Reading Substantive Knowledge Breadth Map

Assessments:
- PiXL assessments – three times a year
- Reading Speed Tests for fluency – three times a year
- Salford Reading and Comprehension ages – three times a year up to 6 times for bottom 20%
- Phonics Screening Tests – on entry and as required
- Sounds Write Screening Tests – every six weeks

Weeks		Year 3	Year 4	Year 5	Year 6
		Reading Focus 2 Word Reading, Decoding & Fluency **VIPERS FOCUS - Vocabulary**			**RF 1 The child as a reader RF 2 Give/Explain meaning of words**
Autumn Term 1	1 2	a. Can read age appropriate texts with a good level of fluency and stamina e. Can read 200 words at expected level in 5 minutes f. Gives meaning to new language using the context in which it appears	b. Can use a range of strategies to decode unfamiliar words c. Can read and understand the meaning of words with prefixes from the Year 3/4 curriculum	b. Can use a range of strategies to decode unfamiliar words without impacting on overall fluency c. Can read and understand the meaning of words with prefixes from the Year 5/6 curriculum	1b. Can skim texts to get the general idea of the content of a piece 1c. Can scan texts to find particular information 1d. Can read aloud with intonation that shows understanding 2b. Can find and copy one word/groups of words with a particular meaning 2c. Can find words in a text that most closely match the meaning of a given word
		Reading Focus 3 Comprehension Retrieval **VIPERS FOCUS - Retrieval**			**RF 3 Retrieve & Record Information**
	3 4	a. Shows understanding of main points with reference to the text (who, what, where, when, how, why) b. Can read closely to obtain specific information c. Can identify, select and highlight key words in a sentence to answer recall questions	a. Understands and explains the main points from what they have read, with direct reference to the text b. Identify explicit details from the text, showing the section of the text they found the information f. Is able to explain how paragraphs have been used to organise a text	a. Retrieves key details and some quotations from the text to demonstrate understanding of key details/information in a text b. Identify explicit details from the text, showing exactly where in the text they found the information f. Recognises common themes/styles in texts written by the same author	3a. Can retrieve key details and quotations to demonstrate understanding of character, events and information 3b. Can answer who, what, why, where, when, which, how questions, using direct reference to and quotes from the text 3c) Can provide developed explanations for key information, events, character actions and motivations (which are deeply rooted in the text)
		Reading Focus 4 Comprehension – Inference **VIPERS FOCUS - Inference**			**RF 5 Make inference from the text explain & justify**
	5 6	b. Can discuss the actions of the main characters and justify views using evidence from the text d. Can make inferences about characters' actions in a story based upon evidence from the text	b. Is able to describe the actions of characters in a text and begin to explain them, in the context of the narrative d. Can make inferences about characters' actions in a story based on evidence from the text	d. Can prove or disprove simple statements about a character by finding evidence in a text f. Can empathise with a character's motives and behaviours	5a. Can search for simple clues within the text to support 'reading between the lines' 5b. Can make developed inferences drawing on evidence from the text and wider personal experience 5e. Can explain and justify inferences, providing evidence from the text to support reasoning
	7	**WHOLE SCHOOL POETRY WEEK** **VIPERS FOCUS – Poetry (Any)**			
		1c. Can recognise some different forms of poetry (for example, free verse, narrative poetry)	1c. Is familiar with different types of poetry	1d. Can read and discuss the construction and meaning of different types of poetry	1f. Can compare, contrast and evaluate different texts 4e. Can identify the main message in a poem

		8a. Can listen to and discuss a wide range of poetry	8a. Confidently discusses a range of reading experiences with peers and adults	a. Makes links between own reading experiences and that of others	8a. Can identify a range of figurative language e.g. metaphor, simile, alliteration, idioms, euphemism, personification etc.

Weeks		Year 3	Year 4	Year 5	Year 6
Autumn Term 2		**Reading Focus 5 Language in Context & Choice of Language VIPERS FOCUS - Vocabulary**			**RF 8 How meaning is enhanced through word choice**
	1	a. Can discuss word meanings, linking new meanings to those they already know	a. Can discuss word meanings, based on their existing vocabulary knowledge	a. Explains clearly how vocabulary choices affect meaning in a range of text types	8b. Can comment upon the use and effect of the author's language on the reader
	2	e. Can collect words from their reading to use in their own writing	e. Uses new language from their own reading experiences in their written and spoken work	e. Confidently uses new language from their own reading experiences in their written and spoken work	8d. Can identify what impression a word/words give the reader
		Reading Focus 6 Comprehension – Responding to the Text VIPERS FOCUS – Explain			**RF 9 Make comparisons within the text**
	3	a. Is beginning to identify the author's main purpose for writing - 'He doesn't want any more turtles to be killed'	a. Identifies the main purpose of a text	a. Explains the inclusion of different sections of a text i.e. tables in NF, flashbacks in narrative etc	9a. Can make accurate and appropriate comparisons within texts
	4	b. Is beginning to identify main ideas drawn from more than one paragraph	b. Discusses ideas from throughout a text e.g. how a conclusion may be linked to an opening		
		Reading Focus 2 Word Reading, Decoding & Fluency VIPERS FOCUS – Vocabulary/Inference			**RF 1 The child as a reader RF 4 Summarise main ideas**
	5	g. Can recognise and read a range of suffixes and use these to construct the meaning of words in context e.g. ...tion, ...ive, ...ic	d. Can read and understand the meaning of words with suffixes from the Year 3/4 curriculum	d. Can read and understand the meaning of words with suffixes from the Year 5/6 curriculum	1e. Can construct visual images
	6	h. Can recognise an increasing range of punctuation (. CL ! ? " " , ') and use this to add expression and understanding to the text, including the apostrophe for omission	e. Uses a range of punctuation to add meaning to what they are reading	e. Explains how punctuation and sentence construction is used to enhance meaning	4f. Can use information from the whole text to answer questions e.g. true or false
			f. Gives meaning to new language using the context in which it appears	f. Uses knowledge of vocabulary and context to give meaning to new language	
	7	**WHOLE SCHOOL POETRY WEEK – CHRISTMAS POETRY VIPERS FOCUS – Poetry (Any)**			
		8d. Can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action	8d. Confidently reads a range of texts aloud, considering intonation, tone, volume and actions	8d. Confidently presents texts aloud to a range of audiences	8d. Confidently presents texts aloud to a range of audiences (Yr5 Objective)

