

The Aims of the Primary English Programme of Study

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate



Reading

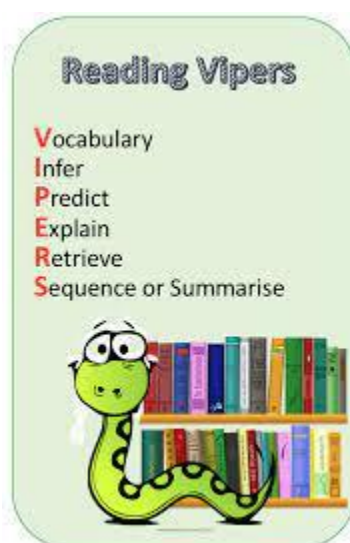
The programmes of study for reading at key stages 1 and 2 consist of 2 dimensions:

- word reading
- comprehension (both listening and reading)

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why from EYFS, phonics lessons are taught daily using Bug club phonics to every child.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with their teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils at St Marys are encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds.



At St Marys Catholic Primary School we use the structure of the National curriculum and a VIPERS approach to teaching reading skills. VIPERS is an acronym for the six main reading skills we want our children to be able to understand and build upon each and every year. We use this consistent approach in EYFS – Year 6 to ensure that cognitive overload is reduced, which allows the children to make strong links and practice these skills over and over again with a range of high-quality texts. This will allow all children to use their knowledge and skills to become confident readers and writers.

Please see below the breakdown of how reading skills are taught in each year group.

READING – VIPERS Skills								
Year 1	Word Reading (Vocabulary)	Comprehension Clarify (understanding vocab)	Comprehension Sequence	Comprehension Select and Retrieve	Comprehension Respond and Explain	Prediction/ Inference	Language for Effect (Links with all VIPER skills)	Themes and Conventions (Links with all VIPER skills)
Objectives G = Aut, P = Spring, O= Summer	Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes that have been taught Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught Read common exception words that have been taught, noting unusual correspondences between spelling and sound and where these occur in the word Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words Re-read books to build up their fluency and confidence in word reading Read other words of more than one syllable that contain taught GPCs Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)	Understand both the books they can already read accurately and fluently, and those they listen to Check that the text makes sense to them as they read and correcting inaccurate reading Develop understanding ... by drawing on what they already know or on background information and vocabulary provided by the teacher Discuss word meanings, linking new meanings to those already known	Recall the main points of a narrative in the correct sequence	Participate in discussion about what is read to them, taking turns and listening to what others say Find key points in a story or some key facts from an information text	Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what they read or hear read to their own experiences Ask questions and express opinions about main events and characters in stories Explain clearly their understanding of what is read to them Talk about significant features of layout, e.g., enlarged text, bold, italic, etc.	Predict what might happen on the basis of what has been read so far Make inferences on the basis of what is being said and done	Recognise and join in with predictable phrases Identify how repetitive patterns, words and phrases aid their enjoyment of the text Read aloud their own writing clearly enough to be heard by their peers and the teacher (from writing national curriculum)	Become very familiar with key stories, fairy stories and traditional tales Begin to appreciate rhymes and poems, and to recite some by heart Discuss the significance of the title and events Understand and use terms such as story, fairy story, rhyme, poem, cover, title, author Become very familiar with key stories, fairy stories and traditional tales, retelling them Understand the difference between fiction and non-fiction Can seek out books around a simple theme or topic Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
Suggested question stems	What does the word mean in this sentence? Find and copy a word which means Which word in do you think is the most important? Why? Which of the words best describes the character or setting? Which word in this part do you think is the most important? Why do you think they repeat this word in the story?	What happens in the beginning of the story? Can you number these events in the story? How/where does the story start? What happened at the end of the....? Can you retell the story to me in 20 words or less? What happened before that? Can you sequence the key moments in this story?	Who is your favourite character? Why do you think all the main characters are ... in this book? Would you like to live in this setting? Why/why not? Who is/are the main character(s)? When/where is this story set? Which is your favourite/worst/ funniest/scariest part of the story?	Is there anything you would change about this story? What do you like about this text? Who is your favourite character? Why?	<u>Inference</u> What do you think.....means? Why do you think that? How do you think. ..? When do you think. ..? Where do you think. ? How does make you feel? Why did happen? <u>Prediction</u> Looking at the cover and the title, what do you think this book is about? Where do you think.....will go next? What do you think... will say / do next? What do you think this book will be about? Why? How do you think that this will end? Who do you think has done it? What might.....say about that? Can you draw what might happen next?			

