

# Reading

★ Dream Big  
★ READ! ★



Reading - word reading  
- comprehension

Applying phonic knowledge to  
decode words

-grapheme phoneme  
correspondences (phonetic  
alphabet)

**Phonics screen assessment-  
Year 2 pupils**

# Common Exception Words

“Pupils will increase their fluency by being able to read these words easily and automatically.”

### Year 1 Common Exception Words

a	is	said	be	no	put
ask	his	says	he	go	push
	has	the	me	so	pull
are		they	she		full
our		there	we	of	one
	was	here		love	once
do	were	I	by	come	school
to	where	you	my	some	friend
today	want	your			house

Year 2 - Common Exception Words

door	floor	poor	because	find	kind	mind
behind	child	children	wild	climb	most	only
both	old	gold	cold	hold	told	every
everybody	even	great	break	steak	pretty	beautiful
after	fast	last	past	father	class	grass
pass	plant	path	bath	hour	move	prove
improve	sure	sugar	eye	could	should	would
who	whole	any	many	clothes	busy	people
water	again	half	money	Mr	Mrs	parents

## Common exception words - Year 3 and 4

accident(ally)	continue	group	natural	question
actual(ly)	decide	guard	naughty	recent
address	describe	guide	notice	regular
answer	different	heard	occasion(ally)	reign
appear	difficult	heart	often	remember
arrive	disappear	height	opposite	sentence
believe	early	history	ordinary	separate
bicycle	earth	imagine	particular	special
breath	eight / eighth	increase	peculiar	straight
breathe	enough	important	perhaps	strange
build	exercise	interest	popular	strength
busy/business	experience	island	position	suppose
calendar	experiment	knowledge	possess(ion)	surprise
caught	extreme	learn	possible	therefore
centre	famous	length	potatoes	though / although
century	favourite	library	pressure	thought
certain	February	material	probably	through
circle	forward(s)	medicine	promise	various
complete	fruit	mention	purpose	weight
consider	grammar	minute	quarter	woman / women

# Reading Vipers

**V**ocabulary

**I**nfer

**P**redict

**E**xplain

**R**etrieve

**S**ummarise





# KS2 Reading Vipers

Vipers is a range of reading prompts based on the 2016 reading content domains found in the National Curriculum Test Framework documents which can be found online here: <https://www.gov.uk/government/publications/key-stage-2-english-reading-test-framework>

Vipers heading	Content Domain reference	Content Domain Description
Vocabulary	2a	Give/explain the meaning of words in context
Infer	2d	Make inference from the text/ explain and justify using evidence from the text.
Predict	2e	Predict what might happen from the details stated and implied.
Explain	2f, 2g, 2h,	Identify/explain how information/narrative content is related and contributes to the meaning as a whole. Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within the text
Retrieve	2b	Retrieve and record key information/key details from fiction and non-fiction
Summarise	2c	Summarise main ideas from more than one paragraph



# KS1 Reading Vipers

## Vocabulary

Draw upon knowledge of vocabulary in order to understand the text.

### Example questions

- What does the word ..... mean in this sentence?
- Find and copy a word which means .....
- What does this word or phrase tell you about .....?
- Which word in this section do you think is the most important? Why?
- Which of the words best describes the character/setting/mood etc?
- Can you think of any other words the author could have used to describe this?
- Why do you think ..... is repeated in this section?

# KS2 Reading Vipers

## Vocabulary

Find and explain the meaning of words in context

### Example questions

- What do the words ..... and ..... suggest about the character, setting and mood?
- Which word tells you that....?
- Which keyword tells you about the character/setting/mood?
- Find one word in the text which means.....
- Find and highlight the word that is closest in meaning to.....
- Find a word or phrase which shows/suggests that.....

# KS1 Reading Vipers

## Infer

Make inferences from the text.

### Example questions

- Why was..... feeling.....?
- Why did ..... happen?
- Why did ..... say .....?
- Can you explain why.....?
- What do you think the author intended when they said.....?
- How does ..... make you feel?

# KS2 Reading Vipers

## Infer

Make and justify inferences using evidence from the text.

### Example questions

- Find and copy a group of words which show that...
- How do these words make the reader feel? How does this paragraph suggest this?
- How do the descriptions of ..... show that they are .....
- How can you tell that.....
- What impression of ..... do you get from these paragraphs?
- What voice might these characters use?
- What was .... thinking when.....
- Who is telling the story?

# KS1 Reading Vipers

## Predict

Predict what you think will happen based on the information that you have been given.