Weeks		Year 3	Year 4	Year 5	Year 6
Spring Term 1		**Reading Focus 3 Comprehension Retrieval VIPERS FOCUS - Retrieval**			**RF 3 Retrieve & Record Information**
	1	d. Is beginning to scan for a specific purpose e.g. e. Is beginning to skim e.g. to search for adjectives which describe a character	c. Is able to skim short passages to answer recall questions	c. Is able to skim whole texts to answer recall questions	3d. Can provide straightforward explanations for the purpose of the language, structure and presentation of texts
	2	e. is beginning to skim e.g. to search for adjectives which describe a character	d. Is able to scan short passages to answer recall questions	d. Is able to scan whole texts to answer recall questions	3e. Can identify whether statements from a text are fact or opinion

	Year 3	Year 4	Year 5	Year 6
	h. Can understand and talk about the purpose of a specific paragraph e.g. it groups information together about…			3f. Can decide whether statements about a text are true or false, using direct reference to the text
	Reading Focus 4 Comprehension – Making Inferences VIPERS FOCUS - Inference			**RF 5 Make inference from the text explain & justify**
3 / 4	e. Can identify and discuss characters, speculating how they might behave and giving reasons linked to the text f. Can empathise with a character's motives and behaviour	e. Can empathise with a character's motives and behaviours	b. Explains isolated events from a text, in the context of the whole narrative e. Begins to use evidence from description, dialogue and action to support their ideas	5c. Can use clues from action, dialogue and description to interpret meaning 5d. Can prove or disprove a statement about character or setting by finding evidence in the text 5f. Can empathise with different characters' points of view
	Reading Focus 5 Language in Context and Choice of Language VIPERS FOCUS - Vocabulary			**RF 7 Identify/Explain how content is related and contributes to meaning**
5 / 6	b. Can recognise adjectives, adverbs/simple adverbial phrases and similes d. Can comment on the author's choice of language to create mood and build suspense e.g. suddenly is used to show that something surprising is coming next	b. Can identify descriptive devices within a text i.e. expanded noun phrases, adverbial phrases, similes etc d. Can identify language used to create atmosphere and discuss why this language has been chosen	b. Recognises a range of descriptive devices including figurative language d. Comments upon language choices/structures of different authors (particularly in poetry)	7a. Can identify/explain how the sequence of events in narrative fiction contributes to meaning as a whole 7b. Can find and discuss evidence of themes and conventions in different genres and forms of text 7d. Can identify key features such as setting, action, past events

Weeks		Year 3	Year 4	Year 5	Year 6
		Reading Focus 6 Comprehension – Responding to the Text) VIPERS FOCUS - Explain			**RF9 Make comparisons within the text**
Spring Term 2	1 / 2	c. Can explain how they think the author wants the reader to respond d. Can explain what the writer might be thinking - 'He thinks they are being mean'	c. Is able to identify intended impact of a text and explain whether they feel the text has had the desired effect d. Discusses viewpoints in a text, where appropriate of more than one character	b. Selects information from across a text to explain or illustrate their ideas	9b. Can make comparisons about how a character changes e.g. their opinion, how they are different after a certain event
		Reading Focus 4 Comprehension – Making Inferences VIPERS FOCUS – Predictions			**RF 4 Summarise main ideas from more than one paragraph**
	3 / 4	c. Can summarise the main points from a passage or a text	c. Can summarise the main points from a section of text	c. Can summarise the main points from a whole text	4a & b. Can accurately and selectively summarise main ideas, events, characters and information from fiction/non-fiction d. Can accurately order summaries of different paragraphs within a text
		Reading Focus 1 The Child as a Reader/Reading Focus 8 Oracy and Reading VIPERS FOCUS – Sequence or Summarise			**RF 4 Summarise main ideas from more than one paragraph**
	5	1a. Is increasing their familiarity with a wide range of books (including fairy stories, myths and legends) and retelling some of these orally8a. Can listen to and discuss a wide range of	1a. Can discuss a range of books and texts that they have read, explaining key information and giving their opinion about it 8a. Confidently discusses a range of reading	1a. Gives developed detail in discussion about a range of texts, including personal opinion 8a. Makes links between own reading experiences and that of others	4c. Can identify key details and use quotes for illustration 4f. Can use information from the whole text to answer questions e.g. true or false 2d. Can explain what words suggest about a given subject

