

Reading Long Term Overview Cycle B – 2024-25

Implementation – Every child is recognised as a unique individual and so, in addition to daily whole-class reading, we provide enhancement opportunities for children who require further support in achieving the age-related expectations. This might be through extra phonics support or fluency activities. We believe that all children should be given the opportunity to access the same text, safe in the supportive environment of whole class reading. Children must be exposed to the same vocabulary and themes as their peers to provide experiences and for any knowledge gaps to diminish.

Reading Vipers – Children are taught the skills of reading (outlined in the National Curriculum and the KS1 and KS2 test domains) through the use of VIPERS which were created by Rob Smith (The Literacy Shed).

Key Stage 1

In Key Stage One children reading skills are taught and practised using the VIPERS during whole class reading sessions.

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]**

Key Stage 2

In Key Stage Two children reading skills are taught and practised using VIPERS during whole class reading sessions.

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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Overview of Texts -

	Autumn	Spring	Summer
Year 1/2	What is 'Once upon a Time'?	How is one day different around the world?	Do we appreciate what we have?
Range of Texts – whole class shared reading, story time and guided reading	Coming to England Man on the Moon Look Up! Little People, Big Dreams Florence Nightingale	Jabaris Jump All Kinds of children Cool Cuts Tadpoles promise Gunas Jar All are welcome	Lola Plants a Garden Mr Ferris and his wheel The Boy who Harnessed the Wind
Year 3/4	Should we always do as we are told?	How do our choices affect the future?	How do you celebrate diversity?
Range of Texts – whole class shared reading, story time and guided reading	Escape from Pompeii Julius Zebra: Rumble with the Romans	The Proudest Blue The Iron Woman	The Smallest Girl in the Class Young, Gifted and Black
Year 5/6	Can conflict have a positive impact on us?	How have natural disasters led to change?	Should you always speak up for what you think is right or wrong?
Range of Texts – whole class shared reading, story time and guided reading	The Day War Came 1918 – Coming Home Middle World Oh Maya Gods Blitzed Machine Gunners	Dragon Mountain Floodland Into the Volcano	Feather Boy Kid Normal Loki: A Bad God's Guide to Being Good Show us Who You Are