

# Reading Progression at NJS

Progression of Reading Knowledge

Progression with VIPERS

Reading for Pleasure and Guided Reading Texts

	Progression in Reading Knowledge				
	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and Decoding	<p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables.</p> <p>To read most words containing common suffixes.*</p>	<p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.*</p> <p>To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.*</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>To apply their growing knowledge of root words, prefixes and suffixes/word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.*</p>	<p>To read fluently with full knowledge of all Y5/Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues</p>
Common Exception Words	<p>To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>To begin to read Y3/Y4 exception words.*</p>	<p>To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word.</p>	<p>To read most Y5/Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>To read all Y5/Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>
Fluency	<p>To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>To reread these books to build up fluency and confidence in word reading.</p> <p>To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.</p>	<p>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</p>	<p>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</p>	<p>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</p>	<p>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</p>

	Progression in Reading Knowledge				
	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding and Correcting Inaccuracies	To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. To check that the text makes sense to them as they read and to correct inaccurate reading.				
Comparing, Contrasting and Commenting	To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views. To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales. To discuss the sequence of events in books and how items of information are related	To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. To use appropriate terminology when discussing texts (plot, character, setting).	To discuss and compare texts from a wide variety of genres and writers. To read for a range of purposes. To identify themes and conventions in a wide range of books. To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings). To identify how language, structure and presentation contribute to meaning. To identify main ideas drawn from more than one paragraph and summarise these.	To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types. To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. To identify main ideas drawn from more than one paragraph and to summarise these. To recommend texts to peers based on personal choice.	To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. To recognise more complex themes in what they read (such as loss or heroism). To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions. To draw out key information and to summarise the main ideas in a text. To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views. To compare characters, settings and themes within a text and across more than one text.

	Progression in Reading Knowledge				
	Year 2	Year 3	Year 4	Year 5	Year 6
Inference and Prediction	To make inferences on the basis of what is being said and done. To predict what might happen on the basis of what has been read so far in a text.	To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. To justify predictions using evidence from the text	To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text. To justify predictions from details stated and implied.	To draw inferences from characters' feelings, thoughts and motives. To make predictions based on details stated and implied, justifying them in detail with evidence from the text	To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters). To discuss how characters change and develop through texts by drawing inferences based on indirect clues.
Poetry and Performance	To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.	To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. To begin to use appropriate intonation and volume when reading aloud	To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry). To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.	To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.	To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.
Non-Fiction	To recognise that non-fiction books are often structured in different ways.	To retrieve and record information from non-fiction texts	To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information. To use dictionaries to check the meaning of words that they have read.	To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.	To retrieve, record and present information from non-fiction texts. To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).

	Progression in Reading for Pleasure				
	All children should be exposed to a range of fiction/nonfiction/poetry each year				
	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Pupils should be given opportunities to:</p> <ul style="list-style-type: none"><li>• Retell a variety of traditional and fairy stories.</li><li>• Build up a repertoire of poems learnt by heart.</li><li>• Discuss their favourite words and phrases.</li><li>• Listen to a variety of stories, classic and contemporary poems and non-fiction at a level beyond which they are able to access independently and share their views.</li><li>• Share their favourite stories with others</li></ul>	<p>Pupils should be given opportunities to:</p> <ul style="list-style-type: none"><li>• Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li><li>• Discuss words and phrases that capture the reader's imagination.</li><li>• Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</li><li>• Decide when a text does not engage them and change it for something new.</li><li>• Share and write reviews on books they have enjoyed.</li><li>• Perform some poems / songs they have learned</li></ul>	<p>Pupils should be given opportunities to:</p> <ul style="list-style-type: none"><li>• Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li><li>• Discuss words and phrases that capture the reader's imagination.</li><li>• Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</li><li>• Share and write reviews on books they have enjoyed.</li><li>• Further develop their repertoire of learnt poems and songs, and also their performance skills</li></ul>	<p>Pupils should be given opportunities to:</p> <ul style="list-style-type: none"><li>• Recommend books they have enjoyed to their peers and younger children.</li><li>• Learn a wide range of poetry, songs and storied by heart</li><li>• To perform longer poems in groups and individually</li></ul>	<p>Pupils should be given opportunities to:</p> <ul style="list-style-type: none"><li>• Recommend books they have enjoyed to their peers and younger children.</li><li>• Continue to learn a wider range of poetry, songs and stories by heart and share with audiences of adults and younger children</li></ul>
	Pupils should be given the opportunity to listen to a story being read to them at the end of the day. (Or at an alternative time that suits the classroom)				
Age-appropriate book list	<p><b>Narrative Texts</b></p> <ul style="list-style-type: none"><li>• Fantastic Mr Fox</li><li>• The Iron Man</li><li>• Greek Myths</li><li>• Operation Gadgetman</li></ul> <p><b>Picture Books</b></p> <ul style="list-style-type: none"><li>• Stone Age Boy</li><li>• Fox</li><li>• The Rhythm of the Rain</li><li>• Into the Forest</li><li>• The Tin Forest</li></ul> <p><b>Shakespeare</b></p> <ul style="list-style-type: none"><li>• The Tempest</li></ul> <p><b>Non- Fiction / Biography</b></p> <ul style="list-style-type: none"><li>• Egyptology</li><li>• Jemmy Button</li><li>• Ancient Egypt</li><li>• Little People Big Dreams</li></ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"><li>• Please Mrs Butler</li><li>• Revolting Rhymes</li></ul>	<p><b>Narrative Texts</b></p> <ul style="list-style-type: none"><li>• My Brother's Famous Bottom goes Camping</li></ul> <p><b>Picture Books/ Graphic Novels</b></p> <ul style="list-style-type: none"><li>• The Lost Happy Endings</li><li>• The Secret Garden</li><li>• The Journey</li><li>• The Christmas Truce</li><li>• Arthur and the Golden Rope</li><li>• The Leaf</li><li>• The Whale</li></ul> <p><b>Shakespeare</b></p> <ul style="list-style-type: none"><li>• A Midsummer Night's Dream</li></ul> <p><b>Non-Fiction / Biography</b></p> <ul style="list-style-type: none"><li>• Manfish</li><li>• Raging Rivers</li><li>• Roman Britain</li><li>• Alfred the Great</li><li>• Little People Big Dreams</li></ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"><li>• Michael Rosen</li><li>• Macavity the Mystery Cat</li><li>• Life doesn't frighten me at all.</li></ul>	<p><b>Classic Narratives</b></p> <ul style="list-style-type: none"><li>• Sherlock Holmes -Hound of the Baskervilles</li><li>• King Kong</li></ul> <p><b>Novels</b></p> <ul style="list-style-type: none"><li>• The Jamie Drake Equation</li></ul> <p><b>Picture Books/ Graphic Novels</b></p> <ul style="list-style-type: none"><li>• Greta and the Giants</li><li>• The Promise</li><li>• When we walked on the Moon</li><li>• The Hound of the Baskervilles</li><li>• FArTHER</li></ul> <p><b>Shakespeare</b></p> <ul style="list-style-type: none"><li>• Macbeth</li></ul> <p><b>Non-Fiction / Biography</b></p> <ul style="list-style-type: none"><li>• Where Once We Stood</li><li>• The Wonder Garden</li><li>• The Vikings</li><li>• Little People Big Dreams</li></ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"><li>• The Highwayman</li><li>• Railway Poems - From a Railway Carriage.</li></ul>	<p><b>Classic Narrative</b></p> <ul style="list-style-type: none"><li>• The Diary of Anne Frank</li></ul> <p><b>Novels</b></p> <ul style="list-style-type: none"><li>• Letters from the Lighthouse</li><li>• There's a Boy in the Girl's Bathroom</li><li>• Darwin's Dragons</li></ul> <p><b>Picture Books/ Graphic Novels</b></p> <ul style="list-style-type: none"><li>• Varmints</li><li>• Hansel and Gretel</li><li>• The Ways of the Wolf</li><li>• The Lost Diary of Henry VIII's Executioner</li><li>• A Story like the Wind</li></ul> <p><b>Shakespeare</b></p> <ul style="list-style-type: none"><li>• Henry V</li></ul> <p><b>Non-Fiction / Biography</b></p> <ul style="list-style-type: none"><li>• The Origin of the Species</li><li>• Rose Blanche / Anne Frank</li><li>• The Tudors</li><li>• Little People Big Dreams</li><li>• Shackleton's Journey</li></ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"><li>• Poems from the Trenches</li><li>• The Jabberwocky</li></ul>	