	fiction, poetry, plays, non-fiction and reference books or text books 8b. Can participate in discussion about both books that are read to them and those they read for themselves, taking turns and listening to what others say	experiences with peers and adults 8b. Responds orally to texts read to them and those that they have read themselves, showing increasing maturity in the way they engage with the discussion	8b. Constructs detailed responses about what they have read, demonstrating deep understanding and maturity as a reader	
	WHOLE SCHOOL PLAYSCRIPT/DRAMA WEEK **VIPERS FOCUS – Playscript (Any)** **Reading Focus 8 – Oracy and Reading**			**WHOLE SCHOOL PLAYSCRIPT/DRAMA WEEK** **VIPERS FOCUS – Playscript (Any)**
6	d. Can prepare playscripts to read aloud and to perform, showing understanding through intonation, tone, volume and action e. Can read dialogue with expression	d. Confidently reads a range of texts aloud, considering intonation, tone, volume and actions e. Demonstrates an ability to interpret how a character is feeling or behaving, when reading dialogue aloud.	d. Confidently presents texts aloud to a range of audiences e. Uses information from the text to direct their presentation of it to others	1d. Can read aloud with intonation that shows understanding 1h. Can persevere with challenging texts (whole texts, including novels) to read with fluency, understanding and expression

Weeks		Year 3	Year 4	Year 5	Year 6
		Reading Focus 3 Comprehension Retrieval **VIPERS FOCUS - Retrieval**			**RF 3 Retrieve & Record Information**
Summer Term 1	1	f. Can recognise and talk about the main differences between fiction and non-fiction texts g. Can identify the key features of different text types i. Can understand and talk about the features of page layout in non-fiction texts e.g. titles, subheadings, labels, diagrams and charts	e. Can talk about key differences between text types, including texts of the same type but written by different authors g. Is able to explain how the format and presentation of a text impacts on the reader	e. Can identify the text type according to key features g. Comments on the impact of organisational and presentational features of a text	3a Can interrogate a section of text to retrieve multiple details (A2) **SATS PREPARATION**
	2				
		Reading Focus 4 Comprehension – Making Inferences VIPERS FOCUS – Predictions			**RF 6 Predict what might happen**
	3	a. Can make plausible predictions based on knowledge of the text (or of books on similar themes or by the same author) g. Can identify the language used to create mood	a. Can make predictions based on knowledge of the text or similar reading experiences, giving clear reasons for their ideas	a. Gives feasible, reasoned predictions based on evidence	6a. Can make developed predictions that are securely rooted in the text 6b. Can explain their prediction choices fully, using evidence from the text 6c. Can make predictions about characters including how their behaviour may/may not change and how they may/may not appeal to the reader, justifying answers with reference to the text **SATS PREPARATION**
	4				
		Reading Focus 5 Language in Context and Choice of Language VIPERS FOCUS - Vocabulary			**RF 7 Identify/Explain how content is related and contributes to meaning**
	5	c. Can identify how vocabulary choices affect meaning e.g. 'Crept lets you know that he is trying to be quiet but also that he was	c. Can explain how vocabulary choices affect meaning in a range of text types f. Can discuss how the use of different sentence types	b. Recognises a range of descriptive devices including figurative language f. Explains the use of sentence structures according to desired effect on the reader	7c. Can identify and comment on the grammatical features of text 7e. Can identify and comment on the
	6				

	going slowly because he did not want to be f. Can explain how simple and complex sentences influence meaning	changes the meaning of a passage		presentational features of text 7f. Can use text format and text features accurately to determine text type

