



Dosthill Primary Academy

Reading and Phonics Policy

Document and Version Control

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Policy Owner	S Burke
Policy Approver	LGB

Version	Date	Amended by	Comments
	Spring 2022	SB	Spring 2022 – New Policy
	Spring 2023	SB	PAGE 9 - Year 1 assessment updated
			PAGE 10 – Home learning reward updated

Aims and Values

Our core moral purpose is encapsulated in the vision statement for the school:



Our core values permeate our every breath at Dosthill Primary Academy where everyone is selflessly committed to:



Our aim is that everyone in our Dosthill Family grows in confidence to achieve their ambitions and dreams with courage and kindness. We promise to provide a caring ethos where all children have the confidence to explore, dream and discover so that every valuable second of the day is a learning adventure.

Equality Duty

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public-Sector Equality Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Rationale and Principles

English is at the heart of our curriculum at Dosthill Primary Academy, with opportunities for spoken language, reading and writing embedded throughout all learning experiences.

Our shared vision and overall aims in English are:

- To ensure children love learning in this subject due to highly engaging and motivating experiences which will enable children's confidence and skills to develop.
- To enable all children to become competent and creative in their oral and written language skills.
- To ensure all children can elaborate and explain clearly their understanding and ideas.
- To enable all children to enjoy improving and developing their spoken language, reading, spelling, handwriting and compositional writing.
- To develop pupils' interest and pleasure in reading, so that they can read independently, understand the meaning and express preferences about their reading, in order to develop a lifelong love of reading.

- To ensure that pupils read with fluency, accuracy and understanding across a range of texts, both fiction and non-fiction.
- To ensure all children appreciate their rich and varied literary heritage.
- To enable pupils to use non-fiction and non-literary texts in order to access information for themselves including ICT based information texts.

English is a core subject of the National Curriculum. The fundamental skills, knowledge and concepts are set out in the “English in the National Curriculum” are categorised into three attainment targets:

English	Languages
1. Spoken language	1. Spoken language
2. Reading	2. Reading and Writing
3. Writing	3. Intercultural understanding

APPROACHES TO LEARNING AND TEACHING IN READING & PHONICS

The teaching of Reading and Phonics is promoted through the children’s and teacher’s passion for English, which is above all achieved through the poignant principles outlined in our learning and teaching policy. The key approaches for the teaching of Reading & Phonics at Dosthill Primary Academy are:

- Reading ‘VIPERS’, linked to the Reading Domains, for the teaching of Reading.
- Read, Write Inc and Letters and Sounds for teaching of Phonics.

Through these teaching approaches the following Teaching and Learning principles for Reading & Phonics are achieved:

- Dual teaching of specific genres, linking reading and writing opportunities appropriately.
- Modelling an enthusiastic, interested and excited approach in all lessons, showing a desire to learn with the children; knowing when it is best to model and scaffold or when it is best to set the children a task and provide delayed teacher input.
- Having a secure command of the curriculum and teachers planning effectively so as to develop further the knowledge and skills of the children.
- Planning for and encouraging children to extend their learning at home, valuing and sharing children’s contributions and home learning.
- Using a variety of teaching techniques to capture children in their learning, knowing when it is best to teach the whole class or staggering the teaching of groups of children.
- Accurate teacher assessment using the Fierté Assessment Expectations for Reading Expectations.
- Providing regular responsive marking and feedback ensuring children recognise their strengths and know what they can do to improve further.
- Ensuring children use self and peer assessment so that children self-evaluate and improve their learning.
- Making use of daily teacher assessment to inform future learning and teaching.
- Having high expectations as well as independent targets to motivate all learners to achieve more through oral and written feedback.
- Ensuring that groups of children receive targeted teacher focus time, during guided reading.
- Using other adults within the classroom effectively, considering who could most effectively support learner’s needs in a particular lesson.
- Making links and creating opportunities for all children to apply key English skills across the wider curriculum subjects.

- Use learning focused displays to motivate, support and enhance learning in Reading and Phonics.
- Using resources effectively to motivate and inspire all learners in Reading (E.g. display, enjoyable texts/visual clips).
- Audiences for learning so that there is a purpose for an activity.

At Dosthill Primary Academy, we constantly strive to refine and improve learning and teaching experiences in Reading & Phonics so that all children receive high quality learning, ensuring that their confidence and English skills constantly flourish further.