	Progression in Reading Knowledge				
	Year 2	Year 3	Year 4	Year 5	Year 6
Inference	Make simple inferences about characters' thoughts and feelings and reasons for actions	Draw plausible inferences, often supported through reference to the text Draw inferences such as inferring feelings, thoughts and motives of main characters from their actions  Justify inferences with evidence	Draw sound inferences, supported through reference to the text  Draw inferences such as inferring characters' feelings, thoughts and motives of main characters from their actions, and justifying inferences with evidence	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence  Make links between the authors' use of language and the inferences drawn	Refer to the text to support predictions and opinions (expanding responses to provide Evidence + Explanation)  Begin to see how inferences draw on the connotations of words, their use in context and that they can be cumulative
Clarify	Draw on what they already know or on background information and vocabulary, provided by the teacher Discuss and clarify the meanings of words, linking new meanings to known vocabulary	Ask questions to improve their understanding of a text Use dictionaries to check the meaning of words that they have read Use a range of known strategies appropriately to establish meaning in books that can be read independently	Discuss understanding as it develops and explain the meaning of words in context  Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	Ask questions to improve their understanding of a text  Check the book makes sense to them by discussing their understanding and exploring the meaning of words in context	Ask questions to improve their understanding of a text  Check the book makes sense to them by discussing their understanding and exploring the meaning of words in context
Predicting	Predict what might happen on the basis of what has been read so far and their own experience	Predict what might happen from details stated and implied	Predict what might happen from details stated and implied	Predict what might happen from details stated and implied	Predict what might happen from details stated and implied
Explanation	Participate in discussions about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say  Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books and textbooks  Discuss words and phrases that capture the reader's interest and imagination Use specific vocabulary and ideas expressed in the text to support own views	Recommend books that they have read, giving reasons for their choices  Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views  Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary	Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously  Provide reasoned justifications for their views Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary  Recommend books that they have read, giving reasons for their choices	Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously  Provide reasoned justifications for their views Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary  Recommend books that they have read, giving reasons for their choices  Evaluate how successfully the organisation of a text supports the writer's purpose

	Progression in Reading Knowledge				
	Year 2	Year 3	Year 4	Year 5	Year 6
Retrieving	<p>Ask questions</p> <p>Extract information from the text and discuss orally with reference to the text</p>	<p>Uses text features to locate information e.g. contents, indices, subheadings</p> <p>Locate and retrieve information using skimming, scanning and text marking</p> <p>Retrieve and record information from non-fiction</p>	<p>Recognise and distinguish between fact and opinion</p>	<p>Retrieve, record and present information from non-fiction</p> <p>Skim and scan efficiently for vocabulary, key ideas and facts on both the printed page and screen</p> <p>Distinguish between statements of fact and opinion and understand why this is important to interpreting the text</p> <p>Extract information and make notes using quotations and reference to the text</p>	<p>Skim and scan efficiently to extract information and make well organised notes of the main ideas using quotation and reference to the text using own words</p> <p>Distinguish between statements of fact and opinion and recognise them in the language used by authors to influence readers</p>
Summarising	<p>Identify and discuss the main events or key points in a text</p> <p>Retell a story clearly and with appropriate detail</p> <p>Discuss the sequence of events in books and how items of information are related</p>	<p>Show understanding of the main points drawn from one paragraph</p> <p>Show understanding of the main points drawn from more than one paragraph</p>	<p>Identify main ideas drawn from more than one paragraph and summarising these</p> <p>Summarise the main details from more than one paragraph in a few sentences, using vocabulary from the text</p>	<p>Identify main ideas drawn from more than one paragraph identifying the key details that support the main ideas</p>	<p>Summarise main ideas drawn from more than one paragraph identifying the key details that support the main ideas</p> <p>Produce a succinct summary, paraphrasing the main ideas from across the text or a range of sources</p>
Vocabulary	<p>Recognise simple recurring literary language in stories and poetry</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear (Year 2 writing National Curriculum)</p> <p>Discuss favourite words and phrases</p> <p>Identify how vocabulary choice affects meaning</p>	<p>Identify how language, structure and presentation contribute to meaning</p> <p>Discuss the effect of specific language on the reader</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p>Identify specific techniques, e.g. simile, metaphor, repetition and exaggeration; explaining the effect on them as a reader</p> <p>Show understanding through intonation, tone, volume and action when performing poems and playscripts</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear (Yr 4 writing National curriculum)</p>	<p>Identify how language, structure and presentation contribute to meaning</p> <p>Show understanding through intonation, tone and volume so that meaning is clear to an audience</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear (Yr 5/6 National Curriculum writing)</p>	<p>Evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Compare and discuss accounts of the same event through different character viewpoints</p> <p>Explore a similar theme or topic written in a different genre</p>
Themes and conventions	<p>Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p> <p>Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales</p> <p>Read non-fiction books that are structured in different ways</p> <p>Make comparisons between books, noting similarities, differences and preferences between e.g. layout, features and setting</p>	<p>Read books that are structured in different ways and show some awareness of the various purposes for reading</p> <p>Identify themes and conventions in a wide range of books</p> <p>e.g. recognising simple links to known texts or personal experience; recognising conventions such as the triumph of good over evil and magical devices in fairy stories/ folk tales</p> <p>Identify and name presentational devices in non-fiction</p> <p>Demonstrate familiarity with a wide range of books, including fairy stories, myths and legends and retell some of these orally</p>	<p>Identify themes and conventions in a wide range of books</p> <p>e.g. make RELEVANT links to known texts and personal experience, recognise themes such as bullying, recognise conventions such as the 'power of 3' (3 wishes, 3 characters)</p> <p>Recognise some different forms of poetry [for example, free verse, narrative poetry]</p> <p>Make links between texts and to the wider world</p>	<p>Identify and discuss themes and conventions in a wide range of writing e.g. 'heroism' or 'loss'</p> <p>Read books that are structured in different ways and read for a range of purposes</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Make comparisons within and across books</p>	<p>Identify and discuss themes and conventions in a wide range of writing e.g. isolation or flashback</p> <p>Identify and comment on genre-specific language features used e.g. shades of meaning between similar words</p> <p>Recognise texts that contain features from more than one genre, or demonstrate shifts in formality</p> <p>Explain and justify how texts relate to audience, purpose, time and culture, and refer to specific aspects of a text that exemplify this</p>

# Reading VIPERS

Yr3 - Progression of Reading Comprehension through VIPERS

Reading **VIPERS** are used to develop children's ability to respond to reading and improve Reading Comprehension skills.

