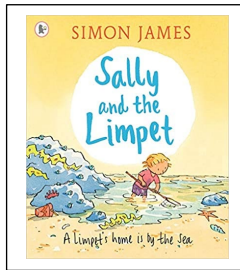


All of the VIPERS are taught within each 2-week block:

**V** = Vocabulary    **I** = Inference    **P** = Prediction    **E** = Explain / Empathise    **R** = Retrieval    **S** = Summarise

Cracking Comprehension / Literacy Shed Plus is used once every three weeks for a 2-day block.



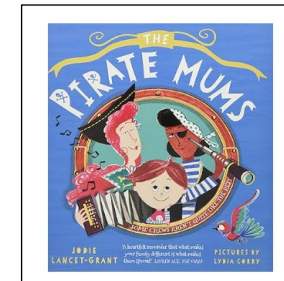
### Sally and the Limpet by Simon James

**Key Vocabulary** – tugged, heaved, pinchers, endless, corridors

**Cross curricular links** – Geography

**National Curriculum Key LO:**

- Discuss favourite words and phrases.
- Draw on what they already know, or on background information, and vocabulary provided by the teacher.
- Participate in discussions about books, taking turns and listening to what others say.
- Become increasingly familiar with and retell a wider range of stories.



### Pirate Mums by Jodie Lancet-Grant

**Key Vocabulary** – panicked, pongy, horizon, fibbed, hollered

**Cross curricular links** – Geography

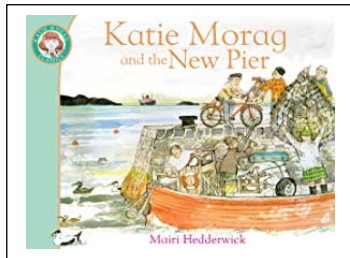
**National Curriculum Key LO:**

- Ask and answer questions.
- Participate in discussions about books, taking turns and listening to what others say.
- Draw on what they already know, or on background information, and vocabulary provided by the teacher.
- Check that the text makes sense to them as they read and correct inaccurate reading.

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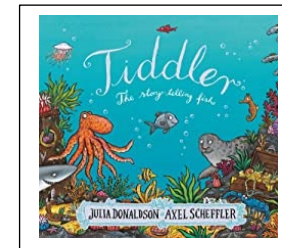
### **Katie Morag and the New Pier by Mairi Hedderwick**

**Key Vocabulary** – ferryman, foreman, lodgings, mainland, pier

**Cross curricular links** – Geography

**National Curriculum Key LO:**

- Discuss and clarify the meaning of words, linking new to known vocabulary.
- Discuss the sequence of events in books and how items of information are related.
- Make inferences on the basis of what is being said and done.
- Predict what might happen on the basis of what has been read so far.



### **Tiddler by Julia Donaldson**

**Key Vocabulary** – imagination, thrashed, captured, dawdling, hauling

**Cross curricular links** – Science and Geography

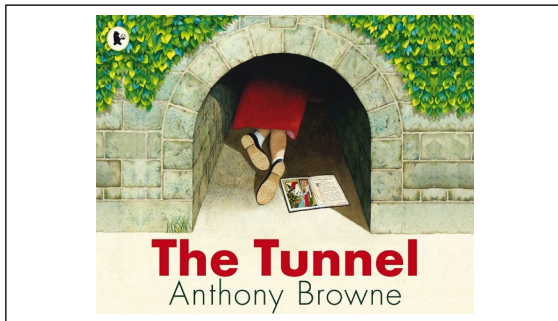
**National Curriculum Key LO:**

- Predict what might happen based on what has been read so far.
- Discuss and clarify the meaning of words linking new to known vocabulary.
- Recognise simple recurring literary language in stories and poetry.
- Answer and ask questions.

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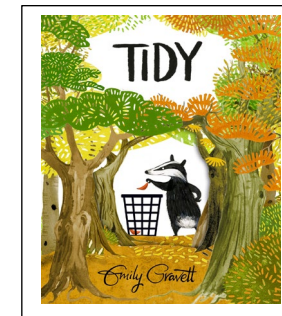
### **The Tunnel by Anthony Browne**

**Key Vocabulary** – impatient, alike, waste ground, clearing.

**Cross curricular links** – History

**National Curriculum Key LO:**

- Participate in discussions about books.
- Make inferences based on what is being said or done.
- Discuss favourite words and phrases.
- Explain and discuss their understanding of books.



