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Vocabulary

KS1

1a. Draw on knowledge of vocabulary to understand texts

KS2

2a. Give/ explain the meaning of words in context

Retrieve

KS1

1b. Identify/ explain key aspects of fiction and non-fition, such as characters, events and information

KS2

2b. Retrieve and record information/ identify key details from fiction and non-fiction

Sequence/ Summarise

KS1

1c. Identify and explain the sequence of events in the text

KS2

2c. Summarise the main ideas from more than one paragraph

Infer

KS1

1d. Make inferences from the text

KS2

2d. Make inferences from the text/ explain and justify inferences with evidence from the text

Predict

KS1

1e. Predict what might happen on the basis of what has been read so far

KS2

2e. Predict hat might happen from details stated or implied

Explain

KS2

2f. Identify/ explain how information/ narrative content is related and contributes to meaning as a whole

Identify/ explain how meaning is enhanced through choice of words and phrases

Make comparisons within a text

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Literacy at Loughborough Primary School		
Intent	**Implementation**	**Impact**
What we do	How we do it	How we assess it
At Loughborough Primary School, our goal is to nurture and inspire our children to take their place in the world as fulfilled global citizens. We believe that literacy and communication are key life skills needed for each pupil to achieve this. Through the English curriculum, we are committed to helping children develop the skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language. At Loughborough Primary School we aim for every child to be able to: • read and write with confidence, fluency and understanding • use core texts that stimulate discussion about the world around us and enable us to promote a love of learning through real life and engaging experiences • have an interest in words, their meaning and developing a growing vocabulary in spoken and written forms • understand a range of text types and genres- to be able to write in a variety of styles and forms appropriate to the situation	**EYFS reading** In the Early Years children are taught to read through Little Wandle Letters and Sounds which is a phonics resource published by the Department for Education and Skills. It aims to build children's speaking and listening skills as well as to prepare children for learning to read by developing their phonic knowledge and skills. It sets out a detailed and systematic programme for teaching phonic skills for children starting by the age of five, with the aim of them becoming fluent readers by age seven. As outlined in the DFE Development Matters guidelines It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension is developed when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading is exposed in the Nursery and taught more thoroughly in Reception, this involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.	Pupils are regularly assessed against the National Curriculum attainment targets. This assessment informs teacher's planning. Assessment may be: Formative –observation, questioning, participation in discussion, marking of written work, self and peer assessment, shared learning intention and success criteria In the Early Years, observations are continuously carried out and assessed against the Early Learning Goals. Summative – Formal assessment of Reading takes place once a term and children's progress and attainment can be tracked using the school's internal system of assessment; Insight. Pupils' complete activities in their guided reading sessions focusing on different reading skills. The responses to these tasks are used as an assessment tool to track pupils understanding. NFER assessment tests are carried out each term to identify the children's current level and leaders at all levels use this to carry out gap

• be developing the power of imagination, inventiveness and critical awareness We have built our curriculum around high quality, aspirational texts and value the importance of language acquisition. Our strong focus on speech and language development allows children to access the EYFS curriculum and in turn make excellent progress towards reaching a Good Level of Development at the end of Early Years. We place a high premium on the ability to deepen and develop a pupils' sense of their place in the world and their understanding of social justice, in order that may develop their autonomy. We dedicate time and resource to helping pupils understand how literature can serve as a vehicle for social change.	Approaches to Reading- Guided and Shared Reading: **Fluency** Fluency is taught to enables pupils to decode words automatically, freeing cognitive resources to focus on meaning and comprehension. Our once-a-week fluency lessons are oracy-based and include teaching unfamiliar vocabulary, modelled fluent reading, text marking for phrased reading, echo reading, paired reading, and reading for performance. These strategies help pupils develop pace, expression, and understanding, supporting higher-level skills such as inference and synthesis **VIPERS** Children are explicitly taught the skills of reading (outlined in the National Curriculum and the KS1 and KS2 test domains) using VIPERS which were created by Rob Smith (The Literacy Shed). VIPERS is an acronym for the reading skills taught (Vocabulary, Inference, Predict, Explain, Retrieve and Sequence/ Summarise). The Reading VIPERS is used by both KS1 and KS2 with a little adaption. The main difference being in Key Stage 1 children learn how to sequence and in Key stage 2 this is developed and children learn how to summarise. In KS1, 'Explain'; is not one of the content domains, rather it asks children why they have	analysis tasks. From this Atom Learning interventions are created to target identified areas for development. The SLT also conducts pupil progress meetings with class teachers termly to identify which pupils may require additional support, suitable groupings, interventions and the deployment of adult support is agreed to raise standards in Literacy.