READING – VIPERS Skills								
Year 2	Word Reading (Vocabulary)	Comprehension Clarify (understanding vocab)	Comprehension Sequence	Comprehension Select and Retrieve	Comprehension Respond and Explain	Prediction/ Inference	Language for Effect (Links with all VIPER skills)	Themes and Conventions (Links with all VIPER skills)
Objectives G = Aut, P = Spring, O = Summer	Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes	Understand both the books they can already read accurately and fluently, and those they listen to	Identify and discuss the main events or key points in a text	Answer questions Ask questions	Participate in discussions about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say	Predict what might happen on the basis of what has been read so far and their own experience	Recognise simple recurring literary language in stories and poetry	Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
	Read accurately words of two or more syllables that contain the graphemes taught so far Read words containing common suffixes Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Re-read books to build up their fluency and confidence in word reading Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered	Draw on what they already know or on background information and vocabulary, provided by the teacher Discuss and clarify the meanings of words, linking new meanings to known vocabulary Check that the text makes sense to them as they read and correct inaccurate reading Use the context/ grammar of the sentence to decipher new or unfamiliar words Identify or provide own synonyms for specific words within the text	Retell a story clearly and with appropriate detail Discuss the sequence of events in books and how items of information are related	Extract information from the text and discuss orally with reference to the text Understand how to use alphabetically ordered texts to retrieve information	Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	Make inferences on the basis of what is being said and done Make simple inferences about characters' thoughts and feelings and reasons for actions	Read aloud what they have written with appropriate intonation to make the meaning clear (Year 2 writing National Curriculum) Discuss favourite words and phrases Identify how vocabulary choice affects meaning	Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales Read non-fiction books that are structured in different ways Make comparisons between books, noting similarities, differences and preferences between e.g. layout, features and setting
Suggested question stems	Can you find a noun/adjective/verb that tells/shows you that...? Why do you think that the author used the word... to describe...? Which other word on this page means the same as...? Find an adjective in the text which describes... Which word do you think is most important in this section? Why? Which word best describes...?		What happens in the story's opening? How/where does the story start? What happened at the end of the...? What is the dilemma in this story? How is it resolved? Can you retell the story to me in 20 words or less? Can you summarise in 3 sentences the beginning, middle and end of this story?	Who is/are the main character(s)? When/where is this story set? How do you know? Which is your favourite/worst/funniest/scariest part of the story? Why? Tell me three facts you have learned from the text. Find the part where... What type of text is this? What happened to ... in the end of the story?	What is similar/different about two characters? Explain why... did that.. Is this as good as...? Which is better and why? Does the picture help us? How? What would you do if you were...? Would you like to live in this setting? Why? Is there anything you would change about this story? Do you agree with the author's...? Why?	Inference What do you think.... means? Why do you think that? Why do you think...? How do you think...? When do you think...? Where do you think...? How has the author made us think that...? Prediction Where do you think.... will go next? What do you think... will say/do next? What do you think this book will be about? Why? How do you think that this will end? What makes you say that? Who do you think has done it? What might.... say about that? How does the choice of character affect what will happen next?		