### **Tidy by Emily Gravett**

**Key Vocabulary** – bare, scrappy, scoured.

**Cross curricular links** – Geography

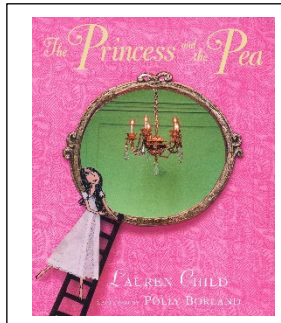
**National Curriculum Key LO:**

- Listen to, discuss and express views.
- Become increasingly familiar with a wider range of stories.
- Recognise simple recurring language.
- Check that the text makes sense by correcting inaccurate reading.

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### **The Princess and the Pea by Lauren Child**

**Key Vocabulary** – mesmerising, captured, vain, glided, perched.

**Cross curricular links** – Geography

**National Curriculum Key LO:**

- Discuss the sequence of events.
- Discuss and clarify the meaning of words.
- Ask and answer questions.
- Check that the text makes sense by correcting inaccurate reading.



### **The Queen's Hat by Steve Antony**

**Key Vocabulary** – whooshed, soared, floated.

**Cross curricular links** – History

**National Curriculum Key LO:**

- Participate in discussions about books.
- Draw on what they already know or background information and vocabulary provided by the teacher.
- Discuss favourite words and phrases.
- Explain and discuss their understanding of books.

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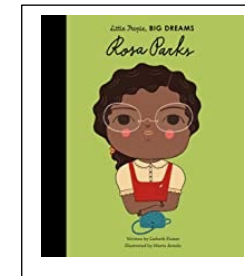
### **Man on the Moon by Simon Bartram**

**Key Vocabulary – rises, boards, responsible, usually, tidy, rubbish, fetch, rocket, picnic, clean**

**Cross curricular links – Science**

**National Curriculum Key LO:**

- Discussing the sequence of events in books.
- Discuss and clarify the meaning of words.
- Making inferences on the basis of what is being said and done.
- Predicting what might happen on the basis of what has been read so far.



### **Rosa Parks by Lisbeth Kaiser**

**Key Vocabulary – brave, slavery, regular, strong, equal, justice, injustice, fought, inspiration**

**Cross curricular links – History / PSHE**

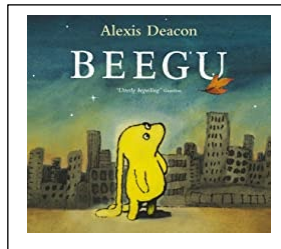
**National Curriculum Key LO:**

- Be introduced to non-fiction books that are structured in different ways.
- Listen to, discuss and express views about a wide range of contemporary writing.
- Discuss and clarify the meaning of words.
- Answer and ask questions.

All of the VIPERS are taught within each 2-week block:

**V** = Vocabulary    **I** = Inference    **P** = Prediction    **E** = Explain / Empathise    **R** = Retrieval    **S** = Summarise

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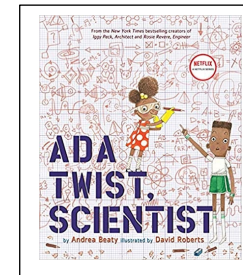
### **Beegu by Alexis Deacon**

**Key Vocabulary** – seemed, creatures, hopeful, unfriendly, lost, alien, moon, scared

**Cross curricular links** – Science

**National Curriculum Key LO:**

- Discuss their favourite words and phrases.
- Making inferences on the basis of what is being said and done.
- Predicting what might happen on the basis of what has been read so far.
- Discussing the sequence of events in books.



### **Ada Twist Scientist by Andrea Beaty**

**Key Vocabulary** – curious, fact, question, experiment, hypothesis, test, result, science

**Cross curricular links** – Science

**National Curriculum Key LO:**

- Be introduced to non-fiction books that are structured in different ways.
- Draw on what they already know or background information and vocabulary provided by the teacher.
- Answer and ask questions.
- Explain and discuss their understanding of books.