	come to a certain conclusion, to explain their preferences, thoughts and opinions about a text. In KS2, the Explain section covers the additional content domains of 2F, 2G and 2H which are not present in KS1. (See appendix) Lessons may vary session to session/ class to class depending on the needs of the children but generally time spent on each VIPER is based upon the English Reading Test Framework (2016) and the number of marks available for each content domain. This can be adapted based on the teacher's judgement and the areas of development in each class. **Guided Reading** 20 – 30 minutes a day is allocated to Guided Reading. From Year 2-Year 6 pupil's reading skills are taught and practised using VIPERS during whole class reading sessions. Texts are carefully selected by teachers, who then leads whole class discussions through strategic questioning to engage all ability groups. Comprehension skills are explicitly taught to the pupils in these sessions. **Reading Intervention** Extra reading is timetabled for children who have been identified as reluctant readers or working below age related expectation levels. These extra reading sessions are 1:1 with the class Teacher,	

	TA or reading volunteers who come to school on a weekly basis. **Independent Reading/ Tabletop Books** At all stages, pupils are encouraged to read for enjoyment. KS2 pupils are encouraged to keep an extended chapter book that they could read at any point of the school day, in an accessible place. **School Library** Each class has regular access to the National Literacy Trust Flagship school library to read quietly, undertake research projects or to borrow books. Having a central library in addition to the class book corners ensures more children have access to a wider variety of texts throughout the day. Children can take these books home, aiding our effort to encourage children to read for pleasure. **Whole Class Reading** Teachers are encouraged to read daily to their children. This may include a longer text in the upper classes and shorter stories in the lower classes. Provision of this activity is left to individual teachers to timetable and execute; it is expected at least 3 times a week. **Home Reading**	

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	In KS1 & 2 children are expected to carry with them in their book bags, a reader and reading record book. It is expected that they will read to an adult at home. Fluent readers may complete a task in their reading records, read and record a summary of what they have read independently.	

	EYFS	KS1		KS2			
	30 – 50 months **40 – 60 months** **Early Learning Goals**	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	PROGRESSION OF SKILLS: READING						
Phonics and Decoding	To enjoy rhyming and rhythmic	To apply phonic knowledge and skills	To continue to apply phonic knowledge and skills as the	To use their phonic knowledge to	To read most words fluently and attempt	To read most words fluently and attempt	To read fluently with full knowledge of all Y5/ Y6 exception

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	activities. To show an awareness of rhyme and alliteration. To recognise rhythm in spoken words. To continue a rhyming string. To hear and say the initial sound in words. To segment the sounds in simple words and blend them together and know which letter represents some of them. To link sounds to letters, naming and sounding the letters of the alphabet. To use phonic knowledge to decode regular words and read them aloud accurately.	as the route to decode words. To blend sounds in unfamiliar words using the GPCs that they have been taught. To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes. To read words containing taught GPCs. To read words containing -s, -es, -ing, -ed and -est endings. To read words with contractions, e.g. I'm, I'll and we'll.	route to decode words until automatic decoding has become embedded and reading is fluent. To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. To accurately read most words of two or more syllables. To read most words containing common suffixes.	decode quickly and accurately (may still need support to read longer unknown words). To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud. To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.	to decode any unfamiliar words with increasing speed and skill. To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.	to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/- ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.	words, root words, prefixes, suffixes/word endings and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.