READING – VIPERS Skills								
Year 3	Word Reading (Vocabulary)	Comprehension Clarify (understanding vocab)	Comprehension Summarise	Comprehension Select and Retrieve	Comprehension Respond and Explain	Prediction/ Inference	Language for Effect (Links with all VIPER skills)	Themes and Conventions (Links with all VIPER skills)
Objectives G = Aut, P = Spring, O = Summer	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	Ask questions to improve their understanding of a text Use dictionaries to check the meaning of words that they have read Use a range of known strategies appropriately to establish meaning in books that can be read independently Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	Show understanding of the main points drawn from one paragraph Show understanding of the main points drawn from more than one paragraph	Uses text features to locate information e.g. contents, indices, subheadings Locate and retrieve information using skimming, scanning and text marking Begin to recognise fact and opinion Retrieve and record information from non-fiction Extract information and make notes	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books and textbooks Discuss words and phrases that capture the reader's interest and imagination Begin to use vocabulary from the text to support responses and explanations Use specific vocabulary and ideas expressed in the text to support own views	Predict what might happen from details stated and implied Draw plausible inferences, often supported through reference to the text Draw inferences such as inferring feelings, thoughts and motives of main characters from their actions Justify inferences with evidence	Identify how language, structure and presentation contribute to meaning Discuss the effect of specific language on the reader Identify specific techniques, e.g. simile, alliteration and repetition and say why they interest them Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear (Year 3 /4 writing National Curriculum)	Read books that are structured in different ways and show some awareness of the various purposes for reading Identify themes and conventions in a wide range of books e.g. recognising simple links to known texts or personal experience; recognising conventions such as the triumph of good over evil and magical devices in fairy stories/ folk tales Identify and name presentational devices in non-fiction Demonstrate familiarity with a wide range of books, including fairy stories, myths and legends and retell some of these orally Can explore and discuss underlying themes and ideas
Suggested question stems	What does this word/phrase/sentence tell you about the character/setting/mood? Can you find this word in the dictionary? By writing in this way, what effect has the author created? What other words/phrases could the author have used here? How has the author made you feel by writing...? Which word tells you that...? Find and highlight the word that is closest in meaning to...?	What is the main point in this paragraph? Sum up what has happened so far in X words or less. Which is the most important point in these paragraphs? Do any sections/paragraphs deal with the same themes? Have you noticed any similarities between this text and any others you have read? What do I need to jot down to remember what I have read?	Who are the characters in this text? When / where is this story set? How do you know? Which part of the story best describes the setting? What do you think is happening here? What might this mean? How might I find the information quickly? What can I use to help me navigate this book? How would you describe the story?	What is similar/different about two characters? Explain why... did that. Describe different characters' reactions to the same event. Is this as good as...? Which is better and why? Why do you think they chose to order the text in this way? What is the purpose of this text and who do you think it was written for? What is the author's viewpoint? How do you know? How are these two sections in the text linked?	Inference What do you think.... means? Why do you think that? Why do you think...? How do you think...? Can you explain why....? What do these words mean and why do you think that the author chose them? Find and copy a group of words which show...? How does the description of ... show that they are...? Who is telling the story? Why has the character done this at this time? Prediction Can you think of another story with a similar theme? Which stories have openings like this? Do you think that this story will develop the same way? Why did the author choose this setting? Will that influence the story? What happened before this and what do you think will happen after? Do you think the setting will have an impact on plot moving forward?			

READING – VIPERS Skills								
Year 4	Word Reading (Vocabulary)	Comprehension Clarify (understanding vocab)	Comprehension Sequence	Comprehension Select and Retrieve	Comprehension Respond and Explain	Prediction/ Inference	Language for Effect (Links with all VIPER skills)	Themes and Conventions (Links with all VIPER skills)
Objectives G = Aut, P = Spring, O= Summer	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	Ask questions to improve their understanding of a text Use dictionaries to check the meaning of words that they have read Discuss understanding as it develops and explain the meaning of words in context Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	Identify main ideas drawn from more than one paragraph and summarising these Summarise the main details from more than one paragraph in a few sentences, using vocabulary from the text	Retrieve and record information from non-fiction Recognise and distinguish between fact and opinion	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Discuss words and phrases that capture the reader's interest and imagination Use specific vocabulary, and ideas expressed in the text, to support own responses	Predict what might happen from details stated and implied Draw sound inferences, supported through reference to the text Draw inferences such as inferring characters' feelings, thoughts and motives of main characters from their actions, and justifying inferences with evidence Infer underlying themes and ideas	Identify how language, structure, and presentation contribute to meaning Identify specific techniques, e.g. simile, metaphor, repetition and exaggeration; explaining the effect on them as a reader Show understanding through intonation, tone, volume and action when performing poems and playscripts Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear (Yr 4 writing National curriculum)	Identify themes and conventions in a wide range of books e.g. make RELEVANT links to known texts and personal experience, recognise themes such as bullying, recognise conventions such as the 'power of 3' (3 wishes, 3 characters) Identify how a range of presentational devices guide the reader in non-fiction Identify features that characterise books set in different cultures or historical settings Recognise some different forms of poetry [for example, free verse, narrative poetry] Make links between texts and to the wider world
Suggested question stems	Can you find the meaning or a word with a similar meaning in a dictionary or thesaurus? What does this word/phrase/sentence tell you about the character/setting/mood? By writing..., what effect has the author created? Do you think they intended to? What other words/phrases could the author have used here? Why? How has the author...? Which word is closest in meaning to...?	What is the main point in this paragraph? Is it mentioned anywhere else? Sum up what has happened so far in X words/seconds or less. Which is the most important point in these paragraphs? Why? Do any sections/paragraphs deal with the same themes? How might I record this to ensure the best possible outcome?	Find the... in this text. Is it anywhere else? When/where is this story set? How do you know? Find the part of the story that best describes the setting. What do you think is happening here? Why? What might this mean? Whose perspective is the story told by and how do you know? How can you use the subheading to help you here?	What is similar/different about two characters? Did the author intend that? Explain why... did that. Describe different characters' reactions to the same event. Is this as good as...? Which is better and why? What can you tell me about how this text is organised? Why is the text arranged in this way? What is the purpose of this text and who is the audience? How does the author engage the reader here?	<p>Inference</p> What do you think.... means? Why do you think that? Could it be anything else? I think....; do you agree? Why / why not? How do you think....? Can you explain why....? Can you explain why based on two different pieces of evidence? What do these words mean and why do you think that the author chose them? Find and copy a group of words which show that... What impression of ...do you get from this paragraph? <p>Prediction</p> Can you think of another text with a similar theme? How do their plots differ? Which stories have openings like this? Do you think that this story will develop the same way? Why did the author choose this setting? Will that influence the story? What does this paragraph suggest what will happen next? Do you think ... will happen? Explain your answers with evidence from the text.			

