

Atlas Reading Cumulative Curriculum VIPERS

Reading Strand	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding <ul style="list-style-type: none"> • Sight vocabulary • Phoneme/grapheme • Phonics • Segmenting/blending • Word patterns 	Focus on Phase 1 Aspects 1-7: Aspect 1 – General sound discrimination – environmental Aspect 2 – General sound discrimination – instrumental sounds Aspect 3 – General sound discrimination – body percussion Aspect 4 – Rhythm and rhyme Aspect 5 – Alliteration Aspect 6 – Voice sounds Aspect 7 – Oral blending and segmenting	Secure in set 1 and 2 sounds RWI → use and apply confidently Read without overtly sounding out CVC, CVCC, CCVC, CCVCC containing set 1. Read words containing set 2 sounds. Read Green/Purple RWI books.	Secure in set 1, 2 and 3 sounds RWI → use and apply confidently Recognise and read with increasing fluency CVC, CVCC, CCVC, CCVCC and multisyllabic words. Apply knowledge into spelling. Read Yellow/Blue RWI books.	Secure set 1, 2 and 3 sounds RWI → use and apply confidently Recognise and read without overtly sounding out and with increasing fluency CVC, CVCC, CCVC, CCVCC and multisyllabic words. Apply knowledge into spelling. Read Grey RWI books with fluency of 90+ words per minute.	Any children who have not passed PSC to continue with RWI programme – as per assessment. All children must reach fluency of 90+ words per minute at Grey RWI book level. Apply knowledge into spelling.	Root words - explore suffixes and prefixes to change the meaning of the word. Homophones & near homophones - know the meaning and interpret correctly (page 65 in NC).	Explore word class/word endings e.g. “tion” ending = noun (Links to spellings page 67 in NC).	Read subject-specific vocabulary fluently (decoding where necessary using previously taught skills). Understand meaning of and accurately spell all homophones(NC page 69).
Vocabulary	Model the use of basic vocabulary – naming objects/animals/people/food/drink etc... to communicate needs	Plan in specific vocabulary focus for group reading. Model using vocabulary in a range of sentences to help children understand the meaning. Have a topic word bank clearly accessible to the children.	Plan in specific vocabulary focus for group reading. Model using vocabulary in a range of sentences to help children understand the meaning. Have a topic word bank clearly accessible to the children.	Plan in specific vocabulary focus for group reading. Use dictionaries to explore the meaning of words. Use words in a range of different contexts. Have a topic word bank clearly accessible to the children.	Introduce word classes alongside vocabulary specific teaching. Use words in a range of different contexts.	Identify word classes alongside vocabulary specific teaching. Use words in a range of different contexts.	Identify word classes alongside vocabulary specific teaching. Use words in a range of different contexts. Begin to look at the effect of vocabulary choices within context.	Identify word classes alongside vocabulary specific teaching. Use words in a range of different contexts. Look at the effect of vocabulary choices within context.
Inference	Use pictures to talk about what the children think is happening	Use pictures to discuss what might happen/how a character might feel.	Teach how to predict what happens next using evidence from the story (e.g. where might an event take place?) Predict how a character may behave/feel - with evidence.	Making inferences about the characters’ feelings and thoughts from what is said/done.	Find and trap evidence supporting inferences about the characters’ feelings/thoughts/motivations from what is said/done.	Find and trap evidence supporting inferences about the characters’ feelings/thoughts/motivations from what is said/done.	Find and trap evidence supporting inferences of character (character traits). Make more reasoned arguments about characters’ behaviours/actions. Begin to compare characters across different texts.	Teach children how to interrogate a text deeply. Find and trap explicit evidence to support opinions on characters’ appeal/moods/actions/personality/behaviours. Infer from scenes/ Make references from smaller clues found over longer pieces of text. Explain how characters have developed from the beginning/over the course of a text, using inference.
Predicting	Teach/model how to predict what a book is about – what can we see?	Teach/model how to predict what a book is about – what gives us clues? Pictures/surroundings/facial expressions	Look at different parts of a book (front/back cover, index, blurb, contents illustrations) to predict what it may be about.	Generate own questions about the books - what do I want to find out? (Reading for a purpose). Link characters’ behaviour and events together to predict what happens next.	Link characters’ behaviour and events together to predict consequences of actions. Predict themes/big ideas based on front cover and blurb analysis.	Make plausible predictions continuously (from one chapter to the next). Find and trap evidence to justify predictions and thoughts. Predict themes/big ideas based on front cover and blurb analysis.	With increasing depth and complexity - Find and trap a greater range of explicit evidence to make predictions. Make plausible predictions continuously (from one chapter to the next). Predict themes/big ideas based on front cover and blurb analysis.	Apply all taught skills to more challenging texts.
Explaining through Oracy/Drama	Use of costume/story props/role-play area to remember key parts of a familiar story. Introduce T4W oral retelling when ready	Orally re-tell a story in the correct order through role-play/ small world. T4W oral retelling.	Identify/sequence key events from a story and recall them in the correct order. Teach how to assume the role of a character through moods/emotions and characters’ traits.	Teach how to assume the role of a character through moods/emotions and characters’ traits. Make comments/voice opinions about the actions of the main characters and can justify views.	Teach how to assume the role of a character through moods/emotions and characters’ traits.	Teach how to assume the role of a character through moods/emotions and characters’ traits. Use the language of debate to present views.	Teach how to assume the role of a character through moods/emotions and characters’ traits. Prepare findings and participate in debate, empathising with different points of view.	Apply all taught skills to more challenging texts.