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READING BEHAVIOURS AND FLUENCY	To show interest in illustrations and print in books and print in the environment. To recognise familiar words and signs such as own name and advertising logos. To look and handle books independently (holds books the correct way up and turns pages). To ascribe meanings to marks that they see in different places. To begin to break the flow of speech into words. To begin to read words and simple sentences. To read and understand simple sentences.	Reads age-appropriate texts fluently, pauses appropriately, reading in phrases, and using punctuation with around 90% accuracy Re-reads to self-correct if meaning is lost Asks questions to clarify Connects what they read or hear to their own experiences Knows the voice telling the story is called the narrator	Self-corrects spontaneously and at the point of error Sustains silent reading most of the time Sustains interest in longer narratives e.g. a short chapter book Recognises the difference between description in fiction and non-fiction e.g. in nonfiction description is generally used for precision rather than to create an emotional response.	Asks increasingly informed questions to improve understanding of a text e.g. 'I wonder if this is like …. because (linking to other texts)', 'Perhaps he did that because (linking own experiences/that of other characters)' Comments on use of language using terminology including alliteration, rhythm, rhyme, simile Uses dictionaries independently to check meaning of new vocabulary	Listens to the opinions of others and adjusts own thinking/understanding where appropriate Expresses personal preferences regarding the work of significant authors/poets Explains similarities and differences with own experiences	Refines questions to deepen understanding of a text e.g. can generate a further question based on an initial question that takes the group's thinking further Uses technical and other terms needed for discussing what they hear and read e.g. metaphor, simile, analogy, imagery, style and effect Justifies personal response to particular texts and characters with evidence	Generates open questions to explore a range of possibilities and justifies responses in relation to the text Expresses and justifies personal preferences regarding significant authors/poets

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VOCABULARY	To build up vocabulary that reflects the breadth of their experiences. To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. To use vocabulary and forms of speech that are increasingly influenced by their experiences of books.	Identifies simple and recurring literary language Identifies the meaning of vocabulary in context Explains their understanding of texts that are pitched beyond the level they can read independently	Discusses effective language choices, e.g. 'slimy' is a good word there because … Identifies that adverbs help to tell us how the character is feeling	Identifies new vocabulary and sentence structure and discusses to develop understanding Identifies and understands meanings of a wide range of conjunctions used to link events together Identifies a range of standard words/phrases used at various stages of a narrative e.g. introduction, build up etc	Notes examples of descriptive language and explains the mood or atmosphere they create Notices key words and phrases used to convey passing of time to introduce paragraphs or chapters Identifies how specific words and phrases link sections, paragraphs and chapters Identifies how authors use precise vocabulary to meet the intended purpose/effect e.g. They slipped into the room unnoticed	Uses a range of strategies to identify the meaning of new vocabulary Identifies examples of effective description that evoke time or place commenting both on word and sentence choice Notes words and phrases in pre twentieth century writing which have changed their meaning over time	Analyses, and explains the impact of, authors' techniques and use of language e.g. expressive or figurative language, range of sentence structure, repetition etc Notices where the author uses a wider range of cohesive language to create more sophisticated links between and within paragraphs e.g. where the author has avoided over-use of obvious adverbials/conjunctions such as 'on the other hand

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Inference	To begin to understand 'why' and 'how' questions. To answer 'how' and 'why' questions about their experiences and in response to stories or events.	Identifies goals/motives of the main character on the basis of what they have said and done e.g. 'I think she wants her daddy to help her build a sandcastle.' Expresses preferences linked to own experiences e.g. 'I like going to the beach too'. Uses different voices for characters when reading dialogue aloud Uses different voice pitch to indicate whether they are reading an exclamation or question	Demonstrates empathy with characters looking at descriptions and actions Identifies evidence of change as a result of events, for example in character behaviour Recognises that different characters have different thoughts/feelings about, views on and responses to particular scenarios e.g. that the wolf would see the story of Red Riding Hood differently from the girl herself Explains how the way a character	Suggests reasons for actions and events Infers characters' feelings, motives, behaviour and relationships based on descriptions and their actions in the story Identifies with characters and makes links with own experiences when making judgements about the characters' actions Justifies their views about what they have read Identifies how settings are used to create atmosphere e.g. what words/phrases in	Identifies techniques used by the author to persuade the reader to feel sympathy or dislike Justifies opinions of particular characters Distinguishes between fact and opinion Makes deductions about the motives and feelings that might lay behind characters' words Summarises the way that the setting affects characters' appearance, actions and relationships e.g. 'The children in The Lion, The Witch and The Wardrobe are family and speak and	Provides evidence of characters changing during a story and discusses possible reasons where reasons are not obviously stated in the text Recognises that characters may have different perspectives in the story Considers the time and place where a story is set and looks for evidence of how that affects characters' behaviour and/or plot development Explores in-depth the meaning of particular multi-layered (figurative) word/phrases,	Draws reasoned conclusions from nonfiction texts which present differences of opinion Analyses why and how scene changes are made and how they affect characters and events Distinguishes between implicit and explicit points of view Identifies and summarises underlying themes in a range of narrative texts noting where there are several themes competing in a text Provides evidence to explain how themes emerge and conventions are