### Example questions

- Look at the book cover/blurb – what do you think this book will be about?
- What do you think will happen next? What makes you think this?
- How does the choice of character or setting affect what will happen next?
- What is happening? What do you think happened before? What do you think will happen after?
- What do you think the last paragraph suggests will happen next?

# KS2 Reading Vipers

## Predict

Predict what might happen from the details given and implied.

### Example questions

- From the cover what do you think this text is going to be about?
- What is happening now? What happened before this? What will happen after?
- What does this paragraph suggest will happen next? What makes you think this?
- Do you think the choice of setting will influence how the plot develops?
- Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.

# KS1 Reading Vipers

## Explain

Explain your preferences, thoughts and opinions about the text.

### Example questions

- Who is your favourite character? Why?
- Why do you think all the main characters are girls in this book?
- Would you like to live in this setting? Why/why not?
- Is there anything you would change about this story?
- Do you like this text? What do you like about it?

# KS2 Reading Vipers

## Explain

- Explain how content is related and contributes to the meaning as a whole.
- Explain how meaning is enhanced through choice of language.
- Explain the themes and patterns that develop across the text.
- Explain how information contributes to the overall experience.

### Example questions

- Why is the text arranged in this way?
- What structures has the author used?
- What is the purpose of this text feature?
- Is the use of ..... effective?
- The mood of the character changes throughout the text. Find and copy the phrases which show this.
- What is the author's point of view?
- What affect does ..... have on the audience?
- How does the author engage the reader here?
- Which words and phrases did ..... effectively?
- Which section was the most interesting/exciting part?
- How are these sections linked?



# KS1 Reading Vipers

## Retrieve

Identify and explain the key features of fiction and non-fiction texts such as: characters, events, titles and information.

### Example questions

- What kind of text is this?
- Who did.....?
- Where did.....?
- When did.....?
- What happened when.....?
- Why did ..... happen?
- How did .....?
- How many.....?
- What happened to.....?

# KS2 Reading Vipers

## Retrieve

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

### Example questions

- How would you describe this story/text? What genre is it? How do you know?
- How did...?
- How often...?
- Who had...? Who is...? Who did....?
- What happened to...?
- What does.... do?
- How ..... is .....?
- What can you learn from ..... from this section?
- Give one example of.....
- The story is told from whose perspective?

# KS1 Reading Vipers

## Sequence

Sequence the key events in the story.

### Example questions

- Can you number these events 1-5 in the order that they happened?
- What happened after .....?
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapter headings come in the story?

# KS2 Reading Vipers

## Summarise

Summarise the main ideas from more than one paragraph

### Example questions

- Can you number these events 1-5 in the order that they happened?
- What happened after .....?
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapter headings come in the story?

[Reading Vipers \(literacyshedblog.com\)](http://literacyshedblog.com)

[THE LITERACY SHED - Home](#)

[Literacy Shed Plus - Comprehension Activity  
Packs](#)



# Year 2 SATS Reading Assessment

National curriculum assessments:  
practice materials - GOV.UK  
([www.gov.uk](http://www.gov.uk))

Helping at home- Have you read at home 3  
times this week?

# Writing



Transcription

Spelling – Read Write Inc – spelling lists  
and common exception words

Look, Cover , Write Check

Handwriting- cursive handwriting  
(pen licence)

[Handwriting in Year 2 \(age 6–7\) | Oxford Owl](#)

[Handwriting in Year 3 \(age 7–8\) | Oxford Owl](#)

[Handwriting in Year 4 \(age 8–9\) | Oxford Owl](#)