							Make reasoned judgements about characters’ actions with evidence. Select relevant points to compare and contrast characters. Develop empathy for characters (through drama) and justify.	
Retrieval	Explicitly teach ‘what’ words – ‘what is this?’	Explicitly teach “who” and “where” questions. Identify/recall key information in books they have read/had read to them.	Explicitly teach “5 w words” - what, where, why (when stated in the text). Find and trap the answer within the text.	Retrieve specific pieces of information and key points accurately from a text. Find and trap the answer within the text.	Find and trap the answer within the text. Retrieve specific pieces of information and key points accurately from a text. Teach how to scan for specific information and with increasing speed.	Retrieve specific pieces of information and key points accurately from a text. Use text marking and highlighting to identify key information in a text. Teach how to make notes using key information. Find and trap the answer within the text.	Teach how to skim to get a general idea. Find and trap the answer within the text. Retrieve specific pieces of information and key points accurately from a text	Apply all taught skills to more challenging texts.
Sequence/ Summarise	Focus on small step sequences, e.g ‘I wash my hands and then I dry them’	Re-call key events in the correct order.	Re-call key events in the correct order using the text as a reference point to support.	Re-call key events in the correct order using the text. Answer specific questions using the text to support.	Re-call key events in the correct order using the text. Answer specific questions using the text to support. Whilst scanning, children are beginning to underline key words/facts as they read. Teach how to identify key points in a paragraph and summarise in a sentence.	Re-call key events in the correct order using the text. Answer specific questions using the text to support. Explore structural choices within a text.	Re-call key events in the correct order using the text. Answer specific questions using the text to support. Summarise key events from a chapter or text (in a given number of words). Explore structural choices within a text.	Apply all taught skills to more challenging texts.
Books (Whole class reading for pleasure - suggested)	Simple traditional tales That’s not my... Oi! Dog Oi! Frog etc... Rhyme Crime Triangle Circle Square Not a Stick Not a Box Shark in the Park Wobble Bear Says Yellow Little Rabbit Foo Foo Postman Bear Fox’s Socks Rabbit’s Nap	The Tiger who came to tea Dear Zoo We’re going on a Bear Hunt Goldilocks and the Three Bears Jack and the Beanstalk Three Billy Goats Gruff The Very Hungry Caterpillar Owl Babies Farmer Duck Brown Bear, Brown Bear Mouse Paints What the Ladybird Heard Rosie’s Walk	Whatever Next Not now Bernard On the way Home Where the Wild Things Are Grandad’s Secret Giant The Lighthouse Keeper’s Lunch Peace at Last Dogger Baby Brains Once Upon a Raindrop Mr Wolf’s Pancake The Rainbow Fish Lost and Found Gorilla	The Bear and the Piano Mr Big There’s Room for Everyone Flat Stanley The Owl who’s Afraid of the Dark Into the Forest The Book with No Pictures The Way Back Home Grandad’s Island The Rainbow Bear Leaf George’s Marvellous Medicine Hodgeheg Gruffalo	Beegu The Iron Man Charlotte’s Web Varjak Paw Leon and the Place Between My name is not Refugee Stig of the Dump The Minpins This Moose Belongs to Me The Folk of the Faraway Tree On Sudden Hill The Last Wolf Ocean Meets Sky Voices in the Park Mr Gum The Twits	The Accidental Prime-minister The Fire-worker Maker’s Daughter When the Mountains Roared The Day War Came Run Wild Flotsam The Journey Race to the Frozen North Joan Proctor, Dragon Doctor The Lost Words Town is By the Sea The Legend of Podkin One-Ear The Witches The Queen’s Nose The Way to Sattin Shore Armistice Runner	The Boy at the Back of the Class The Lost Thing Who Let the Gods Out Kick There’s a Boy in the Girls’ Bathroom The Goldfish Bowl The Breadwinner Bright Storm Room 13 Bloom Ella on the Outside Cogheart The Fastest Boy in the World Black Powder The Boy in the Striped Pyjamas Refugee Boy The Arrival	Holes Boy 87 Can You See Me? Wonder No Ballet Shoes in Syria When Hitler Stole Pink Rabbit Journey to Jo’burg Malala The Island at the End of Everything Boy in the Tower Oranges in No Man’s Land A Boy Called Hope Illegal The Other Side of the Truth Being Miss Nobody Pig Heart Boy Wolf Pax The Boy who Sailed the Ocean in an Armchair The Island The Explorer
Book Bands	N/A	Reading book matched to RWI assessment	Reading book matched to RWI assessment	Reading book matched to RWI assessment	Reading book matched to RWI assessment where required White Lime Brown	Grey Dark blue	Dark red	Black