	VIPERS VOCABULARY	VIPERS INFERENCE	VIPERS PREDICTION	VIPERS EXPLANATION	VIPERS RETRIEVAL	VIPERS SEQUENCE/ SUMMARISE
Yr3	Words: Meaning ~ Choices	Infer ~ Interpret	Predict ~ Justify	Respond ~ Explain	Retrieval ~ Fluency	Sequence ~ Summarise
COMPREHENSION: Yr3	<ul style="list-style-type: none"> <li>Use dictionaries to check the meaning of word they have not read.</li> <li>Discuss words and phrases that capture the reader's interest and imagination.</li> <li>Explain the meaning of words in context.</li> <li>Begin to find the meaning of new words using substitution within a sentence.</li> <li>Explain why an author has used the words within their sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Draw inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>Begin to use quotations from the text to support opinions and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Predict what might happen from details stated and implied in the text.</li> <li>Use relevant prior knowledge to make predictions.</li> <li>Use details from the text to form further predictions.</li> </ul>	<ul style="list-style-type: none"> <li>Identify themes and conventions in a wide range of books.</li> <li>Identify how language, structure and presentation contribute to meaning.</li> <li>Introduce the idea of story 'themes' e.g. learning a lesson, friendship, trust.</li> </ul>	<ul style="list-style-type: none"> <li>Check that the text makes sense to them, discussing their understanding.</li> <li>Ask questions to improve their understanding of a text.</li> <li>Retrieve and record information from non-fiction.</li> <li>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what other say.</li> <li>Use appropriate terminology when discussing texts e.g. plot, character, setting.</li> <li>Learn the skill of 'skim and scan' to retrieve details.</li> <li>Generate a variety of literal and inferential questions to help them understand the text further.</li> </ul>	<ul style="list-style-type: none"> <li>Identify main ideas drawn from more than one paragraph and summarise these.</li> <li>Begin to distinguish between the important and less important information in a text</li> <li>Give a brief verbal summary of what they have read.</li> <li>Teachers begin to model how to record summary writing.</li> </ul>

Yr3	Words: Meaning ~ Choices	Infer ~ Interpret	Predict ~ Justify	Respond ~ Explain	Retrieval ~ Fluency	Sequence ~ Summarise
RESPONSES TO READING: Yr3	<b>Question Stems</b> <ul style="list-style-type: none"> <li>Can you find one word in the text which means ...?</li> <li>Which word most closely matches the meaning of the word ...</li> <li>Which of these words is a synonym for ...?</li> <li>What does the word ... tell you about ...?</li> <li>Can you find and copy one word meaning ...?</li> <li>Can you find and highlight the word that is closest in meaning to ?</li> <li>Can you find a word or phrase which shows / suggests that ...?</li> <li>Can you circle the correct option to complete this sentence?</li> <li>Which words do you think are the most important? Why?</li> </ul>	<b>Question Stems</b> <ul style="list-style-type: none"> <li>What makes you think ...? Give evidence.</li> <li>What impression do you get of ...? Why?</li> <li>Why did ... behave like this?</li> <li>How can you tell that ...?</li> <li>What was -thinking when...?</li> <li>How was -different after...?</li> </ul>	<b>Question Stems</b> <ul style="list-style-type: none"> <li>What do you think the text is going to be about?</li> <li>Do you think ... will happen? Yes, no or maybe? Explain your answer using evidence from the text.</li> <li>How do you think the story will develop next?</li> <li>Do you think the character will change their behaviour in the future and why?</li> </ul>	<b>Question Stems</b> <p>Whose point of view is the story told from?</p> <ul style="list-style-type: none"> <li>In what way is ... like ...?</li> <li>What are the clues that a character is liked / disliked / feared etc?</li> <li>What is similar / different about the characters ... and...?</li> <li>How has the character changed during the story?</li> <li>Who has the author written this text for?</li> <li>When might someone choose to read this book?</li> <li>Why has the author used chapter headings?</li> <li>How does the title or chapter heading make you want to read on?</li> <li>Which section was the most interesting / exciting part?</li> </ul>	<b>Question Stems</b> <ul style="list-style-type: none"> <li>Who is ...?</li> <li>What did ...?</li> <li>When did ...?</li> <li>Where does ...?</li> <li>How did ...?</li> <li>How would you describe this story / text?</li> <li>What genre is this text?</li> </ul> <p>How do you know?</p> <ul style="list-style-type: none"> <li>Where does the story take place?</li> <li>What does the main character look like?</li> <li>Where does the main character live?</li> <li>How does the main character behave?</li> <li>When is the story set?</li> <li>What can you learn about ... from this section?</li> </ul>	<b>Question Stems</b> <p>What's the main point in this paragraph?</p> <ul style="list-style-type: none"> <li>Can you summarise in a sentence the opening / middle / end of the story?</li> <li>Can you number these events 1-5 in the order that they happened?</li> <li>What was the first thing that happened in the story?</li> <li>What happened after ?</li> <li>In what order do these chapter headings occur?</li> </ul>
	<b>Answer Stems</b> <ul style="list-style-type: none"> <li>This word suggests that ..</li> <li>This word tells you that ...</li> <li>This sentence means ...</li> <li>This phrase means ...</li> <li>This description shows me that ...</li> </ul>	<b>Answer Stems</b> <ul style="list-style-type: none"> <li>I believe that ...</li> <li>In my opinion ...</li> <li>Using evidence from the text, I would suggest that</li> <li>It would appear that ...</li> <li>The impression I get is ... because ....</li> </ul>	<b>Answer Stems</b> <ul style="list-style-type: none"> <li>I think ... because ...</li> <li>This suggests ...</li> <li>I know this because ...</li> <li>I can tell that ... due to ...</li> <li>The impression I get is ... as it says ...</li> <li>In the text it says ... which makes me think ...</li> <li>The evidence suggests that</li> </ul>	<b>Answer Stems</b> <ul style="list-style-type: none"> <li>I think ... because ...</li> <li>This suggests ...</li> <li>I know this because ...</li> <li>I can tell that ... due to ...</li> <li>The impression I get is ... as it says ...</li> <li>In the text it says ... which makes me think ...</li> <li>The evidence suggests that</li> </ul>	<b>Answer Stems</b> <ul style="list-style-type: none"> <li>The answer is ...</li> <li>This tells me ...</li> <li>It is important because</li> <li>The story is ...</li> <li>He/she is ...</li> <li>It was ...</li> </ul>	<b>Answer Stems</b> <ul style="list-style-type: none"> <li>In this text ...</li> <li>This text is about ...</li> <li>The main event is ...</li> <li>This story involves ...</li> </ul>