Weeks	Year 3	Year 4	Year 5	Year 6
	Reading Focus 1 The Child as a Reader/Reading Focus 8 Oracy and Reading **VIPERS FOCUS – Sequence or Summarise**			**RF 6 Predict what might happen**
1	1a. Is increasing their familiarity with a wide range of books (including fairy stories, myths and legends) and retelling some of these orally 8a. Can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or text books b. Can participate in discussion about both books that are read to them and those they read for themselves, taking turns and listening to what others say	1a. Can discuss a range of books and texts that they have read, explaining key information and giving their opinion about it 8a. Confidently discusses a range of reading experiences with peers and adults 8b. Responds orally to texts read to them and those that they have read themselves, showing increasing maturity in the way they engage with the discussion	1a. Gives developed detail in discussion about a range of texts, including personal opinion 8a. Makes links between own reading experiences and that of others 8b. Constructs detailed responses about what they have read, demonstrating deep understanding and maturity as a reader	6a. Can make developed predictions that are securely rooted in within visual representations 6b. Can explain their prediction choices fully, using evidence from the visuals 6c. Can make predictions about characters including how their behaviour may/may not change and how they may/may not appeal to the reader, justifying answers with reference to the visuals
	Reading Focus 7 Comprehension – Themes & Conventions VIPERS FOCUS - Predict			**RF 7 Identify/Explain how content is related and contributes to meaning**
2 3	a. Can make simple connections between books by the same author e.g. 'Dick King Smith often writes about animals'	a. Uses their broad reading experiences to compare books by the same author or on a similar theme	a. Identifies key themes and styles in books and extracts by a range of authors	7b. Can identify and comment on the grammatical features of a text 7e. Can identify and comment on the presentational features of text 7f. Can use text format and text features accurately to determine text type
	Reading Focus 6 Comprehension – Responding to the Text (RF9 Yr6) **VIPERS FOCUS - Explain**			
4 5	e. Is beginning to identify and comment on different points of view in the text f. Can simply evaluate specific texts with reference to text type e.g. these are good instructions because…	e. Can evaluate the overall quality of a text, as well as the inclusion of specific features	c. Compares the behaviour and feelings of different characters in a text	**TRANSITION UNIT** Making videos for younger children about reading *(Objectives taken from Year 5)* Gives developed detail in discussion about a range of texts, including personal opinion Makes links between own reading experiences and that of others Constructs detailed responses about what they have read, demonstrating deep understanding and maturity as a reader
	WHOLE SCHOOL POETRY WEEK **VIPERS FOCUS – Poetry (Any)**			
6	1c. Can recognise some different forms of poetry (for example, free verse, narrative poetry) 8a. Can listen to and discuss a wide range of poetry	1c. Is familiar with different types of poetry 8a. Confidently discusses a range of reading experiences with peers and adults	1d. Can read and discuss the construction and meaning of different types of poetry a. Makes links between own reading experiences and that of others	8c. Can explain the effect of figurative language upon the reader 8e. Can understand and recognise different forms of poetry, discuss their meaning and impact on the reader

Summer Term 2

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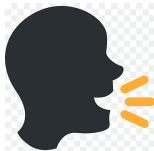| Fortnightly Timetable: One focus to be taught over each fortnightly period |
| --- |
| Activities may include the following:
 • Line by line/sentence by sentence reading
 • Echo reading (teacher modelling) and re-reading of texts for fluency
 • Performance reading
 • Text marking
 • Modelling how to answer specific questions (orally and written approaches)
 • Book talk
 • Visualisation activities
 • Vocabulary development
 • Differentiated group activities with teacher/TA

 • Questions which are completed and reviewed |

Non-negotiables for reading sessions

- ALL CHILDREN TO TAKE PART
- Texts to be at an appropriate level
- Adults to model quality reading
- Line by line/Sentence by sentence reading
- Explicit vocabulary teaching
- Visualising
- Thinking aloud
- AfL
- Book Talk
- Children to speak in full sentences
- All activities to be reading focused
- Vocabulary/synonym/antonym work
- Reading for pleasure to be included and encouraged

Key teaching points of each of the fortnightly focuses and KS2 Content Domains

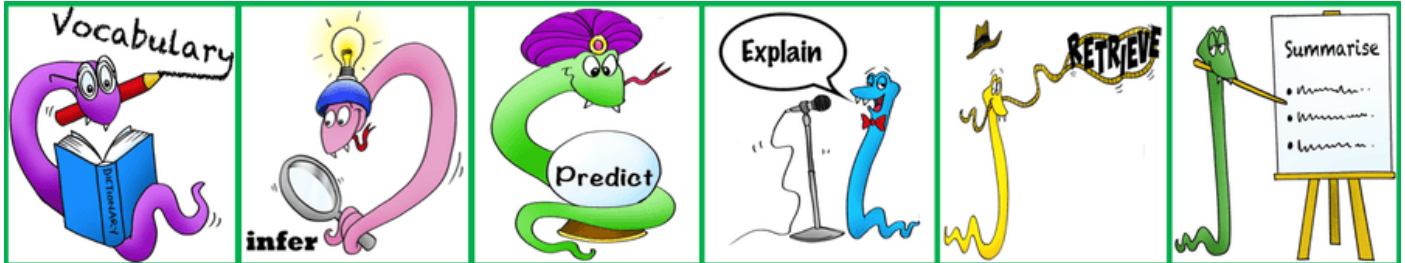| Possible Symbol	Focus	Key Teaching Points
	Activate prior knowledge and visualisation	**Activate prior knowledge:** moving knowledge from long-term memory to short-term/working memory – ESSENTIAL FOR INFERENCE **Visualisation –** making a multi-sensory picture (or movie) in your mind of what you are reading
	Questioning	Children to think of their own questions about the text to improve their understanding
	Monitoring and fluency	**Monitoring**: Children to be able to monitor their own reading – noticing and correcting their own mistakes: Does it sound right? Does it look right? Does it make sense? **Fluency:** Do children read at an appropriate pace, read in phrases, put stress on the right words and vary their pitch?
	2a Vocabulary	Children's knowledge of words and phrases using clues from the text

|		
	2b Retrieval	• Using skimming and scanning to find information in the text • Model to children how to write an answer to a retrieval question.
	2c Summarising and paragraphing (retelling for Less able pupils 1c)	**Retelling**: To retell a story in your own words (begin by sequencing activities) **Summarising:** To write down important points from a text concisely **Paraphrasing:** To put the text into your own words
	2d Inference	**Inference:** To be able to infer you need to be able to: 1. Retrieve information 2. Deduce information (combine two pieces of information from the text to learn something new) 3. Combine information from the text with your own knowledge and understanding of the world further your understanding.
	2e Prediction	Use the clues in the text (plus knowledge of how stories work) to work out what might happen next in the text.
	2f Content related	Identify/explain how information/narrative content is related and contributes to meaning as a whole
	2g Word Choice	Identify/explain how meaning is enhanced through choice od words and phrases
	2h Comparison	Make comparison in the text

