual and contextual evidence.</p> <p>3. Predict and discuss alternative outcomes, considering the effect on narrative tension and thematic development.</p> <p>4. Discuss predictions in relation to narrative structure, character development, and thematic progression.</p> <p>5. Justify predictions and alternative outcomes using detailed evidence and reasoning.</p>	<p>1. Critically evaluate how language, structure, and presentation shape meaning, tone, and reader response.</p> <p>2. Analyse and evaluate authorial choices, including tone, bias, and persuasive techniques, offering supported interpretations.</p> <p>3. Critically analyse contrasting viewpoints, perspectives, and subtle messages within texts.</p> <p>4. Present interpretations and evaluations confidently in discussions, presentations, or written analysis.</p> <p>5. Critique how language and structure influence reader response, considering multiple interpretations.</p>	<p>1. Retrieve detailed and implicit information from across texts, including multiple viewpoints, embedded narratives, or layers of meaning.</p> <p>2. Synthesise information across complex texts to answer analytical or evaluative questions.</p> <p>3. Retrieve, integrate, and interpret evidence to support independent analysis or evaluation.</p> <p>4. Conduct independent enquiry across texts, synthesising evidence to support complex conclusions.</p> <p>5. Retrieve, interpret, and evaluate complex textual information to support critical thinking and analysis.</p>	<p>1. Summarise entire texts or extended sections succinctly, linking ideas, identifying patterns, and analysing significance.</p> <p>2. Condense and connect key ideas across chapters or texts, maintaining the author's intent and emphasis.</p> <p>3. Produce evaluative summaries that compare, contrast, and analyse ideas, themes, or character development across texts.</p> <p>4. Summarise and synthesise key ideas across multiple texts, drawing connections and highlighting significance.</p> <p>5. Produce analytical and evaluative summaries that demonstrate insight into authorial intent, themes, and textual complexity.</p>






**Appendix3: Reading log**

Name \_\_\_\_\_

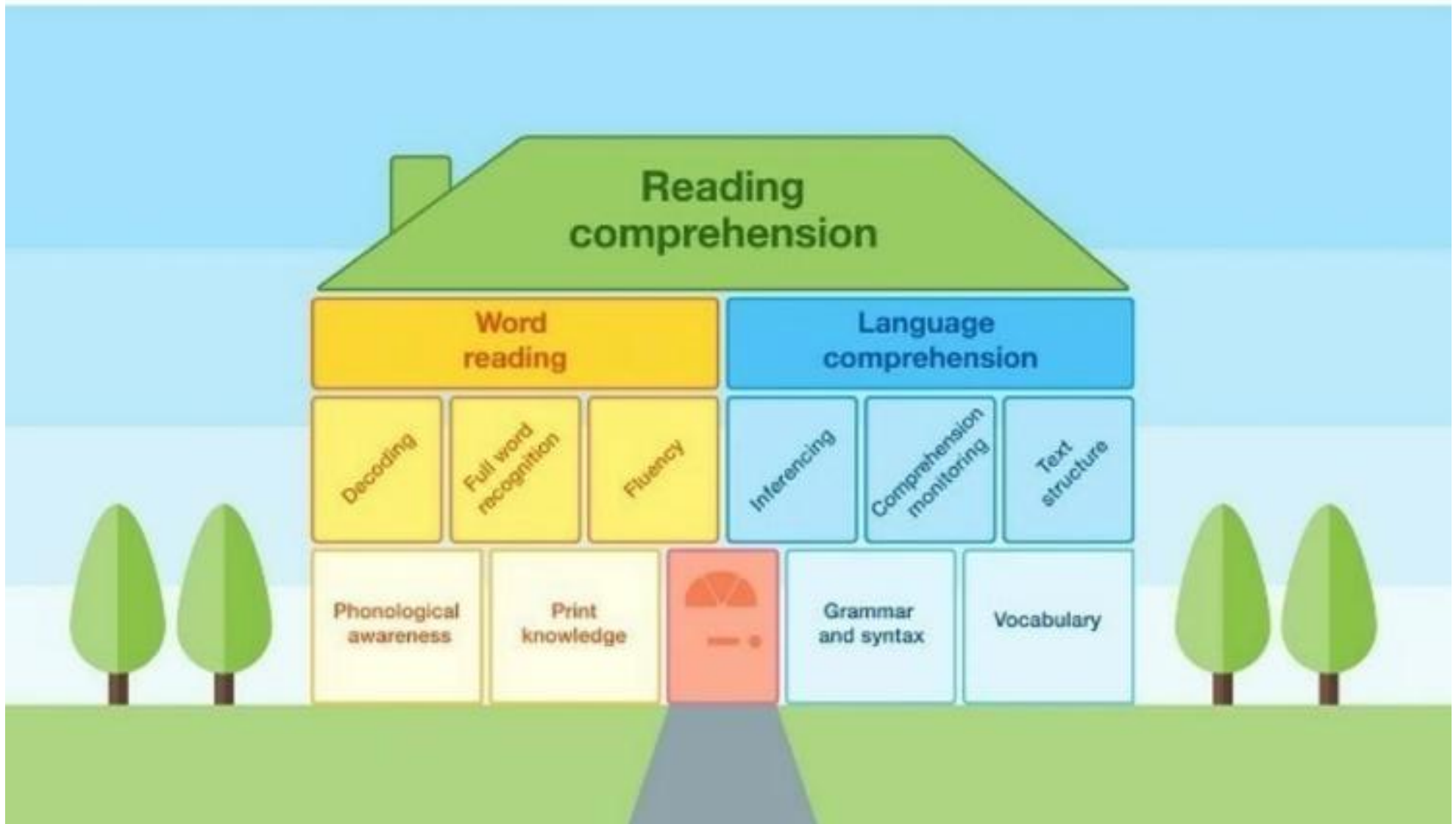
Term \_\_\_\_\_

Week \_\_\_\_\_

Class \_\_\_\_\_

Date	Todays Reading	Book Title	Time Spent Reading	Comprehension (Questions/Reflection)	Teacher's Notes	Pupil Views
<b>Monday</b>	<ul style="list-style-type: none"> <li>○ Phonics sentence</li> <li>○ Decodable book</li> <li>○ 60 second</li> <li>○ Class Text</li> </ul>					
<b>Tuesday</b>	<ul style="list-style-type: none"> <li>○ Phonics sentence</li> <li>○ Decodable book</li> <li>○ 60 second</li> <li>○ Class Text</li> </ul>					
<b>Wednesday</b>	<ul style="list-style-type: none"> <li>○ Phonics sentence</li> <li>○ Decodable book</li> <li>○ 60 second</li> <li>○ Class Text</li> </ul>					
<b>Thursday</b>	<ul style="list-style-type: none"> <li>○ Phonics sentence</li> <li>○ Decodable book</li> <li>○ 60 second</li> <li>○ Class Text</li> </ul>					
<b>Friday</b>	<ul style="list-style-type: none"> <li>○ Phonics sentence</li> <li>○ Decodable book</li> <li>○ 60 second</li> <li>○ Class Text</li> </ul>					

## Appendix 4: The Reading House



## Appendix 5: Allocated Texts in line with Topic Cycles TBC