Yr3	Words: Meaning ~ Choices	Infer ~ Interpret	Predict ~ Justify	Respond ~ Explain	Retrieval ~ Fluency	Sequence ~ Summarise
RESPONSES TO READING: Yr3	<b>POSSIBLE TASKS</b> <ul style="list-style-type: none"> <li>Make a list of words and phrases the author uses to describe the setting.</li> <li>Substitute the highlighted words from the text with synonyms.</li> <li>Draw and label a picture of a setting from the story</li> </ul>	<b>POSSIBLE TASKS</b> <ul style="list-style-type: none"> <li>Write a diary entry about an event from the book as one of the characters.</li> <li>Write a character's thoughts in a thought bubble.</li> <li>Make a list of things the character would like / dislike.</li> <li>Create a 'Roll on the wall' for one of the characters.</li> <li>Using the clues to infer meaning - chart.</li> </ul>	<b>POSSIBLE TASKS</b> <ul style="list-style-type: none"> <li>Draw a picture to show the next setting / event of the story</li> <li>Story board the next section of the story.</li> <li>Write the next paragraph.</li> <li>Act out the next part of the story / use freeze frame or hot seating.</li> </ul>	<b>POSSIBLE TASKS</b> <ul style="list-style-type: none"> <li>Draw and label a picture of the main character at the start, middle and end of the story.</li> <li>Label the different parts of the text.</li> <li>Write an author 'thought bubble' stating who they wrote for and why.</li> <li>List 5 people who should read this book, with reasons.</li> </ul>	<b>POSSIBLE TASKS</b> <ul style="list-style-type: none"> <li>Draw a picture of a character / setting and label it with words from the text.</li> <li>Show me, tell me</li> <li>Write down three things you are told about the character / setting.</li> <li>Multiple choice questions.</li> <li>Circle the right answer.</li> <li>Tick the box with the correct word / phrase in it.</li> <li>Write down 5 facts you've learnt.</li> </ul>	<b>POSSIBLE TASKS</b> <ul style="list-style-type: none"> <li>Write a blurb for the book.</li> <li>Draw a story mountain or story map to show the events in the story.</li> <li>Draw a cartoon strip of the main events in the story.</li> <li>Summarise the story in 5 bullet points.</li> </ul>

Yr3		Question Stems	Answer Stems	POSSIBLE TASKS
READING FOR PLEASURE	<ul style="list-style-type: none"> <li>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>Reading books that are structured in different ways and reading for a range of purposes.</li> <li>Increase familiarity with a wide range of books and retell some of these orally.</li> <li>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</li> <li>Recognise different forms of poetry.</li> </ul>	<ul style="list-style-type: none"> <li>What is your favourite book?</li> <li>Who is your favourite author?</li> <li>Which character would you most like to meet? Why?</li> <li>What would you say to ... if you met them?</li> <li>How does the structure of this book differ to the other books you've read?</li> <li>Why has the author chosen these chapter headings?</li> <li>Which words do you like best in this book? Why?</li> </ul>	<ul style="list-style-type: none"> <li>I would say ...</li> <li>My favourite ... is ... due to the fact that ...</li> <li>In my opinion ...</li> <li>This is my preferred choice as ....</li> <li>I would recommend ... to ... because ...</li> </ul>	<ul style="list-style-type: none"> <li>Book Review</li> <li>Writing answers in thought bubbles</li> <li>Amazon book reviews</li> <li>Write a letter to the author</li> <li>Drawing favourite book cover.</li> </ul>

# Reading VIPERS

Yr4 - Progression of Reading Comprehension through VIPERS

Reading **VIPERS** are used to develop children's ability to respond to reading and improve Reading Comprehension skills.

	VIPERS VOCABULARY	VIPERS INFERENCE	VIPERS PREDICTION	VIPERS EXPLANATION	VIPERS RETRIEVAL	VIPERS SEQUENCE/ SUMMARISE
Yr4	Words: Meaning ~ Choices	Infer ~ Interpret	Predict ~ Justify	Respond ~ Explain	Retrieval ~ Fluency	Sequence ~ Summarise
COMPREHENSION: Yr4	<ul style="list-style-type: none"> <li>Use dictionaries to check the meaning of word they have not read</li> <li>Discuss words and phrases that capture the reader's interest and imagination.</li> <li>Explain the meaning of words in context.</li> <li>Find the meaning of new words using the context of new sentences.</li> <li>Link new words to other words they already know.</li> </ul>	<ul style="list-style-type: none"> <li>Draw inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>Use relevant prior knowledge/details from the text to form inferences and predictions and justify them.</li> <li>Generate a variety of inferential questions about the deeper meaning of a text.</li> </ul>	<ul style="list-style-type: none"> <li>Predict what might happen from details stated and implied in the text.</li> <li>Use relevant prior knowledge/details from the text to form inferences and predictions and justify them.</li> <li>Consolidate the skill of justifying predictions using a specific reference point in the text.</li> <li>Learn how to monitor predictions and compare them with the text as they read on.</li> </ul>	<ul style="list-style-type: none"> <li>Identify themes and conventions in a wide range of books.</li> <li>Identify how language, structure and presentation contribute to meaning</li> <li>Refer to authorial style, overall themes and features.</li> <li>Further develop the idea of story 'themes' e.g. loneliness, friendship, family, fear,</li> </ul>	<ul style="list-style-type: none"> <li>Check that the text makes sense to them, discussing their understanding.</li> <li>Ask questions to improve their understanding of a text.</li> <li>Retrieve and record information from non-fiction</li> <li>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what other say.</li> <li>Confidently skim and scan texts to locate key words and phrases.</li> <li>Generate a variety of literal questions.</li> </ul>	<ul style="list-style-type: none"> <li>Identify main ideas drawn from more than one paragraph and summarise these.               <ul style="list-style-type: none"> <li>Write a brief summary of the main points, identifying and using important information.</li> </ul> </li> </ul>