Reading Substantive Knowledge Breadth Map

READING VIPERS

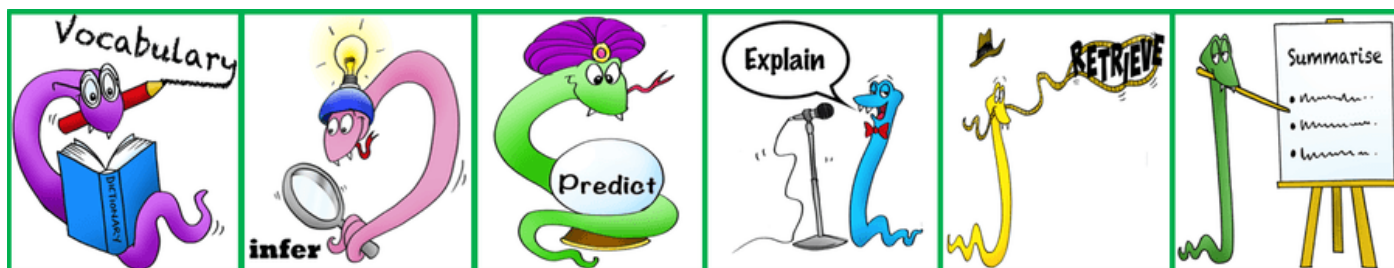| Year 6	Unit Focus	Text Focus	Viper Focus	Other Viper Questions
Alexander Fleming	British Innovators	Biography	Inference	VERS
Annie Baba & the Thieves	Switched Fairy Tales	Newspaper	Vocabulary	IER
Aztec Chocolate	Chocolate	Information Text	Vocabulary	IERS
Bourneville	Chocolate	Information Text	Inference	VRS
Charles Babbage & Ada Lovelace	British Innovators	Biography	Retrieval	VIS
Common Descent	Evolution	Explanation Text	Retrieval	VES
Day of the Dead	Mexico	Information Text	Summary	VIPR
Diary from The Beagle (Stage 6 Pack)	Evolution	Diary	Inference	VES
Escaping the Workhouse	Victorians	Narrative	Inference	IERS
Gelert: The Faithful Hound	Myths & Legends	Narrative	Retrieval	VIES
Joe White	Switched Fairy Tales	Narrative	Retrieval	VIPE
Lascaux Valley	The Stone Age	Information Text	Summary	VIER
Life Under A Bridge	Untold Stories	Letter	Inference	VERS
Mexico City	Mexico	Narrative	Vocabulary	IPERS
Mexico	Mexico	Information Text	Retrieval	VIS
Origins of Football & Rugby	History of Football	Information Text	Retrieval	VIE
Pickles Saves the World Cup	History of Football	Newspaper	Retrieval	VIES
Queen Victoria	Victorians	Information Text	Retrieval	VPES
Robert the Bruce (Stage 6 Pack)	Myths & Legends	Narrative	Inference	VERS
Robyn Hood	Switched Fairy Tales	Narrative	Prediction	VIER
Rosalind Franklin & Francis Crick (Stage 6 Pack)	British Innovators	Biography	Vocabulary	IERS
Sleeping Cutie	Switched Fairy Tales	Formal Letter	Retrieval	VIPE
Stone Age Tools	The Stone Age	Information Text	Retrieval	VIPS
Stonehenge	The Stone Age	Information Text	Vocabulary	IPRS
Street Urchin	Victorians	Narrative	Inference	VPERS
The Great Stink	The Industrial Revolution	Information Text	Inference	VRS
The Heart in History	Circulation	Information Text	Retrieval	VIS
The Lambton Worm	Myths & Legends	Narrative	Vocabulary	IPRS
The Stone Age	The Stone Age	Information Text	Retrieval	VIES
Tim D'rella	Switched Fairy Tales	Narrative	Inference	VPR
Who Invented Red & Yellow Cards	History of Football	Information Text	Retrieval	VIES
When you wish upon a bar	Chocolate	Narrative	Retrieval	VIES
Worst Jobs for Kids	Victorians	Information Text	Summary	VIPR