THE READING & PHONIC TIMETABLE

- English is primarily delivered through the National Curriculum, ensuring that throughout the year, children will experience a wide range of fiction (including poetry) and non-fiction texts. The Long-Term plan ensures progression during the year and across the school.
- Reading Units of work last for three weeks and match the Talk for Writing genres.
- Weekly planning is annotated by each class teacher to meet the needs of the class.
- High quality texts that form an English Spine, including visual literacy such as adverts, DVD clips and film are used to promote enjoyment and inspiration within our Reading Curriculum and Wider Curriculum subjects.
- In Reception and Year 1, systematic phonics using 'Read, Write Inc' is taught for daily 30-minutes, followed by a half an hour guided reading session.
- Whole class Reading is taught daily for half an hour.
- Opportunities to apply key reading and writing skills across the wider curriculum are planned for on a weekly basis.
- Year 2 and 3 children who continue to need phonic teaching have weekly, targeted small group 15-minute phonics.
- Whole class reading books are read daily for the pure enjoyment of hearing, sharing and enjoying a book.

THE NATIONAL CURRICULUM 2014

Key Stage One and Two's learning in English is planned using the English Programmes of Study:

- **Reading** - word reading
- comprehension (both listening and reading).

Objectives are solely planned from the year group programmes of study enabling *children to deepen their knowledge, skills and understanding*.

PLANNING FOR READING

Planning for Reading is completed at three levels:

1. Long term (Reading)

The long-term overview will ensure that all children experience a wide range of genres and reading domains. Teachers within year groups should choose and possibly give greater time to objectives where children have greater gaps in their learning.

2. Medium term

Reading links are made in the Talk for Writing the Medium-Term plans.

3. **Short term** – Daily planning grid linked to specific VIPER reading/phonic outcome.

READING AT DOSTHILL PRIMARY ACADEMY

Our prime aim is to ensure that reading is fun and enjoyable; children at Dosthill Primary Academy from the Foundation Stage onwards should develop a love of books through hearing and enjoying stories. Drama and role-play should be used to fully immerse children in texts. Children will have the opportunity to borrow scheme and real books, choosing and selecting text with increasing independence.

AIMS

At Dosthill Primary Academy, we will ensure that our children:

- Love reading and develop a lifelong passion for reading.
- Learn to read confidently and independently increasingly challenging texts
- Read fluently, accurately and with understanding.
- Read a wide range of materials.
- Are able to respond to texts by reflection, analysis and discussion.
- Read a range of fiction, non-fiction and poetry.
- Become independent and critical readers and make informed and appropriate choices.
- Select information from a wide range of texts and sources including print, media and ICT and to evaluate those sources.
- Apply techniques such as skimming, scanning, and text marking effectively in order to research and appraise texts.
- Can self and peer assess their reading, noticing strategies that will improve their reading ability further.
- Answer comprehension questions linked to their reading with increasing accuracy and effectiveness, linked to the National Curriculum assessment outcomes.

Children at Dosthill Primary need to be given regular opportunities to improve their reading through opportunities for:

- Analysis of high quality texts as identified on the Long Term Reading Plan.
- A three-week focus on a reading skill (VIPERS): vocabulary, inference, prediction, explanation, retrieve and summarise (KS2) or sequence (KS1).
- Hearing stories, poetry, nursery rhymes etc. **every day** in order that children foster a love of reading, understanding of the pattern of language, meaning of words.
- Weekly shared reading of the class text/model text; the teacher models reading with fluency.
- Guided reading with focused teacher input to develop children's reading skills and confidence using a book-banded book.
- Paired reading and discussion.
- Explicit teaching of 'decoding' skills to read new or unfamiliar words.
- Regular reading comprehension during whole class and guided reading sessions.
- Opportunities for reading across the wider curriculum.
- Steering children towards the text they should be reading so that children read a range of genres.
- Regular book talk and enjoyment in reading.
- A structured programme for the teaching of phonics and the systematic development of a sight vocabulary is taught daily from Nursery to Year 2 through Read, Write Inc.
- Pupils having access to a wide range of literature and non-fiction texts in classrooms – class libraries.
- The use of ICT based reference materials in the form of Ipad's and online reading App's e.g. Pickatale and Oxford Owl.

- Providing a print rich environment and interactive displays in order to stimulate pupils' reading.
- The involvement of parents, in and out of school, thereby ensuring a home/school commitment to the encouragement and value of reading. Including completion of reading log in the home learning journal.
- The holding of book fairs.
- Key Stage 2 Author Journal Books are provided and used by all children to magpie vocabulary.