Yr4	Words: Meaning ~ Choices	Infer ~ Interpret	Predict ~ Justify	Respond ~ Explain	Retrieval ~ Fluency	Sequence ~ Summarise
RESPONSES TO READING: Yr4	<b>Question Stems</b> <ul style="list-style-type: none"> <li>Can you find and highlight the word that is closest in meaning to?</li> <li>What is the meaning of the word in this sentence?</li> <li>Can you circle a word that means the same as?</li> <li>What other words could the author have used?</li> <li>Which word is a synonym / antonym of ...?</li> <li>What does this phrase ...mean?</li> <li>Which words give us the impression that the main character is ...?</li> <li>Which words give us the impression that the setting is ...?</li> <li>Which words give us the impression that the mood is...?</li> <li>Why did the author use the word ... to describe ?</li> <li>How do these words make the reader feel ...?</li> </ul>	<b>Question Stems</b> <ul style="list-style-type: none"> <li>Which words give you the impression that ...?</li> <li>How does this paragraph suggest ...?</li> <li>How do the descriptions of ... show ...?</li> <li>How can you tell that ...?</li> <li>How do you think ... feels about ...?</li> <li>What can you tell about ...from their appearance?</li> <li>Why do you think the author chose this setting?</li> <li>How does the front cover give us clues about the text?</li> </ul>	<b>Question Stems</b> <ul style="list-style-type: none"> <li>What does this paragraph suggest will happen next?</li> <li>What makes you think this?</li> <li>How do you think ... will react to this situation?</li> <li>What do we need to know in order to ...?</li> <li>What do you think is likely to happen when ...?</li> </ul>	<b>Question Stems</b> <ul style="list-style-type: none"> <li>The mood of the character changes throughout the text. Find and copy the phrases which show this.</li> <li>What is the theme underneath the story? Does this story have a moral / message?</li> <li>Which is the most important part of the story?</li> <li>Justify your choice.</li> <li>Compare how the characters are reacting to this problem. Who deals best with the situation?</li> <li>What does the author want you to feel after reading this story?</li> <li>What is the author's point of view?</li> <li>How does the author engage the reader?</li> <li>How has the author organised the text? Why?</li> <li>How does the structure of this text help us?</li> <li>In what ways do diagrams, photographs or illustrations help us to enjoy/ understand the text.</li> </ul>	<b>Question Stems</b> <ul style="list-style-type: none"> <li>Who had ...?</li> <li>Who did ...?</li> <li>What happened to ...?</li> <li>What does ... do?</li> <li>When was ...?</li> <li>When .happened, what did ...?</li> <li>Where was ... when ...?</li> <li>How often ...?</li> <li>How ... is ...?</li> <li>Who are the key characters in the story?</li> <li>What is happening at this point in the story?</li> <li>Through whose eyes is the story told?</li> <li>Where in the book would you find ...?</li> <li>Where does the story take place?</li> </ul>	<b>Question Stems</b> <ul style="list-style-type: none"> <li>What is the main point in this paragraph?</li> <li>Can you describe what has happened in this chapter?</li> <li>Can you describe what happened in three sentences?</li> <li>Is there anything you know now that you didn't know before?</li> <li>What moment do you remember most from?</li> <li>Which of the following would be the most suitable summary of the whole text?</li> <li>Based on what you have read, what does the last paragraph suggest might happen next?</li> </ul>
	<b>Answer Stems</b> <ul style="list-style-type: none"> <li>This word suggests that..</li> <li>This word tells you that ...</li> <li>This sentence means ...</li> <li>This phrase means ...</li> <li>This description shows me that ...</li> </ul>	<b>Answer Stems</b> <ul style="list-style-type: none"> <li>I think ... because ...</li> <li>I know this because ...</li> <li>I can tell that ... due to ...</li> <li>The impression I get is ... as it says ...</li> <li>In the text it says ... which makes me think ...</li> <li>The evidence suggests that</li> </ul>	<b>Answer Stems</b> <ul style="list-style-type: none"> <li>This suggests ...</li> <li>I know this because ...</li> <li>I can tell that ... due to ...</li> <li>The impression I get is ... as it says ...</li> <li>In the text it says ...</li> </ul>	<b>Answer Stems</b> <ul style="list-style-type: none"> <li>I believe that ...</li> <li>In my opinion ...</li> <li>Using evidence from the text, I would suggest that ...</li> <li>It would appear that ...</li> <li>The impression I get is ... because ....</li> </ul>	<b>Answer Stems</b> <p>The answer is ...</p> <ul style="list-style-type: none"> <li>This tells me ...</li> <li>It is important because</li> <li>The story is ...</li> <li>He/she is ...</li> <li>It was ...</li> </ul>	<b>Answer Stems</b> <ul style="list-style-type: none"> <li>In this text ...</li> <li>This text is about ...</li> <li>The main event is ...</li> <li>This story involves ...</li> </ul>

Yr4	Words: Meaning ~ Choices	Infer ~ Interpret	Predict ~ Justify	Respond ~ Explain	Retrieval ~ Fluency	Sequence ~ Summarise
RESPONSES TO READING: Yr4	<b>POSSIBLE TASKS</b> <ul style="list-style-type: none"> <li>Order the synonyms based on the strength of the emotion that the word evokes.</li> <li>Substitute the highlighted words from the text with synonyms/antonyms</li> <li>Copy an adverb from the text and list actions that can be done in this way.</li> <li>Annotate a drawing from the story with words and phrases it depicts.</li> </ul>	<b>POSSIBLE TASKS</b> <ul style="list-style-type: none"> <li>Reader thought bubble showing how an event makes the reader feel</li> <li>Tick the choice of words to finish a character's sentence.</li> <li>Write three alternative titles for the story - explain why you have chosen them.</li> <li>Complete a 'show not tell' grid for a character.</li> <li>Character feelings wheel.</li> </ul>	<b>POSSIBLE TASKS</b> <ul style="list-style-type: none"> <li>Draw a picture to show the next setting / event of the story</li> <li>Story board the next section of the story.</li> <li>Write the next paragraph.</li> <li>Act out the next part of the story / use freeze frame or hot seating.</li> </ul>	<b>POSSIBLE TASKS</b> <ul style="list-style-type: none"> <li>List events of the story in pyramid from top to bottom (first choice to last choice)</li> <li>Scroll template to record what the moral or message of the story is</li> <li>Organisational features matching game.</li> <li>Annotate an example of the text type to show the organisational features.</li> </ul>	<b>POSSIBLE TASKS</b> <ul style="list-style-type: none"> <li>Draw a picture of a character / setting and label it with words from the text.</li> <li>Show me, tell me</li> <li>Write down three things you are told about the character / setting.</li> <li>Multiple choice questions.</li> <li>Circle the right answer.</li> <li>Tick the box with the correct word / phrase in it.</li> <li>Write down 5 facts you've learnt.</li> </ul>	<b>POSSIBLE TASKS</b> <ul style="list-style-type: none"> <li>Multiple choice questions to select the main topic / theme / point of a paragraph.</li> <li>Number of boxes to write in to sum up a paragraph or whole story (e.g. 20 boxes = 20 words)</li> <li>Photograph template to record the moment remembered the most with reasons why.</li> </ul>

Yr4		Question Stems	Answer Stems	POSSIBLE TASKS
READING FOR PLEASURE	<ul style="list-style-type: none"> <li>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>Reading books that are structured in different ways and reading for a range of purposes.</li> <li>Increase familiarity with a wide range of books and retell some of these orally.</li> <li>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</li> <li>Recognise different forms of poetry.</li> </ul>	<ul style="list-style-type: none"> <li>What is your favourite book?</li> <li>Who is your favourite author?</li> <li>Which character would you most like to meet? Why?</li> <li>What would you say to ... if you met them?</li> <li>How does the structure of this book differ to the other books you've read?</li> <li>Why has the author chosen these chapter headings?</li> <li>Which words do you like best in this book? Why?</li> </ul>	<ul style="list-style-type: none"> <li>I would say ...</li> <li>My favourite ... is ... due to the fact that ...</li> <li>In my opinion ...</li> <li>This is my preferred choice as ....</li> <li>I would recommend ... to ... because ...</li> </ul>	<ul style="list-style-type: none"> <li>Book Review</li> <li>Writing answers in thought bubbles</li> <li>Amazon book reviews</li> <li>Write a letter to the author</li> <li>Drawing favourite book cover.</li> </ul>

# Reading VIPERS

Yr5 - Progression of Reading Comprehension through VIPERS

Reading **VIPERS** are used to develop children's ability to respond to reading and improve Reading Comprehension skills.