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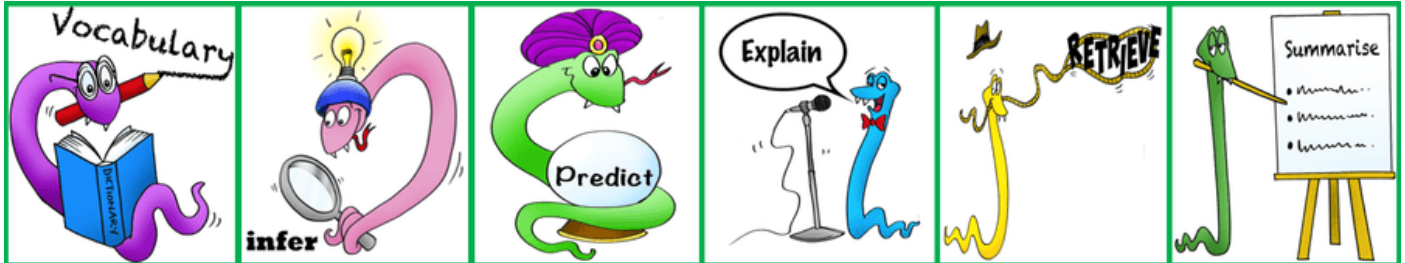
READING VIPERS

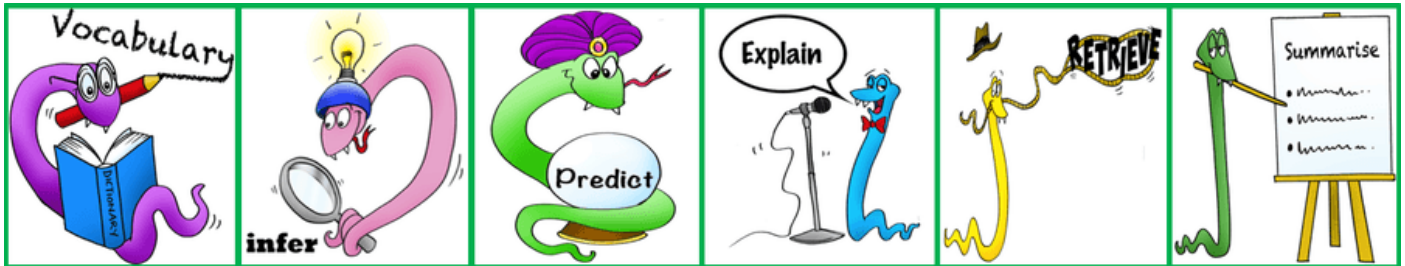| Year 5	Unit Focus	Text Focus	Viper Focus	Other Viper Questions
A Victorian Mine	Down the Mine	Information Text	Inference	VRS
Adrift	Science Fiction	Narrative	Vocabulary	IPRS
Bizarre Laws	Crime & Punishment	Information Text	Retrieval	VIS
Bravehank Flies to the Rescue (Stage 5 Pack)	WWII	Newspaper	Retrieval	VPES
Counting	Eco Awareness	Narrative	Summary	VIER
Dear Humans	Eco Awareness	Informal Letter	Retrieval	VIES
Diary of a Mother	WWII	Diary	Inference	VPER
Dragon Roars into Space	Space	Newspaper	Retrieval	VIS
Dystopia	Eco Awareness	Narrative	Vocabulary	IPER
Formal Letter	Eco Awareness	Formal Letter	Inference	VERS
Gods of Ancient Egypt	Ancient Egypt	Explanation Text	Vocabulary	PRS
Growing Seeds	Living Things	Science Experiment	Summary	VIER
Historical Punishments	Crime & Punishment	Information Text	Vocabulary	IRS
History of Mining	Down the Mine	Information Text	Vocabulary	IERS
How to make a Mummy	Ancient Egypt	Instructions	Summary	VIE
Jin Dragonborne	Magic & Mystery	Narrative	Vocabulary	IPRS
Kindertransport	WWII	Informal Letter	Retrieval	VIPS
Life Cycle of Flowering Plants	Living Things	Explanation Text	Vocabulary	IRS
Life Cycle Comparison	Living Things	Explanation Text	Retrieval	VIES
Life Cycle of an Amphibian	Living Things	Explanation Text	Retrieval	VPES
Little Things	Eco Awareness	Narrative	Retrieval	VIS
Lucy Gray	Narrative Poetry	Narrative	Inference	VERS
MarsAchieved	Space	Narrative	Vocabulary	IER
Mining Then & Now	Down the MIne	Information Text	Retrieval	VIS
Orbiting the Sun	Space	Information Text	Retrieval	VIES
Perseus	Ancient Greek Myths	Narrative	Vocabulary	IPRS
Pigeon News	WWII	Newspaper	Retrieval	VPES
She's A Witch	Crime & Punishment	Information Text	Retrieval	VIE
Stages of Human Life	Living Things	Information Text	Vocabulary	IRS
The Inept Magician	Magic & Mystery	Narrative	Retrieval	VIE
The Case of the Silver Snake	Crime & Punishment	Narrative	Vocabulary	IPES
The Changing Police	Crime & Punishment	Information Text	Vocabulary	IERS
The Contraption	Magic & Mystery	Narrative	Inference	VERS
The Great Pyramid	Ancient Egypt	Explanation Text	Retrieval	VIPS
The Highwayman	Narrative Poetry	Narrative	Retrieval	VIE
The ISS	Space	Information Text	Vocabulary	IRS
The Listeners	Narrative Poetry	Narrative	Retrieval	IPER
The Raven	Narrative Poetry	Narrative	Vocabulary	IER
The Stone People	Magic & Mystery	Narrative	Retrieval	VIPS
The Water Tower	WWII	Narrative	Inference	VPER
Tomb Raider	Ancient Egypt	Narrative	Retrieval	VIPS
To Whoever Finds This	Magic & Mystery	Letter	Prediction	VIERS
Trimdon Grange Disaster	Down the Mine	Newspaper	Vocabulary	IERS
Tutankha-whom?	Ancient Egypt	Information Text	Vocabulary	IERS