			speaks reflects their personality Identifies common themes in traditional tales e.g. use of magic objects, good overcoming evil, a bad character learning a lesson and changing their behaviour Evaluates simple persuasive devices e.g. says which posters in a shop or TV adverts would make them want to buy something, and why With support, justifies their views about what they have read	this description indicate that bad things might be about to happen in this place? Identifies evidence of relationship between characters based on dialogue and behaviour Analyses the use of language to set scenes, build tension or create suspense Explains how words/phrases in the description are linked to create suspense Explains how words/phrases in the description are linked to create an overall and	act differently to the class mates in The Angel of Nitshill Road' Comments on the way key characters respond to a problem Makes deductions about characters' motives and feelings and explain whether their behaviour was predictable or unexpected Explores alternative outcomes to an issue Analyses dialogue, making judgements about the extent to which characters reveal their true feelings or motives	deciding what effect the author most probably intended on the reader and justifying this with further evidence from the text Summarises ideas across paragraphs, identifying key details that support the main ideas Identifies conventions across a range of nonfiction text types and forms e.g. first person in autobiographies and can identify where a common convention has been broken/breached/ignored! Offer reasons for why the author may have chosen to do this	applied in a range of fiction and non-fiction genres Explains underlying themes across a range of poetry e.g. can form compilations of poems based on themes explaining choses for the grouping, and considering the order of the poems in the compilation. Explains the intent of the author e.g. explains how the author has tried to manipulate the emotions/bias of the reader Identifies stock characters in particular genres and looks for evidence of characters that challenge stereotypes and

				consistent impression on the reader, for example, 'what other words/phrases in this passage tell us that he is a sinister character?	Evaluates texts for their appeal for the intended audience	Analyses characters' appearance, actions and relationships and makes deductions about differences in patterns of relationships and attitudes Identifies examples of dialogue that show different degrees of formality and considers what this implies about the relationships and context Shows understanding through emphasis, intonation and volume when performing	surprise the reader e.g. in parody

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Prediction	To suggest how a story might end.	Predicts events and endings.	Predicts with increasing accuracy during reading and then adapts prediction in the light of new information Predicts some key events of a story based on the settings described in the story opening.	Predicts what might happen from details stated and can indicate the strength/likelihood of their prediction being correct.	Predicts on the basis of mood or atmosphere how a character will behave in a particular setting	Identifies whether changes in characters met or challenged the reader's expectations	N/A

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Explain/ Analyse	To anticipate key events and phrases in rhymes and stories. To begin to be aware of the way stories are structured. To demonstrate understanding when talking with others about what they have read.	To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.	To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.	Analyses and compares plot structure Recognises the move from general to specific detail.	Analyses how the structure of non-fiction relates to its purpose e.g. how the points in a persuasive speech lead you to the author's viewpoint Analyses how poetry is structured and its effect on the reader Exemplifies the move between generalisations and specific information	Analyses the structure of more complex non-linear narratives (print and electronic texts that require choices to be made by the reader, creating multiple plots) e.g. experimenting with the different paths that the reader can take through the text. Analyses paragraph structures in similar texts noting and commenting on similarities and differences.	Justifies personal response to narratives with suitable expansion e.g. whether it was believable, whether dilemmas were resolved satisfactorily Identifies how authors use a range of narrative structures e.g. stories within stories, flashbacks and can demonstrate understanding by retelling/writing the narrative using a different structure