# Composition

## Writing for different purposes

### Writing to Entertain

Poetry, traditional tales, Fairy tales, Fables, myths, adventure, playscript

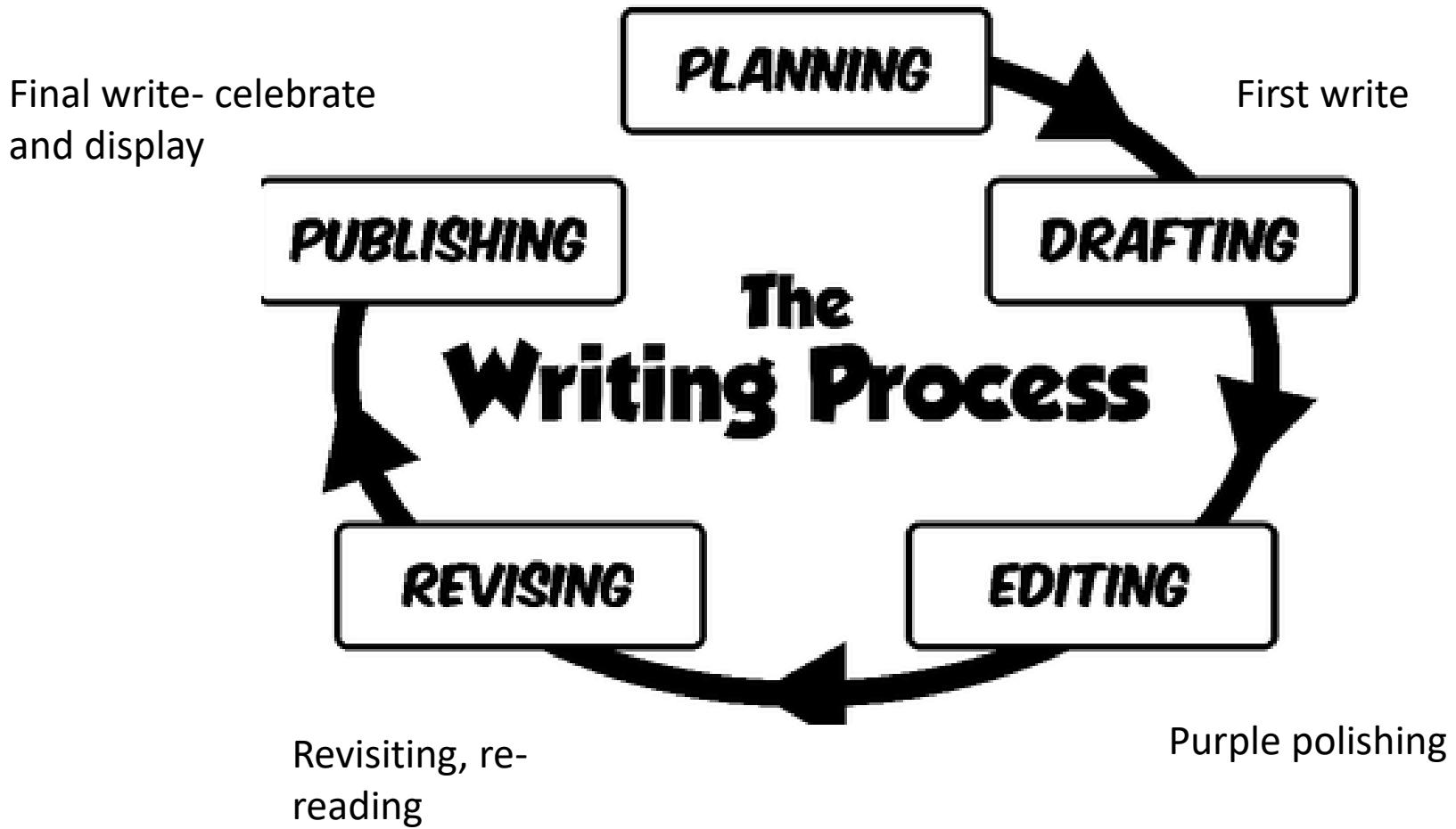
### Writing to inform

Labels, lists, letters, instructions, recount, non chronological report, newspaper report

### Writing to Persuade

Invitation, persuasive letter, leaflet, travel brochure, advert/poster, book review

Prewriting- High quality texts, reading as a writer, exploring the features of the genre of writing (sentence structure, Vocab, grammar and punctuation)



# Vocabulary grammar and punctuation

## Antonym

opposite words  
- dark and light  
- strong and weak

## Word Families

group of words that can be built from the same root word  
- friend, friendly, friendship

## Singular & Plural Nouns

**Singular nouns**  
indicate there is one  
- boat, house, cat

**Plural nouns**  
ends in vowel + o -> add s  
- cat > cats

consonant + o/ ends in sh, ch, x, z, s  
-> add **es**  
- church > churches

ends in consonant + y  
-> change y to i, add **es**  
- baby > babies

ends vowel + y -> add s  
- toy > toys

ends in f, fe -> change f to v, add **es**  
- loaf > loaves

## Formal/Standard

type of English you should use in your written work

- Have you seen Tom?

## Non-standard

informal use of language

- We ain't seen him.

## Prefix

add to the beginning of the word to make a new word

- trans- (means 'across', 'beyond') + form = transform

## Synonym

words that mean the same

- dirty and unclean  
- sad and unhappy

## Homophones

words that sound the same, but don't mean the same thing

- to, too, two

## Vowels

a, e, i, o, u  
**Consonants**  
all other letters

## Suffix

add to the end of the word to make a new word

- agree + -able (means 'capable of') = agreeable

## Clauses

a group of words that contains a verb, part of a sentence

**Main clause**  
simple sentence that contains subject and verb and makes sense on its own  
- I like dogs.

**Subordinate clause (or phrase)**  
simple sentence which does not make sense on its own  
- I was born in New York, **which is where my parents live.**

**Relative clause**  
type of subordinate clause that describes noun  
- who, which, that  
- She lives in Paris, **which (relative pronoun) is the capital of France (relative clause).**

## Speech

**Indirect**  
repeating what someone said; do not need to use speech marks

- Peter said he did not want to go to school.