	VIPERS VOCABULARY	VIPERS INFERENCE	VIPERS PREDICTION	VIPERS EXPLANATION	VIPERS RETRIEVAL	VIPERS SEQUENCE/ SUMMARISE
Yr5	Words: Meaning ~ Choices	Infer ~ Interpret	Predict ~ Justify	Respond ~ Explain	Retrieval ~ Fluency	Sequence ~ Summarise
COMPREHENSION: Yr5	<ul style="list-style-type: none"> <li>Explore the meaning of words in context</li> <li>Discuss vocabulary used by the author to create effect, including figurative language</li> <li>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>Read 'around the word' and explore its meaning in the broader context of a section or paragraph</li> </ul>	<ul style="list-style-type: none"> <li>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>Confirm and modify predictions as they read on</li> <li>Give one or two pieces of evidence to support the point they are making</li> <li>Begin to draw evidence from more than one place across a text</li> <li>Use evidence from across larger sections of text</li> <li>Actively generate a variety of questions and adjust questions in light of evidence from the text.</li> </ul>	<ul style="list-style-type: none"> <li>Predict what might happen from details stated and implied</li> <li>Provide reasoned justifications for their views</li> <li>Predictions supported by relevant evidence from the text</li> <li>Confirm and modify predictions as they read on.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and discuss themes and conventions in and across a wide range of writing</li> <li>Make comparisons within and across books</li> <li>Identify how language, structure and presentation contribute to meaning</li> <li>Adults model use of critical thinking skills that take the discussion deeper and beyond the text</li> </ul>	<ul style="list-style-type: none"> <li>Check that the book makes sense to them, discuss their understanding</li> <li>Ask questions to improve their understanding</li> <li>Distinguish between statements of fact and opinion</li> <li>Retrieve, record and present information from non-fiction</li> <li>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</li> <li>Explain and discuss their understanding of what they have read, including through formal presentations and debates</li> <li>Confidently skim and scan and read before and after to retrieve information</li> </ul>	<ul style="list-style-type: none"> <li>Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>Begin to make connections between information across the text and include this information in their written summaries</li> </ul>

Yr5	Words: Meaning ~ Choices	Infer ~ Interpret	Predict ~ Justify	Respond ~ Explain	Retrieval ~ Fluency	Sequence ~ Summarise
RESPONSES TO READING: Yr5	<b>Question Stems</b> <ul style="list-style-type: none"> <li>What do the words ... and ... imply about the character / setting / mood?</li> <li>Which word tells you ...?</li> <li>Which key word tells you the most about the character / setting / mood?</li> <li>Why did the author use ... instead of ...?</li> <li>The author describes the main character as ... What other word could have been used instead?</li> <li>What words does the author use to make the reader feel ... in this part of the story?</li> <li>What do phrases such as ... tell you about ...?</li> <li>How has the writer made you feel happy / sad / angry / frustrated etc?</li> <li>Which words in this paragraph do you think are the most important? Why?</li> <li>What was the effect of the simile in</li> </ul>	<b>Question Stems</b> <ul style="list-style-type: none"> <li>Who is telling the story?</li> <li>Explain what ... suggests about ...</li> <li>How can you tell that ...?</li> <li>Why did ... happen?</li> <li>What evidence is there that ...?</li> <li>Find and copy a group of words which show that ...</li> <li>Why do you think that ... felt the way they did?</li> <li>What does the description tell you about the object?</li> <li>Why did ... choose to ...?</li> <li>What conclusions did ... come to?</li> <li>How do these words make the reader feel ...?</li> <li>How does this paragraph suggest ...?</li> <li>How do the descriptions of ... show that they are ...?</li> <li>What voice might these characters use?</li> <li>How is ... like someone you know? Do you think they</li> </ul>	<b>Question Stems</b> <ul style="list-style-type: none"> <li>What does this paragraph suggest will happen next?</li> <li>What makes you think this?</li> <li>How do you think ... will react to this situation?</li> <li>What do we need to know in order to ...?</li> <li>What do you think</li> </ul>	<b>Question Stems</b> <ul style="list-style-type: none"> <li>Find and copy a phrase that implies that the character / setting / atmosphere is ...</li> <li>How can you tell that this character would / wouldn't be a character in the story ...?</li> <li>Find and copy an example of a simile used in the text.</li> <li>How does the simile ... add meaning?</li> <li>Do you think the author chose the best chapter headings? What could they have chosen instead?</li> <li>What alternative sub-headings could you use in this text?</li> <li>Why has the writer organised the text in this way?</li> <li>What is the purpose of this text feature?</li> <li>Is the use of ... effective?</li> <li>What effect does ... have on the audience?</li> <li>How are these sections linked?</li> </ul>	<b>Question Stems</b> <ul style="list-style-type: none"> <li>Who ...?</li> <li>What ...?</li> <li>When ...?</li> <li>Where ...?</li> <li>Why ...?</li> <li>How ...?</li> <li>Write down three things you are told about ...?</li> <li>What was revealed at the beginning / middle / end of the text?</li> <li>Which paragraph tells us about ...?</li> <li>Can you give two different reasons why ...?</li> <li>Which part of the story best describes the setting?</li> <li>Where in your local area is similar to the setting of this story?</li> </ul>	<b>Question Stems</b> <ul style="list-style-type: none"> <li>Can you number these events 1-6 in the order that they happened?</li> <li>Sort the information in these paragraphs. Do any of them deal with the same information?</li> <li>Which section of the text is written to inform readers that ...</li> <li>Which is the most important part in these paragraphs? How many times is it mentioned?</li> <li>What sticks most in your mind about ...?</li> <li>Can you write a sub-heading for each paragraph?</li> </ul>
	<b>Answer Stems</b> <ul style="list-style-type: none"> <li>This word suggests that ...</li> <li>This word tells you that ...</li> <li>This sentence means ...</li> <li>This phrase means ...</li> <li>This description shows me that ...</li> </ul>	<b>Answer Stems</b> <ul style="list-style-type: none"> <li>I think ... because ...</li> <li>I know this because ...</li> <li>I can tell that ... due to ...</li> <li>The impression I get is ... as it says ...</li> <li>In the text it says ... which makes me think ...</li> <li>The evidence suggests that</li> </ul>	<b>Answer Stems</b> <ul style="list-style-type: none"> <li>This suggests ...</li> <li>I know this because ...</li> <li>I can tell that ... due to ...</li> <li>The impression I get is ... as it says ...</li> <li>In the text it says ...</li> </ul>	<b>Answer Stems</b> <ul style="list-style-type: none"> <li>I believe that ...</li> <li>In my opinion ...</li> <li>Using evidence from the text, I would suggest that ...</li> <li>It would appear that ...</li> <li>The impression I get is ... because ....</li> </ul>	<b>Answer Stems</b> <ul style="list-style-type: none"> <li>The answer is ...</li> <li>This tells me ...</li> <li>It is important because ...</li> <li>The story is ...</li> <li>He/she is ...</li> <li>It was ...</li> </ul>	<b>Answer Stems</b> <ul style="list-style-type: none"> <li>In this text ...</li> <li>This text is about ...</li> <li>The main event is ...</li> <li>This story involves</li> </ul>