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Retrieving	To anticipate key events and phrases in rhymes and stories. To follow a story without pictures or props. To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.	With support, justifies their views about texts they have had read to them e.g. uses the word 'because' Recognises patterns in texts, e.g. repeated phrases and refrains Discusses the significance of the title Observes the punctuation and uses this to aid understanding Retrieves key information from a text Identifies complete sentences Identifies typical phrases e.g. story openings and endings	Identifies words and phrases that link events Refers back to the text for evidence Retrieves information stated within text (may not be obvious) Uses evidence from a text – may look through the book to help them remember or use information Shows awareness of use of features of organisation e.g. index, bold headings Makes statements about characters on the basis of what is said and done, making note of how verbs and adverbs support their judgements e.g. 'I think she is	Refers back to the text for evidence when explaining Extracts information from tables and charts Recognises some different forms of poetry Retrieves information from text where there is competing (distracting) information Uses contents pages and indexes to locate, retrieve and record information from nonfiction texts Recognises different narrative genres	Recognises the introduction, build-up, climax or conflict and resolution in narrative Retrieves information from text where there is competing (distracting) information Identifies a wide range of poetic forms, e.g. cinquain, haiku, calligram, kenning Identifies key words and phrases as evidence when making a point Identifies the structure and features of a range of non-fiction, narrative and poetry texts.	Comments on use of language using terminology including onomatopoeia, metaphor, personification Notes how cohesion is achieved in different ways Identifies how the author signals change in the narration, time and place and notes the effect that this has on them as the reader Retrieves information, referring to more than one place in the text, and where there is competing (distracting) information Identifies and compares underlying themes in a range of	Retrieves information, referring to more than one place in the text, and where there is competing (distracting) information Recognises how the author of non-fiction texts expresses, sequences and links points Explains how poets create shades of meaning, justifying own views with reference to the text and to other sources of evidence e.g. wider reading Considers when a story was first published, and discusses the

		Understands that there is a range of non-fiction texts, e.g. different layouts for instructions, non-fiction books etc. Begins to understand how written language can be structured differently according to genre e.g. in order to build surprise in a narrative or present facts in non-fiction Comments on things that interest them	selfish/kind/angry because it says she …' Begins to understand that written language (standard English) has conventions that don't apply in spoken language Explains differences between fiction and nonfiction Understands that books can be used to find things out, and is beginning to do so Recognises that information is grouped according to subject Begins to use dictionaries, glossaries and indexes to locate meanings and information	Notices the difference between 1st and 3rd person accounts Identifies the conventions of different types of writing e.g. greetings in a letter/email, diary entries, numbers and headings in instructions.	Analyses how structural and presentational features contribute to purpose in a range of texts Identifies events that are presented in more detail and those that are skimmed over Identifies underlying themes in a range of narrative texts e.g. courage over adversity, loss etc. Identifies the way descriptive language and small details are used to build an impression of an unfamiliar place Identifies figurative and expressive language that builds a	narrative texts e.g. can track words/phrases linked with the theme throughout a narrative and note how the author keeps reinforcing the theme throughout. Identifies how an author varies pace by using direct or reported speech at different points in a story Comments on how a character is built and presented, referring to dialogue, action and description Retrieves, records and presents ideas from non-fiction in a different format e.g. retrieves information from a report to	audience that the author had in mind, when reading texts from our literary heritage Identifies and analyses conventions across a range of non-fiction text types and forms looking at the differences in conventions within the same text type e.g. categorise sub-sets of persuasive texts into groups.

			Identifies simple literary language e.g. words/phrases that identify a traditional tale/narrative/story identifies elements of an author's style e.g. familiar characters, settings or common themes Identifies how settings and characters are created using specific vocabulary that creates imagery Identifies that the verbs used for dialogue tell us how a character is feeling e.g. "I grabbed …." or … he shouted.		fuller picture of a character.	inform a persuasive text Identifies precision in the use of technical terminology and considers the different reasons for why an author might use this e.g. for genuinely informative reasons, or to 'bamboozle' the reader.	