**Direct**  
write down exactly what the person is saying; use inverted commas ("speech marks")

- "I don't want to go to school," said Peter.

## Capital

uppercase letters  
.  
?  
!sentence endings

## Phrases

group of words which doesn't have a verb, subject or both.  
- The young man

**Noun Phrases**  
starts with noun  
- The old city

**Adjective Phrase**  
starts with adjective  
- happy at his results

**Preposition Phrase**  
starts with preposition  
- under the weather

## Conjunctions

**Co-ordinating conjunctions**  
for, and, nor, but, or, yet, so (FANBOYS)  
- He likes dogs and she likes cats.

**Subordinating conjunctions**  
when, if, that, because  
- I do not like dogs **because** they are loud.

## ; Semicolons, : Colons

**Semicolons**  
used to divide complicated sentences  
- It was very late; everyone was still not home.

**Colons**  
used at the start of lists; used in between clauses in a sentence  
- Bring these things to the picnic: cutlery, plates, and food.

## ( ) Brackets, ... Ellipses, - Dashes

ways of adding and removing extra information in a sentence

- I had a bowl of soup (I usually have rice) for dinner.

## ' Apostrophes

**Possessive**  
uses apostrophe (') to show possession (one thing belongs to another)  
- The bone of the dog -> the dog's bone

**Omission**  
uses apostrophe (') to show you have omitted (left out) some letters in a word  
- You have -> you've

## Command

when you are telling someone to do something; usually starts with a verb (doing word)

- Give the present to your friend.

## ? Question

uses question mark to ask a question

- How many friends do you have?

## Statement

simply tells the reader something

- I have many friends.

## ! Exclamation

uses exclamation mark to show sentence is saying something surprising or with force

- That dog is dirty!

## Noun

names, person, place, or thing

**Common**  
- hand, table, dog  
**Proper**  
- Sarah, London  
**Collective**  
- team, family, herd  
**Abstract**  
- love, peace, hate

## Pronoun

takes the place of a noun

**Personal**  
- I, you, she, him, we, us, they, them  
**Relative**  
- that, which, who, whom, whose  
**Possessive**  
- my, mine, you, his, her, their, theirs

## Subject

the thing or person who is carrying out an action

## Object

who is the action done to or for?

- Andrea (**subject**) spoke to (**verb**) Jorge (**object**).

## Verb

a doing or action word

- play, work, study

## Adjective

describes a noun

- a friendly tiny dog

## Adverbs

adverbs give additional information about the time, place or manner of the verb or sentence.

many adjectives can be turned into adverbs by adding -ly to the end

- proud -> proudly, kind -> kindly, slow -> slowly

## Adverbial Phrase

an adverbial phrase is when more than one word does the adverb's job

- The hurricane struck the island whilst we were asleep.

## Determiners

words that introduce nouns

**Articles**  
tells you whether noun is specific (the) or general (a or an)

- She took a small suitcase.  
- She took the small suitcase.

## Preposition

where or when something is in relation to something else

- after, above, on, under  
- The dog was under the table.  
- After the exam, Lucy was happy.

## Present & Past Progressive

**Present progressive**  
- She is reading the book.

**Past Progressive**  
- He was reading the book when I arrived.

## Active & Passive Verbs

**Active**  
verb where the subject does the action  
- The boy hugged the teddy bear. The boy does the action.

**Passive**  
verb where the subject of the sentence has the action done to it  
- The teddy bear was hugged by the boy. The bear receives the action.

## Present & Past Perfect

**Present perfect form**  
use have/has  
- I have read 'The Three Little Pigs'.

**Past perfect form**  
use had  
- He had left the room.

## Modal Verbs

verb used to show the level of possibility, indicate ability, show obligation, give permission

will, may, must  
- We will have a sandwich for lunch.  
- You must take the test tomorrow.

## Simple Present

something which happens regularly  
- I walk to school.

## Simple Past

something that's finished  
- I walked to school this morning.

## Types of Sentences

**Simple**  
has one clause  
- Mrs Jones is a great teacher.

**Compound**  
has 2 clauses linked together with a connective  
- Mrs Jones is a great teacher and she is always helpful.