Yr5	Words: Meaning ~ Choices	Infer ~ Interpret	Predict ~ Justify	Respond ~ Explain	Retrieval ~ Fluency	Sequence ~ Summarise	
RESPONSES TO READING: Yr5	<b>POSSIBLE TASKS</b> <ul style="list-style-type: none"><li>Order the synonyms based on the strength of the emotion that the word evokes.</li><li>Substitute the highlighted words from the text with synonyms/antonyms</li><li>Copy an adverb from the text and list actions that can be done in this way.</li><li>Annotate a drawing from the story with words and phrases it depicts.</li></ul>	<b>POSSIBLE TASKS</b> <ul style="list-style-type: none"><li>Reader thought bubble showing how an event makes the reader feel</li><li>Tick the choice of words to finish a character's sentence.</li><li>Write three alternative titles for the story - explain why you have chosen them.</li><li>Complete a 'show not tell' grid for a character.</li><li>Character feelings wheel.</li></ul>	<b>POSSIBLE TASKS</b> <ul style="list-style-type: none"><li>Draw a picture to show the next setting / event of the story</li><li>Story board the next section of the story.</li><li>Write the next paragraph.</li><li>Act out the next part of the story / use freeze frame or hot seating.</li></ul>	<b>POSSIBLE TASKS</b> <ul style="list-style-type: none"><li>List events of the story in pyramid from top to bottom (first choice to last choice)</li><li>Scroll template to record what the moral or message of the story is</li><li>Organisational features matching game.</li><li>Annotate an example of the text type to show the organisational features.</li></ul>	<b>POSSIBLE TASKS</b> <ul style="list-style-type: none"><li>Draw a picture of a character / setting and label it with words from the text.</li><li>Show me, tell me</li><li>Write down three things you are told about the character / setting.</li><li>Multiple choice questions.</li><li>Circle the right answer.</li><li>Tick the box with the correct word / phrase in it.</li><li>Write down 5 facts you've learnt.</li></ul>	<b>POSSIBLE TASKS</b> <ul style="list-style-type: none"><li>Multiple choice questions to select the main topic / theme / point of a paragraph.</li><li>Number of boxes to write in to sum up a paragraph or whole story (e.g. 20 boxes = 20 words)</li><li>Photograph template to record the moment remembered the most with reasons why.</li></ul>	
	Yr5	Question Stems		Answer Stems		POSSIBLE TASKS	
	READING FOR PLEASURE	<ul style="list-style-type: none"><li>Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or text books, identifying the characteristics of text types</li><li>Read books that are structured in different ways and reading for a range of purposes</li><li>Increase familiarity with myths, legends, modern fiction, fiction from literary heritage and books from other cultures</li><li>Recommend books to peers, giving reasons for their choices</li><li>Learn a wider range of poetry by heart</li><li>Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li></ul>	<ul style="list-style-type: none"><li>Which book do you prefer out of ...?</li><li>Put these books in order of preference</li><li>Which book would you recommend to your friend? Why?</li><li>Which character would you least like to meet? Why?</li><li>Who is the most interesting character you have ever come across?</li><li>How has the author set this book out differently to other books you have read?</li><li>Why do you think the author has chosen this layout?</li><li>Why is the poem easy / hard to remember?</li></ul>		<ul style="list-style-type: none"><li>I would say ...</li><li>My favourite ... is ... due to the fact that ...</li><li>In my opinion ...</li><li>This is my preferred choice as ....</li><li>I would recommend ... to ... because ...</li></ul>		<ul style="list-style-type: none"><li>Book Review</li><li>Writing answers in thought bubbles</li><li>Amazon book reviews</li><li>Write a letter to the author</li><li>Recommendations to a friend</li><li>Drawing favourite book cover</li><li>Postcard to a teacher</li><li>Poster for the Library</li></ul>

# Reading VIPERS

Yr6 - Progression of Reading Comprehension through VIPERS

Reading **VIPERS** are used to develop children's ability to respond to reading and improve Reading Comprehension skills.

	VIPERS VOCABULARY	VIPERS INFERENCE	VIPERS PREDICTION	VIPERS EXPLANATION	VIPERS RETRIEVAL	VIPERS SEQUENCE/ SUMMARISE
Yr6	Words: Meaning ~ Choices	Infer ~ Interpret	Predict ~ Justify	Respond ~ Explain	Retrieval ~ Fluency	Sequence ~ Summarise
COMPREHENSION: Yr6	<ul style="list-style-type: none"> <li>Explore the meaning of words in context</li> <li>Discuss vocabulary used by the author to create effect, including figurative language</li> <li>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>Read 'around the word' and independently explore its meaning in the broader context of a section or paragraph</li> </ul>	<ul style="list-style-type: none"> <li>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>Give more than one piece of evidence to support each point they make</li> <li>Draw evidence from different places across the text</li> <li>Draw inferences based on indirect clues</li> </ul>	<ul style="list-style-type: none"> <li>Predict what might happen from details stated and implied</li> <li>Provide reasoned justifications for their views</li> <li>Confirm and modify predictions in light of new information</li> </ul>	<ul style="list-style-type: none"> <li>Identify and discuss themes and conventions in and across a wide range of writing</li> <li>Make comparisons within and across books</li> <li>Identify how language, structure and presentation contribute to meaning</li> <li>Ask their own critical thinking questions that take the discussion</li> </ul>	<ul style="list-style-type: none"> <li>Check that the book makes sense to them, discuss their understanding</li> <li>Ask questions to improve their understanding</li> <li>Distinguish between statements of fact and opinion</li> <li>Retrieve, record and present information from non-fiction</li> <li>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</li> <li>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</li> </ul>	<ul style="list-style-type: none"> <li>Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>Summarise information from across a text and link information by analysing and evaluating ideas between sections of the text</li> </ul>