READING – VIPERS Skills								
Year 5	Word Reading (Vocabulary)	Comprehension Clarify (understanding vocab)	Comprehension Summarise	Comprehension Select and Retrieve	Comprehension Respond and Explain	Prediction/ Inference	Language for Effect (Links with all VIPER skills)	Themes and Conventions (Links with all VIPER skills)
Objectives G = Aut, P = Spring, O = Summer	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet	Ask questions to improve their understanding of a text Check the book makes sense to them by discussing their understanding and exploring the meaning of words in context	Identify main ideas drawn from more than one paragraph identifying the key details that support the main ideas	Retrieve, record and present information from non-fiction Skim and scan efficiently for vocabulary, key ideas and facts on both the printed page and screen Distinguish between statements of fact and opinion and understand why this is important to interpreting the text Extract information and make notes using quotations and reference to the text	Recommend books that they have read, giving reasons for their choices Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary Identify and explain the author's point of view with reference to the text	Predict what might happen from details stated and implied Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Make links between the authors' use of language and the inferences drawn	Identify how language, structure and presentation contribute to meaning Show understanding through intonation, tone and volume so that meaning is clear to an audience Discuss and evaluate the intended impact of the language used with reference to the text Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear (Yr 5/6 National Curriculum writing)	Identify and discuss themes and conventions in a wide range of writing e.g. 'heroism' or 'loss' Read books that are structured in different ways and read for a range of purposes Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Identify how presentational and organisational choices vary according to the form and purpose of the writing Make simple links between texts, their audience, purpose, time and culture, drawing on a good knowledge of authors Make comparisons within and across books
Suggested question stems	Can you quickly find...in the dictionary and thesaurus? What does this word/phrase/sentence tell you about the character/setting/mood? By writing..., what effect has the author created? Do you think they intended to? What other words/phrases could the author have used here? Why? How has the author made you/this character feel by writing...? Why? Find and highlight the word which is closest in meaning to ... Find a word which demonstrates... Can you rewrite this in the style of the author using your own words? How have simile and metaphor been used here to enhance the text?	What is the main point in this paragraph? Is it mentioned anywhere else? Sum up what has happened so far in... words/seconds or less. Which is the most important point in these paragraphs? Why? Do any sections/paragraphs deal with the same themes? Can you find a text with a similar theme?	Find the... in this text. Is it anywhere else? When/where is this story set? Find evidence in the text. Find the part of the story that best describes the setting. What do you think is happening here? Why? Who is telling this story? Can you skim/scan quickly to find the answer?	What is similar/different about two characters? Did the author intend that? Explain why... did that. Describe different characters' reactions to the same event. Does this story have a moral? Which is better and why? How is the text organised and what impact does this have on you as a reader? Why has the text been written this way? How can you tell whether it is fact and opinion? How is this text similar to the writing we have been doing? How does the author engage the audience?	Inference What do you think... means? Why do you think that? Could it be anything else? I think...; do you agree? Why/why not? Why do you think the author? decided to...? Can you explain why...? Can you give me evidence from somewhere else in the text? What do these words mean and why do you think that the author chose them? How does the author make you feel? What impression do you get from these paragraphs? Prediction Can you think of another story with a similar theme? How do their plots differ? Which stories have openings like this? Do you think that this story will develop the same way? Why did the author choose this setting? Will that influence the story?			