READING RESOURCES

Whole class/Independent/Guided Reading Texts

In guided reading, every child is taught to read using a book-banded book; this is chosen by the class teacher based upon their standardised reading age.

Year Group		Nursery - Reception		Year 1		Year 2		Year 2-3		Year 3		Year 4		Year 5		Year 6		Year 6+	
Reading Ages		3-5 years		5-6 years		6-8 years		8-9 years		9-10.5 years		10.5-11.5 years		11.5-12 years		12-12.5 years		12.5+ years	
Book Band	lilac	pink	red	yellow	blue	green	orange	turquoise	purple	gold	white	lime	copper	topaz	ruby	emerald	sapphire	diamond	pearl

As a structure for reading development the core reading schemes are:

- **EYFS/Year One:** Read, Write Inc
- **Year Two/Key Stage Two:** Collins Big Cat Reading Scheme

In order to offer children real books and ensure enjoyment for reading, all children should also read a non-scheme book from the library, which they change weekly. Also, children should have a reading for pleasure book which is read during specific times of the day.

Other Reading Resources

- Rising Stars – Cracking Comprehension
- Brilliant Reading Comprehension
- Real life reading materials, e.g. instructions, comics, posters, letters, First News.
- EBooks (Pickatale and Oxford Owl)

Whole Class reading material for English Lessons:

- Talk for Writing Modelled Texts (genre/story plot specific)
- Genre/story plot linked Reading Books (Pie Corbett's Reading Spine)
- Book sets/class sets.
- DVD/visual literacy.
- Real life texts.
- Library books.
- Websites

READING ENVIRONMENT

Books should be presented in a positive way and treated with respect so that they are valued by all children. In each classroom, there should be examples of:

- In class libraries – home reading books (book banded), reading for pleasure books and non-fiction texts.

- Interactive, stimulating reading areas.
- VIPER posters
- A wide range of book genres on display.
- Texts linked to learning in Curriculum Topics.

PLANNING FOR READING

Children will be taught to read with fluency, accuracy, understanding and enjoyment and to be able to use a range of strategies to make sense of what they read.

As teachers assess children's performance and progress within both word recognition and language comprehension processes, they need to identify children's particular learning need and use this analysis to guide further teaching.

LEARNING OBJECTIVES FOR READING

Objectives are taken from the National Curriculum 2014 for all aspects of learning and teaching linked to:

- word reading
- comprehension (both listening and reading).

Objectives are assessed against the Fierte End of Year Reading Expectations.

In order to experience these learning objectives, children will have the opportunities to regularly take part in weekly

- Shared Reading
- Guided Reading
- Paired/Independent Reading
- Reading Comprehension

The planning for reading has a three-weekly focus on a reading skill or VIPER:

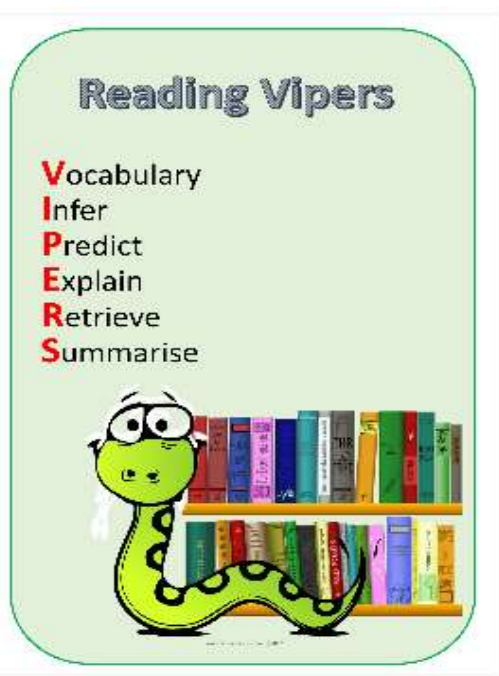
Shared Reading

Shared reading during Reading, Talk for Writing and Curriculum lessons should be interesting, varied and used imaginatively.

When possible, children read simultaneously, aloud with the class teacher from a paired/shared copy of the text.

Paired/Independent reading

- Children should have regular opportunities to read in pairs or independently in school and at home.
- Children's independent reading should be recorded in their home school learning log.



- Children who are making less than expected progress in reading may need to read daily to a teacher/Teaching Assistant and reading buddy.