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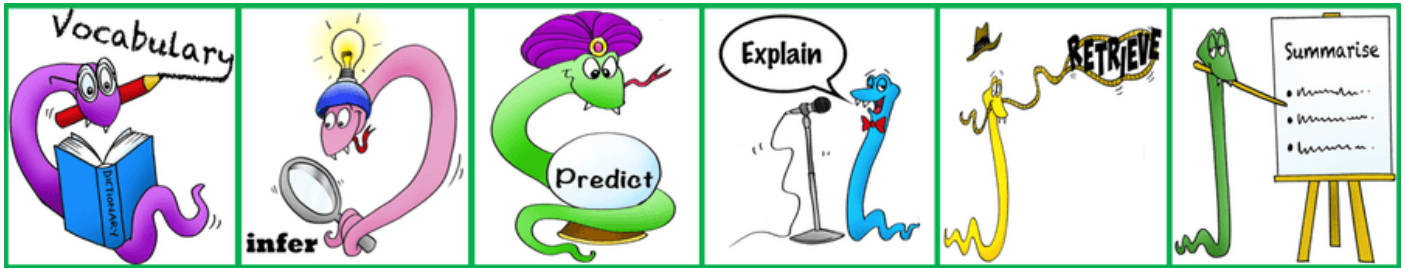| Year 4	Unit Focus	Text Focus	Viper Focus	Other Viper Questions
Ancient Greece	Ancient Greece	Information Text	Retrieval	VIES
Bodily Bits 'N' Bobs	The Human Body	Information Text	Vocabulary	IERS
Democracy	Ancient Greece	Information Text	Retrieval	VPES
Digestion	The Human Body	Explanation Text	Retrieval	VES
Enormous Eruptions (Stage 4 Pack)	Volcanoes	Explanation Text	Retrieval	VIPS
Famous Greeks	Ancient Greece	Information Text	Vocabulary	IPRS
Famous Landmarks	United States of America	Explanation Text	Retrieval	VES
Female Mountaineers	Mountains	Information Text	Vocabulary	IERS
First Arrivals	United States of America	Information Text	Vocabulary	IRS
Gladiator	Ancient Rome	Narrative	Vocabulary	IPERS
Gold Rush	United States of America	Information Text	Retrieval	VIS
Greek Gods	Ancient Greece	Information Text	Vocabulary	IRS
Hansel & Gretel	Stories with a Past	Narrative	Retrieval	VPES
Humpty Dumpty	Stories with a Past	Narrative	Inference	VPRS
Icarus	Modern Myths	Narrative	Inference	VERS
Journey to the Centre of your Body	The Human Body	Narrative	Vocabulary	IRS
Julius Caesar	Ancient Rome	Explanation Text	Inference	VERS
Letter Home	United States of America	Informal Letter	Inference	VERS
Making a Mountain	Mountains	Explanation Text	Retrieval	VES
Mount Everest	Mountains	Information Text	Retrieval	VIS
Mount Saint Helens	Volcanoes	Newspaper	Vocabulary	VPER
Parts of a Volcano	Volcanoes	Information text	Retrieval	VES
Persues	Modern Myths	Narrative	Retrieval	VIPE
Roman Infographic	Ancient Rome	Information Text	Retrieval	VES
Sherpas	Mountains	Information text	Vocabulary	IERS
The Beanstalk Giant	Stories with a Past	Narrative	Retrieval	VIE
The Raven & The Crow	United States of America	Narrative	Inference	VRS
The Skeleton	The Human Body	Explanation Text	Retrieval	VIS
The Three Bears	Stories with a Past	Narrative	Vocabulary	IPER
The Three Little Pigs	Stories with a Past	Narrative	Vocabulary	IPER
The Trojan War	Ancient Greece	Newspaper	Inference	VRS
Three Peaks Challenge	Mountains	Information Text	Summary	VIPR
Volcanoes	Volcanoes	Information text	Retrieval	VES
Volcanoes of the World	Volcanoes	Information Text	Summary	VIR
What did the Romans do for Us?	Ancient Rome	Explanation Text	Vocabulary	VES
Who were the Romans?	Ancient Rome	Explanation Text	Vocabulary	IERS
Your Brain and You	The Human Body	Information Text	Retrieval	VIS