READING – VIPERS Skills								
Year 6	Word Reading (Vocabulary)	Comprehension Clarify (understanding vocab)	Comprehension Summarise	Comprehension Select and Retrieve	Comprehension Respond and Explain	Prediction/ Inference	Language for Effect (Links with all VIPER skills)	Themes and Conventions (Links with all VIPER skills)
Objectives G = Aut, P = Spring, O = Summer	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet	Check the book makes sense to them by discussing their understanding and exploring the meaning of words in context Ask questions to improve their understanding of a text	Summarise main ideas drawn from more than one paragraph identifying the key details that support the main ideas Produce a succinct summary, paraphrasing the main ideas from across the text or a range of sources	Retrieve, record and present information from non-fiction Skim and scan efficiently to extract information and make well organised notes of the main ideas using quotation and reference to the text using own words Distinguish between statements of fact and opinion and recognise them in the language used by authors to influence readers	Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views Evaluate how successfully the organisation of a text supports the writer's purpose Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary	Predict what might happen from details stated and implied Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Refer to the text to support predictions and opinions (expanding responses to provide Evidence + Explanation) Begin to see how inferences draw on the connotations of words, their use in context and that they can be cumulative	Identify how language, structure, and presentation contribute to meaning Show understanding through intonation, tone and volume so that meaning is clear to an audience Evaluate how authors use language, including figurative language, considering the impact on the reader Compare and discuss accounts of the same event through different character viewpoints Explore a similar theme or topic written in a different genre Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear (Yr 5/6 National Curriculum writing)	Identify and discuss themes and conventions in a wide range of writing e.g. isolation or flashback Read books that are structured in different ways and read for a range of purposes Identify and comment on genre-specific language features used e.g. shades of meaning between similar words Make comparisons within and across books Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Recognise texts that contain features from more than one genre, or demonstrate shifts in formality Explain and justify how texts relate to audience, purpose, time and culture, and refer to specific aspects of a text that exemplify this
Suggested question stems	What does this word/phrase/sentence tell you about the character/setting/mood? By writing..., what effect has the author created? Do you think they intended to? Can you find examples of simile, metaphor, hyperbole or personification in the text? Why has the text been organised in this way? Would you have done it differently? What other words/phrases could the author have used here? Why? How has the author made you/this character feel by writing...? Why?	What is the main point of the text? Can you look in this paragraph? What does the author mean? Is it mentioned anywhere else? Sum up what has happened so far in... words/seconds or less. Can you read the text and summarise what has happened? Which is the most important point in these paragraphs? Why? Do any sections/paragraphs deal with the same themes?	Find the... in this text. Is it anywhere else? Can you skim the next... and find me the answer to...? When/where is this story set? Find evidence in the text. Find the part of the story that best describes the setting. What do you think is happening here? Why? Who is telling this story? What genre is...? Can you look at these other texts and find me what is similar and what is different?	What is similar/different about two characters? Did the author intend that? Explain why... did that. Describe different characters' reactions to the same event. Does this story have a moral? Which is better and why? Can you identify where the author has shown bias towards a particular character? Is it fact or is it opinion? How do you know? How does the author make you feel at this point in the story? Why did they do that? Can you explain it in a different way?	Inference What do you think... means? Why do you think that? Could it be anything else? I think...; do you agree? Why/why not? Why do you think the author decided to...? Can you explain why...? What do these words mean and why do you think that the author chose them? How do other people's descriptions of ...show that...? Where else in the text can we find the answer to this question? Prediction Can you think of another story with a similar theme? How do their plots differ? Which stories have openings like this? Do you think that this story will develop the same way? Why did the author choose this setting? Will that influence the story?			

St Marys Catholic Primary School Reading Progression Overview