Independent reading heard by a teacher, teaching assistant, parent helper should be recorded on a standardised assessment grid so that it can be used to inform targets for children.

Reading Comprehension

Reading comprehension is a skill that needs to be taught through:

- Guided reading session – oral and written question/answers
- Shared reading
- Weekly comprehension teaching – using comprehension materials in school (see inventory of resources)
- Home Learning reading comprehension challenges
- Mixed VIPER Comprehension is taught at the end of the three-week cycle in class.

Home Reading

- Every child has at least one home reading book every week.
 - YR/Y1 take home a phonic decodable Read, Write Inc book that matches their current phonic assessment.
 - Children in Y2-6 choose their home-reading book-banded book from the class book-banded library.
- All children are expected to read at least 3 times per week and parental comments are to be recorded in the individual home reading journal.
- Home journals are collected in every Wednesday and returned by the following Friday. Teachers must sign every journal weekly and write a comment in fortnightly.
- Children gold stars in their reading diary if they read three times per week.
- Children who do not return reading books and journals will receive either be spoken to by the class teacher or receive a text or telephone call.
- Focus VIPER skills are reported to parents on the weekly year group home learning sheet.

ASSESSMENT OF READING

Formative Assessment

- Pupils' reading behaviour (attitude to reading, chosen texts etc) is observed and noted by the class teacher in the pupils' individual reading record books/genre goals taking account of reading both in school and at home.
- Pupils' progress in reading is assessed through guided reading against the learning challenge and the planned Fierté Assessment Expectation Objective. This forms part of the assessment portfolio and deals with the reading of both fiction and non-fiction texts.
- Children should also self and peer assess their contributions against their reading objectives.
- Individual reading journals should be collected in at least weekly by the class teacher and comments made in line with our reading journal code of practice.
- Learners should regularly complete written reading comprehension in order to track their progress and teachers provide constructive feedback to allow for the continual progression of skills.
- A diagnostic fluency-reading test will be administered termly, from March 2021, to assess the number of words per minute that a child can read and their decoding (phonic) reading skill.

Summative Assessment

- Learners in Year 2- 6 are assessed using the Progress in Reading Assessment (PiRA – a standardised reading assessment).

- Learners in Year 1 are assessed using the RWI Fisher Family Trust (FFT) Phonic and Reading assessments.
- Statutory assessment of reading occurs through baseline assessment and the reading SATs at the end of each Key Stage. The results of these assessments are monitored closely in order to inform targets for subsequent year groups. Interim assessment in January is also used to track progress.
- Foundation Stage use development matters objectives, which are reviewed termly. At the end of the Reception year, learners are also assessed against the Early Learning Goals.
- Bi-annually teacher assessment points are used to track children's progress and monitor children's progress against their FFT estimate. This allows learners who are not making expected progress to be identified and strategies developed to accelerate the progress of these learners to the Expected Standards. It also enables teachers to ensure the higher ability learners exceed the Expected Standards for their Key Stage.
- Learning Pit-Stop Assessments enable teachers to set children targets/areas to develop further in order to make greater progress in reading.
- RWI phonics and key word reading recognition is tracked each half term by the 'Teaching and Learning Standard Leader' and monitored by Sonia Burke (English Leader).
- Year 1 Phonic skills are tracked monthly using previous Phonic Screening Tests.

TEACHING OF PHONICS

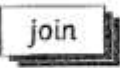
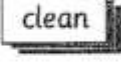
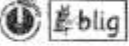


AIMS

- Children are taught phonics daily through the Read, Write Inc Phonics Scheme, for 30 minutes in Reception and Key Stage One.
- Reception, year one and year two, children are grouped and taught according to their phonic band.
- Sonia Burke/Lisa Williams and Anna Taylor are the responsible for the assessment, teaching and tracking of phonics.
- All learners complete an initial entry assessment, which is subsequently re-assessed using a different assessment sheet every 6 weeks.
- Learners are arranged across year groups according to their phonic skills.
- Learners are taught to read in their phonic groups, which is most frequently not their usual class teacher.
- Spelling and handwriting joins link closely to phonic learning each week.