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Summarising	To begin to be aware of the way stories are structured. To describe main story settings, events and principal characters. Demonstrate understanding when talking with others about what they have read.	Identifies how non-fiction texts are sequenced Identifies the beginning, middle and end of stories and pattern in poetry	Identifies the sequence of events e.g. answers questions such as 'Which event happened first? What happened before he fell over?	Summarises main ideas from a text Begins to identify themes across texts e.g. friendship, good and evil, bullying	Explains and justifies an opinion on the resolution of an issue/whole narrative Summarises the main ideas of a non-fiction text	Summarises main ideas from more than one text to support note taking Analyses information from tables and charts and can incorporate this information into a summary of the text	Summarises competing views Analyses dialogue at certain points in a story and summarises its purpose e.g. to explain plot, show character and relationships, convey mood or create humour Discusses main ideas from a text within a group and summarises the discussion

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Authorial Intent	To know that print carries meaning and, in English, is read from left to right and top to bottom. To understand humour, e.g. nonsense rhymes, jokes.	To discuss the significance of titles and events	Discuss their favourite words and phrases.	Evaluates effectiveness of texts in terms of function, form and language features Identifies how language structure and presentation (font size, bold, calligrams) contribute to meaning	Understands how authors use a variety of sentence constructions e.g. relative clauses to add detail Explains the decisions that the author has made in setting up problems for the characters and choosing how to resolve them	Recognises the style of different authors and recognises their intended audience	Justifies agreement or disagreement with narrator's point of view when evaluating a text
Comparing		Link what they have read or have read to them to their own experiences.	Make links between the text they are reading and other texts they have read (in texts that they can read independently).	Comments on the effect of scene changes e.g. moving from a safe to a dangerous place to build tension	Comments on differences between what characters say and what they do	Identifies balanced or biased viewpoints and discuss texts which explore more than one perspective on an issue Checks whether viewpoint changes in the story	Explains how a personal response has altered at various points across a text as the narrative viewpoint changes e.g. 'I didn't like this character at the beginning because …. but now I understand why …..'

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Appendix

Key Stage 1

KS1 Content Domain Reference	VIPER
1a draw on knowledge of vocabulary to understand texts	Vocabulary
1b identify/ explain key aspects of fiction and non-fiction, such as characters, events, titles and information.	Retrieve
1c identify and explain the sequences of events in texts	Sequence
1d make inferences from the text	Infer
1e predict what might happen on the basis of what has been read so far	Predict

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Key stage 2

KS2 Content Domain Reference	VIPER
2a Give/explain the meaning of words in context	Vocabulary
2b retrieve and record information/ identify key details from fiction and non/fiction	Retrieve
2c summarise main ideas from more than one paragraph	Summarise
2d make inferences from the text/ explain and justify inferences with evidence from the text	Infer
2e predict what might happen from details stated or implied	Predict
2f identify/explain how information/ narrative content is related and contributes to meaning as a whole	Explain
2g identify/explain how meaning is enhanced through choice of words and phrases	Explain
2h make comparisons within a text	Explain

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Key stage 1 Reading test framework (2016)

Content domain reference	Number of marks	Percentage of total mark
1a draw on knowledge of vocabulary to understand texts	1–8	3–20%
1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information	16–32	40–80%
1c identify and explain the sequence of events in texts	0–3	0–8%
1d make inferences from the text	4–14	10–35%
1e predict what might happen on the basis of what has been read so far	0–2	0–5%

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Key stage 2 Reading test framework (2016)

National curriculum reference	Number of marks	Percentage of total mark
2a give / explain the meaning of words in context	5–10	10–20%
2b retrieve and record information / identify key details from fiction and non-fiction	8–25	16–50%
2c summarise main ideas from more than one paragraph	1–6	2–12%
2d make inferences from the text / explain and justify inferences with evidence from the text	8–25	16–50%
2e predict what might happen from details stated and implied	0–3	0–6%
2f identify / explain how information / narrative content is related and contributes to meaning as a whole	0–3	0–6%
2g identify / explain how meaning is enhanced through choice of words and phrases	0–3	0–6%
2h make comparisons within the text	0–3	0–6%