**Complex**  
has a main clause, connective and subordinate clause  
- Mrs Jones, who is a great teacher, always has a smile on her face.

## Subjunctive Forms

subjunctive shows something imagined, wished or possible. also used in commands, wishes and requests

- If I were stronger, I would lift that box.

## Connective

word or phrase that links clauses or sentences

- also, besides, however

### Vocabulary & Spelling

Standard English

Punctuation

Linking Words

Sentences

Grammar

Verb Forms & Tenses

# SATS Companion

www.satscompanion.com



4

Draw lines to match the groups of words that have the same meaning.

One has been done for you.

I will	it's
you have	I'll
it is	didn't
did not	you've

The image shows a matching exercise with two columns of word boxes. The left column contains 'I will', 'you have', 'it is', and 'did not'. The right column contains 'it's', 'I'll', 'didn't', and 'you've'. A thick black line connects the right side of the 'did not' box to the left side of the 'didn't' box, indicating a match.

16

The verbs in boxes are in the present tense.  
Write these verbs in the **past tense**.  
One has been done for you.

visits



When my family visited the zoo,

take



I \_\_\_\_\_ photos with my new camera.

smiles



My brother \_\_\_\_\_ for his picture.

1

Write the missing punctuation mark to complete the sentence below.

Can you play my favourite tune

11

Circle the **three** nouns in the sentence below.

A whale has an enormous heart that can weigh as much as a small car.

Read the sentences below.

### Growing Beans

Place some damp cotton wool in a jar.

Push a bean seed down against the side of the jar.

Wait for the bean seed to sprout.

Tick the word that best describes these sentences.

Tick **one**.

statements

questions

commands

exclamations

6

What type of word is underlined in the sentence below?

Poppy held the baby rabbit gently in her arms.

Tick **one**.

an adjective

an adverb

a noun

a verb

# Turning Speech Bubbles to Text.

- Imagine that the words are sheep.
- The sheep have to be kept in a pen.

My leg  
really  
hurts!



# Turning Speech Bubbles to Text.

- If there is no capital letter on the first word then the sheep can escape!

My leg  
really  
hurts!



# Turning Speech Bubbles to Text.

- If there is no punctuation mark on the last word then the sheep can escape





# **New Speaker, New Line**

- Now you know how to punctuate speech there is one more thing you need to remember.
- **Every time a new person starts speaking you will need a new sheep pen on a new line.**

# Speech Punctuation Checklist

- Speech marks at the beginning of the words that are spoken. (66)
- Capital letter on the first word that was spoken.
- Punctuation mark after the last word that was spoken.
- Close the speech marks (99).
- New line EVERY TIME there is a new person speaking.
- NOW CHECK YOUR WRITING – DOES IT HAVE ALL THE ELEMENTS ABOVE?

## Compound Sentence

*(main clause 1)* *(connective)* *(main clause 2)*  
I really love cats **but** I'm allergic to cat hair.

*(main clause 1)* *(connective)* *(main clause 2)*  
The boy went to the park **and** he played with his friend.

*You can join the two main clauses with a coordinating conjunction (FANBOYS – For, and, nor, but, or, yet, so) or a ;*

## Simple Sentence

*(main clause)*  
My favourite animals are cats.

*(main clause)*  
I took him to the park at lunchtime.

## Complex Sentence

*(main clause 1)* *(subordinate clause)* *(main clause 2)*  
His friends, **although he shouted as loudly as possible**, still couldn't hear him.

*(main clause)* *(subordinate clause)*  
His friends couldn't hear him **although he shouted as loudly as possible**.

*(connective)* *(subordinate clause)* *(main clause)*  
**Although he shouted as loudly as possible**, his friends couldn't hear him.

# Fronted adverbials

- A fronted adverbial goes at the beginning of a sentence
- It describes the verb in the sentence
- It describes where, when and how

# Which fronted adverbial?

Can you match the fronted adverbial to each sentence so they all make sense?

Gently,  
Before I go to bed,  
At last,  
Suddenly,  
At the park,  
Every playtime,

I clean my teeth.

The ground began to shake.

I lost my coat.

I play football.

She lifted the sleeping  
baby.

I reached the finish line.

### When

Every week ..

During playtime ..

Once a year ..

Before I go to bed ..

When I go home ..

### How

Without ..

Running ..

Carefully ..

Suddenly ..

Gently ..

### Where

Beside my bed ..

On holidays ..

In the park ..

At home ..

Outside my house ..

*Try using some of these  
fronted adverbials in your  
sentences!*



[English | St Leonard's Church of England, VA  
Lower School \(stleonards.beds.sch.uk\)](#)