During phonic teaching, we will ensure that:

- Lessons are taught with pace - majority of children should be confident readers by the end of Year 1 after completing the RWI scheme.
- Teaching is systematic and lessons are taught with fidelity, reinforcing and building on previous learning to secure children's progress.
- There are opportunities to reinforce and apply acquired phonic knowledge and skills across the curriculum and in such activities as shared and guided reading.
- It is underpinned by a synthetic approach to blending phonemes in order all the way through a word in order to read it, and segmenting words into their constituent phonemes to spell them.
- It is made clear that blending and segmenting are reversible processes.

- It is multisensory, encompassing various visual, auditory and kinaesthetic activities that actively engage children (e.g. manipulating magnetic or other solid letters to build words, or activities involving physical movement to copy letter shapes)
- Make clear the importance of spoken language as the foundation for embarking on a systematic phonics programme and for acquiring the skills of reading and writing.

Speed Sounds				Word Time				
Sound	Say the sound	Read the sound	Review the sound	Read the words	Review the words	Reading Assessment	Spell with Fred Fingers	Spell Review
e.g. /oi/	 Look at the picture and read the rhyme. Orally blend 3-4 words which contain the sound.	 oi Show the grapheme - single phoneme, digraph or trigraph.	 Spot the new sound in the pack. "There you are!"	 Use Phonics Green Word Cards: X 6 green words	 Words from the previous Set 1, 2, or 3 lessons and Word Times. X 4 green words	 Ask the children to read non-sense words. X 3 blue words	 Words to spell using the focus sound of the day: X 3 words	 Words to spell using the previously taught sounds: X 3 words

Once learners have completed the Read, Write Inc Phonic Scheme they will move onto **Whole Class Spelling** as Key Stage 2.

Children's progress in developing and applying their phonic knowledge is carefully assessed and monitored.

Phonic objectives are grouped by the year group and are in line with the Word recognition: decoding (reading) and encoding (spelling) programme of study.

- read fluently and automatically by using phonic knowledge of grapheme-phoneme correspondences and the skills of blending as their prime approach for decoding unfamiliar words, and thereby:
- build up a store of words that are instantly recognised and understood on sight
- segment words into their constituent phonemes and understand that spelling is the reverse of blending phonemes into words for reading.

ASSESSMENT OF PHONICS

- Assessment and progress is tracked by the Reading Leaders every 6 weeks.
- Year one Phonic Screening test (Summer Term in year One and repeated in Year Two for any learners in who did not pass the test).

MEETING THE NEEDS OF ALL LEARNERS

The needs of all learners are securely met in English with teachers using the following approaches to ensure that learning is well matched, ensuring that children's needs are met:

- Guided Reading and Guided Writing allowing children to gain focused teaching.
- Guided Reading records to monitor progress and steer planning.
- Precise differentiation.
- Focus children in English with strategies to meet their particular needs
- Differentiated reading materials.

- Visual literacy to inspire all learners
- Assessment for learning opportunities – self and peer assessment/success criteria/response partners.
- Choice of text/outcomes.

GENDER, RACE AND EQUALITY

- All children receive equal learning opportunities in English.
- Material is carefully selected to avoid stereotyping by gender, race, disability or social background.
- Texts are chosen to motivate boys and girls.
- Visual literacy, ICT, spoken language, success criteria are proven to motivate boys in English, all of which are highly apparent in our school.
- Cultural themes and stories are embedded within the texts in school and in the literacy units of work.

PUPILS WITH SPECIAL NEEDS

Pupils with diverse learning needs are provided for through:

- Teachers planning for the pupil's full participation.
- Ensuring that children with Special Educational Needs are taught on a regular basis by their class teacher not just support staff.
- Ensuring that objectives in each aspect of English are differentiated appropriately to support or challenge SEN/Gifted and Talented children.
- Personalised English learning objectives are planned on Pupil Premium and SEN Passports for Learning; these are shared with home too.
- Providing appropriate level reading material for SEN children /Gifted and Talented children.
- Raising children's self-esteem and self-image in English particularly through relationships between teacher and children and a positive approach, rewards etc.
- Annotating planning to support children with special needs, in line with IEP's.
- Using questions/explanations to involve all children in their learning.
- Using a range of visual, auditory and kinaesthetic learning styles.
- Using coloured paper and pens.
- Setting high expectations.
- Providing opportunities for all pupils to achieve.
- Creating effective learning environments.
- Providing equality of opportunity through teaching approaches.
- Setting appropriate learning targets.
- Liaison with SENCO and the development and delivery of appropriate the Passport for Learning.
- Liaison with outside agencies, e.g. psychological services.
- Appropriate intervention (as set out in the 2014 Code of Practice).
- Allowing pupils access to specialist equipment and approaches where necessary.
- Liaison with the adviser for gifted and talented pupils.
- Continuous consultation with and involvement of parents.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

ASSESSMENT, RECORDING & REPORTING

Pupils' development in Literacy is constantly monitored and assessed in order to inform future planning, teaching and reporting. FFT Assessment system is used to record and analyse attainment, progress against pupil estimates.