Reading Substantive Knowledge Breadth Map

READING VIPERS

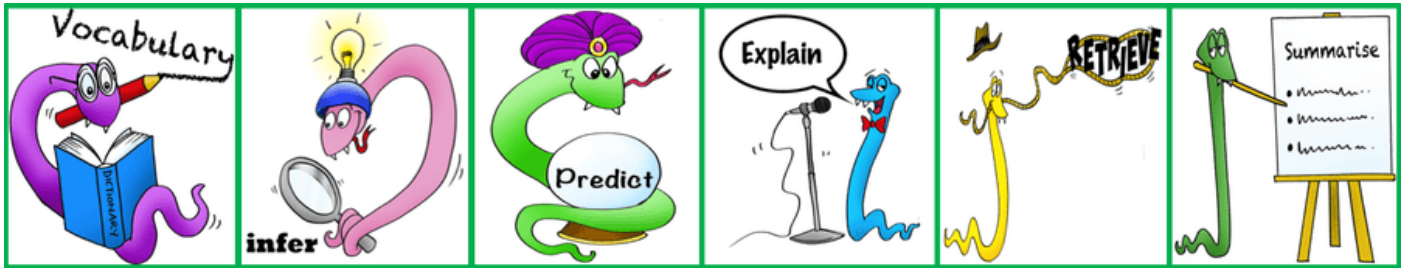| Year 3	Unit Focus	Text Focus	Viper Focus	Other Viper Questions
Ambush	Robin Hood	Narrative	Vocabulary	IERS
Captain Apparatus	Heroes & Villains	Narrative	Inference	VERS
Coastal Erosion	Coasts	Explanation Text	Vocabulary	IPRS
Delivery Bot (Stage 3 Pack)	Robots	Narrative	Inference	VPERS
Floods & Drought	Angry Earth	Explanation Text	Vocabulary	IRS
Food Chains	Animal Food Chains	Narrative	Retrieval	VIES
History of Comics	Angry Earth	Information Text	Retrieval	VIS
How to be a Superhero	Heroes & Villains	Instructions	Retrieval	VIS
Life in the 12th Century	Robin Hood	Non-Chronological Report	Retrieval	VIES
Lightning	Angry Earth	Information Text	Retrieval	VIS
Lost & Alone	Robots	Narrative	Prediction	VIER
Meeting Little John	Robin Hood	Narrative	Vocabulary	VIERS
Robot Butler	Robots	Non-Chronological Report	Vocabulary	IPER
Shoot Like Robin	Robin Hood	Instructions	Summary	VIER
Strange Predators	Animal Food Chains	Information Text	Vocabulary	IPRS
The Chase (Stage 3 Pack)	Robots	Narrative	Retrieval	VIPE
The Decider	Heroes & Villains	Narrative	Vocabulary	IPRS
The British Coastline	Coasts	Information Text	Retrieval	VIES
The Wave	Angry Earth	Letter	Inference	VRS
Tornadoes	Angry Earth	Information Text	Retrieval	VES
Tremor	Angry Earth	Narrative	Inference	VERS
Who was Robin Hood?	Robin Hood	Information Text	Retrieval	VIES

Reading Substantive Knowledge Breadth Map

READING VIPERS

Year 2	Unit Focus	Text Focus	Viper Focus	Other Viper Questions
Adaptations	Nature	Information Text		VRS
Animal Homes	Homes	Information Text	Retrieval	VIES
Animals	Nature	Information Text		VIRS
Building A Den	Homes	Instructions	Retrieval	VIES
Captain Blackbeard	Pirates	Narrative	Retrieval	VIS
Ghost Ship	Pirates	Narrative	Vocabulary	IERS
Hansel & Gretel	Fairy Tales	Narrative	Retrieval	VIPS
Hector the Crab	Homes	Narrative	Vocabulary	IPRS
Homes Around the World	Homes	Information Text	Retrieval	VIPS
Horace the Hedgehog	Nature	Narrative		VIPR
How to Bury Your Treasure	Pirates	Instructions	Retrieval	VIES
Jackal and the Lion	Traditional Tales	Narrative	Vocabulary	IPRS
Life of a Tree	Nature	Information Text		VIR
Little Red Riding Hood	Fairy Tales	Narrative	Vocabulary	IRS
Memorable Monarchs	British Royalty	Information Text	Vocabulary	IRS
Oceans	Nature	Information Text		VIRS
Pirates: Fact or Fiction	Pirates	Information Text	Vocabulary	IRS
Queen Elizabeth II	British Monarchy	Information Text		VIR
The Boastful Turtle	Traditional Tales	Narrative	Inference	VIER
The Elves & the Shoemaker	Fairy Tales	Narrative	Vocabulary	IPRS
The Magic Mirror	Traditional Tales	Narrative	Retrieval	VIPS
The Crown Jewels	British Monarchy	Information Text	Retrieval	VPES
The First Sunrise	Traditional Tales	Narrative	Retrieval	VIS
The Frog Prince	Fairy Tales	Narrative	Inference	VERS
The Imperial State Crown	British Monarchy	Information Text	Retrieval	VIES
Trooping the Colour	British Monarchy	Information Text	Inference	VERS

Reading Substantive Knowledge Breadth Map

READING VIPERS

Year 1	Unit Focus	Text Focus	Viper Focus	Other Viper Questions
How to Grow a Plant	Gardens & Plants	Instructions	Retrieval	VIES
Parts of a Plant	Gardens & Plants	Information Text	Retrieval	VIES
Arctic Explorers (Stage 1 Pack)	The Arctic	Information Text		VIRS
Velociraptors	Dinosaurs	Information Text		VRS
Dinosaurs	Dinosaurs	Information Text		VRS
Habitats	Animals	Information text		VIR
Parts of a Plant	Gardens & Plants	Information Text	Retrieval	VIES