Yr6	Words: Meaning ~ Choices	Infer ~ Interpret	Predict ~ Justify	Respond ~ Explain	Retrieval ~ Fluency	Sequence ~ Summarise
RESPONSES TO READING: Yr6	<b>Question Stems</b> <ul style="list-style-type: none"> <li>Find and copy a word that suggests ...</li> <li>Can you suggest and adverb to show how the main character did ...?</li> <li>How has the author's choice of words created the feeling...?</li> <li>What do you think the writer is saying when they ...?</li> <li>What does that imply / suggest / indicate about ...?</li> <li>Find two or three ways that the writer tells you the ... is ...</li> <li>By writing a line in this way, what effect has the author created?</li> <li>In the story, why does the author mention ... a lot?</li> <li>What do you think the writer meant by ...?</li> <li>Why do you think the author chose the words ...?</li> <li>"Quote". Give two impressions this gives you of ...</li> <li>Has the writer been successful in their purpose or use of language?</li> </ul>	<b>Question Stems</b> <ul style="list-style-type: none"> <li>Would the story be different if it was told from ... point of view? How?</li> <li>According to the evidence in text, how did ... happen?</li> <li>What are three ways that ... shows ...?</li> <li>How is ... portrayed ...?</li> <li>What does this paragraph tell you about the character of ...?</li> <li>The character did not seem to be ... How can you tell this from their actions?</li> <li>"Quote" This tells us that at the end / beginning of the story, ... felt that ...</li> </ul>	<b>Question Stems</b> <ul style="list-style-type: none"> <li>"Quote" This tells us that at the end / beginning of the story, ... felt that ...</li> <li>Do you think the choice of setting will influence how the plot develops?</li> <li>Can you think of another story that has a similar theme / issue? Do you think this story will go the same way?</li> <li>Which stories have openings like this? Do you think this one will develop in the same way?</li> </ul>	<b>Question Stems</b> <ul style="list-style-type: none"> <li>Is the author trying to get you to agree with their point of view? How do you know?</li> <li>Why is ... a crucial character in the story?</li> <li>Compare two settings in the story. Why are they both significant?</li> <li>Find and copy an example of a metaphor / personification used in the text.</li> <li>How does the metaphor ... add meaning to the text?</li> <li>How does the personification ... add meaning?</li> <li>Why did the author choose to use a question / bullet point / sub heading / table etc to present the information?</li> <li>In what ways do the illustrations support the instructions?</li> <li>How could this text be improved?</li> <li>Who do you think this information is for?</li> <li>In which text type would you normally find a ...?</li> </ul>	<b>Question Stems</b> <ul style="list-style-type: none"> <li>Who ...?</li> <li>What ...?</li> <li>When ...?</li> <li>Where ...?</li> <li>Why ...?</li> <li>How ...?</li> <li>Whose perspective is the story told from?</li> <li>What was revealed at ... in the story?</li> <li>Why did ... feel they had to?</li> <li>Which of these drawings best represents the ...?</li> <li>What did ... have to do in order to ...?</li> <li>What helped ... to ...?</li> <li>Look at the paragraph beginning ... What conclusion does ... draw from this?</li> <li>Where in the book would you find?</li> <li>What can you learn about ... from this section?</li> <li>Give one example of ...</li> </ul>	<b>Question Stems</b> <ul style="list-style-type: none"> <li>Number the paragraph summaries 1-6 to show the order in which they appear in the text.</li> <li>Write a brief summary at the end of each chapter; include the main events and new insights into characters and the plot.</li> <li>Summarise the main things you have learned from this book.</li> <li>Imagine you are a magazine reporter. Summarise what this book is about for your magazine. You could write this as a blog post or article for the school website.</li> <li>Re-write a section of the book as a play script or a text for younger children.</li> </ul>
	<b>Answer Stems</b> <ul style="list-style-type: none"> <li>This word suggests that ...</li> <li>This word tells you that ...</li> <li>This sentence means ...</li> <li>This phrase means ...</li> <li>This description shows me that ...</li> </ul>	<b>Answer Stems</b> <ul style="list-style-type: none"> <li>I think ... because ...</li> <li>I know this because ...</li> <li>I can tell that ... due to ...</li> <li>The impression I get is ... as it says ...</li> <li>In the text it says ... which makes me think ...</li> <li>The evidence suggests that</li> </ul>	<b>Answer Stems</b> <ul style="list-style-type: none"> <li>This suggests ...</li> <li>I know this because ...</li> <li>I can tell that ... due to ...</li> <li>The impression I get is ... as it says ...</li> <li>In the text it says ...</li> </ul>	<b>Answer Stems</b> <ul style="list-style-type: none"> <li>I believe that ...</li> <li>In my opinion ...</li> <li>Using evidence from the text, I would suggest that ...</li> <li>It would appear that ...</li> <li>The impression I get is ... because ....</li> </ul>	<b>Answer Stems</b> <ul style="list-style-type: none"> <li>The answer is ...</li> <li>This tells me ...</li> <li>It is important because ...</li> <li>The story is ...</li> <li>He/she is ...</li> <li>It was ...</li> </ul>	<b>Answer Stems</b> <ul style="list-style-type: none"> <li>In this text ...</li> <li>This text is about ...</li> <li>The main event is ...</li> <li>This story involves</li> </ul>

Yr6	Words: Meaning ~ Choices	Infer ~ Interpret	Predict ~ Justify	Respond ~ Explain	Retrieval ~ Fluency	Sequence ~ Summarise
RESPONSES TO READING: Yr6	<b>POSSIBLE TASKS</b> <ul style="list-style-type: none"> <li>Order the synonyms based on the strength of the emotion that the word evokes.</li> <li>Substitute the highlighted words from the text with synonyms/antonyms</li> <li>Copy an adverb from the text and list actions that can be done in this way.</li> <li>Annotate a drawing from the story with words and phrases it depicts.</li> </ul>	<b>POSSIBLE TASKS</b> <ul style="list-style-type: none"> <li>Write three alternative titles for the story - explain why you have chosen them.</li> <li>Complete a 'show not tell' grid for a character.</li> <li>Character feelings wheel</li> <li>Write an internal monologue from the perspective of the main character.</li> </ul>	<b>POSSIBLE TASKS</b> <ul style="list-style-type: none"> <li>Draw a picture to show the next setting / event of the story</li> <li>Story board the next section of the story.</li> <li>Write the next paragraph.</li> <li>Act out the next part of the story / use freeze frame or hot seating.</li> </ul>	<b>POSSIBLE TASKS</b> <ul style="list-style-type: none"> <li>List events of the story in pyramid from top to bottom (first choice to last choice)</li> <li>Scroll template to record what the moral or message of the story is</li> <li>Organisational features matching game.</li> <li>Annotate an example of the text type to show the organisational features.</li> <li>Text analysis and annotation.</li> <li>Tick the box to show what it is being compared to.</li> </ul>	<b>POSSIBLE TASKS</b> <ul style="list-style-type: none"> <li>Draw a picture of a character / setting and label it with words from the text.</li> <li>Show me, tell me</li> <li>Write down three things you are told about the character / setting.</li> <li>Multiple choice questions.</li> <li>Circle the right answer.</li> <li>Tick the box with the correct word / phrase in it.</li> <li>Write down 5 facts you've learnt.</li> </ul>	<b>POSSIBLE TASKS</b> <ul style="list-style-type: none"> <li>Multiple choice questions to select the main topic / theme / point of a paragraph.</li> <li>Number of boxes to write in to sum up a paragraph or whole story (e.g. 20 boxes = 20 words)</li> <li>Photograph template to record the moment remembered the most with reasons why.</li> </ul>
Yr6			Question Stems	Answer Stems	POSSIBLE TASKS	
READING FOR PLEASURE	<ul style="list-style-type: none"> <li>Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or text books, identifying the characteristics of text types</li> <li>Read books that are structured in different ways and reading for a range of purposes</li> <li>Increase familiarity with myths, legends, modern fiction, fiction from literary heritage and books from other cultures</li> <li>Recommend books to peers, giving reasons for their choices</li> <li>Learn a wider range of poetry by heart</li> <li>Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> </ul>			<ul style="list-style-type: none"> <li>Which book do you prefer out of ...?</li> <li>Put these books in order of preference</li> <li>Which book would you recommend to your friend? Why?</li> <li>Which character would you least like to meet? Why?</li> <li>Who is the most interesting character you have ever come across?</li> <li>How has the author set this book out differently to other books you have read?</li> <li>Why do you think the author has chosen this layout?</li> <li>Why is the poem easy / hard to remember?</li> </ul>	<ul style="list-style-type: none"> <li>I would say ...</li> <li>My favourite ... is ... due to the fact that ...</li> <li>In my opinion ...</li> <li>This is my preferred choice as ....</li> <li>I would recommend ... to ... because ...</li> </ul>	<ul style="list-style-type: none"> <li>Book Review</li> <li>Writing answers in thought bubbles</li> <li>Amazon book reviews</li> <li>Write a letter to the author</li> <li>Recommendations to a friend</li> <li>Drawing favourite book cover</li> <li>Postcard to a teacher</li> <li>Poster for the Library</li> </ul>