All formal assessments are passed to the receiving teacher at the end of the academic year. Focus children, year group strengths/least competent areas in are also identified and used by receiving teachers to adapt English planning and teaching.

In Year 2 and Year 6, The End of Key Stage One and Two assessment frameworks are also used to assess learner's progress for:

- Working Towards the Expected Standard
- Working At the Expected Standard
- Working at Greater Depth Within the Expected Standard.

Pupil Progress Meetings are held on a fortnightly basis to analyse, track and target all learners.

MONITORING AND EVALUATION OF THE POLICY

The English leader with support from the Senior Leadership Team will monitor and evaluate the policy through:

- Informing the Headteacher of any monitoring requirements.
- Learning walks.
- The monitoring of medium- and short-term planning.
- Lesson observations.
- Pupil conferencing.
- Staff consultation.
- Book scans.
- Analysis of SAT results.
- Analysis of teacher assessments.
- Monitoring of standards in writing and subsequent setting of targets. (See Skills Ladder and Classroom Monitor data).

The role of learners in the context of this policy is to:

- Take an active and enthusiastic part in their learning in English.
- Use success criteria, response partners, peer and self-assessment to guide and improve their own learning in English.
- Be an active participant in personalising and extending their own learning at school and at home.

The role of all teachers in the context of this policy is to:

- Recognise the personal impact which their enthusiasm for English has on the learners in their classroom.
- Use the revised literacy framework to plan, annotate and differentiate planning more precisely.

- Use the policy to use appropriate teaching strategies in English.
- Introduce, teach towards and assess children against their curriculum targets.
- Use formative and summative assessment in English to meet learners needs more precisely.
- Select the most appropriate strategies linked to effective teaching for the nature of the lesson in English.
- Identify (an) area/s where they require further training in relation to English.

The role of the English Leader in the context of this policy is to:

- Ensure that effective learning and teaching strategies are used within English.
- Identify professional development needs in the delivery of the National Curriculum and the new National Curriculum 2014.
- Target issues that occur, on a whole school basis, through staff meetings and designated Professional Learning days.
- Provide support, using a range of possible methods, if staff members have particular needs or concerns.
- Monitor planning.
- Develop and improve appropriate assessment arrangements, including records.
- Monitor curriculum targets and tracking of Assessing Pupil Progress data.
- Monitor end of Key Stage and end of year assessments, use data analysis to inform curriculum targets.
- Oversee parental liaison in the area of reading.
- Co-ordinate the purchase of resources and be responsible for their organisation.
- Co-ordinate members of the literacy team and delegate responsibility appropriately.

The role of the English Leadership Team in context of this policy is to:

- Monitor resources and planning within their year group.
- Take on responsibility for aspects of English and perform tasks related to this, e.g. staff inset, monitoring resources etc.

The role of leaders and managers in the context of this policy is to:

- Identify training requirements and priorities for Inset in order that all staff have regular training so as to gain even greater knowledge, understanding and confidence in the effective learning and teaching strategies in English
- Use monitoring exercises to identify successes in relation to learning and teaching and areas to strive for even greater success in English
- Provide time for staff to discuss and share effective learning and teaching experiences through English Professional Learning.
- Provide opportunity for staff to learn through English co-coaching sessions.

The role of Governors in the context of this policy is to:

- Agree and review the English Policy on a regular basis.
- Question the Head teacher and others to ensure that the policy is implemented and impacts positively on learning and teaching in English.

Dissemination and Review

Date of latest review: *March 2023*

The Policy will be reviewed annually (*Spring Term*) in line with the Governing Body Annual Planner.

Next review due: *March 2024*.

Policy published on the school website for staff and wider community access.

Reviewed and updated: Spring 2023.

Date of next review: Spring 2024.

The latest copy of the Policy is stored on Teams. It is shared with parents and carers via the school website.

Appendices:

Reading Long Term Planning
Read Three-Week Teaching structure
Fierte Reading Expectations
VIPER Question Stems (ARE/GD)
VIPER Answer Stems
